

A black and white photograph of a modern brick building with large windows, partially obscured by trees. The text 'AUGSBURG COLLEGE' is overlaid in the top right corner.

AUGSBURG
COLLEGE

2011-2012 UNDERGRADUATE CATALOG

www.augsburg.edu

A black and white photograph of a large sign for Augsburg College. The sign is mounted on a brick pillar and has a dark background with the college's name in white. Three students are walking past the sign. One student on the left is looking at a mobile device. Two other students are walking away from the camera, carrying bags.

AUGSBURG
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Augsburg College Undergraduate Catalog

2011-2012

Official Publication of Augsburg College
2211 Riverside Avenue, Minneapolis, MN 55454
612-330-1000

This catalog should answer most questions students have about Augsburg College undergraduate education and its curriculum. Although information was current at the time of publication, it is subject to change without notice. The written policies in the catalog are the College policies in force at the time of publication. It is the responsibility of each student to know the requirements and academic policies in this publication. If you have questions about anything in this catalog, consult Academic Advising, a faculty adviser, the dean of the College, or the registrar. Key offices are listed on page 8 for correspondence or telephone inquiries.

Published 2011

www.augsburg.edu

A Greeting from the President

A college catalog is a wonderful text, full of detail and data that offer all of us a map to our lives together as a college community.

What has prompted you to study this map of Augsburg College? If you're already enrolled at Augsburg, I trust that you will continue to find here the awe and wonder of an educational experience that is meaningful and challenging. I hope that you will be reminded of the relationships and commitments you have formed at Augsburg — they will last a lifetime. I also hope that you find in this map signposts of the progress you have made in your vocational journey and that you will continue to believe that you have rightly chosen Augsburg as the community in which you will spend time for the next several years.

If you are studying this map to find out more about Augsburg College and an Augsburg education, welcome. I believe you will find it not only tells you about the character and essence of our institution, but also about our mission of service, particularly about those whom we serve in a modern, vibrant city. Augsburg is located in the heart of the Twin Cities of Minneapolis and St. Paul, and it is in the city that our College both serves and thrives. As you study here, you will find a setting that not only provides remarkable learning opportunities, but one in which you will be able to share your own talents and skills. Augsburg's challenging academic environment is enhanced by both education and service experiences that transform theory into action and unite the liberal arts with the practical in preparing students as faithful citizens in a global society.

The experience you are undertaking at Augsburg — or thinking of undertaking — will occur on a small campus in the core of a great city; it will be led by faculty preoccupied with your welfare and the emergence and refinement of your vocational plans.

As you join Augsburg College, or consider doing so, please know that those of us who await you here find the College an exciting place, full of diversity and yet possessed of a community dedicated to higher learning and good living. Here you can find your way in the world.

May this map be your faithful guide!

Sincerely yours,

Paul C. Pribbenow
President

2011-2012 Academic Calendar

Day Program (and PA program)

The academic calendar is subject to change. Refer to the registrar's webpage for updated calendar and registration information at www.augsburg.edu/registrar.

Fall Term 2011

| | |
|-------------------|-------------------------------|
| Summer | First-year registration |
| September 4-6 | New student orientation |
| September 7 | Classes begin |
| October 28 | Mid-term break (one day only) |
| Nov -----14-Dec 2 | Registration for spring |
| November 24 | Thanksgiving recess begins |
| November 28 | Classes resume |
| December 9 | Classes end |
| December 12-15 | Final exams |

Spring Term 2012

| | |
|------------------|----------------------------|
| January 17 | Classes begin |
| March 19 | Mid-term break begins |
| March 26 | Classes resume |
| April 9-20 | Registration for fall |
| April 6 | Easter break begins |
| April 27 | Classes end |
| April 30 - May 3 | Final exams |
| May 5 | Baccalaureate/Commencement |

The multi-year calendar for planning purposes can be found at www.augsburg.edu/registrar. Please note that future years are subject to change.-

2011-2012 Academic Calendar

Weekend College and Graduate Programs (not including the PA program and MBA)

The academic calendar is subject to change. Refer to the registrar's webpage for updated calendar and registration information at www.augsburg.edu/registrar.

Fall Term 2011

Class Weekends:

September 9-11
September 23-25
September 30 - October 2
October 14-16
November 4-6
November 18-20
December 2-4
December 9-11

Winter Term 2012

Class Weekends:

January 6-8
January 20-22
January 27-29
February 10-12
February 24-26
March 9-11
March 23-25
March 30 - April 1 (MSW only)

Spring Term 2012

Class Weekends:

April 13-15
April 27-29
May 11-13
May 18-20
June 1-3
June 8-10
June 22-24
June 29-July 1 (MSW only)

NOTE: For Rochester programs, reference the registrar's webpage at www.augsburg.edu/registrar.

Directory

Area Code: 612

Access Center 330-1749

Academic Advising 330-1025

Academic Enrichment 330-1165

Academic Affairs 330-1024

Admissions Offices

Office of Undergraduate Admissions 330-1001

Toll-free 1-800-788-5678

Office of Graduate Admissions 330-1101

Augsburg for Adults 330-1782

Alumni and Constituent Relations 330-1178

Toll-free 1-800-260-6590

Athletics 330-1249

Campus Activities and Orientation / SOAR 330-1111

Center for Learning and Adaptive Student Services (CLASS) 330-1053

Classroom Services 330-1219

College Pastor/Campus Ministry 330-1732

Counseling and Health Promotion 330-1707

Development (financial gifts to the College) 330-1613

Toll-free 1-800-273-0617

Enrollment Center 330-1046

Toll-free 1-800-458-1721

Event and Conference Planning 330-1107

Facilities Management 330-1041

Financial Aid (scholarships and other aid) 330-1046

General Information (other office numbers; business hours only) 330-1000

Fax 330-1649

Graduate Studies 330-1101

Human Resources 330-1058

Lindell Library 330-1017

Lost and Found 330-1000

Parent and Family Relations 330-1525

President's Office 330-1212

Registrar 330-1036

Residence Life (housing) 330-1488

Rochester Campus 507-288-2886

StepUP . 330-1405

Strommen Career and Internship Center 330-1148

Student Affairs 330-1160

Student Government 330-1110

Summer Session 330-1046

TRIO/Student Support Services 330-1311
Weekend College 330-1101

About Augsburg

At Augsburg College, we believe that the college experience should be a time of exploration, of discovery, of new experiences, and new possibilities. We also believe that a liberal arts education is the best preparation for living in the fast-paced, changing, and complex world of today and tomorrow. Augsburg graduates will be able to demonstrate not only the mastery of a major field of study, but also the ability to think critically, solve problems, and communicate effectively.

Discovering Your Gifts and Talents

The heart of an Augsburg education is the Augsburg Core Curriculum—designed to prepare students to become effective, informed, and ethical citizens. Through “Search for Meaning” courses, students explore their own unique gifts and interests and find where their own talents intersect with the needs of our global society.

At the same time, courses across all disciplines stress the skills that will serve for a lifetime: writing, speaking, critical thinking, and quantitative reasoning, to name a few.

Thanks to Augsburg’s prime location in the heart of a thriving metropolitan area, many courses are able to offer rich and varied learning opportunities in real-life situations through academic internships, experiential education, volunteer community service, and cultural enrichment. In a sense, the resources of the Twin Cities are an extended campus for Augsburg students.

Selection from over 50 Majors

Augsburg offers more than 50 majors—or you can create your own major, either on campus or through the Associated Colleges of the Twin Cities (ACTC). This five-college consortium allows day program students to take courses on other campuses without charge while a full-time student at Augsburg. The ACTC includes Augsburg College, St. Catherine University, Hamline University, Macalester College, and the University of St. Thomas.

Weekend College offers 18 majors and a number of certificate programs.

Mission Statement

Students who graduate from Augsburg are well prepared to make a difference in the world. They stand as testaments to the College motto, “Education for Service,” and mission:

“Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran church, and shaped by its urban and global settings.”

History

A College of the Church

Augsburg was the first seminary founded by Norwegian Lutherans in America, named after the confession of faith presented by Lutherans in Augsburg, Germany, in 1530. Augsburg opened in September 1869, in Marshall, Wis., and moved to Minneapolis in 1872. The first seminarians were

enrolled in 1874, and the first graduation was in 1879.

Early Leaders Establish a Direction

August Weenaas was Augsburg's first president (1869-1876). Professor Weenaas recruited two teachers from Norway—Sven Oftedal and Georg Sverdrup. These three men clearly articulated the direction of Augsburg: to educate Norwegian Lutherans to minister to immigrants and to provide such "college" studies that would prepare students for theological study.

In 1874 they proposed a three-part plan: first, train ministerial candidates; second, prepare future theological students; and third, educate the farmer, worker, and businessman. The statement stressed that a good education is also practical.

Augsburg's next two presidents also emphatically rejected ivory tower concepts of education. This commitment to church and community has been Augsburg's theme for more than 130 years.

Education for Service

Keeping the vision of the democratic college, Georg Sverdrup, Augsburg's second president (1876-1907), required students to get pre-ministerial experience in city congregations. Student involvement in the community gave early expression to the concept of Augsburg's motto, "Education for Service."

In the 1890s, Augsburg leaders formed the Friends of Augsburg, later called the Lutheran Free Church. The church was a group of independent congregations committed to congregational autonomy and personal Christianity. This change made Augsburg the only higher educational institution of the small Lutheran body. The college division, however, was still important primarily as an attachment to the seminary.

The Focus Changed

This attitude began to change after World War I. In 1911, George Sverdrup, Jr., became president. He worked to develop college departments with an appeal to a broader range of students than just those intending to be ministers. Augsburg admitted women in 1922 under the leadership of longtime dean of women, Gerda Mortensen.

The College's mission assumed a double character: ministerial preparation together with a more general education for life in society. In 1937, Augsburg elected Bernhard Christensen, an erudite and scholarly teacher, to be president (1938-1962). His involvement in ecumenical and civic circles made Augsburg a more visible part of church and city life.

After World War II, Augsburg leaders made vigorous efforts to expand and improve academic offerings. Now the College was a larger part of the institution than the seminary and received the most attention.

Accreditation for the College

Augsburg added departments essential to a liberal arts college, offering a modern college program based on general education requirements and elective majors. Full accreditation of the College was achieved in 1954.

A study in 1962 defined the College's mission as serving the good of society first and the interests of the Lutheran Free Church second. The seminary moved to Luther Theological Seminary (now Luther Seminary) in St. Paul in 1963 when the Lutheran Free Church merged with the American Lutheran Church. Subsequently, the American Lutheran Church merged with two other Lutheran bodies in 1988 to form the Evangelical Lutheran Church in America.

A College in the City

Under the leadership of President Oscar A. Anderson (1963-1980) Augsburg became a vital and integral part of the city. The College began to reach out to nontraditional student populations, ensuring educational opportunity for all students. Also in these years, Augsburg added the Music Hall, Mortensen Hall, Urness Hall, Christensen Center, Ice Arena, and Murphy Place.

Dr. Charles S. Anderson led the College from 1980 to 1997. He guided Augsburg's commitment to liberal arts education, spiritual growth and freedom, diversity in enrollment and programs, and a curriculum that draws on the resources of the city as extensions of campus and classroom. Some of the accomplishments during his tenure include instituting two graduate degree programs, hosting national and international figures at College-sponsored forums and events, increasing accessibility, and the addition of the Foss, Lobeck, Miles Center for Worship, Drama, and Communication; the Oscar Anderson Residence Hall; and the James G. Lindell Family Library.

Dr. William V. Frame became president in August 1997 and retired in 2006. Under his leadership, the College sharpened its identity as a college of the city, providing an education grounded in vocational calling that provides students both the theoretical learning and the practical experience to succeed in a global, diverse world.

Dr. Paul C. Pribbenow became president in July 2006. Under his leadership, the College aims to educate students of all ages — in the midst of a great city — to be faithful citizens of the world.

Augsburg Today

Augsburg continues to reflect the commitment and dedication of the founders who believed:

- An Augsburg education should be preparation for service in community and church;
- Education should have a solid liberal arts core with a practical dimension in order to send out productive, creative, and successful citizens;
- The city—with all its excitement, challenges, and diversity—is an unequalled learning laboratory for Augsburg students.

The vision of the College's work today is lived out in the phrase, "We believe we are called to serve our neighbor." Through common commitments to living faith, active citizenship, meaningful work, and global perspective, Augsburg prepares its students to become effective, ethical citizens in a complex global society.

In addition to Augsburg's undergraduate program of liberal arts and sciences, Augsburg offers master's degree programs in business, education, leadership, nursing, physician assistant studies, and social work. The College's first doctoral program, in nursing practice, has been approved. For information on graduate programs, go to www.augsburg.edu/grad.

Undergraduate education is offered both on weekday semester programs, and alternate weekend trimester programs. The graduate programs generally follow the trimester schedule.

In addition to its Minneapolis campus, Augsburg has a branch campus in Rochester, Minn. and a center in Bloomington, Minn.

Weekend College

Augsburg's Weekend College (WEC) provides an educational opportunity for adults who want to earn a baccalaureate degree and work or have other commitments during the week. It is a means by which men and women can gain skills for professional advancement, prepare for a career change, or pursue a personal interest in one or more areas of the liberal arts and professional studies.

Weekend College began in 1982 with 69 students taking courses in three majors. Eight courses were offered in the first term. Today, with approximately 1,000 students enrolled each term and a variety of majors in the liberal arts and professional studies, WEC is one of the largest programs of its type among Minnesota private colleges.

The Adult Learner

Augsburg's Weekend College is based on the assumption that adult students are mature, self-disciplined, and motivated learners who seek a combination of classroom experience and individual study. Each course includes periods of concentrated, on-campus study as well as time for independent study and class preparation.

Alternate Weekends

To meet the needs of nontraditional students, classes generally meet on alternate weekends for three-and-a-half to four hours on either Friday evening, Saturday morning, Saturday afternoon, or Sunday afternoon. Laboratory sections or additional class hours may be scheduled during the week. WEC students may take from one to four courses each term. The WEC academic year is divided into three trimesters (fall, winter, and spring), so that students may complete three terms in the traditional nine-month academic year.

A Community of Learners

Essential to the goals of Augsburg's Weekend College is participation in a community of adult learners. This community is enriched by the presence of men and women with a variety of work and life experiences. To facilitate this kind of community interaction, Augsburg encourages WEC students to make use of College facilities, such as Lindell Library, and to participate in academic and co-curricular activities, such as the student newspaper, travel seminars, student organizations, fine arts events, networking events, workshops, and convocations. The WEC student body elects its own leaders through the WEC Student Senate.

Augsburg for Adults

Through the Augsburg for Adults program office, Augsburg continues its tradition of innovation to meet the needs of adult students by creating new programs, providing faculty and staff development in adult learning, and serving adult and non-traditional students.

Students are recognized as adult learners from age 25 to 60-plus whether they take courses in the traditional day program, the Weekend College program, or any of the graduate programs. To learn more about graduate studies at Augsburg, go to www.augsburg.edu/grad.

Weekend College Faculty

The heart of any educational institution is its faculty, and the WEC faculty are full-time Augsburg professors as well as adjunct faculty who bring professional experience to their teaching. Most faculty hold a doctorate or other terminal degree, and all consider teaching to be the focus of their activities at the College. Professors are involved in social, professional, and a variety of research activities, but these support and are secondary to their teaching. Faculty are actively involved in a dynamic faculty development program that introduces them to best practices in teaching and learning techniques and theories.

Weekend College's small classes facilitate the College's tradition of close involvement between professors and students. Faculty act as academic advisers and participate regularly in campus activities.

Rochester campus

Augsburg's branch campus in Rochester was established in 1998 as a natural extension of the College's mission and its expertise in teaching working adults. In Rochester, six undergraduate majors, plus a certificate program in business management, are offered.

The Rochester campus classrooms and offices are located at Bethel Lutheran Church (ELCA), a few blocks south of the heart of the city which is home to about 100,000 residents. It is a city that enjoys a rich ethnic diversity and superior technological resources.

Augsburg classes in Rochester meet on a trimester schedule with classes taking place on weekday evenings and on occasional Saturdays, making them accessible to working adults. In addition to the half-dozen degree programs that can be completed entirely in this location, students may work on a variety of other majors through a combination of Rochester-based courses and courses taken in the Day or WEC program in Minneapolis.

Students at the Rochester campus are Augsburg College students. They are supported through an array of e-learning resources ranging from access to Lindell Library databases to the use of online course management software. Information about the Rochester campus is available at www.augsburg.edu/Rochester or by calling the Rochester office at 507-288-2886.

College of the Third Age

Augsburg demonstrates its commitment to lifelong learning in part through its College of the Third Age. College of the Third Age is a teaching-learning service founded more than 30 years ago to serve older adults by encouraging lifelong learning, fostering interactive discussion, and introducing new topics and subjects related to an ever-changing world. A roster of more than 25 retired, semi-retired, and working professors teach non-credit seminars for the program, based upon their areas of expertise.

College of the Third Age partners with organizations and facilities that serve older adults in the Twin Cities metropolitan area, including churches, synagogues, community centers, and senior residences. The current catalog lists more than 200 classes available for group study at partner organizations and facilities. To obtain further information about the program or to request a catalog, call 612-330-1139 or visit www.augsburg.edu/thirdage.

Campus Location

Augsburg's campus is located in the heart of the Twin Cities, surrounding Murphy Square, the oldest of 170 parks in Minneapolis. The University of Minnesota West Bank campus and one of the city's largest medical complexes—University of Minnesota Medical Center, Fairview—are adjacent to Augsburg, with the Mississippi River and the Seven Corners theater district just a few blocks away. Downtown Minneapolis and St. Paul, home to a myriad of arts, sports, entertainment, and recreational opportunities, are just minutes west and east of campus via Interstate 94, which forms the southern border of the campus.

Convenient bus routes run throughout the city and connect with the suburbs. Augsburg is located just blocks away from two Hiawatha Line light rail stations.

Reaching the Twin Cities is easy. Most airlines provide daily service to the Minneapolis-St. Paul International Airport, and bus or train connections can be made from all areas of the United States.

Facilities and Housing

Instruction facilities and student housing at Augsburg are conveniently located near each other. A

tunnel/ramp/skyway system connects the two tower dormitories, the five buildings on the Quadrangle, plus Music Hall, Murphy Place, Lindell Library, Oren Gateway Center, and the Foss, Lobeck, Miles Center for Worship, Drama, and Communication.

Admissions Offices—The Office of Undergraduate Admissions is located on the first floor of Christensen Center. The Office of Graduate Admissions is located on the second floor of Christensen Center.

Anderson Hall (1993)—Named in honor of Oscar Anderson, president of Augsburg College from 1963 to 1980, this residence hall is located at 2016 8th Street. Anderson Hall contains four types of living units and houses 192 students, as well as the Master of Science in Physician Assistant Studies; the Strommen Career and Internship Center; and the Office of Marketing and Communication.

College of the Third Age and Inter-Race—This house, located at 620 21st Avenue, provides office space for these two programs.

Counseling and Health Promotion—The Center for Counseling and Health Promotion (CCHP) offers programs and services that enhance student learning by promoting personal development and well-being. The center occupies the house located at 628 21st Avenue.

Christensen Center (1967)—The College center, with admission offices, student lounge and recreational areas, the Commons dining facility and Einstein Bros. Bagels, two art galleries, copy center, and offices for student government and student publications.

Edor Nelson Field—The athletic field, located at 725 23rd Avenue, is the playing and practice field of many of the Augsburg teams. An air-supported dome covers the field during winter months, allowing year-round use.

Foss, Lobeck, Miles Center for Worship, Drama, and Communication (1988)—The Foss Center is named in recognition of the Julian and June Foss family. The Tjornhom-Nelson Theater, Hoversten Chapel, and the Arnold Atrium are also housed in this complex, which provides space for campus ministry, the drama and communication offices, and the Center for Learning and Adaptive Student Services (CLASS).

Ice Arena (1974)—Two skating areas provide practice space for hockey and figure skating, and recreational skating for Augsburg and the metropolitan community.

Kennedy Center—Completed in 2007 as a three-story addition to Melby Hall and named for Dean ('75) and Terry Kennedy, it features a state-of-the-art wrestling training center, new fitness center, classrooms for health and physical education, and hospitality facilities.

The James G. Lindell Family Library (1997)—This library and information technology center houses all library functions and brings together the computer technology resources of the College. The library is located on the corner of 22nd Avenue and 7th Street.

Luther Hall (1999)—Named for theologian Martin Luther, Luther Hall is a three-story apartment complex along 20th Avenue, between 7th and 8th Streets that houses juniors and seniors in units from efficiencies to two-bedroom suites.

Melby Hall (1961)—Named in honor of J. S. Melby (dean of men from 1920 to 1942, basketball coach, and head of the Christianity department). It provides facilities for the health and physical education program, intercollegiate and intramural athletics, the Hoyt Messerer Fitness Center, and general auditorium purposes. The Ernie Anderson Center Court was dedicated in 2001.

Mortensen Hall (1973)—Named in honor of Gerda Mortensen (dean of women from 1923 to 1964), it has 104 one- and two-bedroom apartments that house 312 upper-class students, plus conference rooms and spacious lounge areas.

Murphy Place (1964)—Located at 2222 7 1/2 Street, Murphy Place is the home of the Office of International Programs: Augsburg Abroad, Center for Global Education, International Partners and

International Student Advising. It is also home to the four ethnic student support programs: American Indian Student Services, Pan-Afrikan Center, Pan-Asian Student Services, and Hispanic/Latino Student Services.

Music Hall (1978)—Contains Sateren Auditorium, a 217-seat recital hall, classroom facilities, two rehearsal halls, music libraries, practice studios, and offices for the music faculty.

Old Main (1900)—Home for the Department of Art and the Department of Languages and Cross-Cultural Studies, with classrooms used by other departments. Extensively remodeled in 1980, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

Oren Gateway Center (2007)—Named for lead donors and alumni Don and Beverly Oren, it is home for the StepUP program, Institutional Advancement offices, the Alumni and Parent and Family Relations Offices, Augsburg for Adults Office, and substance-free student housing. It also houses the Barnes & Noble Augsburg Bookstore, Nabo Café, Gage Family Art Gallery, and the Johnson Conference Center.

Science Hall (1949)—Houses classrooms; laboratories for biology, chemistry, and physics; mathematics; a medium-sized auditorium; faculty offices, administrative offices, and various other program offices.

Sverdrup Hall (1955)—Named in honor of Augsburg's fourth president, it contains the Enrollment Center and Academic Advising, as well as classrooms and faculty offices.

Sverdrup-Oftedal Memorial Hall (1938)—Built as a dormitory and named in honor of Augsburg's second and third presidents, it contains the President's Office, Human Resources, and other administrative and faculty offices.

Urness Hall (1967)—Named in honor of Mr. and Mrs. Andrew Urness, this tower provides living quarters for 324 first-year students. Each floor is a "floor unit," providing 36 residents, housed two to a room, with their own lounge, study, and utility areas.

Associated Support Organizations

Augsburg College has a commitment to programs that increase both individual and group understanding and achievement.

Inter-Race: The International Institute for Interracial Interaction—Inter-Race facilitates interracial understanding in families, schools, places of work, communities, and society. The institute provides training and consultation, research, education, resource centers, publications, public policy, and legal study in five centers. Inter-Race is located at 620 21st Avenue.

Policies

Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, marital status, status with regard to public assistance, or disability in its education policies, admissions policies, scholarship and loan programs, athletic and/or school administered programs, except in those instances where religion is a bona fide occupational qualification. Augsburg College is committed to providing reasonable accommodations to its employees and its students.

Any questions concerning Augsburg's compliance with federal or state regulations implementing equal access and opportunity can be directed to the affirmative action coordinator, Office of Human Resources, CB 79, Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454, 612-330-1058. The College and its faculty subscribe to the Statement of Principles on Academic Freedom as

promulgated by the American Association of University Professors and the Association of American Colleges.

Accreditation and Memberships

Augsburg College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education (Secondary and Elementary). Our programs are approved by the

- American Chemical Society
- American Music Therapy Association
- Commission on Collegiate Nursing Education
- Council on Social Work Education (B.S. and MSW)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Council for Accreditation of Teacher Education
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Augsburg College is an institutional member of the:

- American Association of Colleges and Universities (AACU)
- Association of Physician Assistant Programs
- Council of Independent Colleges (CIC)
- National Association of Schools of Music (NASM)

We are members of the Associated Colleges of the Twin Cities (ACTC), Lutheran Education Council in North America, Minnesota Private College Council, National Society for Experiential Education, and Campus Compact.

Augsburg College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Augsburg College Facts and Figures

Location—Augsburg College was founded in 1869 in Marshall, Wis. The College moved to Minneapolis in 1872.

Religious Affiliation—The Evangelical Lutheran Church in America (ELCA). Although the highest percentage of students are Lutheran, 16 percent represent the Roman Catholic Church, and 25 percent represent other denominations and religions.

Accreditation—The Higher Learning Commission of the North Central Association of Colleges and Schools, National Council for Accreditation of Teacher Education, Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Approved by the American Chemical Society, Council on Social Work Education, American Music Therapy Association, National Association of Schools of Music, and the Commission on Collegiate Nursing Education.

Member—Associated Colleges of the Twin Cities, Lutheran Education Council in North America, Minnesota Private College Council, CIC, AACU, AAHE. Registered with the Minnesota Office of Higher Education.

Enrollment (Fall 2009)—4,054 students from 40 countries.

Graduates—More than 20,000 graduates from 1870 through present.

Student/Faculty Ratio—14 to 1. Undergraduate class size averages 13 (WEC)-17 (Day).

Campus—18 major buildings with special emphasis on campus accessibility.

Accessibility—Augsburg is now one of the most accessible campuses in the region. A skyway/tunnel/elevator system provides access to 12 major buildings without going outside.

Degrees Granted—BA, BS, BM, MA, MBA, MS, MSW, DNP

Financial Aid—Over 90 percent of the students receive some form of financial aid from the College and many other sources.

Library—Over 190,000 items, direct access to over 2,500,000 through CLIC, the Twin Cities private college library consortium. The James G. Lindell Family Library opened in September 1997.

School Year—Two semesters from September to May, and summer school sessions. For Weekend College, Rochester campus, Bloomington Center, and most graduate programs: three trimesters, September to June.

Majors—More than 50 majors in 35 departments and programs.

Off-Campus Programs—The Office of International Programs offers study abroad programs throughout the world, including Augsburg's own Center for Global Education and International Partners programs. Augsburg is also a member of the Higher Education Consortium for Urban Affairs (HECUA).

Athletic Affiliation—Minnesota Intercollegiate Athletic Conference (MIAC), and National Collegiate Athletic Association (NCAA), Division III.

Non-Discrimination Policy—Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, gender identity, gender expression, marital status, status with regard to public assistance, or disability in its educational policies, admissions policies, employment, scholarship and loan programs, athletic and/or school administered programs, except in those instances where there is a bona fide occupational qualification or to comply with state or federal law. Augsburg College is committed to providing reasonable accommodations to its employees and students.

Undergraduate Admissions

Augsburg College strives to create a strong, rich, and vibrant campus community with students representing a large number of backgrounds, viewpoints, experiences, talents, and cultures. Selection of students for Augsburg College is based upon careful consideration of each candidate's academic achievement, personal qualities and interests, participation in activities and employment, and potential for development as a student and as a graduate of Augsburg College.

Visit the Campus

Because firsthand appraisal of programs, facilities, and academic atmosphere is valuable, first-year and transfer applicants are encouraged to visit the campus and meet with an admissions counselor. Arrangements may be made to meet with a member of the faculty and to attend classes when school is in session.

Augsburg's undergraduate admissions staff is ready to help students and families with college planning. Call any weekday between 8:30 a.m. and 4:30 p.m.—612-330-1001 or toll-free 1-800-788-5678, and we'll assist with your questions and arrange a tour for you. Admissions visits and tours are available Monday through Friday, including most Saturday mornings during the school year. The Office of Undergraduate Admissions is located on the first floor of the Christensen Center and serves traditional and non-traditional students.

Application Procedures

Day College First-years

Application for Admission—Applicants should complete the application for admission and the essay and return them to the Office of Undergraduate Admissions together with the non-refundable \$25 application fee. Students may apply online for free at www.augsburg.edu/day/apply.html or www.commonapp.org.

Transcripts—An official transcript from the high school is required of first-year applicants. First-year applicants who are still high school students at the time of application should have their most recent transcript sent, followed by a final, official transcript upon graduation. If the student has taken college courses, an official transcript from the institutions should also be sent. General Education Development (GED) scores may be presented instead of the high school transcript.

Test Scores—First-year applicants are required to submit results from a college entrance examination. The American College Test (ACT) is preferred; results from SAT are also accepted. Test scores recorded on the official high school transcript are sufficient. Augsburg strongly recommends completing the writing portion of either the ACT or SAT.

Recommendations—Two letters of academic recommendation are required. If the applicant has been out of school for several years, a letter may be submitted by a supervisor, employer, pastor, or co-worker.

Additional Information—If there is personal information that may have affected the applicant's previous academic performance, it may be included with the application or discussed personally with an admissions counselor.

On occasion, the Admissions Committee may defer a decision on a candidate's admission until other information has been received. For example, more recent test scores, results of the present

semester's coursework, additional letters of recommendation, or writing samples may be requested by the committee. If any additional credentials are needed, the Office of Undergraduate Admissions will inform the candidate.

Notification of Admissions Decision—Augsburg College uses a “rolling” admissions plan. The first offers of admission are made in late September. After that, students are notified of the admissions decision usually within two weeks after the application file is complete and has been evaluated by the Admissions Committee.

Confirmation of Admission—Accepted students are asked to make a \$150* enrollment deposit to the Office of Undergraduate Admissions. Those students who wish to live in College housing must also submit a \$200 nonrefundable housing deposit along with the housing contract to the Residence Life Office. *Nonrefundable after May 1.

Day College Transfers and Weekend College Students

Applicants should complete the application form and return it along with the \$25 nonrefundable application fee to the Office of Undergraduate Admissions. Students may apply online for free at www.augsburg.edu/weekend/admissions/.

Transcripts—Official transcripts from all previous post secondary institutions should be sent directly to the Office of Undergraduate Admissions. Applicants with less than one year of previous transferable college work should also have their official high school transcript sent. The GED test certificate may be presented instead of the high school transcript.

Test Scores—First-year applicants are required to submit results from a college entrance examination. The American College Test (ACT) is preferred; results from SAT are also accepted. Test scores recorded on the official high school transcript are sufficient. Augsburg strongly recommends completing the writing portion of either the ACT or SAT.

First-year applicants who have been out of high school for more than five years do not need to submit an official test score.

Additional Information—If there is personal information that may have affected the applicant's previous academic performance, it may be included with the application or discussed personally with an admissions counselor. Academic recommendations may be required by the Admissions Committee before an admission decision is made. On occasion, the Admissions Committee may also defer a candidate's admission until other information has been received. For example, test scores, results of current coursework, additional letters of recommendation, or writing samples may be requested by the committee. If any additional credentials are needed, the Admissions Office will inform the candidate.

Notification of Admissions Decision—Augsburg College uses a “rolling” admissions plan. Students are notified of the admission decision, usually within two weeks after the application file is complete and has been evaluated by the Admissions Committee. Admission to a major, as well as admission to the College, is sometimes necessary. Please check with an admissions counselor and department sections of this catalog to see if admission to the major is required.

Transfer Students

A cumulative grade point average (GPA) of at least 2.50 (on a 4.0 scale) in previous college work is recommended for admission to the College. Information regarding transfer credit policies is found in the Academic Information section of the catalog.

Former Students

Day students who have interrupted attendance at Augsburg College for one semester or more, and WEC/Rochester students who have interrupted attendance at Augsburg College for three trimesters or more, must apply for re-admission through the registrar's office to resume attendance. Students who have attended other institutions during their absence from Augsburg must have an official transcript sent from each institution to the Office of the Registrar. Returning students do not pay the application fee.

Special Students (Non-Degree)

In some circumstances, people may be admitted as special students (non-degree) and granted the privilege of enrolling in courses for credit. Students may request a change in their degree status by contacting the Registrar's Office.

Students regularly enrolled at another college may take coursework at Augsburg College as a special student (non-degree). An application form for special-student status is available from the Office of Undergraduate Admissions. To apply for admission as a special student, submit the completed admission application and academic transcripts to the Office of Undergraduate Admissions.

Students who have graduated from Augsburg who are returning to complete an additional major will not be awarded a second degree unless it is a different degree from the first awarded. Minors are not noted on the transcript if they are completed after a baccalaureate degree has been awarded.

Special Students (Second Degree)

Students who have completed a four-year degree at an accredited college or university may complete a second degree at Augsburg College. Second degree requirements include: a minimum of eight course credits taken at Augsburg, completion of a major, and completion of any liberal arts requirements not covered by a previous degree. Depending on the student's previous degree, completion of a second major (non-degree) may also be an option.

International Students

International students are a vital part of the Augsburg community. (See International Student Advising on page 32.)

International students should contact the Office of Undergraduate Admissions for an international student application and financial requirements. All applicants must provide proof of financial solvency. Applications must be completed two months prior to the start of the semester:

June 1 for fall, December 1 for spring.

For more information, call 612-330-1001 or 1-800-788-5678 (toll-free); e-mail admissions@augsborg.edu; or write to:

International Student Admissions
Campus Box 143
Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454 USA

Students who have attended a college or university outside of the United States will need to obtain

a foreign credential evaluation by contacting World Education Services (WES). WES is a nonprofit organization with more than 30 years experience evaluating international credentials. WES will examine your transcript(s) and prepare a report that will help Augsburg College understand how your international course work compares to courses and grades in the United States. Augsburg College will use this information in its admissions review and will grant transfer credit where appropriate.

World Education Services, Inc.
Bowling Green Station
PO Box 5087
New York, NY 10274-5087
www.wes.org
Phone: 212-966-6311
Fax: 212-966-6395

Financing Your Education

All students receive financial help indirectly, since a quality liberal arts education costs more than tuition and fees cover. The College raises that difference in gifts—from alumni, faculty, staff, parents, churches, friends, foundations, and endowment income.

However, the primary responsibility for paying for a college education rests on students and their families. Financial aid is intended to supplement those resources.

College Costs 2011-2012 Day College

The Board of Regents has approved the costs listed below for the 2011-2012 academic year. The board reviews costs annually and makes changes as required. The College reserves the right to adjust charges should economic conditions necessitate.

Day College Tuition, Fees, Room, and Board

Tuition (full-time enrollment) \$29,802

This rate applies to all full-time students attending in September 2011. Students are considered full-time when they take three or more course credits during the semester. The charge includes tuition, general fees, facility fees, and admission to most College-supported events, concerts, and lectures. The amount is payable in two equal installments at the beginning of each semester.

Tuition (part-time enrollment)

per one-credit course \$3,559

This rate applies to students taking fewer than three courses in a semester. Part-time students taking lifetime sports are charged \$220 for that course.

Audit Fee (for part-time students)

per course \$1000

Full-time students—see audit policy in the Academic Information section.

Room Rent (average starting price) \$4,578

(Detailed room rates and housing options are available through the Office of Residence Life.)

Meal Plans

15 Plus \$3,956

(15 meals a week; \$100 in Augsburg Flex Points)

10 Plus \$3,854

(10 meals a week; \$150 in Augsburg Flex Points)

5 Plus \$3,524

(5 meals a week; \$345 in Augsburg Flex Points)

Other board plans are available as defined in the housing contract booklet available from the Office of Residence Life.

Fees \$637.50

(Student activity, technology, newspaper readership, wind energy fee, MPIRG)

Other Special Fees (Nonrefundable)

Fees Billed on Student Account

| | |
|--|---------|
| Student Activity Fee (part-time students) | \$90 |
| Late Registration | \$200 |
| Petition fee for waiver of registration deadlines (non-refundable) | \$50 |
| Lifetime Sport (part-time students) | \$220 |
| Newspaper Readership | \$20 |
| Technology Fee (per credit) | \$50 |
| Overload Fee (per course credit over 4.5, Day and WEC/Rochester/United combined) | \$3,559 |
| Private Music Lessons, per semester (14 lessons—.0 cr. or .25 cr.) | \$390 |
| (14 lessons—.5 cr.) | \$780 |
| Student Teaching (per course for full-time students) | \$155 |
| Student Teaching (per course for part-time students) | \$215 |
| Study Abroad (in approved non-Augsburg programs) | \$425 |
| Zero-credit seminar (part-time students) | \$1000 |
| Fees Payable by Check/Cash | |
| Application (new and/or special students) | \$25 |
| Locker Rental | \$40 |
| Student Parking Lot Permit | |
| car | \$220 |
| motorcycle | \$110 |
| Transcript Fee | |
| Regular service | \$6 |
| Next day | \$10 |
| On demand | \$16 |
| Special Examinations, Cap & Gown Costs (Schedule on file in registrar's office) | |

Books and Supplies

These costs are estimated to average \$125 per course.

Deposits

Enrollment Deposit (nonrefundable) \$150

Required of all new students after acceptance. If the student attends Augsburg College, the deposit is considered initial payment toward their first term tuition and fees. Should the student not attend, the enrollment deposit may be forfeited. For more information, contact the Office of Undergraduate Admissions.

Housing Damage Deposit \$200

Required of all resident students at the time of signing a contract to reserve a housing assignment. This deposit is retained against damages and/or fines and is returned to the student account (less all charges for damages and/or fines) at the end of the occupancy period covered by the contract. New contracts may be terminated in writing for fall or spring term by following the conditions delineated in the housing contract. The resident will be responsible for all costs incurred due to late

cancellation or lack of proper notification as specified in the housing contract.

College Costs 2011-2012

Weekend College

| | |
|--|---------|
| Application Fee (payable once, non-refundable) | \$25 |
| Tuition (per course credit) | \$1,777 |
| Tuition (per summer course 2011) | \$1,725 |
| Activity Fee (per trimester) | \$11.50 |
| Facilities Fee (includes parking permit; per trimester) | \$35 |
| Audit Fee (per course) | \$1000 |
| Lifetime Sports: Fee for Weekend College Course | \$220 |
| Lifetime Sports: Fee for Assessment of Previous Learning | \$150 |
| Nursing Clinical Fee | \$250 |
| Supplementary Student Teaching Fee (per course credit) | \$215 |
| Late Registration Fee | \$200 |
| Transcript Fee | |
| Regular service | \$6 |
| Next day | \$10 |
| On demand | \$16 |
| Petition Fee for waiver of registration deadlines (non-refundable) | \$50 |
| Zero-credit seminar | \$1000 |

Payments

Day college

Semester Fees—Prior to the start of each semester a statement of estimated charges showing basic charges and financial aid credits designated by the Student Financial Services Office is sent to the student.

Payment Options—Augsburg College offers payment plan options for Day Program students. Information about payment plan options is mailed annually to each student's permanent address.

Weekend College

A statement of tuition and fee charges and estimated financial aid will be mailed to each registered student prior to the start of each term. All statements are available online through Augnet Records and Registration. For tuition and fee information, please refer to the financial aid website.

Payment Options—(1) Payment in full at the start of each term. (2) Employer Reimbursement: Students on this plan must file an employer reimbursement application form each academic year, prior to the start of the first class. Once enrolled in the employer reimbursement payment plan, students have until 60 days after the end of each term to pay their term costs in full. There is a

\$20 per term fee associated with this payment option. The student is responsible for payment of the balance should the employer not reimburse for any reason. If the employer offers partial reimbursement, the non-reimbursed portion of tuition and fees must be paid in full at the start of the term. (3) Students may also defer payment by enrolling in the College's third party payment plan or in a military payment plan if their term costs are to be covered by a third party or through V.A. education benefits, such as the G.I. Bill. (more details can be found at www.augsburg.edu/enroll/accounts.html)

Financial Policies

A finance charge is applied at a simple rate of .67 percent per month on any account with an open balance of 30 days or more.

Registration is permitted only if the student's account for a previous term is paid in full or if the student is making scheduled payments in accordance with an approved payment plan. Augsburg College will not release student academic transcripts or graduation diplomas/certificates until all student accounts are paid in full or, in the case of student loan funds administered by the College (Federal Perkins Student Loan), are current according to established repayment schedules and the loan entrance and exit interviews have been completed.

Refunds

Students who withdraw from Augsburg College may be eligible for a refund of a portion of their charges based on the appropriate refund schedule. Financial aid may be adjusted for those students who withdraw from the College or drop course(s) and receive financial assistance.

Students who wish to withdraw from Augsburg should complete the Withdrawal from College form available online through the registrar's website. It must be filled out completely, signed and turned in to the Enrollment Center. Students who properly withdraw or change to part-time, who are dismissed, or who are released from a housing contract will have their accounts adjusted for tuition and/or room (except for the minimum deduction of \$100 to cover administrative costs) in accordance with the terms of their housing contract and/or the appropriate tuition refund schedule.

Students are responsible for canceling courses through the Enrollment Center (or online) in order to be eligible for any refund. Students who unofficially withdraw (stop attending) but do not complete the drop/add form are responsible for all charges. Financial aid may be adjusted based on the student's last recorded date of attendance. Refund calculations are based on the date that the drop/add form is processed.

The Augsburg College Refund Policy for Day, Weekend, Rochester, Bloomington, and Graduate Studies

Students who withdraw from Augsburg College may be eligible for a refund of a portion of their charges based on the refund schedule below. This refund is based on the percentage of calendar time remaining on the date of the student's official withdrawal from classes. This applies to all students who drop one or more courses during the term and/or withdraw from all courses in the term.

| Percentage of calendar time remaining after official drop or withdrawal: | Amount of refund: |
|--|-------------------|
| 100% to 90% remaining (minus \$100 administrative fee) | Full refund |
| 89% to 60% remaining | 50% |

This refund schedule is effective whether or not a student has attended classes. Please allow 30

to 45 days for tuition and possible financial aid adjustments to be finalized. If a credit balance remains on the student's account, a credit refund will be issued at that time.

The refund of charges calculation used is the Augsburg College Refund Policy stated above. Students may appeal refund decisions through the Financial Petition Committee. Petition forms are available online through the registrar's website.

Medical refund

If a student is forced to withdraw from one or more courses in a term due to illness or an accident, the refund will include the normal refund percentage (based on the regular refund schedule), plus one-half of the remaining tuition and fees. This extra medical refund will be considered upon submission of documentation from the attending doctor, on letterhead, verifying the medical circumstances. Requests for medical refunds should be made through the Financial Petition Committee. Petition forms are available through the registrar's website.

Unofficial Withdrawal

Federal regulations require that records of financial aid recipients who earn failing grades in all their classes be reviewed. If courses are not completed (e.g. unofficial withdrawal, stopped attending), the College is required to refund financial aid to the appropriate sources according to federal or Augsburg refund policies based on the last recorded date of attendance. Students are responsible for the entire cost of the term including the portion previously covered by financial aid should they stop attending. Students are strongly urged to follow guidelines for complete withdrawal from college. If there are extenuating circumstances, a petition to have the cost of tuition refunded can be made. Petition forms are available online through the registrar's website.

A student who registers, does not attend any classes, and does not withdraw may petition to withdraw retroactively. The student must petition within six months of the end of term and provide proof of non-attendance. Proof can include, but is not limited to, statements from each instructor that the student never attended, or documentation of attendance for the term at another college or university. If approved, grades of W will be recorded and charges for the term dropped. The administrative cancellation fee is \$300.

Financial Aid

All students who wish to be considered for financial assistance must establish financial aid eligibility on an annual basis. This includes completing the application process as outlined below and making satisfactory academic progress. In order to maintain eligibility in financial aid programs, students must make satisfactory academic progress toward the attainment of their degree or certificate as stipulated in the College catalog and as published on the Academic Progress Standards for Financial Aid Recipients webpage www.augsburg.edu/finaid/sap.html.

Financing higher education could be the most significant investment a person or family makes in a lifetime. Proper planning and wise choices are important, not only in choosing a college, but also in the methods used to pay for it. Augsburg College, through its Enrollment Center, will help students and their families protect access to a quality Augsburg education in a time of increasing financial challenge.

Financial assistance awarded through Augsburg may be a combination of scholar-ships, grants, loans, and part-time work opportunities. The College cooperates with federal, state, church, and private agencies in providing various aid programs. During the 2010-2011 academic year, more than

eight out of ten students at Augsburg received financial assistance.

The primary responsibility for financing a college education rests upon the student and family. Financial aid supplements student and family resources.

The Free Application for Federal Student Aid (FAFSA), current tax documents, and the Augsburg Aid form help determine the amount of assistance for which a student is eligible. This analysis takes into account such family financial factors as current income, assets, number of dependent family members, other educational expenses, retirement needs, and special considerations.

How to Apply

The following are required to process your financial aid application:

1. Be admitted to Augsburg as a regular student or be a returning student in good academic standing with the College.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Students are encouraged to file the FAFSA electronically online at www.fafsa.ed.gov. Students and their parents may sign the FAFSA electronically using a PIN issued by the U.S. Department of Education. Instructions for requesting a PIN can be found at www.fafsa.ed.gov. Be sure to include the Augsburg College code, 002334, on your application. Submit your application to the processing agency after January 1. Applications must be filed by March 1 for priority consideration.
3. Complete the current year Augsburg Aid form, available at www.augsburg.edu/finaid, and submit it to the Enrollment Center.
4. Submit copies of federal 1040 tax forms for the preceding year (e.g. tax year 2010 to be considered for financial aid for 2011-2012). Tax forms are required for the student and parents of dependent students, or spouse of student if filing separately.

What Happens Next?

Once all documents are received, we review the financial aid application to determine financial aid eligibility for all available programs. A financial aid award letter will be sent to the student. This letter details the financial aid award and includes information regarding:

- institutional financial aid programs and requirements for continued eligibility,
- federal and private loan programs (students must complete a loan application to receive loan funds).

Types of Aid

A student applying for aid from Augsburg applies for assistance in general rather than for a specific scholarship or grant (except as noted). The various forms of aid available are listed here for information only.

In addition to aid administered by Augsburg College, students are urged to investigate the possibility of scholarships and grants that might be available in their own communities. It is worthwhile to check with churches, the company or business employing parents or spouses, high schools, service clubs, and fraternal organizations for information on aid available to students who meet their requirements. In addition to these sources, some students are eligible for aid through Rehabilitation Services, Educational Assistance for Veterans, Educational Assistance for Veterans' Children, and other sources.

Academic Excellence Scholarships

President's Scholarship—Awarded to incoming first-year students, the President's Scholarships

are awarded based upon competition. The applicant must have a minimum of 3.50 GPA in core academic courses or a 27 or greater ACT composite (or a combined SAT score of 1210 or greater). Separate applications are required. The application must be postmarked by January 30.

Phi Theta Kappa Scholarship—These scholarships are awarded to selected transfer students with a 3.50 GPA. The application deadline is August 1 for fall enrollment and December 15 for spring. Call Undergraduate Admissions for information, 612-330-1001.

Achievement Scholarships

Regents' Scholarship—The Regents' Scholarships are awarded to all qualified new first-years of high academic achievement who apply and are accepted before May 1 for fall or December 1 for spring. Selection is based on high school GPA and national test scores.

Transfer Regents' Scholarship—Transfer Regents' Scholarships are awarded to all qualified transfer students with a minimum 3.00 GPA who apply and are accepted for admission by May 1 for fall or December 1 for spring.

Augsburg Legacy Award—These scholarships provide tuition awards to full-time day students working toward their first bachelor's degree who are children of Augsburg graduates or siblings of current Augsburg students or children or spouses of current ELCA pastors. Deadline: May 1 for fall or December 1 for spring.

Science Scholarship—The Courtland Agre and Theodore Hanwick Science Scholarships recognize incoming first-year students of high academic science achievement. The renewable award of \$10,000 per year is awarded to all eligible proposed chemistry or physics majors. Students must be in the top 30 percent of their high school class or on national tests (ACT or SAT), have a grade point average of 3.0 or above in the proposed science major, have completed intermediate algebra or pre-calculus, and be a full-time student in the day program. No scholarship application is required. Students who receive a science scholarship will not receive a Regents' award. Deadline: Accepted for admission by May 1 for fall enrollment.

ACAP Scholarship—Awarded to incoming first-year students who have participated in a college preparatory program such as Admission Possible, TRiO, MMEP. Deadline: Accepted for admission by May 1.

Leadership, Service, and Performance Scholarships

Ethnic Leadership Scholarships—Ethnic Leadership Scholarships recognize returning Day program students with demonstrated scholarship and a record of, and/or potential for, leadership. Eligible students must be full time in the day program and have the recommendation of the appropriate Augsburg Ethnic Student Services program director and another individual knowledgeable about the student's extracurricular activities. The application deadline is March 1. For more information and an application, contact:

- American Indian Student Services 612-330-1144
- Hispanic-Latino Student Services 612-330-1309
- Pan-Afrikan Student Center 612-330-1022
- Pan-Asian Student Services 612-330-1530

Fine Arts Scholarship—Awarded to selected incoming students who demonstrate active participation in the fine arts. Separate application and portfolio or audition are required. The application deadline requires a postmark of January 25 for fall or November 1 for spring.

Lutheran Congregational Scholarship Program

Augsburg Corporation Scholarship—Recognizes students who are members of an ELCA congregation within the Minneapolis Area Synod, Saint Paul Area Synod, Southeastern Minnesota Synod, or Northwest Synod of Wisconsin. These four synods constitute the Augsburg Corporation. The scholarship is awarded at point of admission for \$1,000 per year.

PRIME Scholarship—Students who receive a scholarship from their Lutheran congregation will receive a matching scholarship from Augsburg, up to \$750 per year. Application and payment from the sponsoring organization should be submitted to the Enrollment Center.

Gift Assistance (Need-Based)

Augsburg Tuition Grant—This grant is based on financial eligibility, and academic record.
Minnesota State Scholarship and Grant—Eligibility requires Minnesota residency and enrollment of less than four years (or its equivalent) at any post-secondary school. This grant is also based on financial eligibility.

Federal Supplemental Educational Opportunity Grant—Whenever law and funds permit, SEOGs are awarded to students who demonstrate exceptional financial need. Preference is given to students eligible for the Federal Pell grant.

Federal Pell Grant—Federal Pell grants are awarded to students attending eligible institutions of higher education and are based on financial need as defined by program guidelines. Maximum grant for 2010-11 is \$5,550.

Bureau of Indian Affairs/Tribal and State Indian Scholarship—Bureau of Indian Affairs/Tribal and State Indian Scholarships and Augsburg American Indian Scholarships are available to Indian students (both full and part-time) who meet specific criteria. For Bureau of Indian Affairs/Tribal and State Indian Scholarships, students must be a quarter degree Indian ancestry and be enrolled with a federally-recognized tribe. Eligibility criteria for Augsburg American Indian Scholarships vary. Contact the director of the American Indian Student Services Program. American Indian grants supplement all other forms of financial aid. Questions may be directed to the director of the American Indian Student Services Program or to your local BIA, Tribal, or State Indian Education Office.

Loan Assistance

Federal Perkins Student Loan—A federally-funded program administered through Augsburg College for students who demonstrate financial eligibility. No interest accrues nor do payments have to be made on the principal at any time you are enrolled at least half time in school. Simple interest of 5 percent and repayment of principal (at the minimum of \$40 a month) begin nine months after you leave school. Repayment may extend up to 10 years. The loan offers a teacher cancellation clause. The maximum that may be borrowed for undergraduate study is \$16,000.

Federal Stafford Student Loan—Subsidized Stafford Loans are need-based loans that the federal government subsidizes by paying the interest while the student is in school and during the grace period.

For the Unsubsidized Stafford Loan, interest begins accruing on the date of disbursement and the borrower is responsible for all interest. The borrower may choose to make payments while in school or may defer payments and allow interest to accrue and be capitalized (added to the balance of the loan).

The interest rate for new borrowers through the Subsidized Stafford Loan and the Unsubsidized Stafford Loan, as of July 1, 2010, is a fixed rate of 4.5% and 6.8%, respectively.

The following borrowing limits apply to the Stafford Loan program after July 1, 2010:

- First-years: \$5,500 annually (Combined Subsidized and Unsubsidized Stafford)

- Sophomores: \$6,500 annually (Combined Subsidized and Unsubsidized Stafford)
- Juniors/Seniors: \$7,500 annually (Combined Subsidized and Unsubsidized Stafford)
- Aggregate maximum: \$31,000 (Combined Subsidized and Unsubsidized)

Federal Parent Loan Program (PLUS)—PLUS is a loan program to help parents meet college costs of their dependent children. Parents may borrow up to the cost of attendance (minus all other student financial aid). Repayment begins within 60 days of final disbursement; the interest rate is a fixed rate of 7.9% and a minimum payment of \$50 per month.

Further information about all student and parent loan programs can be found online at the Financial Aid website.

Student Employment

Students are able to apply for work study positions through Augsburg's Human Resource department. Part-time work provided by the College is considered financial aid, just like scholarships, loans, and grants. Students are limited to a maximum of 20 hours of on-campus employment per week. The number of hours a student can work is dependent on the position and the needs of the department.

All on-campus work is governed by policies stipulated in the work contract issued to the student employee for each placement. Payment is made bi-weekly by check to the student employee. Federal College Work Study Program and Minnesota State Work Study Program—Under these programs the federal or state government supplies funds on a matching basis with the College to provide part-time work opportunities.

Student Life

Augsburg's mission focuses on student learning in the broadest sense. Experiences in the classroom are an important part of college life, yet learning and development also occur in formal and informal activities of the College and the surrounding area. Whether students take classes in the day, evening or weekend, the climate for learning and living at Augsburg will add dimension to their education.

Campus Ministry

As a college of the church, we are concerned about spiritual as well as academic and social growth. Our concern for spiritual growth is evident in the opportunities we encourage and provide for students to explore their own faith.

Because our campus is comprised of individuals from many different religious and cultural backgrounds, our worship life is characterized by a similar diversity and richness of tradition. Bible studies, growth groups, outreach teams and community outreach opportunities, retreats, peace and justice forums, concerts, and gatherings are examples of the wide variety of activities on campus. This ministry finds its most visible expression in chapel worship where students, faculty, and staff gather each day to give thanks and hear the Gospel proclaimed by a number of speakers and musicians. Each Wednesday night students gather for Holy Communion. Weekend College Chapel is held each Saturday morning when classes meet. On Sundays, Trinity Lutheran worship services are held on campus, with many other churches within walking distance.

We seek to develop a free and open environment where people are encouraged to use and discover the gifts and sense of call and vocation that God has given them. As a college of the church, we encourage students to form values guided by our Christian heritage, which will be the basis for the kind and quality of life that reaches beyond their years at Augsburg.

The college pastor, associate college pastor, and campus ministry staff have offices in the Foss, Lobeck, Miles Center for Worship, Drama, and Communication and are available for spiritual guidance, counseling, support, or information.

Vocation

Augsburg College has a deep and long-standing commitment to the theological concept of vocation—the idea that all people can use their individual gifts to serve God's purposes in the world and that each person's contribution is uniquely valuable.

In the spring of 2002, with the generous support of the Lilly Endowment, Augsburg created a program called Exploring Our Gifts that was designed to help students, staff, and faculty explore the connections between faith, learning, service, and work. Over the years, the program has helped embed vocational themes into the curriculum and has sponsored a wide variety of short-term projects that offer rich opportunities for reflection on how to live with purpose and meaning. These ongoing projects include internships at nonprofit organizations, off-campus service projects, international seminars, vocation-themed chapel presentations, interfaith forums, vocation retreats, and scholarships for students interested in exploring service to the community, ministry, or church leadership.

Because Exploring Our Gifts will end in the summer 2010, the College recently created a permanent

center—the Augsburg Center for Faith and Learning—that will keep vocation at the core of Augsburg’s vision well into the future. This new center will continue many of the current initiatives and will carry on the work of promoting discovery of gifts and discernment of calling among the students, faculty, and staff at Augsburg as well as members of the larger community.

For further information on how to participate in Augsburg’s vocation programming, visit the Lilly Resource Center, Memorial Hall, room 231, or the Augsburg Center for Faith and Learning, Oren Gateway Center, room 106.

Student Government

The Augsburg Day Student Government and the Weekend College Student Government organizations support and advocate for student concerns, needs, and activities. These student government groups serve as the official student governments, and the primary voice and liaison between students and the administration, faculty, and staff of Augsburg College.

Campus Activities and Orientation

Campus Activities and Orientation (CAO) creates and implements innovative programming that fosters individual and community development and creates an environment where students can connect, engage, and invest in the Augsburg community. CAO programming works to enhance and supplement the liberal arts and professional studies at Augsburg College through quality transitional programs for new students as well as through leadership education. CAO is made up of five program areas. These include:

Campus Activities

CAO offers programs and activities designed to connect and engage students with the Augsburg community and with the broader Twin Cities community.

Lesbian, Bi-sexual, Gay, Transgender, Questioning, Intersex and Asexual (LBGTQIA) Services

LBGTQIA Services works to improve the campus environment for all students, staff, faculty, and visitors at Augsburg College by developing and supporting inclusive understandings of gender and sexuality, as well as fostering a community that honors and affirms the wholeness of all identities.

Student and Group Leadership Development

Programs include Student Group Development and the Emerging Leaders Program (ELP). CAO advises student groups and provides skill-building workshops focusing on recruiting members, event planning, facilitating meetings, conflict resolution and other areas of development. ELP is an initiative designed to develop new leadership at Augsburg. Emerging leaders learn skills necessary to be effective in leadership roles through intentional learning opportunities and relationships with upper class mentors.

Orientation Programs

Summer Orientation and Registration (SOAR) is a required two-day, overnight orientation experience for incoming first-year day students which is designed to help with the transition to Augsburg College. Students will meet fellow classmates, faculty, and staff; learn about college resources and services; obtain fall semester schedules; and get a taste of life on campus. Parent SOAR is an optional orientation experience for the parents and guardians of first-year day students that runs concurrently with the students’ SOAR session. Parents will obtain important

information about the campus, meet fellow parents, faculty, and staff; learn about college resources and services; and get a taste of what life will be like for their students on campus.

TRANSFER-mation is a required half-day orientation experience for transfer students in the day program designed to help with the transition to Augsburg College. Students will learn about college resources and services, hear about academic programs, and discover why being a part of the Augsburg community is so rewarding.

Auggie Days is a required on-campus orientation experience for incoming first-year day students that is designed to complement SOAR. It provides opportunities to enhance academic and personal success and offers a helpful advantage in starting at Augsburg College.

Student Center

The Christensen Center, the Augsburg student union, serves students, faculty, staff, alumni, and guests. Traditionally considered the “living room” of the campus, the student union provides a central gathering place for the diverse populations of residential, commuter, Weekend College, and graduate students at Augsburg through the merging of curricular and co-curricular programs and activities. The Christensen Center also houses several student services, such as Undergraduate and Graduate Admissions, Campus Activities and Orientation, Event and Conference Planning, the Copy Center, Shipping and Receiving, the Information Desk, A’viands Food Services, and Mail Services.

The Auggies Nest, located on the ground floor of the Christensen Center, serves as the student group office area and houses the Augsburg Day and Weekend Student Government, the ECHO (campus newspaper) office and the KAUG (campus radio) office. Cubicles, lockers, and additional work spaces are also available in this area for student group use.

Fine Arts

Students have many opportunities to participate in music and drama. In addition to appearing on campus and in the city, the Augsburg Choir, Concert Band, and Orchestra perform on national and international tours. Many other ensembles are available to cover the entire range of musical styles and previous musical experience. Students stage several plays on campus each year under the direction of the Theatre Arts Program and have the opportunity to attend a series of on-campus workshops with visiting arts professionals.

Anne Pederson Women’s Resource Center

The Anne Pederson Women’s Resource Center at Augsburg College is located in Sverdrup Hall 207, offering a variety of programming for Augsburg students (women and men) and a meeting place for students, faculty, and staff alike. It houses a women’s studies library, a seminar room for films and discussions, and a lounge space for studying, relaxing, and just hanging out. The Women’s Resource Center sponsors numerous programs and activities on topics such as sexuality education and sexual assault advocacy, as well as broader topics such as The Vagina Monologues; an annual Feminist Film Series in the spring; monthly brown-bag lunch discussions, and of course, the Koryne Horbal Convocation Lecture in the fall, which features women and men who speak about the many issues important to women’s - and to all - lives. We also regularly co-sponsor annual events for the Muslim Student Association’s Women in Islam Day and for the Asian American Women’s Group.

We would love to support you as an intern or volunteer, or simply to co-sponsor your event! Please contact us or friend us on Facebook. Student staff positions at the WRC are posted with Human Resources, so please check their listings. We hope to see you soon!

The WRC is the home of the [Student Feminist Collective](#) and provides meeting space for the [Asian American Women's Group](#), the Sexual Assault Advocacy Group at Augsburg (SAAGA), and the [Women of Africa Resource and Development Association \(WARDA\)](#). Friend us on Facebook to find out about upcoming events.

Athletics and Sports

Intercollegiate Athletics

Augsburg is affiliated with the Minnesota Intercollegiate Athletic Conference (MIAC) and is a member of the National Collegiate Athletic Association (NCAA) Division III. Men annually compete in football, soccer, cross country, basketball, ice hockey, wrestling, baseball, track and field, and golf. Women annually compete in volleyball, cross country, soccer, basketball, ice hockey, softball, swimming, track and field, and golf.

Intramurals

Every student is urged to participate in some activity for recreation and relaxation. An intramural program provides competition in a variety of team sports as well as individual performance activities. Broomball has been an especially popular coed sport. Check schedules for times when there is open use of the gymnasium and ice arena.

Sports and recreation

At Augsburg, sports are for all students as well as the intercollegiate athlete. The campus offers on a space-available basis a double-rink ice arena, gymnasium, tennis courts, a fitness center with workout machines and weight room, and an air-supported dome over the athletic field for winter fitness use by walkers and runners. (See Fitness Centers on page 32.)

Gage Center for Academic Achievement

The Gage Center assists all Augsburg students in setting and achieving optimal academic goals here at the College and beyond. The center consists of five collaborating units:

Academic Advising

Academic Advising orients new Day and Weekend College undergraduate students to the academic policies and procedures of the College and assists students on initial course selection. This office continues to serve students throughout their tenure at Augsburg by providing interpretation of core curriculum requirements, administering entry-level skills assessments, interpreting graduation requirements, providing degree-planning materials, and answering questions on student academic progress. Academic Advising functions as a supplement to Augsburg's faculty advising system and supports the work of professional staff advisors across campus. The Academic Advising office is located in the Enrollment Center.

All current students are assigned to a faculty advisor. Prior to the end of their sophomore year, when they have completed 12 or more credits, students are required to declare a major and select a faculty advisor. Majors and minors are declared online through Augnet Records and Registration. Students select a faculty advisor from their major area of study using the *Change of Major/New Advisor Form*. All Day students are required to meet with their assigned faculty advisor(s) each term prior to registration. Both Day and weekend college students are encouraged to meet with their faculty

advisor(s) as often as is necessary.

Center for Learning and Adaptive Student Services (CLASS)

The Center for Learning and Adaptive Student Services (CLASS) provides individualized accommodations and academic support for students with documented learning, attentional, psychiatric, and other cognitive disabilities. CLASS has been recognized as a leader in its field, helping these students gain full access to the College curriculum. Its mission is a reflection of Augsburg's commitment to providing a rigorous and challenging, yet supportive, liberal arts education to students with diverse backgrounds, preparations, and experiences.

Each term disability specialists work directly with students to discuss their disabilities and determine a plan for academic access. Typically, meetings are held weekly and discussions may include:

- Accommodations for testing and coursework (e.g., extended time, note-taking)
- Referrals to other campus resources (e.g., tutoring, general technology assistance, academic advising, counseling, financial aid)
- Training and use of assistive technology through the Groves Computer Laboratory
- Assistance with academic, organizational, and time management skills

CLASS specialists may also consult with instructors, academic advisers, and other members of the College faculty, staff, or administration to support each student as they work toward success. Taking advantage of those opportunities, however, remains the student's responsibility.

These services are available to any Augsburg student who establishes eligibility by submitting appropriate documentation to the CLASS office. A copy of the Guidelines for Documentation of a Disability can be obtained by contacting the CLASS Office. CLASS also provides informal screenings for students who suspect they may have a learning-related disability. These screenings are meant only to help students determine whether they should seek a thorough evaluation by a qualified professional.

These services are made possible in part through endowment support provided by the Gage family and the Groves Foundation.

Academic Skills Office (ASO)

The Academic Skills Office provides comprehensive academic support (e.g. time management, note-taking, reading, testing, motivation/procrastination) for all Augsburg students through individual and group appointments. In addition, the Academic Skills Coaches address affective needs and aid with the transition to college. Coaches also refer students to campus resources.

The Academic Skills Office coordinates several programs to support students:

- Tutoring/Supplemental Instruction Services: ASO coordinates free tutoring for most classes and supplemental instruction in specific courses. Tutors and SI Leaders receive a professor recommendation and are trained by the ASO.
- Conditional Admit Program (CAP): A limited number of students are admitted conditionally through the CAP program. Students must fulfill CAP requirements or they will be continued in the CAP program or dismissed. See the "Academic Progress, Probation, and Dismissal" section of the catalog for a description of dismissal procedures.
- Probation Advising: Students placed or continued on academic probation are required to meet with an approved academic advocate. Registration is prevented until the student completes the probation requirements as specified by their academic advocate. Students who do not meet with their academic advocate and/or do not fulfill the probation requirements will

be continued on probation and/or dismissed. For more information on probation requirements, go to the Academic Skills Office website at www.augsburg.edu/acskills/. See the “Academic Progress, Probation, and Dismissal” section of the catalog for a description of probation and dismissal procedures.

- Augsburg Advantage at St. Kates (AASK): Based on their application for admission to Augsburg, the Augsburg College Admissions Committee selects students for the AASK program. The AASK program is a collaborative effort between St. Catherine University (St. Kate’s) and Augsburg. The program assists students with the transition from high school to college with specific courses and supportive programming. The program provides participants with the opportunity to complete similar coursework that first year students complete at Augsburg. Students attend courses on the Minneapolis campus of St. Catherine University and have access to both campuses for support, resources, and activities.

Upon successful completion, students are guaranteed sophomore status (minimum of 7 course credits) and will have fulfilled many of the first-year Augsburg requirements.

To complete the program, students are required to:

- Complete all required courses (30 semester credits) including Foundations in Fitness (at Augsburg) with a minimum 2.5 GPA and no course grade below a 2.0 or P.
- Satisfactory completion of all Critical Competencies at St. Kates
- Attend all seminars and transition events at Augsburg and St. Kates
- Complete transition application and recommendation process with adviser at St. Kate’s by March 15.
- Complete the Summer Transition Program (one course and all programming) in Summer I at Augsburg after year at St. Kate’s.

TRIO Programs

TRIO programs are federal student services programs funded by the U.S. Department of Education, and hosted with additional funding by Augsburg College. TRIO Programs seek to help students overcome class, social, academic and cultural barriers to higher education. They help students prepare for college, adjust to college life, persist in college, and maintain good academic standing to graduate with a bachelor’s degree, and assist with preparation for graduate school.

TRIO-Student Support Services

Student Support Services (SSS) is a TRIO program designed to help students persist in college and graduate in a timely manner. The program serves students who are low-income, first-generation college students (neither parent has a four-year degree) and/or students with disabilities to develop the skills and motivation necessary to successfully pursue and earn a bachelor’s degree. Participants in TRIO/SSS must also be U.S. citizens, permanent residents or refugees, must demonstrate academic need for program services, and be committed to succeed in college.

Augsburg TRIO/SSS serves 160 students from the point of admission through graduation, including transfer students. TRIO/SSS typically admits 40 new students to the program each year. Students meet regularly with their program Adviser to address academic success issues, through:

- Individual academic advising and support, including appropriate goal attainment strategies and self-advocacy skill-building
- Academic program planning, including pre-registration for each term, major and career decision-making, and long-term course planning
- Preemptive tutoring during the first seven weeks of the semester

- Financial aid counseling and financial literacy education
- Assistance with FAFSA renewal and supplemental scholarship applications
- Academic progress monitoring
- Weekly progress meetings for students on academic probation, and for students admitted through Conditional Admit Program
- Career and personal skills development, with referrals to appropriate resources
- Academic success workshops, group academic skill development
- Graduate and professional school information and application assistance
- Social and cultural activities and student-led events
- Equipment lending program for short-term use of laptops, graphing calculators, Smart Pens
- Five-week residential Summer Bridge program including free summer-term college coursework, academic seminars, adjustment-to-college workshops, and advising for 25 incoming first-year students
- Need-based scholarships for students actively participating in TRIO/SSS

Students may apply for TRIO/SSS anytime after admission to Augsburg College; however, preference is given to students who apply within their first term of enrollment. For more information, an application, or to make an appointment with a TRIO/SSS Adviser, contact TRIO/SSS program staff at 612-330-1311, or triosss@augsborg.edu.

TRIO-McNair Scholars Program—The McNair Scholars Program, a federal TRIO program funded by the U.S. Department of Education, is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. The goal of McNair is to increase graduate degree attainment of students from underrepresented segments of society and to encourage these students to consider becoming college professors.

McNair Scholars enroll in the program during their sophomore or junior year. Students must be enrolled full time (or will be enrolled full time) at Augsburg College, demonstrate strong academic potential, and have an interest in pursuing doctoral studies. To qualify as eligible for the program, the student must be low-income AND first generation OR a member of a group underrepresented in graduate study—African American, American Indian, Alaskan Native, or Hispanic/Latino. The Augsburg McNair program serves 25 students per year.

A major component of the Augsburg McNair Scholars Program is a summer research experience in collaboration with a faculty mentor. For research, scholars receive funding from the college and the grant for a total of \$4,000 stipend plus up to \$1,500 for room and board and up to \$500 for research supplies. Stipends are also available for attending and presenting their work at a professional conference (up to \$1,000). Students will also participate in:

- Social and cultural activities to enrich participants' academic lives and perspectives
- Conference travel and professional presentation of participants' original research
- Graduate program exploration and application assistance
- Financial aid exploration, as well as graduate school application and GRE fee waivers and other financial incentives, such as McNair designated fellowships
- Intensive preparation for the Graduate Records Examination (GRE), the test required for admittance into most graduate programs
- Tuition-free academic credit courses, Discourse in the Disciplines and Introduction to Research
- Sharpened writing, library, technology, and oral presentation skills
- A motivated, diverse, and supportive learning community

Office of Undergraduate Research and Graduate Opportunity (URGO)

The Office of Undergraduate Research and Graduate Opportunity is a resource for Augsburg students seeking research, scholarship, and graduate and professional school opportunities. URGO also supports faculty and staff in their work to engage students in these areas. Services include help securing national fellowships and research opportunities on and off campus, graduate and professional school advising, pre-health sciences advising, GRE and LSAT preparation, application assistance, and monetary support for selected research projects and conference travel.

Services for Students with Disabilities

Access Center

The Access Center provides support and specialized services to students with documented physical disabilities. These may include TBI, chronic illness, mobility impairments, and vision, hearing, or speech impairments.

The Access Center is committed to providing equal and integrated access for students with disabilities to the academic, social, cultural, and residential programs that Augsburg College offers with the goal of promoting independence and assisting students in reaching their individual potential. Areas of assistance include but are not limited to:

- individual meetings with the physical disabilities specialist on a regularly scheduled basis
- Determination of academic accommodations
- Assistance with time management issues
- Academic advising and assistance
- Advocacy with faculty and staff
- Use of assistive technology
- Assistance with community support services and other non-academic issues

Housing accommodations are provided on an individual basis for students with physical disabilities based on the review of appropriate documentation. The nature of the disability and the amount of equipment and personal care needed are also considered in housing placement.

Academic accommodations are intended to ensure access to educational opportunities for students with disabilities. The mandate to provide accommodations does not, however, extend to adjustments that would “fundamentally alter” the basic nature or essential curricular components of an institution’s courses or programs.

Weekend College and graduate students with documented physical disabilities are encouraged to contact the Access Center for assistance. Every effort will be made to schedule a meeting time that works for all involved.

Center for Learning and Adaptive Student Services

Supports students with learning, attentional, psychiatric, and other cognitive disabilities.

TRIO/Student Support Services

Students with disabilities may be eligible to apply for TRIO/SSS.

StepUP® Program

The StepUP program at Augsburg College strives to help students champion lives of recovery, achieve academic success, and thrive in a residential community of accountability and support. The

culture of StepUP is shaped by its values: recovery based on spirituality and the 12-step model; personal responsibility, integrity, and living a balanced life; educational success; giving back through servant leadership; thriving in a community that is an alcohol- and drug-free environment; and developing healthy minds, bodies, spirits and emotions.

Students live in on-campus recovery housing, have individual support meetings with licensed alcohol and drug counseling staff, and participate in team and community building activities. Students have access to academic skills specialists and other support services on campus. Participation in the program offers students leadership opportunities within the program, on campus, and in the greater Twin Cities community. In StepUP, students join together to form a community in which recovery is celebrated as a normal part of personal growth. Many of the friendships and bonds students form while participating in the StepUP program last a lifetime.

In order to qualify for the program students must be committed to a 12-step abstinence-based recovery program, have a minimum of six months of continuous sobriety, agree to abide by the StepUP contract, and live in StepUP housing.

Ethnic Student Services

American Indian Student Services

The American Indian Student Services program has been assisting American Indian students to further their academic careers at Augsburg College since 1978. The program's mission is to recruit, retain, and graduate Native students by providing academic, financial, emotional, and cultural support and advocacy in a comfortable and friendly environment. Some of the services provided include:

- Assists students with the admission process and financial aid application
- Nurtures students' identification as an American Indian and provides opportunities for students to learn about their heritage
- Provides opportunities for the campus community to learn about the variety of American Indian people and cultures
- Provides academic advising and course plans
- Provides opportunities to network with other American Indian students, faculty, staff, and alumni
- Provides a number of different scholarships including the Bonnie Wallace Leadership Award, Minnesota Indian Teacher Training Partnership Grant, and additional assistance in seeking and applying for other outside/tribal scholarships
- Offers community and professional referrals, networking opportunities within the Native community and information about jobs and internships

Hispanic/Latino Student Services

The Hispanic/Latino Student Services program offers students individualized attention in many areas, including academic support, counseling, and advocacy.

Day, WEC, and graduate students find assistance in admissions and financial aid procedures, scholarships, orientation and registration, academic planning, career counseling, housing, internships and employment, and placement referrals.

The program advises Latino student organizations (such as the Spanish Club and the Allied Latino/a Augsburg Students) and supports academic, social, and cultural events/activities that improve the academic and personal development of Hispanic/ Latino students and provide awareness of the unique aspects of Hispanic culture.

Pan-Asian Student Services

The Pan-Asian Student Services program was created in 1992 to recruit and retain Asian-American students and to enhance the quality of their total experience while at Augsburg College. The program seeks to create opportunities where Asian students can be involved in and contribute to all aspects of academic and student life.

The program provides assistance in the admissions and financial aid application process, orientation, registration and coursework selection, career development, academic and non-academic pursuits, and employment and placement referrals.

The Augsburg Asian Student Association is affiliated with the program. The association organizes various activities during the academic year to increase the network of friendship and support for Asians, other students at Augsburg, and the surrounding community.

Pan-Afrikan Student Services

The Pan-Afrikan Center (PAC) traces its roots to an event held in 1968 called “One Day in May” when Augsburg hosted a series of interactive programs with the community. As a result, Black Student Affairs was born. It has evolved, over the years, into the PAC.

PAC serves the Augsburg College community by providing culturally conscious personal, academic, financial, pre-professional and transitional support for students of Afrikan descent. This service enhances the recruitment, retention, and graduation of Pan-Afrikan students and enables their learning experience to be interactive. PAC brings the knowledge and experience of Afrikan people in the Diaspora to the community through a variety of programming and advises the Pan-Afrikan Student Union.

The Pan-Afrikan Student Union (PASU) is a commissioned organization whose purpose is to enable students of Afrikan descent to share their diversity and collectively express their fellowship with the Augsburg community. PASU sponsors a variety of social and cultural activities.

Scholastic Connections

Scholastic Connections is a scholarship and mentorship program for achievement-oriented students of color who are continuing Augsburg undergraduate students. The goal of the program is to form a mentoring community that provides a network of belonging that recognizes, supports, challenges, and inspires scholars to ensure their success at Augsburg and beyond.

Each year five new scholars are selected as program participants via an application process. Scholars receive a \$5,000 scholarship for the academic year and are paired with a mentor who is an alum of color and is successful within their chosen profession. Working with the Ethnic Services directors, scholar/mentor pairings are formed that, ideally, match ethnic group and field of interest.

Eligible scholars have:

- A GPA of 2.5 or higher
- Demonstrated financial need
- Demonstrated leadership ability or potential
- Demonstrated community involvement both on and off campus

Program objectives are to:

- Support scholars as they continue at Augsburg
- Frame the questions: Who am I? Where do I belong? What are my gifts? How can I best serve the world?
- Assist in discerning vocation

- Prepare for life after Augsburg: career planning and implementation

Scholars who successfully complete program requirements are eligible to continue with the program each successive year until graduation.

LGBTQIA Services

Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Asexual (LGBTQIA) Services works to improve the campus climate for all students, staff, faculty and visitors at Augsburg College by developing and supporting inclusive understandings of gender and sexuality, as well as fostering a community that honors and affirms the wholeness of all identities.

LGBTQIA Services provides student advocacy and educational opportunities for the entire campus through a variety of programs and ongoing initiatives. Ally Trainings; the Soup, Gender, and Sexuality series; and the LGBTQIA Newsletter offer learning and networking opportunities for the entire campus on issues around gender and sexuality. In addition, the department honors LGBTQIA and allied students each year during Lavender Graduation, where the recipients of the LGBTQIA Student Leadership Award and Karen Neitge Scholarship are honored.

For more information, visit www.augsburg.edu/cao/lgbtqia.html.

Health and Fitness

Center for Counseling and Health Promotion (CCHP)

CCHP provides personal counseling in a confidential and supportive place for students to discuss personal life challenges with professional mental health counselors. Through counseling, students can name personal strengths and challenges, identify self-care and support resources, learn new relationship and coping skills, and increase awareness of values and choices. Counseling services to students include individual counseling, group counseling, assessment and referral to campus and mental health resources, educational workshops, and consultations in the case of concern for another student.

Students bring many concerns to counseling, including stress, anxiety, depression, mood swings, relationship concerns, grief and loss, roommate issues, intimacy and sexuality, alcohol and other drug concerns, family issues, eating concerns, coming out and other sexual identity concerns, cultural identity, self-esteem, sleep difficulties, and other concerns. Professional counseling can help increase student academic success both by increasing the opportunity for increased self-understanding and personal growth, and by directly addressing potential barriers to academic success.

CCHP also offers health promotion activities and events that increase awareness of health issues and assists students in adapting new behaviors for a healthier lifestyle, such as weekly pilates and yoga classes. Health promotion also includes an active group of peer health educators, Engaging Peers on Issues and Choices (EPIC) who are available to present an interactive alcohol education program to groups requesting the program. Health promotion also works with various campus organizations and student groups to foster positive change within the campus environment.

Health Insurance

Augsburg College does not require that students have health insurance, with the exception of international students and student athletes. If a student is not covered by a health insurance plan, they may contact the Center for Counseling and Health Promotion for more information on student health insurance plans.

Health Clinic Services

The College offers basic health care services to students through a contract with University Fairview Physicians – Smiley’s Clinic. These services are limited. For students without health insurance, Smiley’s Clinic provides certain clinic health services with a minimal co-pay at the time of the visit. Emergency services of any kind are not covered through the contract between Augsburg and Smiley’s Clinic. Students with health insurance can also access Smiley’s Clinic for a variety of clinic or other health services. A student’s health insurance provider will be billed for medical services and the student will be responsible for any co-pays or deductibles associated with their insurance. For more information regarding counseling, health promotion, health insurance, or health clinic services, call 612-330-1707 or visit www.augsburg.edu/cchp.

Fitness Centers

Located on the lower level of Kennedy Center and Melby Hall the fitness centers are equipped with stationary bicycles, stair steppers, treadmills, and other aerobic workout machines. They include a weight room with universal and free weight systems. All staff, students, and faculty may use the centers; some hours are reserved for classes.

International Student Advising (ISA)

ISA’s mission is to serve the educational and personal development needs of the international student body in a way that embraces our common humanity and cultural diversity.

The director of International Student Advising is responsible for:

- Fulfilling duties of Principal Designated School Official (PDSO) for F-1 student visa program and Responsible Officer (RO) for J-1 student/scholar exchange program
- General advocacy for international students
- Advising the International Student Organization
- Facilitating intercultural skill-building sessions for students, faculty, and staff
- Celebrating diversity of cultures by increasing awareness of international/intercultural issues

New international students participate in an orientation program that provides practical information on housing, health insurance, taxes, banking, local transportation, and applying for a social security card. Students use intercultural communication theory to explore their adjustment to a new culture and education system.

The International Student Organization (ISO) provides a forum for the interests and concerns of international students and fosters productive interaction among them, the college administration, and U.S. students. This mission is accomplished through yearly programming of events such as International Education Week, sponsorship of forums on international issues, and outings to sites of interest in the community. Information on how to get involved is available through ISA.

Residence Life Program

Students who choose to make Augsburg their home find a friendly, 23-acre village in the midst of a major metropolitan area. They make many new friends among roommates and classmates. They are just steps away from Lindell Library, classrooms, Hoversten Chapel, the ice arena, fitness center, and Christensen Center. With just over 1,000 students living on campus, most students and faculty greet each other by name.

Augsburg recognizes the importance of the residential experience during the college years. Studies show that students who live on campus are more likely to persist academically, to be involved on campus, and tend to have a slightly higher grade point average. Department of Residence Life staff are professional and student team members available to support students in their academic and co-curricular experiences. Through their efforts residential community members become acquainted with life at Augsburg through educational and social opportunities.

Living on campus offers many opportunities for learning, leadership, and fun. Numerous events are planned to welcome students to the community, including dances, movie nights, open mic nights, and weeks devoted to special themes or issues.

Resident students have access to a 24-hour computer lounge, wireless internet, study lounges, 24-hour security, laundry facilities, and vending. All rooms and apartments are equipped with hook-ups for telephone, cable television, computers, and internet access. A skyway connecting the lobby of Urness Hall and Mortensen Hall to Christensen Center and Oren Gateway Center to the Lindell Library keeps students out of the weather on the way to class.

To secure housing on campus, students need to submit the following items by May 1:

- Enrollment deposit
- Housing deposit
- Housing contract

Students submitting deposits and the housing contract after May 1 will be placed in housing as space is available. During spring semester, current Augsburg students are provided with information on the process to secure housing for the next academic year.

Urness Hall—One home to new Auggies and upper-class resident advisers, this nine-story high-rise houses 324 students. Each floor is considered a house-unit providing 36 students (two to a room) with their own lounge, study, and utility areas. In Urness Hall, rooms are furnished with a bed, dresser, desk, and chair. Linens are not provided.

Mortensen Hall—This building is a 13-story high-rise apartment building. It contains 104 one-bedroom and two-bedroom apartments to accommodate 312 upper-class students. Mortensen Hall is carpeted and contains kitchenette units. It is furnished with beds and dressers.

Anderson Hall—Contains four types of living units: two-bedroom apartments, two-room suites, floor houses, and townhouses. This residence houses 192 students, including new Auggies, upper-class students, and the special interest housing program. All rooms are furnished with beds, dressers, desks, and chairs.

Luther Hall—Opened in 1999, this apartment residence includes studios and two- and four-bedroom apartments with full kitchens. Beds, dressers, desks, and chairs are provided. Underground parking is available at an additional cost. Meal plans are optional. This building is designed to provide an environment for upper-class students.

Oren Gateway Center— The new “front door” to the Augsburg campus, Oren Gateway Center offers substance-free living connected to a dining area, underground parking, and classrooms. Opened in 2007, Oren Gateway Center houses the StepUP first-year and upperclass community and upper-class students committed to an alcohol- and drug-free environment. Flats, apartments, and studios are furnished with bed, desk, and dressers. Meal plans are optional.

Special Interest Housing—Special interest housing is available to students who are interested in creating a living/learning environment by designing their own house system. All house members meet to determine their program focus, educational goals, and community agreement guidelines. Examples of programs of past special interest housing include PASU, Fellowship of Christian Athletes, Youth and Family Ministry, Urban Studies House, Pre-Professional Health Association, and the Cross-

Cultural House.

Food Service

Commons—Situated on the top floor of Christensen Center, this is the main food service facility for students, faculty, and staff. This spacious room features small-table units for easy conversation overlooking the College quadrangle and Murphy Square. Students on board plans who live in residence halls eat their meals in the Commons.

Einstein Bros. Bagels—On the main level of Christensen Center, Einstein Bros. Bagels sells coffee, smoothies, hot and cold sandwiches, wraps, soups, salads, and snacks.

Nabo—This eatery is located in the Oren Gateway Center. Pronounced ‘náh-bu’, with the accent on the first syllable, featured food options include salads, cold and hot sandwiches, a pasta bar, pastries and beverages.

Augsburg provides a variety of board plan options for those living in College houses or nearby apartments.

College Policies

Student Standards of Behavior, Complaints, Records

The College has adopted a statement of standards for student behavior and has provided for due process in matters of academic honesty, disciplinary action, and grievances. These are in the Student Guide.

The College operates in compliance with the Family Educational Rights and Privacy Act. Students have the right to inspect certain official records, files, and data that pertain to them and that are maintained in the registrar’s office and the placement office, and to challenge inaccurate or misleading information.

Information on these policies is found in the Student Guide available on the website at www.augsburg.edu/studentguide.

Official Notices

Students will receive official notices via the student campus mail system (student campus box), the A-Mail publication, and the student’s Augsburg e-mail account. Students should check their campus mailbox and their student e-mail account regularly. The A-Mail is a daily online publication on Inside Augsburg.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides certain rights to students regarding their education records. Each year Augsburg is required to give notice of the various rights accorded to students pursuant to FERPA. A copy of Augsburg’s policy is published in this catalog on page 62 and in the Student Guide distributed annually to students.

Augsburg College understands that no information other than “directory information” can be released without the written permission of the student, except in limited circumstances. Students must give permission in writing for educational information to be released to anyone outside of the official personnel (faculty and administration) at Augsburg. This means that faculty or others cannot write letters of support/recommendation or nominate students for awards unless explicit written permission is given by the student to release non-“directory information.” It is not sufficient to ask for letters of recommendation.

Complete information about Augsburg's procedures with regard to FERPA are available from the Office of the Registrar.

Discrimination Complaints

For inquiries or grievances in any of the following areas, contact the director of human resources, ground floor, Memorial Hall 19, 612-330-1023.

Affirmative Action—for matters based on race, creed, national, or ethnic origin

Section 504—for matters based on physical or mental handicap

Title IX—for matters based on gender or marital status

Employment—All correspondence should be addressed to the Office of Human Resources at Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454.

Academic Information

Augsburg College constructs its curriculum upon the premise that students must be educated intellectually, spiritually, and physically. To act effectively, human beings must have a broad grasp of the world from which they have come as well as the world in which they live. By providing courses in the humanities, fine arts, natural sciences, and social sciences, the general education curriculum introduces students to the breadth and complexity of knowledge and culture.

Required Search for Meaning courses are designed to acquaint students with the Christian tradition, introduce them to other faith traditions, and encourage them to reflect upon the importance and meaning of spirituality in their lives. Recreation courses offer students opportunities to develop skills for participation in exercise and sporting activities.

Students choose from more than 50 major areas of study to gain a depth of knowledge in a discipline and to prepare for a career or further study. Thus, through a balance of curricular activities supported by full programs in student life and religious life, an Augsburg College education strives to educate its students in a real world for the real world.

Degrees Offered

Augsburg offers the bachelor of arts, the bachelor of music, and the bachelor of science degrees. Augsburg also offers the master of arts (in leadership, nursing, and education), the master of business administration, the master of science (in physician assistant studies), the master of social work, and the doctor of nursing practice degrees.-

Academic Calendar

The Augsburg day program follows the semester calendar, with fall and spring semesters of approximately 14 weeks. Full-time students normally take four course credits each semester. The day program calendar is coordinated with those of the four other colleges of the Associated Colleges of the Twin Cities, so students can take a course on another campus during the regular term.**

Weekend College classes typically meet on alternate weekends and the program follows a trimester calendar. Some classes may meet weekly on weekday evenings. The fall trimester is held from early September through mid-December. Winter trimester meets from January through late March. Spring classes are held from early April through the end of June. There are 7-8 class sessions each trimester, and classes meet on weekends for 3.5 to 4 hours. (Refer to the program schedule for weekday evening meeting times.) Students may take from one to four classes each term.**

The Rochester campus operates on a trimester calendar. Classes are held on weekday evenings and meet alternate weeks. Similar to Weekend College, Rochester's fall trimester begins in September, winter trimester begins in January, and spring trimester begins in April. There are 7-8 class sessions each trimester with each class meeting for 3-1/2 to 4 hours. Students may take one to four classes each term.**

**See Registration under the Academic Policies and Procedures section and Calendars under Academic Calendars

Courses and majors offered through Weekend College and the Rochester campus are the same

as their Day College counterparts. However, the curriculum is limited to selected liberal arts courses and majors.

Augsburg offers two summer school sessions, plus two summer online options. Select graduate-level courses may be made available in a separate summer term. The summer session schedule is available in March of each year.

Augsburg graduate programs follow a trimester calendar, except for physician assistant studies. (See Graduate Programs Section.)

Faculty

The heart of any educational institution is its faculty. Augsburg College is particularly proud of the excellence and commitment of its professors. Most faculty hold a doctorate or the highest degree in their field, and all consider teaching to be the focus of their activity. Faculty are also involved in a variety of professional and research activities that support their teaching. They are actively involved in an exciting faculty development program that introduces them to current thought in many fields, but especially in teaching techniques and theories.

Augsburg's size and small classes encourage its tradition of close involvement between professors and students. Faculty act as academic advisers and participate regularly in campus activities. Every first-year is assigned an Augsburg Seminar adviser and, later, chooses a major adviser. In this close interaction, faculty act as both mentors and models for students.

Library and Information Technology Services

The James G. Lindell Family Library opened in 1997. The four-level, 73,000-square-foot facility houses all library and information technology functions of the College. In addition to the 190,000 volume main collection, the Lindell Library includes special collections and archives, curriculum library, a computer lab and student computing help desk, library instruction classroom, and facilities for media viewing and listening. Skyways link the library to Oren Gateway Center and Sverdrup Hall.

Learning Commons

Within Lindell Library, a Learning Commons provides assistance in research and the use of technology as well as spaces for collaborative learning. In the Learning Commons multimedia lab, students can create digital audio and visual projects.

Library Resources

Students can search a wide variety of local, regional, national, and international databases. They have access to 190,000 volumes within Lindell Library and, through a daily courier service, to the library holdings of the seven private liberal arts colleges in the Twin Cities. Lindell Library has a large collection of media resources. A service-oriented staff provides students and faculty with research assistance and instruction in the use of information resources. Arrangements are made for access by students with physical limitation and special needs.

Information Technology Resources

Augsburg College has built a reputation as a leader in its commitment to provide students with the best access to information technology and training. Visit the Student Technology website, www.augsburg.edu/techdesk, for more on Information Technology at Augsburg.

Computing

Students have access to more than 250 on-campus computers. There are both PC and Macintosh desktop computers available in the Lindell Library Learning Commons and computer lab and in the 24-hour Urness computer lab. The College has six computer classrooms and 41 technology-enhanced classrooms. The circulation desk in the Lindell Library has 40 wireless laptops available for use in the Library.

Several computer clusters are available for more specific student use within academic departments. A high-speed fiber optic campus network provides access to AugNet online services, printing, and to the Internet and Internet2. Network-ready student machines can connect to the campus network from dormitory rooms or any building on campus using WiFi. All of the AugNet online services and several of the registrar's student services are available securely on and off-campus.

Academic Organization and Programs

Divisions and Departments

The College curriculum is offered by 26 departments that are grouped into three divisions for administrative and instructional purposes.

Fine Arts and Humanities—American Indian studies, art, communication studies, English, history, languages and cross-cultural studies, music, philosophy, religion, theatre arts, College librarians.

Natural and Social Sciences—Biology, chemistry, computer science, economics, mathematics, physics, political science, psychology, sociology.

Professional Studies—Business administration, education, health and physical education, nursing, social work.

Majors and Minors

Majors, or concentrations of study, may be within one department, within one division, or may cross academic disciplines. Some students decide on a major or majors before they enter college. Others explore a variety of disciplines before deciding.

A major at Augsburg shall require no more than 13.0 credits from any one academic department. The Academic Affairs Committee may amend this credit maximum in support of industry or professional accreditation standards. Students may complete non-required electives within the department beyond the 13.0 credit limit.

The College requires students to declare a major by the end of the sophomore year, and earlier in some disciplines. Details of majors and minors are in the course description section. Unless otherwise indicated, majors are part of the bachelor of arts degree.

Students are not required to complete a minor for graduation; however, minors completed prior to graduation will be listed on the transcript. Minors are not noted on the transcript if they are completed after a bachelor's degree has been awarded.

Student-Designed Major

Students may design their own major with the assistance and approval of three advisers from relevant fields and subsequent final approval by the Augsburg College Academic Affairs Committee (AAC). A student-designed major allows flexibility in selecting major courses. Any student wishing to design a major must complete a proposal, submit it with approval and supporting letters from three faculty advisers, and obtain AAC approval of the program. Students should seek AAC approval as early as possible so that any changes suggested by AAC may be incorporated into the design without affecting the student's proposed completion date. The deadline for initial submission of the program

design to AAC is the first term in which the student has achieved junior status; the final version must be approved the term before the student achieves senior status.

Students wishing to design majors must:

1. Develop the student-designed major in concert with three faculty advisers from relevant fields, who together constitute the Review Team. All advisers must sign the proposal cover sheet and submit supporting letters of approval to AAC. Supporting letters should assess both the student's ability to complete the proposed major and the validity and value of the proposed major, including (in at least one of the letters) the proposed capstone course. The advisers' signatures and supporting letters represent their approval of the program, including the capstone course, and their commitment to oversee the student's progress.

2. Develop a student-designed major program proposal that includes:

a. A statement of learning goals and objectives.

b. A list of proposed courses (minimum of nine, no more than one of which is a lower-level language course and at least five of which are upper division) and a discussion of how the courses are related to the program goals. Indicate how the proposed courses collectively support a specialized and cohesive plan usually associated with a college major. Proposals must include research describing comparable programs of study at a minimum of three other academic institutions. In addition, students should consult with the Strommen Career and Internship Center for additional information regarding career objectives. The proposal should provide information showing how the Augsburg Core Curriculum requirements (including graduation skills) are to be fulfilled.

c. A description of the student-designed major capstone to be taken sometime during the senior year. The student should devise the capstone in consultation with advisers. It should require an integrative project/paper that draws together the coursework up to that point and/or prepares one for further study. In addition, at least one of the advisers must specifically address the rationale for the proposed capstone in his or her supporting letter, though approval of the student-designed major program by all advisers presumes their approval of the capstone course.

3. Submit the completed proposal and supporting documentation to the dean's office.

If AAC approves the proposed major program, the student will be expected to complete the program designed and still meet all of the other Augsburg degree requirements as stated in the college catalog.

Students who design their own majors will meet with their advisers regularly throughout the design and subsequent evaluation of their program. Changes in the approved student-designed major may be made through the normal petition process to the Student Standing Committee with adviser approval.

ACTC Majors—It is possible for full-time day students to complete other majors through the Associated Colleges of the Twin Cities (ACTC). Students who wish to complete a major or minor offered at one of the other ACTC colleges must submit a completed ACTC Major or Minor Declaration Form to the Augsburg registrar's office. This form must list all ACTC courses required and be signed by the ACTC school adviser. Some majors may not be available or may have a competitive application process with acceptance determined by the major department.

Weekend College is not part of the ACTC consortium, and weekend students may not register for ACTC courses or complete ACTC majors under the terms of the ACTC consortium agreements.

Other Study Programs

Teaching Licensure

Several teaching licensure programs are offered at Augsburg. Licensure is available in kindergarten-elementary or K-6 license. A middle school endorsement is available in one of the following: mathematics, science, communication arts/literature, social studies. A preprimary endorsement (3- to 5-year-olds) is also available. Licensure is also available in the following middle school/high school fields: life sciences, chemistry, communication arts/literature, health, mathematics, physics, and social studies. This license prepares people to teach in grades 5-12. Students seeking licensure in one of these areas obtain an appropriate subject area major and complete secondary licensure coursework. Specialist licenses are available in art (K-12), vocal music and instrumental music (K-12), and physical education (K-12). The licenses prepare people to teach in grades K-12. Students seeking licensure in one of these areas also obtain the appropriate subject area major and complete the secondary licensure coursework. (See Department of Education and subject area departments for more information.)

K-12 special education majors and licenses in Emotional/Behavioral Disabilities and in Learning Disabilities are also available. These majors and licenses are offered only through Weekend College. Students seeking elementary licensure and special education licensure have education department advisers. Students seeking 5-12 and K-12 licensure have advisers in their subject area major and in the education department. It is very important that students work closely with their advisers throughout their programs.

Certificate Programs

Augsburg offers undergraduate certificates through the departments of Art and Business Administration (see departments and programs section). Certificates are available to non-degree seeking students or students who are completing a degree from a different academic department. A student may declare degree seeking status after earning a certificate.

Pre-Professional Programs

Students who plan to enter the fields of law, medicine, dentistry, ministry, veterinary science, pharmacy, or engineering can profit from a liberal arts education at Augsburg.

It is recommended that requirements for admission to graduate schools or seminaries be reviewed and the course of study at Augsburg planned accordingly. A faculty adviser is available in each field to assist students in their planning. Students who want to plan a pre-professional program should contact Academic Advising prior to or early in their first year to arrange for faculty advising.

Pre-Dentistry—These courses are recommended to fulfill the minimum requirements of the School of Dentistry at the University of Minnesota: ENL 111, 220; BIO 151, 152, 253, 369; CHM 115, 116 (or 105, 106), 351, 352; MAT 114 or 163; PHY 121, 122; PSY 105. Requirements at other universities may vary.

Pre-Engineering—See engineering degree and major requirements.

Pre-Law—Students considering a career in law should examine the handbook published by the Association of American Law Schools. Students may wish to take law-related courses to help determine their interest in law. Pre-law students should major in a discipline of their own choosing; most law school entrance requirements will be satisfied with a record of solid achievement coupled with an acceptable LSAT score.

Pre-Medicine—A major in chemistry and biology is not required in order to apply to medical schools, but many students with an interest in the health sciences choose to major in these fields. The competitive candidate typically has substantially more training than the minimal course requirements. Students should review requirements and recommended courses of each program being considered

for application and consult early and frequently with a pre-health science adviser. Coursework that is required by most medical schools includes: one to two semesters of English composition such as ENL 111, 220; CHM 115, 116 (or 105, 106); CHM 351, 352; BIO 151, 152, 253, 369; MAT 145, 146, 163; PHY 121, 122. Courses recommended in preparation for MCATs: BIO 355, 473, 476; CHM 361.

Pre-Occupational Therapy, Pre-Physician Assistant, and Pre-Physical Therapy—

Coursework in preparation for these programs should be discussed with a faculty member in the Department of Biology.

Pre-Pharmacy—Augsburg has a program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: BIO 151, 353, 476; CHM 115, 116 (or 105, 106), 351, 352; COM 111 or 115; ECO 112 or 113; ENL 111, 220; MAT 145; PHY 121, 122; and two courses in Behavioral Sciences such as PSY 105 and SOC 121. Requirements at other universities may vary.

Pre-Seminary—A student may enter a theological seminary with any of several different majors, such as history, philosophy, English, psychology, sociology, or religion. Recommended preparation includes REL 100, 200; at least two semesters of history (Western civilization); one or more courses in the history of philosophy, and Greek in the junior and/or senior year. The Center for Faith and Learning (Memorial 231) provides resources and support, including scholarship opportunities, for students considering seminary.

Pre-Veterinary Medicine—To meet minimum requirements of the College of Veterinary Medicine at the University of Minnesota, the following courses are required: ENL 111, 220; MAT 114 or 145; BIO 151, 152, 253, 355, 369, 476; CHM 115, 116 (or 105, 106), 351, 352; PHY 121, 122. Additional liberal arts courses are required. Requirements at other universities may vary.

Honors Program

The Augsburg Honors Program offers an adventurous education where students with a passion for ideas can be their best. We offer a friendly and welcoming atmosphere for students committed to an exceptional higher education.

Augsburg's Honors Program is unlike any other honors program in the nation because it gives students the resources and freedom to build their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the Honors Review of Undergraduate Scholarship, participate in an intramural debate league, belong to an Honors House, and learn through small reading groups, research projects, and travel around the world.

Each Honors course has been specifically created for Honors students, and includes a challenging "signature experience" such as writing a play, putting great books on trial, or attending music, theatre, and art performances. Honors courses bring in professors from several different departments so you can learn from talented professors teaching their specialties.

For information, contact Robert C. Groven, Honors Program director, at honors@augsborg.edu. Also see the Honors Program in the departments and programs section.

Inter-Institutional Programs

Augsburg cooperates with other colleges and institutions in the Twin Cities area on several programs.

Cooperating Libraries in Consortium (CLIC)—Through CLIC, the Twin Cities private colleges library consortium, the Augsburg community has direct access to over 2,500,000 volumes and media resources of the fourteen libraries.

Associated Colleges of the Twin Cities (ACTC)—Full-time day students at Augsburg and the

St. Paul colleges and universities of Hamline, Macalester, St. Catherine, and St. Thomas may elect to take one course each semester (fall and spring) at one of the other campuses. No additional fee is required for such an exchange, except for private instruction in music or approved independent studies. Exchange courses are not transfer courses, and thus courses taken through ACTC are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses for which a student has cross-registered is kept in the Office of the Registrar at Augsburg College, not the host ACTC institution. Students may elect to participate in the cooperative program to gain new perspectives, to get better acquainted with the other schools, or to undertake a specific course or major not offered on the home campus. A regularly scheduled bus shuttles students between the campuses.

Weekend College is not part of the ACTC consortium, and weekend students may not register for ACTC courses or complete ACTC majors under the terms of the ACTC consortium agreements.

Higher Education Consortium for Urban Affairs (HECUA)—Augsburg, in cooperation with 17 other colleges and universities, offers off-campus study semesters in Norway, Northern Ireland, Ecuador and the Twin Cities. (See HECUA programs on page 163.)

McNally Smith College of Music—Augsburg College full-time students may elect to take one course each semester at McNally Smith College of Music providing that they meet all McNally Smith College of Music requirements. This program is open to sophomores through seniors. There is no additional fee for this program. Students should consult with their advisor to confirm if the classes will count toward graduation requirements. In no instance may a McNally Smith course be used as a substitute for any Augsburg course specifically listed within a degree program.

Exchange courses are not transfer courses. Courses taken through the Augsburg–McNally Smith exchange are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses which a student has registered for through the exchange is kept in the Office of the Registrar at Augsburg College, not McNally Smith.

Air Force ROTC—Augsburg day students may participate in the Air Force ROTC program at the University of St. Thomas under the ACTC consortium agreement. Students are eligible to compete for two- and three-year AFROTC scholarships. ROTC credits serve as electives at Augsburg. For more information, contact the Office of the Registrar, or call the University of St. Thomas at 651-962-6320 or 1-800-328-6819, x6320.

Army ROTC—Augsburg day students may participate in the Army ROTC program at the University of Minnesota under an agreement between Augsburg, the University of Minnesota, and the program. ROTC credits serve as electives at Augsburg. For more information, contact the Office of the Registrar.

Augsburg Abroad

Augsburg Abroad is the front door for students and faculty interested in study abroad. Services include:

- Study abroad program selection advising
- Financial and academic advising for study abroad
- Registration and billing for study abroad
- Pre-departure and re-entry support (application, orientation, etc.)
- Faculty-led, short-term program coordination

About half of Augsburg undergraduate students are studying abroad. Graduate students also find short-term programs as part of their curriculum. Students abroad will find themselves in a variety of locales and studying a variety of disciplines: studying gender issues in Central America; acting

with masks in Norway; interning with community organizations in Northern Ireland; studying political science in Namibia; learning about ecology in Tanzania; taking organic chemistry in New Zealand; and learning a language where it is spoken.

Academic Requirements and Credit

Students fulfill the Augsburg Experience requirement on approved programs. Courses taken abroad can also fulfill graduation requirements including major, minor, language, liberal arts foundation, lifetime activity, and internship requirements. This is determined prior to departure when students fill out the required Course Approval Form that is signed by academic advisers and appropriate staff and faculty approving courses.

Students should be aware of the following policies related to study abroad:

- Students can study abroad more than once.
- Students can study abroad at any point in their academic career.

Semester and Summer Programs

- Courses taken on off-campus programs during the senior year will meet the Augsburg residency requirement.
- Students must take a full load of credits while abroad on semester programs.
- Students must take courses A-F while abroad.
- Grades received on affiliated and non-Augsburg programs are reported as transfer credit on the transcript, and thus are not figured into your GPA.
- A “C” equivalent or higher must be received for the credit to transfer to Augsburg.

Faculty-led Short-term Programs

- Students must register for all courses required by the short-term program. Credit values may vary, so confirm the specific program credit load with the Augsburg Abroad Office. Any courses removed by the student without Augsburg Abroad permission prior to the start of the program will be re-added to the student’s schedule. If no work was completed in these reinstated courses, a grade of zero will be awarded.
- Overload Fee Exemption for faculty-led January and Spring Weekend College (WEC) programs: January and spring WEC faculty-led programs are placed within the spring semester. However, full-time Day students will not be billed an overload fee if an additional 4.0 or 4.5 credits are taken in the regular spring term. A student taking minimal credits in the spring can use the January or Spring WEC faculty-led short-term program as a spring term course in order to be considered part-time or full-time.
- Crossover Policy Exemption: The crossover policy does not apply to study abroad students. WEC students who do a study abroad program placed in the Day program do not count that as their crossover course. The same policy exemption is valid for Day students doing a study abroad program scheduled in a WEC term.

Eligibility and Application

The following are Augsburg College’s requirements for study abroad:

- Minimum 2.5 GPA at the time of application. Individual programs may require a higher average. Students with lower averages should consult with Augsburg Abroad.
- Be at sophomore, junior, or senior standing by the time you study abroad. Short-term, faculty-led programs will allow participation as a first-year if the student receives approval from

the faculty-leader.

- Transfer students must complete one semester at Augsburg before they may study off campus.
- Not be on academic or disciplinary probation. Students placed on academic or disciplinary probation after admittance to study abroad may be withdrawn from the program. The student is responsible for all non-recoverable program costs incurred.
- Not have an outstanding balance on student account.
- Be aware that students applying to faculty-led programs, who meet the above criteria, are accepted on a rolling basis; space is limited on these programs so applying early is important.

Application deadlines for semester programs are:

October 1: Spring semester study abroad and winter-break faculty-led programs

November 1: Spring-break faculty-led programs

February 1: Spring WEC term and Summer Session faculty-led programs

March 1: Fall semester and non-faculty led summer study abroad programs

Program provider deadlines vary; students need to meet all deadlines and eligibility requirements set by program providers. Students should start planning in their first year for study abroad to be sure to do appropriate research and meet all deadlines.

Students are accepted to study on faculty-led programs on a first applied, first accepted basis.

ACCESS/CLASS Abroad

Students should be prepared for the fact that disability may be culturally defined. Attitudes toward disability and levels of accessibility can vary greatly from country to country. The Americans with Disabilities Act mandates equal access to university-sponsored programs and services to students with disabilities. However, providing access by US standards can present unique challenges in international settings. The expectation on the part of US students and institutions is that reasonable accommodations will be made. Depending on the country and culture, there may be different ways to define accessibility and different expectations in terms of accommodations that can or should be made. Students are encouraged to work closely with Augsburg Abroad/CLASS/ACCESS.

Students are responsible for requesting accommodations abroad within a reasonable time frame prior to departure, ideally as early as program selection. Augsburg Abroad will work closely with the student, CLASS, and /or ACCESS offices to determine needs and make appropriate and possible accommodations abroad.

Costs and Financial Aid

The cost of study abroad is comprised of program fees that generally include tuition, housing, international health insurance, some meals, excursions, and study abroad fees. These costs vary from program to program. Augsburg College pays the program provider on the student's behalf and then bills the Augsburg student account. This allows students to access their financial aid for study abroad. Students will always pay a minimum of Augsburg tuition when studying abroad.

Students who receive financial aid, scholarships, and/or grants to study at Augsburg can use that entire package to cover their study abroad program costs. Students receiving Augsburg institutionally-funded aid (e.g., Presidential, Regents, Legacy, Promise and other Augsburg scholarships, and tuition remission benefit) may use their scholarships to study abroad multiple times on Augsburg Programs (see below in Study Abroad Program section). However, institutionally-funded aid may be used only once toward study abroad costs on an affiliate or non-Augsburg program. Cost estimates for the time abroad are drawn up to assist the student in planning and the financial aid office in awarding aid to

students studying abroad.

Students are required to notify Augsburg Abroad immediately if they choose not to continue with their study abroad experience. At the moment of notification non-recoverable costs will be assessed and charged to the student account. Depending on the time of notification of withdrawal students may owe nothing, the study abroad fee, the deposit, or some, or all, of the program fee. Students are also subject to the cancellation and refund policies of Augsburg Abroad and their program provider.

Study Abroad Programs

Students have over 200 programs in over 90 countries from which to choose. In addition to the below Augsburg College programs, students can choose from affiliated program providers. These programs have been reviewed to meet the Augsburg Experience requirement, diverse needs of students, and provide quality student service. The programs are reviewed each year.

If students cannot find a program that meets their needs from the Augsburg College or Augsburg-affiliated options then they can apply to do a non-Augsburg program. Students with a strong academic or financial reason, faculty support (as shown on the Course Approval Form), and who choose a good quality program, may be approved.

The Center for Global Education

The mission of the Center for Global Education at Augsburg College is to provide cross-cultural educational opportunities in order to foster critical analysis of local and global conditions so that personal and systemic change takes place leading to a more just and sustainable world.

The center's study programs are conducted in Central America, Mexico, and Namibia. Students experience three distinct types of living situations: living with other students in a community house, spending several days in a rural setting, and several weeks living with host families. In the Mexico and Namibia programs, students travel together on two-week seminars — from Mexico to Central America, and from Namibia to South Africa. The cost of these programs is equivalent to full tuition, room, and board for one semester on campus, plus airfare. (Some scholarships are available for Augsburg students.)

Crossing Borders: Gender and Social Change in Mesoamerica (Mexico)—Fall

This program is an experientially-based intensive semester of study and travel designed to introduce students to the important issues facing Mexico, U.S.-Mexico relations, and the context in which many Mexicans are immigrating to the United States. Students will improve Spanish language skills, as well as develop intercultural communication skills. Students will learn about key social, economic, political, and cultural issues in Mexico, as well as explore the interconnectedness of race, ethnicity, class, and gender, sexuality, and religion. Students will learn first-hand from diverse women and men involved in struggles for social change, as well as business leaders, religious leaders, and feminist activists and scholars, government representatives, politicians, and political activists. Spanish courses range from beginning to advanced, including courses for bilingual students. The program includes rural travel within Mexico and 4-5 day seminar in Mexico City. Students stay in the Augsburg study center for part of the semester and with Mexican host families for four to six weeks, although semester-long homestays are available for Spanish majors and others upon request. Although students may select courses from several different disciplines, they may meet several AugCore requirements while in Mexico and/or take courses in the following 4 concentrations: 1) Business, 2) Religion, 3) Spanish, and 4) Women's Studies.

Nation-Building, Globalization, and Decolonizing the Mind: Southern African Perspectives (Namibia)—

Fall or Spring

This program examines the crucial issues of nation-building, globalization, and decolonizing the mind, from the perspectives of the new democracies of southern Africa. Namibia won its independence in 1990 after decades of apartheid under South African colonization. South Africa had its first democratic election in 1994. As these nations struggle to build nationhood and deal with the legacies of apartheid and colonialism, they are faced with the challenges posed by today's world: rapid globalization and under and unequal development. Decolonizing the mind is a long-term project. Credit is available in history, religion, political science, and interdisciplinary studies. Internships are also available.

Social Change in Central America: Exploring Peace, Justice and Community Engagement (Guatemala, El Salvador, Nicaragua)—Fall or Spring

This is an intensive semester of study and travel designed to introduce students to the key issues facing Central Americans. Students will explore the history, culture, and struggles of the people of Guatemala, El Salvador, and Nicaragua, as well as study approaches towards social and economic development. Course credit maybe earned in Spanish, religion, history, women's studies, and political science. Students spend the first five weeks in Guatemala, the next four weeks in El Salvador, and the final six weeks in Nicaragua. Prerequisites: one course in college-level Spanish or its equivalent.

Migration and Globalization: Engaging Our Communities (Mexico)—Spring

This is an intensive program that explores issues of migration, immigration, and globalization. It is ideal for students who are interested in working with Spanish-speaking populations in the United States, as it includes intensive Spanish language classes, an internship or independent research opportunity, and courses that help students understand the connections between globalization and migration while learning from diverse communities that are organizing for positive social change around issues of race, ethnicity, socio-economic class, gender, sexuality, economics, and the environment. Credit is available in Spanish, history, women's studies, political science, and religion. Students spend most of the semester living in Augsburg housing and approximately six weeks living with Mexican host families.

Social Work in a Latin American Context (Mexico)—Spring

This program was created to satisfy the curriculum requirements for a Bachelor in Social Work degree program. Its goal is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice. It includes Spanish language study and social work courses. Social work field placement is also available for qualified students. Students live with Mexican host families for six weeks.

International Partners and Exchanges

The Office of International Programs offers a broad range of semester and academic year programs in China, Finland, Germany, Norway, and Slovenia. Students can choose from several options in diverse disciplines: liberal arts programs, group programs, "tailor-made" individual study programs, and practical professional experiences. All coursework is in English. Travel scholarships are available for some locations. For further information on programs in Finland, Germany, and Norway, contact the International Partners office. For exchange programs in China and Slovenia, contact Augsburg Abroad.

Higher Education Consortium for Urban Affairs (HECUA)

Augsburg, in consortium with other colleges and universities, offers full semester programs in Norway, East and Central Europe, Ecuador, Northern Ireland, and the Twin Cities. All HECUA programs explore civic engagement, community, and social change, and emphasize internships and field study. For more information on international HECUA programs, see the listings under International Studies; and for HECUA programs in the Twin Cities, see Interdisciplinary Studies.

Scandinavian Urban Studies Term: Norway—Fall

A quarter of Oslo's residents are not ethnic Norwegians. Students investigate changing Northern Europe using Norway's welfare state and Scandinavian national identity as case studies. Coursework and an internship provide unique perspectives on how the Norwegian social democracy and Scandinavian welfare states are working to address the challenges posed by immigration and cultural and ethnic diversity. Students choose an independent study project or Norwegian language courses.

Divided States of Europe—Spring

Ten former communist nation-states have recently joined the European Union. From three different locations – Norway, Romania, and Hungary – students examine the complex dynamics of European integration via issues such as labor migration, minority politics, right-wing populism, prostitution, and human trafficking. Together, Hungary and Romania encompass some of Europe's most pressing social justice issues and constitute its primary geographic and cultural bridge between East and West.

Community Internships in Latin America: Ecuador—Fall and Spring

This interdisciplinary program, based in Quito, Ecuador, enables the student to combine intense involvement in a community-based organization with study of the community development process. A home-stay and a hands-on internship develop Spanish and other skills. The program addresses globalization, the environment, oil politics, and other local and international issues.

Northern Ireland: Democracy and Social Change—Spring

The Northern Ireland: Democracy and Social Change program examines the historical, political, and religious roots of conflict in Northern Ireland, the prospects for peace, and the progress being made. Through a seven-week internship, students get hands-on experience with organizations working for social change. Field seminars focus on human rights, conflict transformation, and education for democracy. The program is located at the UNESCO Centre at the University of Ulster in Coleraine.

Student Teaching Abroad

Selected education department students may participate in the International Student Teaching Abroad program coordinated through the University of Minnesota-Morris. Students who teach abroad will also do part of their student teaching under direct Augsburg faculty supervision. For additional information, contact the Department of Education student teacher director.

May/Summer Abroad

May and summer courses to many parts of the world enable students to earn credit through short-term travel. Contact Augsburg Abroad for the most current list of programs.

Clair and Gladys Strommen Career and Internship Center

The Strommen Career and Internship Center is a comprehensive resource center emphasizing the importance and value for all students to engage in internships, career development and the exploration of vocation throughout their college years. The integration of “knowing and doing” adds breadth and depth to the curriculum and assists students in making more informed academic and career decisions. The underlying assumption is that a liberal arts education is an effective preparation for life, meaningful work, and active citizenship.

Career Services

Career Services provides opportunities, programs, and career counseling to help students discover their unique gifts, talents, skills, and interests, explore career paths, and grapple with questions of vocation and purpose in a changing world. This process is viewed as an important part of a student’s development while attending college. To aid in this process, professional career staff provide career assessments and individualized career planning and coaching. Staff also assist students with choosing majors, locating internships, preparing for internship and job searches, graduate school applications, and making connections to community, business, and alumni resources.

Internships

Academic Credit

An internship for credit is a carefully planned, work- or service-based learning experience where a student focuses on specific learning objectives that connect concepts of the major to the experience. An academic internship is approved, supervised, and evaluated by a faculty member in the department in which the student wishes to earn the internship credit. A learning agreement plan, negotiated with the faculty supervisor and work supervisor, outlines the academic related objectives, strategies, and evaluation methods for receiving credit. Students do internships in nonprofits, small and large businesses, government agencies, museums, arts organizations, schools and churches. Internships for credit are available in all majors and can be taken during a Day program semester, Weekend College trimester or summer sessions. Inter-disciplinary (INS) internships are also available. For extension of an internship beyond one term see Evaluation and Grading on page 58. Internships can be registered for 1 course credit or .5 credit. One course credit involves a minimum time commitment of, on average, 10 hours per week or 140 total hours. Internships for .5 credit require a minimum of 80 total hours. A maximum of four courses of internship may count toward the total courses required for the degree. Internships completed off-campus for credit will automatically fulfill the Augsburg Experience graduation requirement.

Non-Credit and Transcript Notation

Not-for-credit internships related to a student’s major or career interests can be registered for a zero-credit transcript notation (GST009). The goal is for students to apply theory to practice in a work setting and reflect on the experience. Work opportunities typically are part-time during the academic year and/or full time during summer and can begin and end anytime. Students set learning goals and evaluate their experience. The director of the Strommen Career and Internship Center supervises non-credit internships and transcript notation work experiences. Internships not for credit and transcript notations may be used to fulfill the Augsburg Experience graduation requirement by completing a Work-Connections reflection process.

Sabo Center for Citizenship and Learning

Service-Learning and Community Engagement/Community Service-Learning

Augsburg's Community Service-learning Program provides students with opportunities to understand and respond to needs in the city through course-embedded service experiences and civic engagement activities. A key component of community-service-learning is reflection on and analysis of community issues in order to promote personal and educational growth and civic responsibility. By connecting classroom content with service-learning experiences in the City, Augsburg students deepen their understanding of abstract course concepts while learning about pertinent and related community issues. This dynamic and interactive educational approach employs reciprocal learning between students and their community. Service-learning components are embedded in most academic disciplines.

Examples of community service-learning sites include: homeless shelters, cultural and environmental organizations, tutoring programs and literacy centers.

Campus Kitchen Project and Community Garden

The Campus Kitchen Project connects the campus community with the larger community by using food as a tool to nourish bodies, develop leadership, and educate students through service-learning. To accomplish these goals, three separate programs exist:

1) FOOD TO SHARE—Surplus food from the Augsburg Dining Service is donated, reheated and served by student volunteers to neighborhood partners including: homeless shelters, youth and senior programs, and others.

2) FOOD TO GROW—On the corner of campus, Augsburg staff and students manage a community garden composed of 70 individual plots where community and campus members can grow their own food. The garden staff also hosts classes on healthy living in which neighborhood youth learn to grow and cook healthy food.

3) FOOD TO BUY—A farmer's market and CSA delivery is available weekly at Augsburg College and the Brian Coyle Community Center in order to increase access to healthy foods. Surplus produce from the market and CSA shares are donated to the Campus Kitchen meal delivery program.

Bonner Leader Program

In November of 2008-2009, Augsburg College launched its first year of the Bonner Leaders program, funded through the National Bonner Foundation. Through the Bonner program at Augsburg, students develop deep community relationships and engage in long-term policy advocacy throughout their four years at Augsburg College. Those selected to be a part of the Augsburg College Bonner Leaders program were largely first-year students, with diverse ethnic and geographical backgrounds, and unique experience with community-leadership roles. Through service placements with partner nonprofit community organizations, students worked an average of 200 hours over the course of the academic year in placements supporting ELL classrooms, running an employment education computer lab, helping coordinate a low-income housing program, providing community health outreach, and working with a financial literacy program. Beyond their work-study service, students participated in at least 100 volunteer hours with various community initiatives and civic engagement projects on campus.

Through their participation with the Bonner Leaders program, students engaged in monthly guided reflections and leadership development training. The Augsburg Bonner Community Leaders program

is a successful campus model to build on the college's culture of community and civic engagement and bring together existing community service programs to take us to the next level of deepening knowledge, reflection, and authenticity of civic engagement in the community.

Augsburg Reads

The Augsburg Reads Program is a federally funded literacy and tutoring program focused on elementary student achievement. Augsburg Reads pairs college students with community organizations in the Cedar-Riverside neighborhood focused on student achievement through after school programs.

Graduate Programs

Augsburg College offers seven graduate degree programs: Master of Arts in Education, Master of Arts in Leadership, Master of Arts in Nursing, Doctorate in Nursing Practice, Master of Business Administration, Master of Science in Physician Assistant Studies, and Master of Social Work. Consult the Augsburg Graduate Studies catalog for complete information.

The Master of Arts in Education offers initial licensure coursework at the graduate level in elementary education, secondary education, and special education: E/BD and LD. The MAE also offers the pre-primary specialty and the K-12 Reading Teacher endorsement. Students are able to take up to six licensure courses at the graduate level and complete their licensure programs with a combination of graduate and undergraduate coursework. Students can then apply their graduate level licensure courses to complete a master's degree program. Students will complete their master's degrees through a combination of Master of Arts in Leadership coursework and graduate level education coursework. Licensed teachers also can pursue special education: E/BD and/or LD, as well as the K-12 Reading Licensure Endorsement and the pre-primary endorsement at the graduate level. The program is available through the Weekend College schedule, and the admissions process begins with the Graduate Admissions office. For further information about the programs, contact the Education Department or the Graduate Admissions office.

The Master of Arts in Leadership is based on a liberal arts approach to leadership studies. This cross-disciplinary program directs its academic content and pedagogical approaches to situations, issues, and problems relevant to organizational leaders. Augsburg's program recognizes that today's leaders need a broad spectrum of abilities to provide them with a more comprehensive understanding of their world. Designed for working adults, the program offers courses primarily on alternate Saturdays. There is also a Monday evening cohort offering of the program at Augsburg's Bloomington site. (Note: A five-year program is available to Augsburg undergraduate accounting majors that would qualify them for CPA certification and fulfill requirements for a BA in accounting and an MA in leadership. See the Department of Business Administration, accounting major section of the catalog for further information.)

The Master of Arts in Nursing prepares nurses for transformational leadership and transcultural community health nursing practice across care settings, with emphasis on addressing health inequities among diverse populations. The program is offered within the context of a Christian liberal arts education. Graduates are eligible to apply for national certification in Advanced Community Health Nursing, or Advanced Nursing Administration through the American Nurses Credentialing Center (ANCC), and/or Advanced Certification in Transcultural Nursing through the Transcultural Nursing Society (TCNS). Classes meet on a flexible schedule (every other week or once per month) that includes weekdays, weekday evenings, and Saturdays. Web-enhanced teaching is used for all classes. Practicums include optional short-term study abroad experiences. Students may choose

to study in Mexico, Guatemala; Namibia; Pine Ridge; S.Dak.; and/or Europe. The Master of Arts in Nursing program is accredited by the Commission on Collegiate Nursing Education in accordance with its accreditation standards and procedures.

Streamlined entry into the Master of Arts in Nursing—Students with an ADN and a bachelor's degree in a field other than nursing can enter the Master of Arts in Nursing program as a "bridge student." This process requires acceptance to the MA in Nursing program and completion of three courses in the Augsburg undergraduate nursing program.

Students in good standing in the Augsburg undergraduate nursing program can enter the MA in nursing through an "expedited" process. After provisional acceptance to the MA in Nursing program while still a student in the undergraduate program, students can take three designated courses in the Master of Arts in Nursing, which will be applied to the M.A. at Augsburg upon successful completion of the undergraduate nursing degree.

The Doctor of Nursing Practice (DNP) program is designed for registered nurses (RNs) who currently hold a master's degree in nursing and wish to advance their practice within diverse communities and complex institutions. The program prepares nurses for advanced transcultural nursing in community life, integrating holistic practice modalities that uphold and improve human potential across care settings and care systems. Emphasis is on nursing leadership and system level changes that decrease health inequities and improve health outcomes of persons underserved by the current health system. Short term study abroad and away opportunities are woven throughout the curriculum and students are encouraged to take advantage of these opportunities.

The DNP program is structured in a cohort model. Students are admitted to the program during the spring and classes begin in the fall term. Classes meet face-to-face one day per month and three times during a term. Seminars are scheduled for the mornings following classes. Video conferencing between Minneapolis and Rochester is used for most classes and seminars. The program is structured to be completed in 32 months of part-time study --- 5 semester credit hours per term.

The Master of Business Administration is designed to give students mastery of the skills and knowledge necessary to advance in their careers and accept roles of greater responsibility in an organization. Meeting primarily on one evening per week, this challenging program is designed to be completed in 23 months. Organized in cohort format, the program encourages learning in a collaborative small-group environment and features a high level of interaction and attention from the faculty. The program focuses on giving students the ability to think critically and effectively manage in complex environments. An intensive management consulting course allows students to apply theory and classroom learning to an actual business or organizational environment. Local businesses and organizations provide a laboratory for students as they complete comprehensive projects in various disciplines and functions.

The core program can be enhanced through participation in a number of concentrations including finance, healthcare management, international business, social entrepreneurship and marketing management.

The Master of Science in Physician Assistant Studies is designed for students interested in careers as healthcare providers. The mission of the program is based on a foundation of respect and sensitivity for the cultures and backgrounds of, and is oriented toward providing care to, underserved populations. Students are well educated in current medical theory and practice in primary care medicine. All physician assistants must have a supervising physician to practice. The program is three years long with classes held Monday through Friday during the day.

The Master of Social Work, accredited by the Council on Social Work Education, prepares students for entering advanced social work practice. The program builds on the liberal arts base of the

College and supports the College's mission to nurture future leaders in service to the world. There are two concentrations: multicultural clinical practice (MCCP) or program development, policy, and administration (PDPA). Students choose one of the two concentrations for their program focus. The curriculum emphasizes work with diverse and oppressed groups, social justice, leadership for social change, and a holistic, strengths-based, problem-solving framework. Graduate social work classes meet in four-hour blocks on Friday evenings, Saturday mornings, and Saturday afternoons. The multicultural clinical practice concentration prepares students to work with diverse peoples across the full range of contemporary clinical social work practice settings. The program development, policy, and administration concentration prepares students to actively seek equality and justice for clients within agencies, institutions, and society, while directing energy toward changing policies that obscure and oppress people.

Two dual degrees are also available: a Master of Social Work/Master of Theology or Divinity degree (MSW/MA/MDiv) and a Master of Social Work/Master of Business Administration degree (MSW/MBA). The MSW/MA/MDiv dual degree is offered in collaboration with Luther Seminary. It is designed to meet the educational interests of people planning to serve the spiritual and social needs of families, individuals, and communities. The MSW/MBA dual degree is offered in collaboration with the Augsburg MBA program. It provides students with the skills and expertise necessary to build well managed and financially sound service organizations that serve diverse communities, both locally and globally.

Other Programs

Continuing Education Program

The mission of Augsburg College continuing education program is to provide working adults with lifelong learning opportunities that will enable them to continue to grow personally, professionally, and spiritually in their homes, workplaces, and communities. The program strives to meet the needs of the community by offering credit and non-credit programs consistent with the mission of Augsburg College.

Programs are developed through collaborations between academic and administrative departments of the College and community organizations. These collaborations have included the Departments of Business, Biology, Education, Nursing, Religion, Social Work, the Center for Leadership Studies, Institutional Advancement, and organizations including Minneapolis and St. Paul public school districts, Minnesota Department of Education, and the Midwest Regional Office of the College Board. Augsburg College is a Lifelong Learning Partner with the ELCA.

Canadian Program

The Canadian program was inaugurated in 1985 with endowment from the Mildred Joel bequest for Canadian studies. The program supports special events and conferences as well as student internships and faculty activity in Canadian studies. The goals of the program include community involvement, increased awareness of the importance of Canadian/U.S. relations, and provision of opportunities to learn directly from Canadians through visits and exchanges.

Academic Policies and Procedures

Registration

A student must be registered for a course in order to earn credit, and all registered courses will

be reflected on a student's AugNet page. Students are responsible for verifying the accuracy of their registrations. Additionally, day students are required to meet with their academic advisers prior to registration for the fall and spring terms.

Web registration through AugNet is the primary method of registration, though the Enrollment Center is available to process registration forms. Please reference the academic calendar for the schedule of open registration dates.

Students who encounter a prerequisite issue when trying to register for a course through AugNet should come to the Enrollment Center for assistance.

The following registrations cannot be completed online and must be processed at the Enrollment Center:

- THP courses (theatre practicum courses)
- 100-level MUP courses (variable credit music lessons)
- Student Teaching (Education department approval required)
- Independent Study and Directed Study (separate form available at the Enrollment Center; instructor and department chair signatures required)
- Internships (registration form available at the Enrollment Center; instructor and Director of Strommen Career and Internship Center signatures required)

Full-time day students normally register for four course credits per semester. Students registered for three or more course credits in a semester are classified as full-time students. Students registered for two course credits are classified as half-time students.

To register for more than 4.5 course credits, students must contact the Enrollment Center to petition the Committee on Student Standing unless the following apply: students with a cumulative GPA at Augsburg of 3.00 to 3.49 may take a total of 5.0 course credits without petitioning; students with a cumulative GPA at Augsburg of 3.50 or greater may take a total of 5.5 course credits without petitioning. All overload registrations must be done in person at the Enrollment Center. (Note: There is an additional tuition charge for course loads over 4.5 course credits. This includes combining the credit load from both the day and WEC programs. Spring day term will include winter WEC and spring WEC.) Auditing classes over the 4.5 overload limit will also incur a tuition charge.

Official academic calendars for all programs are available through the registrar's webpage.

The last day to initially register for courses in the Day program (semesters) is the Friday before the term begins. After initial registration, Day students may add individual classes to their current schedule or withdraw without notation through day 10 of the term. The signature of the instructor is required to add a class after the fifth day. From day 11 through day 20, students may still petition the Committee on Student Standing for permission to add a class. There is a fee for this petition. Day 20 is the last day to petition for adding a class.

Students registered for day program Time 1/Time 2 (T1/T2) courses that meet only part of the term may add or withdraw without notation through the fifth school day after the start of the course. Changing grade option or withdrawing with a W is allowed through the fourth week of T1/T2 classes. Specific dates for each term are listed under "Academic Calendars" at www.augsburg.edu/registrar. Weekend College and Rochester program students typically register for one or two course credits each trimester. Maximum credit load is 4.0 credits. Students registered for at least two course credits in one term are considered full time for that term. Students registered for one course credit are considered half-time for the term.

The last day to initially register for courses in the Weekend College program (Weekend College) is the last business day before the term begins. After initial registration, Weekend College students may add individual classes to their current schedule or withdraw without notation through Friday after

the first class weekend. The signature of the instructor is required to add a class after the class meets. Students may petition the Committee on Student Standing for permission to add a class through the Thursday prior to the second class weekend. There is a fee for this petition. The last day to petition to add a class is the Thursday prior to the second class weekend.

Students registered for Weekend College T1/T2 courses may add or withdraw without notation through the Friday after the first weekend class meeting. Changing grade option or withdrawing with a W is allowed through the Tuesday after the second weekend class meeting.

The last day to initially register for courses on the Rochester campus is the last business day before the term begins. After initial registration, Rochester students may add individual classes to their current schedule and/or withdraw without notation through Monday after the first week of classes. The signature of the instructor is required to add a class after a class meets and it must be processed through the Enrollment Center. Students may petition the Committee on Student Standing for permission to add a class through the Friday prior to the second week of classes. There is a fee for this petition. The last date to petition to add a class is the Friday before the second week of classes. Students registered for Rochester T1/T2 courses may add or withdraw without notation through the Monday after the first week of the class. Changing grade option or withdrawing with a W is allowed through the Monday after the second week of the class.

Separate rules apply to Summer School. Late course registrations may be subject to additional late fees.

ACTC school course listings are also available online and should be checked to verify the correct meeting times and room assignment. As some courses are offered only in alternate years, students should also consult with departmental advisers when planning their academic program.

Summer session and graduate program courses are published in separate schedules.

Specific information on registration and help with registration on other campuses are available from these offices:

Office of the Registrar—612-330-1036

Academic Advising—612-330-1025

Augsburg for Adults—612-330-1782

Rochester Program—507-288-2886

Crossover Registration Policy

Every Augsburg undergraduate student is admitted to a “home program,” either day, Weekend College, or the Rochester Program. It is expected that students will complete most degree requirements through their home program. However, full-time students may register for up to 1.0 credits per term outside their home program. Enrollment will be based on class availability.

Tuition will be charged at the rate of their home program for courses registered outside their home program. The rate will be based on the maximum credit load they are carrying on any calendar date over the span of the two terms. For example, a day program student taking 2.0 credits in the day program, and 1.0 credits in the WEC program, will be considered full-time and will be charged the full-time day program tuition rate. A WEC student taking 2.0 credits in the WEC program, and 1.0 credits in the day program, will pay the WEC tuition rate x 3.0 credits.

Day students taking over 4.5 credits will pay the day part-time rate for any credits over 4.5 in their combined day/WEC load (Spring day term will include both winter WEC and spring WEC). The maximum number of credits that may be included in the day full-time tuition rate for students who cross-register is 4.5.

Students have registration priority in their home programs. Crossover registration dates are

published on the registrar's office webpage. Crossover registration is not available online.

The WEC and Rochester programs are not part of the ACTC (Associated Colleges of the Twin Cities) tuition exchange program. WEC/Rochester students may NOT cross over to attend ACTC courses.

Students must have completed an undergraduate degree and be admitted to a graduate program before taking graduate level courses from that program. (An exception is made for approved courses in the Department of Nursing and the joint BA Accounting/MAL.) Undergraduate students enrolled in graduate courses will pay the graduate rate for those courses. Any student enrolled in an Augsburg graduate level program wishing to take an undergraduate course will pay the rate of the program in which the course is offered (Day, WEC, or Rochester).

Change of Program

Students may apply to change their "home program" by filling out a Change of Program form available at the Enrollment Center. The change will take effect the following term. Changes are limited to one each academic year. A Change of Program form must be submitted before the term begins. Students registered in spring Day may not do a change of program into spring WEC.

Withdrawal from College

Students are urged not to abandon courses for which they are registered because this will result in a failing grade on their official academic record. Cancellation of courses or withdrawal from College must be completed in the Enrollment Center. A Withdrawal from the College form may be obtained at the Enrollment Center or downloaded from the registrar's webpage. The last day to file for a Withdrawal from College is the last day of classes prior to finals week. Withdrawal from college and any consequential adjustments in accounts are effective as of the date the Withdrawal from College form is returned to the registrar's office. Students must be re-admitted to the College when they are ready to resume their studies. The Application for Readmission form is available from the Enrollment Center or can be downloaded from the registrar's webpage.

Students are responsible for keeping the registrar's office informed of their current mailing address.

Leave of Absence

Students following the Day calendar (semester) may apply to take a leave of absence for one term. The leave of absence allows continued access to email and AugNet Records and Registration. If a student on a leave of absence does not register for the subsequent semester, the student's file will be deactivated and the student will need to submit an Application for Readmission form in order to re-enroll. The Leave of Absence program is not available to Day students who withdraw from all courses in a term.

Military Called to Active Duty

Augsburg College will allow students to withdraw from courses without penalty if they are called to active duty as military reservists, National Guard, or for other military service. This shall include a 100 percent refund of tuition and fees upon verification of call to active duty. Students must provide a copy of their orders to the registrar.

If the student is called to duty after the deadline to drop a course, the registrar will place a W for the course(s) along with a notation on the transcript that the student was called to active duty. This is to assist the student with any financial aid complications that may arise and also indicate that the

withdrawal was outside of the student's control.

Alternatively, the College supports faculty in enabling students who are called to active duty and have substantially completed a course, to assign a grade based upon the coursework completed, or work out an "incomplete" agreement. Students who are able to complete some of their courses would have their refund adjusted to reflect this.

Students who are being placed on active duty should contact the registrar and/or the dean's office as soon as possible so the College can notify all parties and aid in this process.

Student Standing Committee

The Student Standing Committee reviews requests for exceptions to academic policies. Typically, the committee considers requests for:

- Minor exceptions to academic requirements and/or approval of transfer course substitutions
- Extending time for an incomplete
- Permission to take a course overload
- Student schedule changes after registration deadlines (adding, withdrawing, or grade option changes)

Note: Petitions for an exception to published registration deadlines will require a \$50 petition fee attached to the petition. This fee is non-refundable regardless of the outcome of the petition. Petitions involving adding or dropping courses/withdrawing from college after the deadline must be submitted within six months of the published registration deadlines for the term involved.

For petitions requesting a late registration, any student account holds must be cleared before submitting the petition. Students who are allowed to add a course by petition after the published registration deadline will incur a \$150 late registration fee per course.

In addition, the committee reviews students' transcripts in determining academic probation or dismissal from the College on academic grounds. The committee also hears appeals from students who have been dismissed for academic reasons.

The committee reviews student requests for readmission to the College after dismissal or returning after leaving while on probation, or students readmitting to the College immediately after a term from which they withdrew from College.

The committee typically meets every other week throughout the school year (September-April), and once a month during summer.

Petition Process

Step 1: Pick up a petition form at the Enrollment Center or download from the registrar's webpage, www.augsburg.edu/registrar/.

Step 2: Fill out the petition form completely. Include documentation for illness or family emergency. Have your adviser, instructor, or department chair sign and add comments concerning your request. Petitions without comments from faculty will be returned for completion. Note: If petitioning for a change in registration, please submit a drop/add form signed by both the instructor and student.

Step 3: Return the completed petition form to the Office of the Registrar/Enrollment Center; if applicable, include a signed drop/add form and \$50 check.

Step 4: After the committee meets, a copy of the petition with the committee's decision is returned to the student. Day students will receive this notice in their campus box. WEC and Rochester student petitions will be mailed to their home address.

Catalog Applicability

Students must fulfill the general education requirements that were in effect when they matriculated at Augsburg. Students may elect to satisfy the departmental major requirements of any of the catalogs in effect during their years of enrollment. However, students who are readmitted after more than six years away from the College must complete the departmental major requirements of the most current catalog at the time of readmission or any one of the catalogs in effect during their subsequent years of continuous enrollment at Augsburg.

Second Majors and Degrees

Students who graduated from Augsburg and are returning to complete an additional major will not be awarded a second degree unless it is different from the original degree awarded. (BA, BM, BS) Students cannot earn multiple degrees for the same major, though it is possible to earn multiple degrees from the same academic department if the majors are distinct. For example, a student cannot earn both a BA in computer science and a BS in computer science, but may earn a BS in computer science and a BA in computational philosophy.

Evaluation of Transfer Credit

The evaluation of transfer credits is completed by the Office of the Registrar and is based on a student's official transcript. College credit is granted for liberal arts courses completed at regionally accredited institutions with a grade of 2.0/C or better. Liberal arts courses are defined as courses similar in nature, content, and level to those offered at Augsburg. Augsburg does not grant transfer credit for developmental-remedial courses, vocational-technical courses, or continuing education units (CEUs). Courses with grades of C-, CD, or below do not transfer to Augsburg College. Competency credits and exam credits issued by another institution may and will be evaluated on an individual basis. The registrar's office evaluates coursework for credit and for applicability toward Augsburg Core Curriculum requirements. Academic departments are responsible for evaluating the applicability of coursework toward a student's major or minor. The College requires that certain courses and a minimum number of courses be taken at Augsburg. (Refer to the Residence Requirements section of the catalog.)

Augsburg operates on a course credit system rather than semester or quarter hours. Augsburg course credits are equivalent to four semester hours or six quarter hours. Transfer credits that have been reported to Augsburg as semester or quarter hours are converted to Augsburg course credits by dividing by four or six, respectively.

Augsburg College limits transfer credit from two-year colleges. Students may transfer a maximum of 64 semester credits (96 quarter credits) from two-year colleges. Once a student reaches this credit limit, no additional credits will transfer from two-year institutions toward the minimum number of course credits required for a bachelor's degree. However, courses taken beyond the credit limit can be used to meet liberal arts and major requirements.

Courses and credits that are accepted in transfer are reported on the student's transcript. Grades and grade points from other institutions are not transferred to Augsburg and are not included in the student's cumulative grade point average.

Students should consult with their faculty advisers and the Office of the Registrar before taking courses at other institutions to ensure compliance with transfer credit policy and residency requirements. (Refer to the Residence Requirements section of the catalog.)

MnSCU Transfer Students

Completion of the Minnesota Transfer Curriculum (MnTC) with a cumulative grade point average of 2.5 or higher will satisfy Augsburg's Liberal Arts Foundation requirements and will reduce the Search for Meaning requirement to one course (REL 300). Students will be granted credit for transferable courses graded C or better. To qualify for this transfer program, the MnTC must be completed prior to enrollment at Augsburg.

Completion of the Associate of Arts degree with the MnTC and a cumulative grade point average of 2.5 or higher will satisfy Augsburg's Liberal Arts Foundation requirements, will reduce the Search for Meaning requirement to one course (REL 300), and will waive one of two Lifetime Fitness requirements. Students will be granted credit for transferable courses graded C – or better. Transfer courses that equate to Augsburg's requirements of Effective Writing, entry level math, and modern language must have a grade of C or better in order for credit to be granted. To qualify for this transfer program, the A.A. degree and MnTC must be completed prior to enrollment at Augsburg.

Note: Additional prerequisite coursework beyond the AA degree may be required in some Augsburg majors. Students are advised to consult an academic adviser in the major department to discuss major requirements. Courses with C–grades or below will not be accepted as prerequisites or for application to majors.

Admission to a major—a separate process from admission to the College—is sometimes required. Please check with the Office of Undergraduate Admissions and consult the departmental section of this catalog.

Advanced Transfer Students

Students who enter Augsburg with 13 or more course credits accepted in transfer are considered Advanced Transfer Students. The Augsburg Core Curriculum will be adjusted for advanced transfer students as outlined below:

- Complete REL 300 Bible, Christian Theology, and Vocation instead of REL 100 and REL 200
- Waiver of Augsburg Seminar requirement
- Waiver of Engaging Minneapolis
- Waiver of the Entry-level Critical Thinking Assessment
- Waiver of one Lifetime Fitness requirement (depending on transfer evaluation)

All Augsburg Core Curriculum requirements not mentioned above remain unchanged for Advanced Transfer Students.

*Waivers for Advanced Transfer are determined at the time of initial entry into Augsburg and will not be granted for courses completed after initial enrollment.

Transfer Credit for Military Experience

Students are welcome to submit their military transcripts to the Office of the Registrar for transfer credit evaluation. A military transcript will contain credit recommendations from the American Council on Education (ACE) for training and courses completed in the U.S. Armed Services. Augsburg will review a military transcript to determine if any of the credit recommendations contained within it meet transfer credit guidelines.

Army records maintained by AARTS:

<http://aarts.army.mil>

Navy and Marine Corps records maintained by SMART:

<https://smart.navy.mil>

Coast Guard records maintained by U.S. Coast Guard Institute:

www.uscg.mil/hq/cgi/ve/official_transcript.asp

Air Force Records:

Air University and Community College of the Air Force are regionally accredited institutions. Students should submit official transcripts from these schools during the admission process.

Graduation Requirements

The responsibility for ensuring that all degree requirements are satisfied rests with the student. All students are required to file a graduation application with the registrar's office one year prior to graduation.

Faculty advisers, the Academic Advising staff, department chairs, and the registrar staff are available for counsel and assistance in program planning.

Students who enter an academic program with a bachelor's or higher degree should contact the Office of the Registrar about specific requirements for a second bachelor's degree or for the equivalent of a major. See Special Students section (Second Degree).

Each student is required to apply for graduation at the end of his or her junior year to confirm remaining graduation requirements.

Application forms are available at the Enrollment Center or on the registrar's webpage.

All degree and course requirements must be completed and verified in the Office of the Registrar in order for the degree to be conferred. (There may be no incompletes or open courses on the academic record.)

Requirements for Undergraduate Graduation

Degree requirements include completion of a minimum number of credits, a major, the Augsburg Core Curriculum, a minimum GPA in major(s)/minor(s) and in total coursework, and residence.

1. Completion of 32 course credits—No more than these maximums may be applied toward the 32 total course credits required: two course credits by independent/directed study; four course credits of internship; and six course credits with a grade of Pass (P). To graduate with Latin honors, students may take no more than two elective P/N graded course credits. Each department sets its own limitations on the number of P/N graded courses that may be applied toward the major and minor programs, but normally students may apply no more than two course credits with P grades toward a major and no more than one course credit with a P grade toward a minor. The Department of Education is an example of a department that allows students to apply more than two course credits with P grades within the major program (two in major field courses plus student teaching).

2. Completion of a Major—Requirements for each major are listed under the departmental headings.

3. Completion of the Augsburg Core Curriculum —Requirements for the Augsburg Core Curriculum are listed in the next section.

4. Grade Point Average —Students must earn a minimum overall grade point average of 2.00. Additionally, all majors and minors require at least a 2.00 grade point average in coursework for the major or minor. Some majors, licensure, and certification programs require a higher grade point average or a minimum grade in each course. See the departmental section for details about the grade and grade point average for individual majors and minors.

5. Residence —A minimum of 8.0 course credits must be completed through Augsburg College. Additionally, no fewer than 6.0 of the last 8.0 course credits must be completed at Augsburg or within an approved exchange program (ACTC, McNally Smith, or Augsburg Abroad). Transfer courses and Assessment of Previous Learning (APL) credits are counted against the residency

requirement. Therefore, students are encouraged to complete transfer work and APL credits prior to reaching senior standing. Some departments have a minimum number of courses that are required in residence within the major or minor. Consult the catalog description of the major/minor or the chair of the department for further information.

The Augsburg Curriculum

The Augsburg Curriculum is comprised of three main components: the core curriculum (or general education requirements), major requirements, and electives. Some students may need to complete entry-level skill courses before enrolling in college-level classes. The general education requirements, known as the Augsburg Core Curriculum, include signature courses and experiences, a liberal arts foundation, and skills development.

Entry Level Skills

Critical Thinking, Math, Writing (Assessments and Placements)

Core Skills

Effective Writing
Modern Language
Lifetime Fitness

The Augsburg Core Curriculum

The Augsburg Signature Curriculum
Christian Vocation and the Search for Meaning I and II
The Augsburg First Year
 Augsburg Seminar
 Engaging Minneapolis
 Many Voices Project
Augsburg Experience
Senior Keystone
The Liberal Arts Foundation
Natural Sciences and Math
Social and Behavioral Sciences
Humanities
Fine Arts

Electives

Majors

Graduation Skills
 Critical Thinking
 Quantitative Reasoning
 Speaking
 Writing

The Augsburg Core Curriculum

The Augsburg Core Curriculum is designed to prepare students to become effective, informed,

and ethical citizens through their engagement in a curriculum that:

- Provides a liberal arts foundation and promotes the acquisition of intellectual and professional skills;
- Calls for common inquiry into questions of Christian faith and the search for meaning; and
- Cultivates the transformative discovery of, and appreciation for, the student's place of leadership and service in a diverse world — vocatio and caritas.

The curriculum has three major components:

- The Augsburg Signature Curriculum
- The Liberal Arts Foundation
- Skills Requirements

Skills Requirements

Entry Level Skills Assessments

There are entry level skills assessments in:

- Critical Thinking
- Mathematics
- Writing

Placement in writing, math, and critical thinking courses is determined by assessments.

These assessments are a prerequisite for (not completion of) core and graduation skills course requirements.

First-year students who begin at Augsburg in the Fall of 2010 or later must complete all required developmental/entry-level courses by the end of their fourth term. Transfer students who begin at Augsburg in the Fall of 2010 or later must complete all required developmental/entry level courses by the end of their third term. The developmental courses subject to this policy are:

- GST 100
- ENL 101
- ENL 111 / HON 111 / ENL 112
- ENL 217 / 218
- MAT 103 / 105

Critical Thinking Assessment and Requirement

Students identified as needing the entry level critical thinking skill component, based on review of their past academic work, are required to complete GST 100 with a minimum grade of 2.0 or better.

Mathematics Assessment and Requirement

All students are required to have their math placement group (MPG) determined. In some cases, students who have transferred a mathematics course taken at another college may have their MPG determined by the registrar's office. All other students must take the Augsburg Math Placement Exam, which is administered by Academic Advising. The exam is given during College registration sessions and at other announced times during the year. Practice questions and other information are available from Academic Advising.

Based on the math assessment result, students will be enrolled in the appropriate courses or advised on preparation for retaking the math placement exam. Students may retake the Math Placement Exam once during their first term of enrollment. Students are required to take the Math Placement Exam before registering for the first term and should achieve MPG 3 by the end of their

first year at Augsburg.

Students in MPG 1 must take MAT 103 to advance to MPG 2. Students in MPG 2 must take MAT 105 to advance to MPG 3. Students in MPG 3 must take MAT 114 to advance to MPG 4. No other MAT course changes a student's MPG. A grade of Pass or 2.0 or higher is required to advance to the next math level.

Students are encouraged to advance their MPG as soon as possible. Students must achieve Math Placement Group (MPG) 3 or higher to graduate. In addition, many courses require MPG 2, 3, or 4 as a prerequisite.

Writing Assessment and Requirement

A writing sample is required of students to determine their placement in an appropriate writing class. Students having completed AP (Advanced Placement) courses in composition must have a score of 4 or 5. Students who need to develop competence in composition skills—such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences—are required to enroll in Developmental Writing (ENL 101) where they receive more individual instruction than is possible in Effective Writing (ENL 111). These students must pass Developmental Writing (ENL 101) with a grade of P, 2.0, or higher before enrolling in Effective Writing (ENL 111).

Unless they have received formal approval of a course equivalent to ENL 111 on their transfer evaluation, transfer students must also take the writing placement exam. Students entering Weekend College or the Rochester program do not take the Writing Assessment.

Core Skills Requirements

Effective Writing

ENL 111 Effective Writing or ENL 112 Advanced Effective Writing or the equivalent with a grade of 2.0, P, or higher, is required. Attendance the first day of class is required.

Students should complete Effective Writing by the middle of the sophomore year.

Modern Language

For students who have not previously studied a modern language, completion of a two-course sequence in the same language with a minimum grade of 2.0 or P in both courses is required. For a language previously studied, placement into the 211 level or successful completion (minimum grade of 2.0 or P) of 112 satisfies the graduation requirement. Placement into French, German and Spanish courses is based on assessment results from an online Brigham Young University evaluation tool. Students proficient in other modern languages may seek a placement evaluation through faculty fluent in the specified language at Augsburg or other ACTC schools. Availability of assessment in all languages is not guaranteed.

Assessment is used for placement only and does not grant course credit. Students may audit, but will not receive course credit for any course taken below their placement level. The Department of Languages and Cross-cultural Studies may override assessment results as deemed appropriate. Modern language courses accepted in transfer may be applicable to this skills area for partial or full completion of the requirement.

Students who have demonstrated competence in American Sign Language by passing an approved course sequence will have fulfilled the Modern Language Core Skill.

Students whose first language is not English and whose score is below the minimum on the English Language Learners (ELL) placement test must fulfill the ELL requirement. The requirement is satisfied by successfully completing the ELL course(s) and achieving a score above the minimum on

the ELL placement exam. Students who complete the ELL requirement fulfill the Modern Language Core Skill requirement. Contact Academic Advising or the English Department for additional information. More information can also be found in the English Language Learners section.

Lifetime Fitness

Two lifetime fitness courses are required. HPE 001 Foundations of Fitness is required of all students. The second course may be chosen from a variety of different Lifetime Activity courses (HPE 002, 003). Students may test out of the activity course by demonstrating proficiency from a selected lifetime activity. Proficiency exams are offered through the Health and Physical Education Department each semester. There is a fee to take the lifetime activity proficiency test. Intercollegiate athletes and Health and Physical Education majors may not test out of this requirement.

Foundations of Fitness and Lifetime Activity courses are non-credit courses and are not included in the 32-course credit graduation requirement.

The Augsburg Signature Curriculum

Christian Vocation and the Search for Meaning

Augsburg's Signature Curriculum takes seriously the College's identity as a college of the Evangelical Lutheran Church in America. Two required courses (REL 100 and REL 200) highlight Augsburg's commitment to this identity and the College's related interest in asking students to think critically about the concept of vocation.

Faculty who teach these courses make the following commitments to their students:

- You are welcome—whether you are Jewish or atheist, Buddhist or seeker, Catholic or Muslim, Baptist, Lutheran, uncertain, disinterested, or someone who is “spiritual but not religious.” Our Christian understanding is rooted in a generous spirit of hospitality.
- We will treat each other with respect as we learn how to engage in conversation with one another about our different values, commitments, convictions, and faith traditions.
- We will challenge and support one another to develop a mature faith for our time—open to doubts and eager to explore our questions and the realities of our world and culture.
- We will equip you with basic knowledge about vocation, religion, the Bible, and Christianity as well as about Judaism, Islam, Hinduism, and Buddhism—their stories, claims, and key concepts.
- We will deepen our study of Christianity, explore Augsburg's claim that “what we believe matters,” and invite you to continue the process of developing your own lived theology.
- We will explore the concept of vocation and our understanding that we are beloved and called to live and serve as neighbors. We will explore the idea that vocation is a model and lens for viewing the connections between our basic beliefs and the commitments and actions we make in life.

The Augsburg First Year

In order to help them make the transition to college and their new community, first-year weekday program students are required to take courses containing the following components:

Augsburg Seminar

All students who enter the College as first-year students in the weekday schedule program must satisfactorily complete fall orientation and Augsburg Seminar (AugSem), a first-year learning community in their major or related area of academic interest. AugSem's purpose is to help first-

year students embrace the expectations and benefits of being a member of a learning community at Augsburg College by:

- Encountering the community
- Engaging the learning process
- Exploring the self as scholar

AugSem equips students to become intentional learners, connects them to the larger Augsburg community, and helps them succeed in future college work.

Engaging Minneapolis

The Engaging Minneapolis requirement builds on Augsburg's national leadership in experiential education as well as its commitment to its urban location. The course linked with their AugSem introduces students to the city as a resource for intentional learning, typically through civic engagement, cultural engagement, or service learning.

Many Voices Project

Embedded in ENL 111, 112, and HON 111 (see core skills requirements), the Many Voices Project engages first-year students in discussion of a common text addressing themes of cultural diversity and global awareness. Emphasizing ways in which written communication can promote understanding and productive engagement among different cultures and points of view, the Many Voices Project is intended to teach skills and methods that promote successful communication between diverse writers and readers.

Augsburg Experience

All students must complete at least one approved Augsburg Experience as a requirement for graduation. Augsburg Experiences highlight the College's commitment to experiential education and active participation in the broader community, both locally and globally. Five categories of approved experiential learning opportunities are recognized as Augsburg Experiences: internships and applied work experiences (including fieldwork, practicums, and student teaching), faculty-student research, service learning/community service, study abroad, and off-campus immersion experiences.

An Augsburg Experience integrates experiential learning with academic learning. Approved Augsburg Experiences meet two criteria: (1) integrate experiential learning with academic learning and (2) link on-campus learning to the goals, mission, needs, or ideas of off-campus people, organizations, and/or communities, either through community partners, professional activities, and/or travel. Augsburg Experiences may be embedded in designated courses that are part of the regular class schedule or may be completed for zero credit outside the regular class schedule. The length of time required, credit/no-credit status, and grading options for approved Augsburg Experiences vary.

Senior Keystone

The Senior Keystone course provides a final opportunity for exploring the central themes of an Augsburg education—vocation and the search for meaning in a diverse and challenging world. Students reflect on the meaning of their educational experiences and consider issues of transition as they prepare for their lives after Augsburg. Most Keystone courses also meet major requirements. The Senior Keystone course in each department connects the broad liberal arts foundation with the professional skills and in-depth study of the major. It asks graduating students to think critically, reflectively, and ethically about their place in the world as leaders and servants.

The official list of approved keystone courses is found on the registrar's webpage—under the heading General Education Requirements, click on Senior Keystone.

The Liberal Arts Foundation

The Liberal Arts Foundation courses introduce students to knowledge and modes of inquiry across a wide range of disciplines and subjects. The course offerings in the traditional liberal arts provide the opportunity for students to acquire a broad and solid foundation for their specialized study and professional preparation.

Students choose two approved LAF courses from two different departments in each domain: Natural Sciences and Mathematics; Social and Behavioral Sciences; Humanities; and Fine Arts. The official list of approved LAF courses is found on the registrar's webpage—under the heading General Education Requirements, click on Liberal Arts Foundation.

Natural Sciences and Mathematics

Two approved courses from two different departments: Biology, Chemistry, Mathematics, Physics. One must be a lab science course.

Social and Behavioral Sciences

Two approved courses from two different departments: Anthropology, Economics, Environmental Studies, Political Science, Psychology, Sociology

Humanities

Two approved courses from two different departments/programs: American Indian Studies, Communication Studies, English, History, Philosophy, Religion, Languages and Cross-Cultural Studies (literature and culture courses), Women's Studies

Note: The signature Search for Meaning (REL 100, 200, or 300) courses do not count as humanities Liberal Arts Foundation requirements.

Fine Arts

Two approved courses or approved activities from two different departments: Art, Film, Music, Theatre Arts.

One fine arts LAF requirement can be met by participating in one of the following:

- Four semesters in any combination of the major choral ensembles listed (MUE 111, 112, 114, 115)
- Four semesters of orchestra (MUE 121)
- Four semesters of concert band (MUE 141)

Graduation Skills Requirements

An Augsburg education includes enhancement of certain skills during the years in college. Critical thinking, quantitative reasoning, speaking, and writing skills are deliberate components of certain courses. Graduation skill requirements typically are embedded in required courses in the major. Some departments, however, designate courses outside the major or elective courses in the major that fulfill these requirements.

The Quantitative Reasoning (QR) skill has two components: foundational skills and the application of those skills. Courses in which foundational quantitative reasoning skills are taught have a QF designation. Courses that contain an embedded project in which students apply and practice those foundational skills have a QA designation. Courses that provide both foundational skills and an application project have a QFA designation. MPG 3 (Math Placement Group 3) is a prerequisite for all quantitative reasoning QF and QFA courses. Departments may designate one required course with

a QF designation and one required course with a QA designation (departments may also designate a list of QF or QA courses from which students can choose); OR, departments may designate a QFA course that fulfills the Quantitative Reasoning skill (departments may also designate a list of QFA courses from which students can choose); OR, departments may list this skill as embedded.

See department and program pages in this catalog, consult the graduation skills catalog supplement found online on the registrar's webpage, or consult the department chair for more information.

Core Curriculum Modifications

Some majors that result in a Bachelor of Science degree give students the ability to modify their Core Curriculum requirements in one of the following ways.

Bachelor of Science/Liberal Arts Foundation (LAF) Waiver—Students who elect the Bachelor of Science/LAF Waiver must complete at least six of the eight LAF requirements, provided at least one course is taken in each of the four domains. (e.g., two Natural Science and Mathematics courses, two Social and Behavioral Science courses, one Fine Arts course, and one Humanities course) The following majors are approved for the Bachelor of Science/LAF Waiver:

- Biology
- Biopsychology
- Chemistry
- Clinical Laboratory Science
- Elementary Education
- Health Education (teaching licensure only)
- Mathematics
- Music Therapy
- Nursing
- Physical Education (teaching licensure only)
- Physics

Bachelor of Science/Modern Language Waiver—Students who elect the Bachelor of Science/Modern Language Waiver are not required to complete modern language courses as part of their degree. The following majors are approved for the Bachelor of Science/Modern Language Waiver:

- Biology
- Biopsychology
- Chemistry
- Clinical Laboratory Science
- Mathematics
- Music Therapy
- Nursing
- Physics

Evaluation and Grading

Explanation of Grades

The official delivery of end-of-term grades to students is online via the AugNet Records and Registration website.

Student achievement in courses is measured by final examinations, shorter tests, written papers, oral reports, and other types of evaluation.

Most courses are offered with grading options—traditional grading on a 4.0 to 0.0 scale or the Pass/No credit system, in which P means a grade of 2.0 or better and N means no credit and a grade of less than 2.0.

Pass/No Credit

Students who choose the P/N option are cautioned:

- In order to receive a grade of P, a student must achieve at least a grade of 2.0.
- Some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a C.
- Maximum number of course credits taken P/N that may be applied to graduation is six course credits with a grade of Pass (P).
- P-graded courses do not count toward the requirement that 14 tradition-ally graded course credits be earned at Augsburg in order to be considered for Latin Honors. Transfer students should be especially aware of this requirement.
- To be eligible for graduation with Latin Honors, students may elect only two P/N credits.
- See P/N limitations in the Graduation Requirements section.

Certain courses have restrictions and are offered on one grading system only (e.g., lifetime activities are graded only P/N). In courses where there is a choice, students will be graded on the traditional system unless they indicate on their registration that they wish to use the P/N grading option. Any changes in choice of grading system must be made according to dates published each term.

Numeric Grades

Numeric grades are used with these definitions:

- 4.0 Achieves highest standards of excellence
- 3.5
- 3.0 Achieves above basic course standards
- 2.5
- 2.0 Meets basic standards for the course
- 1.5
- 1.0 Performance below basic course standards
- 0.5
- 0.0 Unacceptable performance (no credit for the course)

Grades of P (Pass) or S (Satisfactory) or N (No credit) are not computed in the grade point average.

Incomplete (I) Grades

An incomplete grade (I) may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. To receive an incomplete grade, a student must file an Application for Incomplete Grade form by the end of the term with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion; however, students may not attend the same course (or a portion of the same course) in a following term with an incomplete grade. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and filing of a grade before the final day of the following

academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 0.0.

Extension (X) Grades

Internships, independent studies, and directed studies may sometimes last longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X (extension) is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year). An instructor has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not completed, a grade of 0.0 will be assigned.

Withdrawal Grade

A course is given a grade of W (withdrawn) when it is dropped after the deadline for dropping classes without notation on the record and before the last day to withdraw deadline.

Repeated Courses

A course in which a grade of 0.0, 0.5, 1.0, 1.5, or N has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit and a grade, but may be audited. All courses taken each term and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg College must be repeated at Augsburg to be included in the repeat policy.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V). Full-time day students will be charged an audit fee if their total credit load is over 4.5 credits. The charge for part-time and Weekend College students is listed under Weekend College costs in the Financing Your Education section on page 21. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance, and any other requirements. If expectations have been met, the course will be listed on the transcript as having been audited. If expectations have not been met, the course will be listed with a grade of W. Audited courses do not count toward graduation and do not fulfill general education requirements.

Grade Point Average

The grade point average (GPA) is based on final grades for all work at Augsburg. It does not include credit and grade points for work transferred from other colleges. Courses taken on the P/N grading option are recorded, but not computed in the GPA. The formula for computing the GPA is:

GPA = Total grade points divided by number of credits attempted.*

*Courses with 0 to 4 grade assigned

Classification

Students are classified when grades are posted at the end of each term. Classification is based on the number of course credits completed.

- Sophomores—7 completed course credits

- Juniors—15 completed course credits
- Seniors—23 completed course credits

Assessment of Previous Learning (APL) Program

Augsburg College recognizes that learning can and does take place in many life situations. Some of this learning may be appropriate for credit recognition within the disciplines that comprise the academic program of a liberal arts college. The Assessment of Previous Learning program (APL) at Augsburg provides a means by which a student's previous learning, other than that which is transferred from another accredited institution, may be presented for examination for possible credit toward the completion of a bachelor's degree.

Not all learning from life experience, however, is appropriate for credit recognition at a liberal arts college. Such learning must meet two essential criteria: (1) it is relevant to coursework in a field of study within the Augsburg liberal arts curriculum, and (2) it can be objectively demonstrated either by comprehensive examination or committee evaluation.

The APL program at Augsburg provides several means by which students may have their previous learning assessed for credit recognition. The following is a brief description of each of these means of assessment:

International Baccalaureate Program (IB)—Courses earned from the International Baccalaureate program will be considered by the College for advanced placement and appropriate credit. IB exams may fulfill general education and/or major requirements. Credit granting guidelines are available in the registrar's office and on the Academic Advising website.

Advanced Placement Program (AP)—Augsburg allows students to earn credit for scores of 3, 4, or 5 on selected Advanced Placement tests. For some exams, a minimum score of 4 is required. AP exams may fulfill general education and/or major requirements. Additional information is available on the Academic Advising webpage and from the Office of the Registrar.

The College Level Examination Program (CLEP)—This is a series of standardized tests that have been developed by the College Board and are offered to students for a small fee at regional testing centers. Students who score at or above the American Council on Education's recommended score on an approved examination may receive academic credit for that subject at Augsburg College. CLEP exams may fulfill general education and/or major requirements. Information about CLEP tests is available from the Office of the Registrar and the Academic Advising webpage.

Departmental Comprehensive Exams—These are available for students to use in obtaining credit for previous learning if the following conditions are met:

- There is a departmental exam available for the subject area in question.
- There is a faculty member designated by the department to administer the exam.
- The registrar approves the student's request to take the exam. Credit for departmental exams is available on a P/N basis only, and there is a charge per exam of \$400 for a full course credit.

The Portfolio Assessment Program—This is a credit assessment alternative in which a faculty team completes a credit evaluation of a learning portfolio submitted by the student. The faculty team is composed of two faculty members from fields of study directly related to the student's previous learning. Students who wish to prepare a portfolio of previous learning for credit assessment should consult the Office of the Registrar. In completing the evaluation of a student's previous learning, the faculty team applies the following criteria:

- There is documentable evidence of a cognitive component in the previous learning experience that involved prescribed or systematic study of content material found within liberal

arts coursework.

- The learning has been objectively verified by individuals in addition to the presenting student.
- The learning lends itself to both qualitative and quantitative measurement.
- The learning relates well to the student's educational goals.
- The learning and skills involved are current and could be used at the present time.

Students may apply for the credit assessment process after completing at least one term of academic work at Augsburg College with a cumulative Augsburg GPA of at least 2.50. It is strongly recommended that the process not be used when four or fewer courses remain for graduation. There is a non-refundable application deposit of \$200 to initiate the credit assessment process for each course presented in a portfolio. An additional \$200 is charged upon approval of each course. Credit is available on a P/N credit basis only.

Transcript credit will be recorded with the equivalent Augsburg course numbers as determined by faculty reviewers.

Maximum Credit Accepted for Previous Learning—While Augsburg College recognizes the validity of learning that takes place outside the traditional classroom, this learning must be placed in the context of formal study in campus-based liberal arts courses. Therefore, Augsburg allows a maximum of eight credits (one-fourth of a bachelor's degree) to be obtained through previous experiential learning. In compiling the eight credits for previous experiential learning, the student may use any combination of the five assessment processes available in the APL Program: AP exams, CLEP exams, IB exams, departmental comprehensive exams, and credit granted through portfolio assessment.

English Language Learners (ELL)

Students whose primary language spoken at home is not English must take the ELL placement test in conjunction with the English writing placement test prior to registering for their first term at Augsburg. Students' placement in ELL, ENL 101 Developmental Writing, or ENL 111, HON 111, or ENL 112 Effective Writing will be determined by their scores on the Michigan test (85-100 range for exemption from ELL courses) and by a writing sample.

Near the end of each term of the English Language Learner's course, an objective test will be administered to all students in the class. The score on this test and the grade earned in the class will determine whether additional ELL coursework is required. Usually a score of 85 to 100 and a course grade of 3.5 or 4.0 will fulfill the student's ELL requirement.

All students whose native language is not English must stay enrolled in ENL 217/218 until such time that they pass the ELL placement test at 85 percent or higher. The ELL course can be counted only twice in the total number of courses required for graduation.

Students who fulfill the ELL requirement, by examination or by course completion, have completed the Modern Language Core Skill requirement for graduation.

Academic Progress, Probation, and Dismissal

The College requires that all students maintain a 2.00 cumulative grade point average (GPA). A minimum GPA of 2.00 is required for graduation; however, certain majors require a higher minimum GPA.

A student will be placed on probation and considered for continuation or dismissal if:

- His/her cumulative GPA is below 2.00

- He/she is a first-year student who receives two (2) zero or No Pass grades
- He/she is a sophomore, junior, or senior who receives three (3) zero or No Pass grades
- At the end of the first term, he/she has not fulfilled the requirements established through the Conditional Admit Program (refer to the Academic Skills Office Conditional Admit Program (CAP) section of the catalog).

For more information on probation requirements, go to the Academic Skills Office website at www.augsburg.edu/acskills/.

Dismissal from the College is not automatic. Each case is reviewed by the Student Standing Committee. Evidence of a student's commitment to academic progress is the primary consideration used when deciding whether to dismiss a student.

Students who have a poor academic record may be strongly advised to withdraw before the end of a term. Students on probation who voluntarily withdraw from the College must receive permission from the Student Standing Committee to re-enroll.

Students who have been dismissed may apply for readmission after one year. At that time, the Student Standing Committee will review the application for readmission accompanied by any statements and evidence attesting to his/her commitment to academic success.

A student will be removed from probation if:

- His/her cumulative GPA reaches 2.00; or
- He/ she was placed on probation because of unfulfilled Conditional Admit Requirements and he/she subsequently satisfies those requirements.

The College reserves the right to dismiss any student who does not meet the guidelines stated above. Once a student is dismissed, he/she may appeal the decision to the Student Standing Committee within 10 school days. Specific appeal instructions are included in the letter of dismissal. Students may also be dismissed from professional programs, such as Social Work, Education and Nursing. A student dismissed from a program may appeal the decision through the Program Dismissal Appeal Process. The process is available at www.augsburg.edu/studentguide/.

Dean's List

The Dean's List, compiled after each semester, lists undergraduate students whose grade point average for a semester is 3.50 or better. Students must be full-time students (a minimum equivalent of three full course credits for a weekday schedule student or two equivalent full course credits for a Weekend College student), graded on the traditional grading system, with no incompletes in courses offered for credit. Courses taken outside of a program's calendar (e.g., crossover courses taken in a Weekend College trimester term by a day student or in a semester term by a weekend student) are not calculated when determining the Dean's List. If permission has been given by the student, an announcement is sent to the hometown newspaper for those students on the Dean's List.

Latin Honors

Augsburg recognizes those students who have demonstrated exemplary academic achievement by conferring Latin honors upon completion of a baccalaureate degree.

This designation and the standards set are in effect for all students who complete degree requirements in May 2004 or later. Students may also receive honors recognition for departmental honors and for participation in the Honors program. (See individual department and program descriptions for details.)

Qualification for Latin honors is determined as follows:

Summa cum laude: 3.90-4.00 GPA plus successful completion of the summa oral examination

Magna cum laude: 3.80-3.89 GPA

Cum laude: 3.60-3.79 GPA

To be eligible, a student must complete a minimum of 14 traditionally graded credits at Augsburg and have no more than two elective pass/no pass graded credits at Augsburg (classes offered only as P/N by the department will not be counted).

For additional information, including the guidelines for the Summa Cum Laude oral examination, go to the Latin Honors section at www.augsburg.edu/registrar/.

Graduation and Commencement

Though the terms are often confused, the words “graduation” and “commencement” carry different meanings. Graduation refers to the completion of all degree requirements. Students graduate when all requirements for the degree have been fulfilled, meaning that one can graduate at any point during the academic year provided that all requirements are complete.

Commencement is a ceremony. It is an opportunity for students, family, friends, and the Augsburg College community to celebrate academic accomplishment. Participation in commencement, however, does not mean that a student has graduated. A student will not graduate and a degree will not be conferred until all requirements are met, regardless of participation in commencement.

Augsburg College holds two commencement ceremonies in the spring to accommodate the College’s different student populations. The May commencement ceremony is for students in the Day undergraduate program and for students in the Physician Assistant Studies graduate program. The June commencement ceremony is for students in the other six graduate programs as well as undergraduate students in the Weekend College and Rochester programs.

Undergraduate students who have not completed all degree requirements may participate in commencement if: (1) no more than three requirements will remain in their program at the conclusion of spring term; and (2) the remaining requirements will be completed in the summer or fall terms immediately following commencement.

Enrollment/Degree Verification

Augsburg College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment and degree status.

Contact information is as follows:

National Student Clearinghouse
13454 Sunrise Valley Road, Suite 300
Herndon, VA 20171
Web: www.degreeverify.org
Phone: 703-742-4200
Fax: 703-742-4239
E-mail: degreeverify@studentclearinghouse.org

Veterans of Military Service

Augsburg is approved by the state approving agency for veterans education. Veterans should consult with the V.A. certifying official in the Office of the Registrar about completion of enrollment verification and the forwarding of other information to the Department of Veterans Affairs. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.

Additional information about veterans education benefits can be found at www.gibill.va.gov.

Family Educational Rights and Privacy Act Notice

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides certain rights to students regarding their education records. Each year Augsburg College is required to give notice of the various rights accorded to students pursuant to FERPA. In accordance with FERPA, you are notified of the following:

Right to inspect and review education records—You have the right to review and inspect substantially all of your education records maintained by or at Augsburg College. The student must request to review their education records in writing with their signature. The College will respond in a reasonable time, but no later than 45 days after receiving the request.

Right to request amendment of education records—You have the right to seek to have corrected any parts of an education record that you believe to be inaccurate, misleading, or otherwise in violation of your right to privacy. This includes the right to a hearing to present evidence that the record should be changed if Augsburg decides not to alter your education records according to your request.

Right to give permission for disclosure of personally identifiable information—You have the right to be asked and to give Augsburg your permission to disclose personally identifiable information contained in your education records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without your permission. One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to withhold disclosure of “directory information”—FERPA uses the term “Directory Information” to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Augsburg College without notification of the request or disclosure to the student.

Under FERPA you have the right to withhold the disclosure of the directory information listed below. Please consider very carefully the consequences of any decision by you to withhold directory information. Should you decide to inform Augsburg College not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg College will be refused.

“Directory information” includes the following:

- The student’s name;
- The student’s address;
- The student’s telephone number;
- The student’s e-mail address;
- The student’s date and place of birth;
- The student’s major and minor field of study;
- The student’s academic class level;
- The student’s enrollment status (FT/HT/LHT);

- The student's participation in officially recognized activities and sports;
- The student's degrees and awards received (including dates);
- The weight and height of members of athletic teams;
- The student's dates of attendance;
- Previous educational agencies or institutions attended by the student; and
- The student's photograph.

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. The Office of the Registrar must be notified in writing of your intent to withhold your Directory Information. If the notice is not received by the registrar prior to Sept. 15 (or within 10 school days of the start of a subsequent term for a new student), it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new notice for withholding disclosure must be completed each academic year.

Right to complain to FERPA Office—You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605, concerning Augsburg's failure to comply with FERPA.

Reporting Educational Information

Letters of reference must be requested in writing and explicitly indicate what information may be reported in the letter.

Clery Act

The Clery Act Annual Report for Augsburg College contains statistics on reported crimes on and near Augsburg property and campus, as well as institutional policies concerning campus security and crime. The report is available online at www.augsburg.edu/dps/security/report.html. For a printed copy, contact Augsburg's Department of Public Safety at 612-330-1717.

Majors and Minors

Listings that are in bold type are offered through both the day program and Weekend College. Listings indicated by asterisks are also offered through both the day program and Weekend College, but may include completion of weekly evening courses for some requirements. Students are encouraged to discuss scheduling rotation of major courses with their faculty adviser. Weekend/Rochester/Partner Hospitals students may choose a major offered in the day program if they wish, but must adhere to crossover registration policies and limitations. They may also take as many courses as possible through Weekend College, then finish the major as a day program student. A change of program is allowed once each academic year, and will take effect the following term.

Majors and Areas of Emphasis

Accounting

General Accounting

Managerial Accounting

Public Accounting

American Indian Studies*

Art*

Art History

Studio Art*

Biology (B.A. or B.S.)

Life Sciences (B.A.)

Biopsychology (B.S.)

Business Administration

Economics/Business Administration

Marketing (WEC only)

Music Business

Chemistry (B.A. or B.S.)

Clinical Laboratory Science (B.S.)

Communication Studies

Communication Arts/Literature

(Teacher Licensure Major)

Human Relations

Marketing Communications

Mass Communication

Organizational Communication

Professional Communication

Public Relations and Advertising

Supervisory Management

Computer Science (B.A. or B.S.)

Computational Economics (B.A.)

Computational Philosophy (B.A.)

Economics

Applied Economics

Computational Economics

Economics

Economics/Business Administration

Economics/Political Science (Teacher Licensure Major)

Mathematical Economics (B.S.)

Education

Education Studies (non-licensure)

Elementary Education Studies

(non-licensure)

**Kindergarten-Elementary (B.A. or B.S.—
licensure)**

**Special Education: Emotional/Behavioral
Disabilities (WEC only)**

**Special Education: Learning Disabilities
(WEC only)**

Secondary (non-major, licensure only)

Engineering 2

English*

Creative Writing*

Literature, Language, and Theory*

Media Writing*

Environmental Studies

Exercise Science

Film

Finance

Health Education (B.A. or B.S.)

History*

International Business

International Relations

International Business Concentration

Languages and Cross-Cultural Studies 1

Cross-Cultural Studies

French

German

Norwegian

Spanish

Management

Management Information Systems

Marketing

Mathematics (B.A. or B.S.)

Medieval Studies

Metro-Urban Studies

Music

Music (B.A.)

Music Business (B.A.)

Music Education (B.M.)
Music Performance (B.M.)
Music Therapy (B.S.)

Nordic Area Studies

**Nursing (B.S.—Evening program offered through
Weekend College only)***

Philosophy

Computational Philosophy

Physical Education (B.A. or B.S.)

Physics (B.A. or B.S.)

Space Physics (B.S.)

Political Science

Political Science/Economics (Teacher Licensure Major)

Psychology

Psychology and Law

Social Psychology

Religion*

Youth and Family Ministry

Social Work (B.S.)

Sociology

Student-Designed

Theatre Arts

Directing/Dramaturgy Concentrations

Performance Concentration

Technical Design/Technology Concentration

Women's Studies 1

Minors

Accounting

American Indian Studies*

Art

Architecture

Art History

Studio Art*

Biology

Business Administration

Chemistry

Communication Studies

Computer Science

Economics

English*

English Literature, Language, and Theory

Writing

Writing—Creative Emphasis

Writing—Media Emphasis

Environmental Studies

Film

Health Education

History*

International Business

International Relations

Languages and Cross-Cultural Studies

French

German

Norwegian

Spanish

Leadership Studies

Management Information Systems

Marketing

Mathematics

Medieval Studies

Metro-Urban Studies

Music

Music Business

Nordic Area Studies

Peace and Global Studies

Philosophy

Physical Education

Physics

Political Science

Psychology

Religion*

Youth and Family Ministry

Sociology

Social Welfare

Special Education

Theatre Arts

Theatre Arts

Theatre History and Criticism

Dramaturgy

Women's Studies

1 Cooperative program of the Associated Colleges of the Twin Cities and agreements with the University of Minnesota. It is possible for students to take beginning/intermediate/advanced language courses not available at consortium colleges. Consult with the ACTC office for specific program options. Students register directly with the ACTC office.

2 Dual-degree programs with the University of Minnesota Institute of Technology and Michigan Technological University.

Inter-Institutional Programs

Augsburg cooperates with other colleges and institutions in the Twin Cities area on several programs.

Cooperating Libraries in Consortium (CLIC)—Through CLIC, the Twin Cities private colleges library consortium, the Augsburg community has direct access to over 2,500,000 volumes and media resources.

Associated Colleges of the Twin Cities (ACTC)—Full-time day students at Augsburg and the St. Paul colleges and universities of Hamline, Macalester, St. Catherine, and St. Thomas may elect to take one course each semester (fall and spring) at one of the other campuses. No additional fee is required for such an exchange, except for private instruction in music or approved independent studies. Exchange courses are not transfer courses, and thus courses taken through ACTC are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses for which a student has cross-registered is kept in the Office of the Registrar at Augsburg College, not the host ACTC institution. Students may elect to participate in the cooperative program to gain new perspectives, to get better acquainted with the other schools, or to undertake a specific course or major not offered on the home campus. A regularly scheduled bus shuttles students between the campuses.

Weekend College is not part of the ACTC consortium, and weekend students may not register for ACTC courses or complete ACTC majors under the terms of the ACTC consortium agreements. Higher Education Consortium for Urban Affairs (HECUA)—Augsburg, in cooperation with 17 other colleges and universities, offers off-campus study semesters in Norway, Northern Ireland, Latin America, and the Twin Cities. (See HECUA programs on page 163.)

McNally Smith College of Music—Augsburg College full-time students may elect to take one course each semester at McNally Smith College of Music providing that they meet all McNally Smith College of Music requirements. This program is open to sophomores through seniors. There is no additional fee for this program. Students should consult with their advisor to confirm if the classes will count toward graduation requirements. In no instance may a McNally Smith course be used as a substitute for any Augsburg course specifically listed within a degree program.

Exchange courses are not transfer courses. Courses taken through the Augsburg–McNally Smith exchange are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses which a student has registered for through the exchange is kept in the Office of the Registrar at Augsburg College, not McNally Smith.

Air Force ROTC—Augsburg day students may participate in the Air Force ROTC program at the University of St. Thomas under the ACTC consortium agreement. Students are eligible to compete for two- and three-year AFROTC scholarships. ROTC credits serve as electives at Augsburg. For more information, contact the Office of the Registrar, or call the University of St. Thomas at 651-962-6320 or 1-800-328-6819, x6320.

Army ROTC—Augsburg day students may participate in the Army ROTC program at the University of Minnesota under an agreement between Augsburg, the University of Minnesota, and the program. ROTC credits serve as electives at Augsburg. For more information, contact the Office of the Registrar.

Augsburg Abroad

Augsburg Abroad is the front door for students and faculty interested in study abroad. Services include:

- Study abroad program selection advising
- Financial and academic advising for study abroad
- Registration and billing for study abroad
- Pre-departure and re-entry support (application, orientation, etc.)

- Faculty-led, short-term program coordination

About half of Augsburg undergraduate students are studying abroad. Graduate students also find short-term programs as part of their curriculum. Students abroad will find themselves in a variety of locales and studying a variety of disciplines: studying gender issues in Central America; acting with masks in Norway; interning with community organizations in Northern Ireland; studying political science in Namibia; learning about ecology in Tanzania; taking organic chemistry in New Zealand; and learning a language where it is spoken.

Academic Requirements and Credit

Students fulfill the Augsburg Experience requirement on approved programs. Courses taken abroad can also fulfill graduation requirements including major, minor, language, liberal arts foundation, lifetime activity, and internship requirements. This is determined prior to departure when students fill out the required Credit Agreement form that is signed by academic advisers and appropriate staff and faculty approving courses.

Students should be aware of the following policies related to study abroad:

- Students can study abroad more than once.
- Students can study abroad at any point in their academic career.

Semester and Summer Programs

- Courses taken on off-campus programs during the senior year will meet the Augsburg residency requirement.
- You must take a full load of credits while abroad on semester programs.
- You must take courses A-F while abroad.
- Grades received on affiliated and non-Augsburg programs are reported as transfer credit on your transcript, and thus are not figured into your GPA.
- A “C” equivalent or higher must be received for the credit to transfer to Augsburg.

Faculty-led Short-term Programs

- Students must register for all courses required by the short-term program. Credit values may vary, so confirm the specific program credit load with the Augsburg Abroad Office. Any courses removed by the student without Augsburg Abroad permission prior to the start of the program will be re-added to the student’s schedule. If no work was completed in these reinstated courses, a grade of zero will be awarded.
- Overload Fee Exemption for faculty-led January and Spring Weekend College (WEC) programs: January and spring WEC faculty-led programs are placed within the spring semester. However, full-time Day students will not be billed an overload fee if an additional 4.0 or 4.5 credits are taken in the regular spring term. A student taking minimal credits in the spring can use the January or Spring WEC faculty-led short-term program as a spring term course in order to be considered part-time or full-time.
- Crossover Policy Exemption: The crossover policy does not apply to study abroad students. WEC students who do a study abroad program placed in the Day program do not count that as their crossover course. The same policy exemption is valid for Day students doing a study abroad program scheduled in a WEC term.

Eligibility and Application

The following are Augsburg College’s requirements for study abroad:

- Minimum 2.5 GPA at the time of application. Individual programs may require a higher average. Students with lower averages should consult with Augsburg Abroad.

- Be a sophomore, junior, or senior standing by the time you study abroad. Short-term, faculty-led programs will allow participation as a first-year if the student receives approval from the faculty-leader.
- Transfer students must complete one semester at Augsburg before they may study off campus.
- Not be on academic or disciplinary probation. Students placed on academic or disciplinary probation after admittance to study abroad may be withdrawn from the program. The student is responsible for all non-recoverable program costs incurred.
- Not have an outstanding balance on your student account.
- Be aware that students applying to faculty-led programs, who meet the above criteria, are accepted on a rolling basis; space is limited on these programs so applying early is important.

Application deadlines for semester programs are:

October 1: Spring semester study abroad and January faculty-led programs

February 1: Spring WEC term and Summer Session faculty-led programs

March 1: Fall semester and non-faculty led summer study abroad programs

Program provider deadlines vary; students need to meet all deadlines and eligibility requirements set by program providers. Students should start planning in their first year for study abroad to be sure to do appropriate research and meet all deadlines.

Students are accepted to study on faculty-led programs on a first applied, first accepted basis.

ACCESS/CLASS Abroad

Students should be prepared for the fact that disability may be culturally defined. Attitudes toward disability and levels of accessibility can vary greatly from country to country. The Americans with Disabilities Act mandates equal access to university-sponsored programs and services to students with disabilities. However, providing access by US standards can present unique challenges in international settings. The expectation on the part of US students and institutions is that reasonable accommodations will be made. Depending on the country and culture, there may be different ways to define accessibility and different expectations in terms of accommodations that can or should be made. Students are encouraged work closely with Augsburg Abroad/CLASS/ACCESS.

Students are responsible for requesting accommodations abroad within a reasonable time frame prior to departure, ideally as early as program selection. Augsburg Abroad will work closely with the student, CLASS, and /or ACCESS offices to determine needs and make appropriate and possible accommodations abroad.

Costs and Financial Aid

The cost of study abroad is comprised of program fees that generally include tuition, housing, international health insurance, some meals, excursions, and study abroad fees. These costs vary from program to program. Augsburg College pays the program provider on the student's behalf and then bills the Augsburg student account. This allows students to access their financial aid for study abroad. Students will always pay a minimum of Augsburg tuition when studying abroad.

Students who receive financial aid, scholarships, and/or grants to study at Augsburg can use that entire package to cover their study abroad program costs. Students receiving Augsburg institutionally-funded aid (e.g., Presidential, Regents, Legacy, Promise and other Augsburg scholarships, and tuition remission benefit) may use their scholarships to study abroad multiple times on Augsburg Programs (see below in Study Abroad Program section). However, institutionally-funded aid may be used only once toward study abroad costs on an affiliate or non-Augsburg program. Cost estimates for the time

abroad are drawn up to assist the student in planning and the financial aid office in awarding aid to students studying abroad.

Students are required to notify Augsburg Abroad immediately if they choose not to continue with their study abroad experience. At the moment of notification non-recoverable costs will be assessed and charged to the student account. Depending on the time of notification of withdrawal students may owe nothing, the study abroad fee, the deposit, or some, or all, of the program fee. Students are also subject to the cancellation and refund policies of their program provider.

Study Abroad Programs

Students have over 200 programs in over 90 countries from which to choose. In addition to the below Augsburg College programs, students can choose from affiliated program providers. These programs have been reviewed to meet the Augsburg experience requirement, diverse needs of students, and provide quality student service. The programs are reviewed each year.

If students cannot find a program that meets their needs from the Augsburg College or Augsburg-affiliated options then they can apply to do a non-Augsburg program. Students with a strong academic or financial reason, faculty support (as shown on the Credit Agreement form), and who choose a good quality program, may be approved.

The Center for Global Education

The mission of the Center for Global Education at Augsburg College is to provide cross-cultural educational opportunities in order to foster critical analysis of local and global conditions so that personal and systemic change takes place leading to a more just and sustainable world.

The center's study programs are conducted in Central America, Mexico, and Namibia. Students experience three distinct types of living situations: living with other students in a community house, spending several days in a rural setting, and several weeks living with host families. In the Mexico and Namibia programs, students travel together on two-week seminars — from Mexico to Central America, and from Namibia to South Africa. The cost of these programs is equivalent to full tuition, room, and board for one semester on campus, plus airfare. (Some travel scholarships are available for Augsburg students.)

Crossing Borders: Gender and Social Change in Mesoamerica (Mexico)—Fall

Learn about the central issues facing Mesoamerica, with emphasis on the experience and empowerment of women. Students will engage in gender analysis of key social, economic, political, and cultural issues in Mexico and El Salvador; explore the interconnectedness of race, class, and gender; and learn first-hand from both women and men who are involved in struggles for sustainable development and social change. The program offers credit in religion, political science, women's studies, and Spanish. Internships and independent studies are also available in nine different disciplines. The program includes a two-week educational seminar in El Salvador, as well as rural travel within Mexico and four-day seminar in Mexico City. Students stay in guest houses while traveling, in Augsburg approximately six weeks, and with Mexican host families for four to six weeks. Prerequisite: one college-level Spanish course or its equivalent.

International Business and Global Citizenship (Mexico)—Fall

The largest immigrant group in the United States is composed of people born in Mexico, and Mexico is front and center in debates about globalization and U.S. immigration policy. This program, designed for international business majors, will study the important role that Mexico plays in the U.S. in relation to trade issues, how to conduct business in and with Mexico, and use it as a lens to learn

about international business topics that are relevant in many different countries. Students will have the opportunity to study Spanish at levels from beginning to advanced, live with a host family for four weeks, and develop closer relationships in the community and improve their international business background by completing an internship in a local business or government office. Prerequisites: ECO 112 or 113, and BUS 242 or MKT 252, or consent of instructor.

Nation-Building, Globalization, and Decolonizing the Mind: Southern African Perspectives (Namibia)—Fall or Spring

This program examines the crucial issues of nation-building, globalization, and decolonizing the mind, from the perspectives of the new democracies of southern Africa. Namibia won its independence in 1990 after decades of apartheid under South African colonization. South Africa had its first democratic election in 1994. As these nations struggle to build nationhood and deal with the legacies of apartheid and colonialism, they are faced with the challenges posed by today's world: rapid globalization and under and unequal development. Decolonizing the mind is a long-term project. Credit is available in history, religion, political science, and interdisciplinary studies. Internships are also available.

Sustainable Development and Social Change (Guatemala, El Salvador, Nicaragua)—Fall or Spring

This is an intensive semester of study and travel designed to introduce students to the key issues facing Central Americans. Students will explore the history, culture, and struggles of the people of Guatemala, El Salvador, and Nicaragua, as well as study approaches towards social and economic development. Course credit may be earned in Spanish, religion, history, women's studies, and political science. Students spend the first five weeks in Guatemala, the next four weeks in El Salvador, and the final six weeks in Nicaragua. Prerequisites: one college-level Spanish course or its equivalent is required.

Migration and Globalization: Engaging Our Communities (Mexico)—Spring

This is an intensive program that explores issues of migration, immigration, and globalization. It is ideal for students who are interested in working with Spanish-speaking populations in the United States, as it includes intensive Spanish language classes, an internship or independent research opportunity, and courses that help students understand the connections between globalization and migration while learning from diverse communities that are organizing for positive social change around issues of race, ethnicity, socio-economic class, gender, sexuality, economics, and the environment. Credit is available in Spanish, history, women's studies, political science, and religion. Students spend most of the semester living in Augsburg housing and approximately six weeks living with Mexican host families.

Social Work in a Latin American Context (Mexico)—Spring

This program was created to satisfy the curriculum requirements for a Bachelor in Social Work degree program. Its goal is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice. It includes Spanish language study and social work courses. Social work field placement is also available for qualified students. Students live with Mexican host families for six weeks.

International Partners and Exchanges

The Office of International Programs offers a broad range of semester and academic year programs in China, Finland, Germany, Norway, and Slovenia. Students can choose from several

options in diverse disciplines: liberal arts programs, group programs, “tailor-made” individual study programs, and practical professional experiences. All coursework is in English. Travel scholarships are available for some locations. For further information on programs in Finland, Germany, and Norway, contact the International Partners office. For exchange programs in China and Slovenia, contact Augsburg Abroad.

Higher Education Consortium for Urban Affairs (HECUA)

Augsburg, in consortium with other colleges and universities, offers full semester programs in Norway, East and Central Europe, Ecuador, Northern Ireland, and the Twin Cities. All HECUA programs explore civic engagement, community, and social change, and emphasize internships and field study. For more information on international HECUA programs, see the listings under International Studies; and for HECUA programs in the Twin Cities, see Interdisciplinary Studies.

Scandinavian Urban Studies Term: Norway—Fall

A quarter of Oslo’s residents are not ethnic Norwegians. Students investigate changing Northern Europe using Norway’s welfare state and Scandinavian national identity as case studies. Coursework and an internship provide unique perspectives on how the Norwegian social democracy and Scandinavian welfare states are working to address the challenges posed by immigration and cultural and ethnic diversity. Students choose an independent study project or Norwegian language courses.

Divided States of Europe—Spring

Ten former communist nation-states have recently joined the European Union. From three different locations – Norway, Romania, and Hungary – students examine the complex dynamics of European integration via issues such as labor migration, minority politics, right-wing populism, prostitution, and human trafficking. Together, Hungary and Romania encompass some of Europe’s most pressing social justice issues and constitute its primary geographic and cultural bridge between East and West.

Community Internships in Latin America: Ecuador—Fall and Spring

This interdisciplinary program, based in Quito, Ecuador, enables the student to combine intense involvement in a community-based organization with study of the community development process. A home-stay and a hands-on internship develop Spanish and other skills. The program addresses globalization, the environment, oil politics, and other local and international issues.

Northern Ireland: Democracy and Social Change—Spring

The Northern Ireland: Democracy and Social Change program examines the historical, political, and religious roots of conflict in Northern Ireland, the prospects for peace, and the progress being made. Through a seven-week internship, students get hands-on experience with organizations working for social change. Field seminars focus on human rights, conflict transformation, and education for democracy. The program is located at the UNESCO Centre at the University of Ulster in Coleraine.

Student Teaching Abroad

Selected education department students may participate in the International Student Teaching Abroad program coordinated through the University of Minnesota-Morris. Students who teach abroad will also do part of their student teaching under direct Augsburg faculty supervision. For additional information, contact the Department of Education student teacher director.

May/Summer Abroad

May and summer courses to many parts of the world enable students to earn credit through short-term travel. Contact Augsburg Abroad for the most current list of programs.

Clair and Gladys Strommen Career and Internship Center

The Strommen Career and Internship Center is a comprehensive resource center emphasizing the importance and value for all students to engage in internships, career development and the exploration of vocation throughout their college years. The integration of “knowing and doing” adds breadth and depth to the curriculum and assists students in making more informed academic and career decisions. The underlying assumption is that a liberal arts education is an effective preparation for life, meaningful work, and active citizenship.

Career Services

Career Services provides opportunities, programs, and career counseling to help students discover their unique gifts, talents, skills, and interests, explore career paths, and grapple with questions of vocation and purpose in a changing world. This process is viewed as an important part of a student’s development while attending college. To aid in this process, professional career staff provide career assessments and individualized career planning and coaching. Staff assist students with choosing majors, locating internships, preparing for internship and job searches, graduate school applications, and making connections to community, business, and alumni resources.

Internships

Academic Credit

An internship for credit is a carefully planned, work- or service-based learning experience where a student focuses on specific learning objectives that connect concepts of the major to the experience. An academic internship is approved, supervised, and evaluated by a faculty member in the department in which the student wishes to earn the internship credit. A learning agreement plan, negotiated with the faculty supervisor and work supervisor, outlines the academic related objectives, strategies, and evaluation methods for receiving credit. Students often do internships in nonprofits, small and large businesses, government agencies, museums, schools, and churches.

Internships for credit are available in all majors and can be taken during a semester, Weekend College trimester or summer sessions. Inter-disciplinary (INS) internships are also available. For extension of an internship beyond one term see Evaluation and Grading on page 58. Internships can be registered for 1 course credit or .5 credit. One course credit involves a minimum time commitment of, on average, 10 hours per week or 140 total hours. Internships for .5 credit require a minimum of 80 total hours. A maximum of four courses of internship may count toward the total courses required for the degree.

Internships completed off-campus for credit will automatically fulfill the Augsburg Experience graduation requirement.

Non-Credit and Transcript Notation

Non-credit internships related to a student’s major or career interests can be registered for a zero-credit transcript notation. The goal is for students to apply theory to practice in a work setting and reflect on the experience. Work opportunities typically are part-time during the academic year and/or full time during summer and can begin and end anytime. Students must set learning goals and

evaluate their experience. The director of the Strommen Career and Internship Center supervises non-credit internships and transcript notation work experiences. Internships not for credit and transcript notations may be used to fulfill the Augsburg Experience graduation requirement.

Sabo Center for Citizenship and Learning

Service-Learning and Community Engagement/Community Service-Learning

Augsburg's Community Service-learning Program provides students with opportunities to understand and respond to needs in the city through course-embedded service experiences and civic engagement activities. A key component of community-service-learning is reflection on and analysis of community issues in order to promote personal and educational growth and civic responsibility. By connecting classroom content with service-learning experiences in the City, Augsburg students deepen their understanding of abstract course concepts while learning about pertinent and related community issues. This dynamic and interactive educational approach employs reciprocal learning between students and their community. Service-learning components are embedded in most academic disciplines.

Examples of community service-learning sites include: homeless shelters, cultural and environmental organizations, tutoring programs and literacy centers.

Campus Kitchen Project and Community Garden

The Campus Kitchen Project connects the campus community with the larger community by using food as a tool to nourish bodies, develop leadership, and educate students through service-learning. To accomplish these goals, three separate programs exist:

- 1) FOOD TO SHARE**—Surplus food from the Augsburg Dining Service is donated, reheated and served by student volunteers to neighborhood partners including: homeless shelters, youth and senior programs, and others.
- 2) FOOD TO GROW**—On the corner of campus, Augsburg staff and students manage a community garden composed of 70 individual plots where community and campus members can grow their own food. The garden staff also hosts classes on healthy living in which neighborhood youth learn to grow and cook healthy food.
- 3) FOOD TO BUY**—A farmer's market and CSA delivery is available weekly at Augsburg College and the Brian Coyle Community Center in order to increase access to healthy foods. Surplus produce from the market and CSA shares are donated to the Campus Kitchen meal delivery program.

Bonner Leader Program

In November of 2008-2009, Augsburg College launched its first year of the Bonner Leaders program, funded through the National Bonner Foundation. Through the Bonner program at Augsburg, students develop deep community relationships and engage in long-term policy advocacy throughout their four years at Augsburg College. Those selected to be a part of the Augsburg College Bonner Leaders program were largely first-year students, with diverse ethnic and geographical backgrounds, and unique experience with community-leadership roles. Through service placements with partner nonprofit community organizations, students worked an average of 200 hours over the course of the academic year in placements supporting ELL classrooms, running an employment education computer lab, helping coordinate a low-income housing program, providing community health outreach, and working with a financial literacy program. Beyond their work-study service internships, students participated in at least 100 hours of volunteer hours with various community initiatives and civic engagement projects on campus.

Through their participation with the Bonner Leaders program, students engaged in monthly guided reflections and leadership development training. The Augsburg Bonner Community Leaders program is a successful campus model to build on the college's culture of community and civic engagement and bring together existing community service programs to take us to the next level of deepening knowledge, reflection, and authenticity of civic engagement in the community.

Augsburg Reads

The Augsburg Read Program is a federally funded literacy and tutoring program focused on elementary student achievement. Augsburg Reads pairs college students with community organizations in the Cedar-Riverside neighborhood focused on student achievement through after school programs.

Graduate Programs

Augsburg College offers seven graduate degree programs: Master of Arts in Education, Master of Arts in Leadership, Master of Arts in Nursing, Master of Business Administration, Master of Science in Physician Assistant Studies, and Master of Social Work. Consult the Augsburg Graduate Studies catalog for complete information.

The Master of Arts in Education offers initial licensure coursework at the graduate level in elementary education, secondary education, and special education: E/BD and LD. The MAE also offers the pre-primary specialty and the K-12 Reading Teacher endorsement. Students are able to take up to six licensure courses at the graduate level and complete their licensure programs with a combination of graduate and undergraduate coursework. Students can then apply their graduate level licensure courses to complete a master's degree program. Students will complete their master's degrees through a combination of Master of Arts in Leadership coursework and graduate level education coursework. Licensed teachers also can pursue special education: E/BD and/or LD, as well as the K-12 Reading Licensure Endorsement and the pre-primary endorsement at the graduate level. The program is available through the Weekend College schedule, and the admissions process begins with the Graduate Admissions office. For further information about the programs, contact the Education Department or the Graduate Admissions office.

The Master of Arts in Leadership is based on a liberal arts approach to leadership studies. This cross-disciplinary program directs its academic content and pedagogical approaches to situations, issues, and problems relevant to organizational leaders. Augsburg's program recognizes that today's leaders need a broad spectrum of abilities to provide them with a more comprehensive understanding of their world. Designed for working adults, the program offers courses primarily on alternate Saturdays. There is also a Monday evening cohort offering of the program at Augsburg's Bloomington site. (Note: A five-year program is available to Augsburg undergraduate accounting majors that would qualify them for CPA certification and fulfill requirements for a BA in accounting and an MA in leadership. See the Department of Business Administration, accounting major section of the catalog for further information.)

The Master of Arts in Nursing prepares nurses for transformational leadership and transcultural community health nursing practice across care settings, with emphasis on addressing health inequities among diverse populations. The program is offered within the context of a Christian liberal arts education. Graduates are eligible to apply for national certification in Advanced Community Health Nursing, or Advanced Nursing Administration through the American Nurses Credentialing Center (ANCC), and/or Advanced Certification in Transcultural Nursing through the Transcultural Nursing Society (TCNS). Classes meet on a flexible schedule (every other week or once per month)

that includes weekdays, weekday evenings, and Saturdays. Web-enhanced teaching is used for all classes. Practicums include optional short-term study abroad experiences. Students may choose to study in Mexico, Guatemala; Namibia; Pine Ridge; S.Dak.; and/or Europe. The Master of Arts in Nursing program is accredited by the Commission on Collegiate Nursing Education in accordance with its accreditation standards and procedures.

Streamlined entry into the Master of Arts in Nursing—Students with an ADN and a bachelor's degree in a field other than nursing can enter the Master of Arts in Nursing program as a “bridge student.” This process requires acceptance to the MA program and completion of three courses in the Augsburg undergraduate nursing program.

Students in good standing in the Augsburg undergraduate nursing program can enter the MA in nursing through an “expedited” process. After successful application to the MA program while still a student in the undergraduate program, students can take three designated courses in the Master of Arts in Nursing, which will be applied to the M.A. at Augsburg upon successful completion of the undergraduate nursing degree.

The Doctor of Nursing Practice is a post-master's program for registered nurses (RNs) who currently hold a master's degree in nursing. The DNP at Augsburg will prepare nurses to guide system level changes that improve health outcomes of persons underserved by the current health system. The program emphasizes transcultural nursing leadership to maximize health through peaceful, just, and collaborative actions that uphold and improve human potential across care settings with emphasis on health inequities in a global context. In addition to emphasizing transcultural nursing, the DNP curriculum also focuses on advanced community/public health nursing and holistic health.

The Master of Business Administration is designed to give students mastery of the skills and knowledge necessary to advance in their careers and accept roles of greater responsibility in an organization. Meeting primarily on one evening per week, this challenging program is designed to be completed in 23 months. Organized in cohort format, the program encourages learning in a collaborative small-group environment and features a high level of interaction and attention from the faculty. The program focuses on giving students the ability to think critically and effectively manage in complex environments. An intensive management consulting course allows students to apply theory and classroom learning to an actual business or organizational environment. Local businesses and organizations provide a laboratory for students as they complete comprehensive projects in various disciplines and functions.

The core program can be enhanced through participation in a number of concentrations including finance, healthcare management, human resource management, international business, and marketing management.

The Master of Science in Physician Assistant Studies is designed for students interested in careers as healthcare providers. The mission of the program is based on a foundation of respect and sensitivity for the cultures and backgrounds of, and is oriented toward providing care to, underserved populations. Students are well educated in current medical theory and practice in primary care medicine. All physician assistants must have a supervising physician to practice. The program is three years long with classes held Monday through Friday during the day.

The Master of Social Work, accredited by the Council on Social Work Education, prepares students for entering advanced social work practice. The program builds on the liberal arts base of the College and supports the College's mission to nurture future leaders in service to the world.

There are two concentrations: multicultural clinical practice (MCCP) or program development, policy, and administration (PDPA). Students choose one of the two concentrations for their program

focus. The curriculum emphasizes work with diverse and oppressed groups, social justice, leadership for social change, and a holistic, strengths-based, problem-solving framework. Graduate social work classes meet in four-hour blocks on Friday evenings, Saturday mornings, and Saturday afternoons. The multicultural clinical practice concentration prepares students to work with diverse peoples across the full range of contemporary clinical social work practice settings. The program development, policy, and administration concentration prepares students to actively seek equality and justice for clients within agencies, institutions, and society, while directing energy toward changing policies that obscure and oppress people.

Two dual degrees are also available: a Master of Social Work/Master of Theology or Divinity degree (MSW/MA/MDiv) and a Master of Social Work/Master of Business Administration degree (MSW/MBA). The MSW/MA/MDiv dual degree is offered in collaboration with Luther Seminary. It is designed to meet the educational interests of people planning to serve the spiritual and social needs of families, individuals, and communities. The MSW/MBA dual degree is offered in collaboration with the Augsburg MBA program. It provides students with the skills and expertise necessary to build well managed and financially sound service organizations that serve diverse communities, both locally and globally.

Other Programs

Continuing Education Program

The mission of Augsburg College continuing education program is to provide working adults with lifelong learning opportunities that will enable them to continue to grow personally, professionally, and spiritually in their homes, workplaces, and communities. The program strives to meet the needs of the community by offering credit and non-credit programs consistent with the mission of Augsburg College.

Programs are developed through collaborations between academic and administrative departments of the College and community organizations. These collaborations have included the Departments of Business, Biology, Education, Nursing, Religion, Social Work, the Center for Leadership Studies, Institutional Advancement, and organizations including Minneapolis and St. Paul public school districts, Minnesota Department of Education, and the Midwest Regional Office of the College Board. Augsburg College is a Lifelong Learning Partner with the ELCA.

Canadian Program

The Canadian program was inaugurated in 1985 with endowment from the Mildred Joel bequest for Canadian studies. The program supports special events and conferences as well as student internships and faculty activity in Canadian studies. The goals of the program include community involvement, increased awareness of the importance of Canadian/U.S. relations, and provision of opportunities to learn directly from Canadians through visits and exchanges.

Academic Policies and Procedures

Registration

A student must be registered for a course in order to earn credit, and all registered courses will be reflected on a student's AugNet page. Students are responsible for verifying the accuracy of their registrations. Additionally, day students are required to meet with their academic advisers prior to registration for the fall and spring terms.

Web registration through AugNet is the primary method of registration, though the Enrollment

Center is available to process registration forms. Please reference the academic calendar for the schedule of open registration dates.

Students who encounter a prerequisite issue when trying to register for a course through AugNet should come to the Enrollment Center for assistance.

The following registrations cannot be completed online and must be processed at the Enrollment Center:

- Pass/No Credit (P/N) grade options
- THP courses (theatre practicum courses)
- MUP courses (variable credit music lessons)
- Student Teaching (Education department approval required)
- Independent Study and Directed Study (separate form available at the Enrollment Center; instructor and department chair signatures required)
- Internships

Full-time day students normally register for four course credits per semester. Students registered for three or more course credits in a semester are classified as full-time students. Students registered for two course credits are classified as half-time students.

To register for more than 4.5 course credits, students must contact the Enrollment Center to petition the Committee on Student Standing unless the following apply: students with a cumulative GPA at Augsburg of 3.00 to 3.49 may take a total of 5.0 course credits or with a cumulative GPA at Augsburg of 3.50 or greater may take a total of 5.5 course credits without petitioning. All overload registrations must be done in person at the Enrollment Center. (Note: There is an additional tuition charge for course loads over 4.5 course credits. This includes combining the credit load from both the day and WEC programs. Spring day term will include winter WEC and spring WEC.) auditing classes over the 4.5 overload limit will also incur a tuition charge.

Official academic calendars for all programs are available through the registrar's webpage. The last day to initially register for courses in the Day program (semesters) is the Friday before the term begins. After initial registration, Day students may add individual classes to their current schedule or withdraw without notation through day 10 of the term. The signature of the instructor is required to add a class after the fifth day. From day 11 through day 20, students may still petition the Committee on Student Standing for permission to add a class. There is a fee for this petition. Day 20 is the last day to petition for adding a class.

Students registered for day program Time 1/Time 2 (T1/T2) courses that meet only part of the term may add or withdraw without notation through the fifth school day after the start of the course. Changing grade option or withdrawing with a W is allowed through the fourth week of T1/T2 classes. Specific dates for each term are listed under "Academic Calendars" at www.augsburg.edu/registrar. Weekend College, Rochester, and Partner Hospitals program students typically register for one or two course credits each trimester. Maximum credit load is 4.0 credits. Students registered for at least two course credits in one term are considered full time for that term. Students registered for one course credit are considered half-time for the term.

The last day to initially register for courses in the Weekend College and the Partner Hospitals program (Weekend College) is the last business day before the term begins. After initial registration, Weekend College students may add individual classes to their current schedule or withdraw without notation through Friday after the first class weekend. The signature of the instructor is required to add a class after the class meets. Students may petition the Committee on Student Standing for permission to add a class through the Thursday prior to the second class weekend. There is a fee for this petition. The last day to petition to add a class is the Thursday prior to the second class weekend.

Students registered for Weekend College T1/T2 courses may add or withdraw without notation through the Friday after the first weekend class meeting. Changing grade option or withdrawing with a W is allowed through the Tuesday after the second weekend class meeting.

The last day to initially register for courses on the Rochester campus is the last business day before the term begins. After initial registration, Rochester students may add individual classes to their current schedule and/or withdraw without notation through Monday after the first week of classes. The signature of the instructor is required to add a class after a class meets and it must be processed through the Enrollment Center. Students may petition the Committee on Student Standing for permission to add a class through the Friday prior to the second week of classes. There is a fee for this petition. The last date to petition to add a class is the Friday before the second week of classes. Students registered for Rochester T1/T2 courses may add or withdraw without notation through the Monday after the first week of the class. Changing grade option or withdrawing with a W is allowed through the Monday after the second week of the class.

Separate rules apply to Summer School. Late course registrations may be subject to additional late fees.

ACTC school course listings are also available online and should be checked to verify the correct meeting times and room assignment. As some courses are offered only in alternate years, students should also consult with departmental advisers when planning their academic program. Summer session and graduate program courses are published in separate schedules.

Specific information on registration and help with registration on other campuses are available from these offices:

Enrollment Center—612-330-1046
Academic Advising—612-330-1025
Augsburg for Adults—612-330-1782
Rochester Program—507-288-2886

Crossover Registration Policy

Every Augsburg undergraduate student is admitted to a “home program,” either day, Weekend College, or the Rochester Program. It is expected that students will complete most of their degree requirements through their home program. However, full-time students may register for up to 1.0 credits per term outside their home program. Enrollment will be based on class availability.

Students will be charged the rate of their home program for courses in which they enroll outside their home program. The rate will be based on the maximum credit load they are carrying on any calendar date over the span of the two terms. For example, a day program student taking 2.0 credits in the day program, and 1.0 credits in the WEC program, will be considered full-time and will be charged the full-time day program tuition rate. A WEC student taking 2.0 credits in the WEC program, and 1.0 credits in the day program, will pay the WEC tuition rate x 3.0 credits.

Day students taking over 4.5 credits will pay the day part-time rate for any credits over 4.5 in their combined day/WEC load (Spring day term will include both winter WEC and spring WEC). The maximum number of credits that may be included in the day full-time tuition rate for students who cross-register is 4.5.

Students have registration priority in their home program. Crossover registration dates are published on the registrar’s office webpage. There is a special crossover registration form that must be processed at the Enrollment Center. This registration option is not available by Web.

The WEC, Rochester, and Partner Hospitals programs are not part of the ACTC (Associated Colleges of the Twin Cities) tuition exchange program. WEC/Rochester/hospital students may NOT

cross over to attend ACTC courses.

Students must have completed their undergraduate degree and be admitted to a graduate program before taking graduate level courses from that program. (An exception is made for approved courses in the Department of Nursing and the joint BA Accounting/MAL.) Undergraduate students enrolled in graduate courses will pay the graduate rate for those courses. Any student enrolled in an Augsburg graduate level program wishing to take an undergraduate course will pay the rate of the program in which the course is offered (Day, WEC, or Rochester).

Change of Program

Students may apply to change their “home program” by filling out a Change of Program form available at the Enrollment Center. The change will take effect the following term. Changes are limited to one each academic year. A Change of Program form must be submitted before the term begins. Students registered in spring Day may not do a change of program into spring WEC.

Withdrawal from College

Students are urged not to abandon courses for which they are registered because this will result in a failing grade on their official academic record. Cancellation of courses or withdrawal from College must be completed in the Enrollment Center. A Withdrawal from the College form may be obtained at the Enrollment Center or downloaded from the registrar’s webpage. The last day to file for a Withdrawal from College is the last day of classes prior to finals week. Withdrawal from college and any consequential adjustments in accounts are effective as of the date the Withdrawal from College form is returned to the registrar’s office. Students must be re-admitted to the College when they are ready to resume their studies. The Application for Readmission form is available from the Enrollment Center or can be downloaded from the registrar’s webpage.

Students are responsible for keeping the registrar’s office informed of their current mailing address.

Military Called to Active Duty

Augsburg College will allow students to withdraw from courses without penalty if they are called to active duty as military reservists, National Guard, or for other military service. This shall include a 100 percent refund of tuition and fees upon verification of call to active duty. The student must provide a copy of their orders to the registrar.

If the student is called to duty after the deadline to drop a course, the registrar will place a W for the course(s) along with a notation on the transcript that the student was called to active duty. This is to assist the student with any financial aid complications that may arise and also indicate that the withdrawal was outside of the student’s control.

Alternatively, the College supports faculty in enabling students who are called to active duty and have substantially completed a course, to assign a grade based upon the coursework completed, or work out an “incomplete” agreement. Students who are able to complete some of their courses would have their refund adjusted to reflect this.

Students who are being placed on active duty should contact the registrar and/or the dean’s office as soon as possible so the College can notify all parties and aid in this process.

Student Standing Committee

The Student Standing Committee reviews requests for exceptions to academic policies. Typically, the committee considers requests for:

- Minor exceptions to academic requirements and/or approval of transfer course

substitutions

- Extending time for an incomplete
- Permission to take a course overload
- Student schedule changes after registration deadlines (adding, withdrawing, or grade option changes)

Note: Petitions for an exception to published registration deadlines will require a \$50 petition fee attached to the petition. This fee is non-refundable regardless of the outcome of the petition. Petitions involving adding or dropping courses/withdrawing from college after the deadline must be submitted within six months of the published registration deadlines for the term involved.

For petitions requesting a late registration, any student account holds must be cleared before submitting the petition. Students who are allowed to add a course by petition after the published petition deadline will incur a \$150 late registration fee per course.

In addition, the committee reviews students' transcripts in determining academic probation or dismissal from the College on academic grounds. The committee also hears appeals from students who have been dismissed for academic reasons.

The committee reviews student requests for readmission to the College after dismissal or returning after leaving while on probation, or students readmitting to the College immediately after a term from which they withdrew from College.

The committee typically meets every other week throughout the school year (September-April), and once a month during summer.

Petition Process

Step 1: Pick up a petition form at the Enrollment Center or download from the registrar's webpage, www.augsburg.edu/registrar/.

Step 2: Fill out the petition form completely. Include documentation for illness or family emergency. Have your adviser, instructor, or department chairs sign and add comments concerning your request. Petitions without comments from faculty will be returned for completion. Note: If petitioning for a change in registration, please submit a drop/add form signed by both the instructor and student.

Step 3: Return the completed petition form to the Office of the Registrar/Enrollment Center; include signed drop/add form and \$50 check if applicable.

Step 4: After the committee meets, a copy of the petition with the committee's decision is returned to the student. Day students will receive this notice in their campus box. WEC and Rochester student petitions will be mailed to their home address.

Catalog Applicability

Students must fulfill the general education requirements that were in effect when they matriculated at Augsburg. Students may elect to satisfy the departmental major requirements of any of the catalogs in effect during their years of enrollment. However, students who are readmitted after more than six years away from the College must complete the departmental major requirements of the most current catalog at the time of readmission or any one of the catalogs in effect during their subsequent years of continuous enrollment at Augsburg.

Second Majors and Degrees

Students who graduated from Augsburg and are returning to complete a second major will not be awarded a second degree unless it is different from the original degree awarded. (BA, BM, BS) Students cannot earn multiple degrees for the same major, though it is possible to earn multiple degrees from the same academic department if the majors are distinct. For example, a student cannot

earn both a BA in computer science and a BS in computer science, but may earn a BS in computer science and a BA in computational philosophy.

Evaluation of Transfer Credit

The evaluation of transfer credits is completed by the Office of the Registrar and is based on a student's official transcript. College credit is granted for liberal arts courses completed at regionally accredited institutions with a grade of 2.0/C or better. Liberal arts courses are defined as courses similar in nature, content, and level to those offered at Augsburg. Augsburg does not grant transfer credit for developmental-remedial courses, vocational-technical courses, or continuing education units (CEUs). Courses with grades of C-, CD, or below do not transfer to Augsburg College. Competency credits and exam credits issued by another institution may and will be evaluated on an individual basis. The registrar's office evaluates coursework for credit and for applicability toward Augsburg Core Curriculum requirements. Academic departments are responsible for evaluating the applicability of coursework toward a student's major or minor. The College requires that certain courses and a minimum number of courses be taken at Augsburg. (Refer to the Residence Requirements section of the catalog.)

Augsburg operates on a course credit system rather than semester or quarter hours. Augsburg course credits are equivalent to four semester hours or six quarter hours. Transfer credits that have been reported to Augsburg as semester or quarter hours are converted to Augsburg course credits by dividing by four or six respectively.

Augsburg College limits transfer credit from two-year colleges. Students may transfer a maximum of 64 semester credits (96 quarter credits) from two-year colleges. Once a student reaches this credit limit, no additional credits will transfer from two-year institutions toward the minimum number of course credits required for a bachelor's degree. However, courses taken beyond the credit limit can be used to meet liberal arts and major requirements.

Courses and credits that are accepted in transfer are reported on the student's transcript. Grades and grade points from other institutions are not transferred to Augsburg and are not included in the student's cumulative grade point average.

Students should consult with their faculty adviser and the Office of the Registrar before taking courses at other institutions to ensure compliance with transfer credit policy and residency requirements. (Refer to the Residence Requirements section of the catalog.)

MnSCU Transfer Students

Completion of the Minnesota Transfer Curriculum (MnTC) with a cumulative grade point average of 2.5 or higher will satisfy Augsburg's Liberal Arts Foundation requirements and will reduce the Search for Meaning requirement to one course (REL 300). Students will be granted credit for transferable courses graded C or better. To qualify for this transfer program, the MnTC must be completed prior to enrollment at Augsburg.

Completion of the Associate of Arts degree with the MnTC and a cumulative grade point average of 2.5 or higher will satisfy Augsburg's Liberal Arts Foundation requirements, will reduce the Search for Meaning requirement to one course (REL 300), and will waive one of two Lifetime Fitness requirements. Students will be granted credit for transferable courses graded C – or better. Transfer courses that equate to Augsburg's requirements of Effective Writing, entry level math, and modern language must have a grade of C or better in order for credit to be granted. To qualify for this transfer program, the A.A. degree and MnTC must be completed prior to enrollment at Augsburg.

Note: Additional prerequisite coursework beyond the AA degree may be required in some Augsburg majors. Students are advised to consult an academic adviser in the major department to

discuss major requirements. Courses with

C–grades or below will not be accepted as prerequisites or for application to majors.

Admission to a major—a separate process from admission to the College—is sometimes required. Please check with the Office of Undergraduate Admissions and consult the departmental section of this catalog.

Advanced Transfer Students

Students who enter Augsburg with 13 or more course credits accepted in transfer are considered Advanced Transfer Students. The Augsburg Core Curriculum will be adjusted for advanced transfer students as outlined below:

- Complete REL 300 Bible, Christian Theology, and Vocation instead of REL 100 and REL 200
- Waiver of Augsburg Seminar requirement
- Waiver of Engaging Minneapolis
- Waiver of the Entry-level Critical Thinking Assessment
- Waiver of one Lifetime Fitness requirement (depending on transfer evaluation)

All Augsburg Core Curriculum requirements not mentioned above remain unchanged for Advanced Transfer Students.

*Waivers for Advanced Transfer are determined at the time of initial entry into Augsburg and will not be granted for courses completed after initial enrollment.

Transfer Credit for Military Experience

Students are welcome to submit their military transcripts to the Office of the Registrar for transfer credit evaluation. A military transcript will contain credit recommendations from the American Council on Education (ACE) for training and courses completed in the U.S. Armed Services. Augsburg will review a military transcript to determine if any of the credit recommendations contained within it meet transfer credit guidelines.

Army records maintained by AARTS:

<http://aarts.army.mil>

Navy and Marine Corps records maintained by SMART:

<https://smart.navy.mil>

Coast Guard records maintained by U.S. Coast Guard Institute:

www.uscg.mil/hq/cgi/ve/official_transcript.asp

Air Force Records:

Air University and Community College of the Air Force are regionally accredited institutions. Students should submit official transcripts from these schools during the admission process.

Graduation Requirements

The responsibility for ensuring that all degree requirements are satisfied rests with the student. All students are required to file a graduation application with the registrar's office one year prior to graduation.

Faculty advisers, the Academic Advising staff, department chairs, and the registrar staff are available for counsel and assistance in program planning.

Students who enter an academic program with a bachelor's or higher degree should contact the Office of the Registrar about specific requirements for a second bachelor's degree or for the equivalent of a major. See Special Students section (Second Degree).

Each student is required to apply for graduation at the end of his or her junior year to confirm remaining graduation requirements.

Application forms are available at the Enrollment Center or on the registrar's webpage.

All degree and course requirements must be completed and verified in the Office of the Registrar in order for the degree to be conferred. (There may be no incompletes or open courses on the academic record.)

Requirements for Undergraduate Graduation

Degree requirements include completion of a minimum number of credits, a major, the Augsburg Core Curriculum, a minimum GPA in major(s)/minor(s) and in total coursework, and residence.

1. Completion of 32 course credits—No more than these maximums may be applied toward the 32 total course credits required: two course credits by independent/directed study; four course credits of internship; and six course credits with a grade of Pass (P). To graduate with Latin honors, students may take no more than two elective P/N graded course credits. Each department sets its own limitations on the number of P/N graded courses that may be applied toward the major and minor programs, but normally students may apply no more than two course credits with P grades toward a major and no more than one course credit with a P grade toward a minor. The Department of Education is an example of a department that allows students to apply more than two course credits with P grades within the major program (two in major field courses plus student teaching).

2. Completion of a Major—Requirements for each major are listed under the departmental headings.

3. Completion of the Augsburg Core Curriculum —Requirements for the Augsburg Core Curriculum are listed in the next section.

4. Grade Point Average —Students must earn a minimum overall grade point average of 2.00. Additionally, all majors and minors require at least a 2.00 grade point average in coursework for the major or minor. Some majors, licensure, and certification programs require a higher grade point average or a minimum grade in each course. See the departmental section for details about the grade and grade point average for individual majors and minors.

5. Residence —A minimum of 8.0 course credits must be completed through Augsburg College. Additionally, no fewer than 6.0 of the last 8.0 course credits must be completed at Augsburg or within an approved exchange program (ACTC, McNally Smith, or Augsburg Abroad). Transfer courses and Assessment of Previous Learning (APL) credits are counted against the residency requirement. Therefore, students are encouraged to complete transfer work and APL credits prior to reaching senior standing. Some departments have a minimum number of courses that are required in residence within the major or minor. Consult the catalog description of the major/minor or the chair of the department for further information.

The Augsburg Curriculum

The Augsburg Curriculum is comprised of three main components: the core curriculum (or general education requirements), major requirements, and electives. Some students may need to complete entry-level skill courses before enrolling in college-level classes. The general education requirements, known as the Augsburg Core Curriculum, include signature courses and experiences, a liberal arts foundation, and skills development.

Entry Level Skills

Critical Thinking, Math, Writing (Assessments and Placements)

Core Skills

Effective Writing
Modern Language
Lifetime Fitness

The Augsburg Core Curriculum

The Augsburg Signature Curriculum
Christian Vocation and the Search for Meaning I and II
The Augsburg First Year
 Augsburg Seminar
 Engaging Minneapolis
 Many Voices Project
Augsburg Experience
Senior Keystone
The Liberal Arts Foundation
Natural Sciences and Math
Social and Behavioral Sciences
Humanities
Fine Arts

Electives

Majors

Graduation Skills
 Critical Thinking
 Quantitative Reasoning
 Speaking
 Writing

The Augsburg Core Curriculum

The Augsburg Core Curriculum is designed to prepare students to become effective, informed, and ethical citizens through their engagement in a curriculum that:

- Provides a liberal arts foundation and promotes the acquisition of intellectual and professional skills;
- Calls for common inquiry into questions of Christian faith and the search for meaning; and
- Cultivates the transformative discovery of, and appreciation for, the student's place of leadership and service in a diverse world — vocatio and caritas.

The curriculum has three major components:

- The Augsburg Signature Curriculum
- The Liberal Arts Foundation
- Skills Requirements

Skills Requirements

Entry Level Skills Assessments

There are entry level skills assessments in:

- Critical Thinking
- Mathematics
- Writing

Placement in writing, math, and critical thinking courses is determined by assessments. These assessments are a prerequisite for (not completion of) core and graduation skills course requirements.

Critical Thinking Assessment and Requirement

Students identified as needing the entry level critical thinking skill component, based on review of their past academic work, are required to complete GST 100 with a minimum grade of 2.0 or better.

Mathematics Assessment and Requirement

All students are required to have their math placement group (MPG) determined. In some cases, students who have transferred a mathematics course taken at another college may have their MPG determined by the registrar's office. All other students must take the Augsburg Math Placement Exam, which is administered by Academic Advising. The exam is given during College registration sessions and at other announced times during the year. Practice questions and other information are available from Academic Advising.

Based on the math assessment result, students will be enrolled in the appropriate courses or advised on preparation for retaking the math placement exam. Students may retake the Math Placement Exam once during their first term of enrollment. Students are required to take the Math Placement Exam before registering for the first term and should achieve MPG 3 by the end of their first year at Augsburg.

Students in MPG 1 must take MAT 103 to advance to MPG 2. Students in MPG 2 must take MAT 105 to advance to MPG 3. Students in MPG 3 must take MAT 114 to advance to MPG 4. No other MAT course changes a student's MPG. A grade of Pass or 2.0 or higher is required to advance to the next math level.

Students are encouraged to advance their MPG as soon as possible. Students must achieve Math Placement Group (MPG) 3 or higher to graduate. In addition, many courses require MPG 2, 3, or 4 as a prerequisite.

Writing Assessment and Requirement

A writing sample is required of students to determine their placement in an appropriate writing class. Students having completed AP (Advanced Placement) courses in composition must have a score of 4 or 5. Students who need to develop competence in composition skills—such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences—are required to enroll in Developmental Writing (ENL 101) where they receive more individual instruction than is possible in Effective Writing (ENL 111). These students must pass Developmental Writing (ENL 101) with a grade of P, 2.0, or higher before enrolling in Effective Writing (ENL 111).

Unless they have received formal approval of a course equivalent to ENL 111 on their transfer evaluation, transfer students must also take the writing placement exam. Students entering Weekend College or the Rochester program do not take the Writing Assessment.

Core Skills Requirements

Effective Writing

ENL 111 Effective Writing or ENL 112 Advanced Effective Writing or the equivalent with a grade of

2.0, P, or higher, is required. Attendance the first day of class is required.

Students should complete Effective Writing by the middle of the sophomore year.

Modern Language

For students who have not previously studied a modern language, completion of a two-course sequence in the same language with a minimum grade of 2.0 or P in both courses is required. For a language previously studied, placement into the 211 level or successful completion (minimum grade of 2.0 or P) of 112 satisfies the graduation requirement. Placement into French, German and Spanish courses is based on assessment results from an online Brigham Young University evaluation tool. Students proficient in other modern languages may seek a placement evaluation through faculty fluent in the specified language at Augsburg or other ACTC schools. Availability of assessment in all languages is not guaranteed.

Assessment is used for placement only and does not grant course credit. Students may audit, but will not receive course credit for any course taken below their placement level. The Department of Languages and Cross-cultural Studies may override assessment results as deemed appropriate. Modern language courses accepted in transfer may be applicable to this skills area for partial or full completion of the requirement.

Students who have demonstrated competence in American Sign Language by passing an approved course sequence will have fulfilled the Modern Language Core Skill.

Students whose first language is not English and whose score is below the minimum on the English Language Learners (ELL) placement test must fulfill the ELL requirement. The requirement is satisfied by successfully completing the ELL course(s) and achieving a score above the minimum on the ELL placement exam. Students who complete the ELL requirement fulfill the Modern Language Core Skill requirement. Contact Academic Advising or the English Department for additional information. More information can also be found in the English Language Learners section.

Lifetime Fitness

Two lifetime fitness courses are required. HPE 001 Foundations of Fitness is required of all students. The second course may be chosen from a variety of different Lifetime Activity courses (HPE 002, 003). Students may test out of the activity course by demonstrating proficiency from a selected lifetime activity. Proficiency exams are offered through the Health and Physical Education Department each semester. There is a fee to take the lifetime activity proficiency test. Intercollegiate athletes and Health and Physical Education majors may not test out of this requirement.

Foundations of Fitness and Lifetime Activity courses are non-credit courses and are not included in the 32-course credit graduation requirement.

The Augsburg Signature Curriculum

Christian Vocation and the Search for Meaning

Augsburg's Signature Curriculum takes seriously the College's identity as a college of the Evangelical Lutheran Church in America. Two required courses (REL 100 and REL 200) highlight Augsburg's commitment to this identity and the College's related interest in asking students to think critically about the concept of vocation.

Faculty who teach these courses make the following commitments to their students:

- You are welcome—whether you are Jewish or atheist, Buddhist or seeker, Catholic or Muslim, Baptist, Lutheran, uncertain, disinterested, or someone who is “spiritual but not religious.” Our Christian understanding is rooted in a generous spirit of hospitality.

- We will treat each other with respect as we learn how to engage in conversation with one another about our different values, commitments, convictions, and faith traditions.
- We will challenge and support one another to develop a mature faith for our time—open to doubts and eager to explore our questions and the realities of our world and culture.
- We will equip you with basic knowledge about vocation, religion, the Bible, and Christianity as well as about Judaism, Islam, Hinduism, and Buddhism—their stories, claims, and key concepts.
- We will deepen our study of Christianity, explore Augsburg’s claim that “what we believe matters,” and invite you to continue the process of developing your own lived theology.
- We will explore the concept of vocation and our understanding that we are beloved and called to live and serve as neighbors. We will explore the idea that vocation is a model and lens for viewing the connections between our basic beliefs and the commitments and actions we make in life.

The Augsburg First Year

In order to help them make the transition to college and their new community, first-year weekday program students are required to take courses containing the following components:

Augsburg Seminar

All students who enter the College as first-year students in the weekday schedule program must satisfactorily complete fall orientation and Augsburg Seminar (AugSem), a first-year learning community in their major or related area of academic interest. AugSem’s purpose is to help first-year students embrace the expectations and benefits of being a member of a learning community at Augsburg College by:

- Encountering the community
- Engaging the learning process
- Exploring the self as scholar

AugSem equips students to become intentional learners, connects them to the larger Augsburg community, and helps them succeed in future college work.

Engaging Minneapolis

The Engaging Minneapolis requirement builds on Augsburg’s national leadership in experiential education as well as its commitment to its urban location. The course linked with their AugSem introduces students to the city as a resource for intentional learning, typically through civic engagement, cultural engagement, or service learning.

Many Voices Project

Embedded in ENL 111, 112, and HON 111 (see core skills requirements), the Many Voices Project engages first-year students in discussion of a common text addressing themes of cultural diversity and global awareness. Emphasizing ways in which written communication can promote understanding and productive engagement among different cultures and points of view, the Many Voices Project is intended to teach skills and methods that promote successful communication between diverse writers and readers.

Augsburg Experience

All students must complete at least one approved Augsburg Experience as a requirement for graduation. Augsburg Experiences highlight the College’s commitment to experiential education and active participation in the broader community, both locally and globally. Five categories of approved

experiential learning opportunities are recognized as Augsburg Experiences: internships (including fieldwork, practicums, and student teaching), faculty-student research, service learning/community service, study abroad, and off-campus immersion experiences.

An Augsburg Experience integrates experiential learning with academic learning. It demonstrates enhanced learning and reflects research and best practices in experiential education. Approved Augsburg Experiences meet two criteria: (1) integrate experiential learning with academic learning and (2) link on-campus learning to the goals, mission, needs, or ideas of off-campus people, organizations, and/or communities, either through community partners, professional activities, and/or travel. Augsburg Experiences may be embedded in designated courses that are part of the regular class schedule or may be completed for zero credit outside the regular class schedule. The length of time required, credit/no-credit status, and grading options for approved Augsburg Experiences vary.

Senior Keystone

The Senior Keystone course provides a final opportunity for exploring the central themes of an Augsburg education—vocation and the search for meaning in a diverse and challenging world. Students reflect on the meaning of their educational experiences and consider issues of transition as they prepare for their lives after Augsburg. Most Keystone courses also meet major requirements. The Senior Keystone course in each department connects the broad liberal arts foundation with the professional skills and in-depth study of the major. It asks graduating students to think critically, reflectively, and ethically about their place in the world as leaders and servants.

The official list of approved keystone courses is found on the registrar's webpage—under the heading General Education Requirements, click on Senior Keystone.

The Liberal Arts Foundation

The Liberal Arts Foundation courses introduce students to knowledge and modes of inquiry across a wide range of disciplines and subjects. The course offerings in the traditional liberal arts provide the opportunity for students to acquire a broad and solid foundation for their specialized study and professional preparation.

Students choose two approved LAF courses from two different departments in each domain: Natural Sciences and Mathematics; Social and Behavioral Sciences; Humanities; and Fine Arts. The official list of approved LAF courses is found on the registrar's webpage—under the heading General Education Requirements, click on Liberal Arts Foundation.

Natural Sciences and Mathematics

Two approved courses from two different departments: Biology, Chemistry, Mathematics, Physics. One must be a lab science course.

Social and Behavioral Sciences

Two approved courses from two different departments: Anthropology, Economics, Environmental Studies, Political Science, Psychology, Sociology

Humanities

Two approved courses from two different departments/programs: American Indian Studies, Communication Studies, English, History, Philosophy, Religion, Languages and Cross-Cultural Studies (literature and culture courses), Women's Studies

Note: The signature Search for Meaning (REL 100, 200, or 300) courses do not count as humanities Liberal Arts Foundation requirements.

Fine Arts

Two approved courses or approved activities from two different departments: Art, Film, Music, Theatre Arts.

One fine arts LAF requirement can be met by participating in one of the following:

- Four semesters in any combination of the major choral ensembles listed (MUE 111, 112, 114, 115)
- Four semesters of orchestra (MUE 121)
- Four semesters of concert band (MUE 141)

Graduation Skills Requirements

An Augsburg education includes enhancement of certain skills during the years in college. Critical thinking, quantitative reasoning, speaking, and writing skills are deliberate components of certain courses. Graduation skill requirements typically are embedded in required courses in the major. Some departments, however, designate courses outside the major or elective courses in the major that fulfill these requirements.

The Quantitative Reasoning (QR) skill has two components: foundational skills and the application of those skills. Courses in which foundational quantitative reasoning skills are taught have a QF designation. Courses that contain an embedded project in which students apply and practice those foundational skills have a QA designation. Courses that provide both foundational skills and an application project have a QFA designation. MPG 3 (Math Placement Group 3) is a prerequisite for all quantitative reasoning QF and QFA courses. Departments may designate one required course with a QF designation and one required course with a QA designation (departments may also designate a list of QF or QA courses from which students can choose); OR, departments may designate a QFA course that fulfills the Quantitative Reasoning skill (departments may also designate a list of QFA courses from which students can choose); OR, departments may list this skill as embedded.

See department and program pages in this catalog, consult the graduation skills catalog supplement found online on the registrar's webpage, or consult the department chair for more information.

Core Curriculum Modifications

Some majors that result in a Bachelor of Science degree give students the ability to modify their Core Curriculum requirements in one of the following ways.

Bachelor of Science/Liberal Arts Foundation (LAF) Waiver—Students who elect the Bachelor of Science/LAF Waiver must complete at least six of the eight LAF requirements, provided at least one course is taken in each of the four domains. (e.g., two Natural Science and Mathematics courses, two Social and Behavioral Science courses, one Fine Arts course, and one Humanities course) The following majors are approved for the Bachelor of Science/LAF Waiver:

- Biology
- Chemistry
- Clinical Laboratory Science
- Elementary Education
- Health Education (teaching licensure only)
- Mathematics
- Music Therapy
- Nursing
- Physical Education (teaching licensure only)

- Physics

Bachelor of Science/Modern Language Waiver—Students who elect the Bachelor of Science/Modern Language Waiver are not required to complete modern language courses as part of their degree. The following majors are approved for the Bachelor of Science/Modern Language Waiver:

- Biology
- Chemistry
- Clinical Laboratory Science
- Mathematics
- Music Therapy
- Nursing
- Physics

Evaluation and Grading

Explanation of Grades

The official delivery of end-of-term grades to students is online via the AugNet Records and Registration website.

Student achievement in courses is measured by final examinations, shorter tests, written papers, oral reports, and other types of evaluation.

Most courses are offered with grading options—traditional grading on a 4.0 to 0.0 scale or the Pass/No credit system, in which P means a grade of 2.0 or better and N means no credit and a grade of less than 2.0.

Pass/No Credit

Students who choose the P/N option are cautioned:

- In order to receive a grade of P, a student must achieve at least a grade of 2.0.
- Some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a C.
- Maximum number of course credits taken P/N that may be applied to graduation is six course credits with a grade of Pass (P).
- P-graded courses do not count toward the requirement that 14 tradition-ally graded course credits be earned at Augsburg in order to be considered for Latin Honors. Transfer students should be especially aware of this requirement.
- To be eligible for graduation with Latin Honors, students may elect only two P/N credits.
- See P/N limitations in the Graduation Requirements section.

Certain courses have restrictions and are offered on one grading system only (e.g., lifetime activities are graded only P/N). In courses where there is a choice, students will be graded on the traditional system unless they indicate on their registration that they wish to use the P/N grading option. Any changes in choice of grading system must be made according to dates published each term.

Numeric Grades

Numeric grades are used with these definitions:

- 4.0 Achieves highest standards of excellence
- 3.5
- 3.0 Achieves above basic course standards
- 2.5

2.0 Meets basic standards for the course

1.5

1.0 Performance below basic course standards

0.5

0.0 Unacceptable performance (no credit for the course)

Grades of P (Pass) or S (Satisfactory) or N (No credit) are not computed in the grade point average.

Incomplete (I) Grades

An incomplete grade (I) may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. To receive an incomplete grade, a student must file an Application for Incomplete Grade form by the end of the term with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion; however, students may not attend the same course (or a portion of the same course) in a following term with an incomplete grade. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and filing of a grade before the final day of the following academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 0.0.

Extension (X) Grades

Internships, independent studies, and directed studies may sometimes last longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X (extension) is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year). An instructor has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not completed, a grade of 0.0 will be assigned.

Withdrawal Grade

A course is given a grade of W (withdrawn) when it is dropped after the deadline for dropping classes without notation on the record and before the last day to withdraw deadline.

Repeated Courses

A course in which a grade of 0.0, 0.5, 1.0, 1.5, or N has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit and a grade, but may be audited. All courses taken each term and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg College must be repeated at Augsburg to be included in the repeat policy.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V). Full-time day students will be charged an audit fee if their total credit load is over 4.5 credits. The charge for part-time and Weekend College students is listed under Weekend College costs in the

Financing Your Education section on page 21. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance, and any other requirements. If expectations have been met, the course will be listed on the transcript as having been audited. If expectations have not been met, the course will be listed with a grade of W. Audited courses do not count toward graduation and do not fulfill general education requirements.

Grade Point Average

The grade point average (GPA) is based on final grades for all work at Augsburg. It does not include credit and grade points for work transferred from other colleges. Courses taken on the P/N grading option are recorded, but not computed in the GPA. The formula for computing the GPA is: GPA = Total grade points divided by number of credits attempted.*

*Courses with 0 to 4 grade assigned

Classification

Students are classified when grades are posted at the end of each term. Classification is based on the number of course credits completed.

- Sophomores—7 completed course credits
- Juniors—15 completed course credits
- Seniors—23 completed course credits

Assessment of Previous Learning (APL) Program

Augsburg College recognizes that learning can and does take place in many life situations. Some of this learning may be appropriate for credit recognition within the disciplines that comprise the academic program of a liberal arts college. The Assessment of Previous Learning program (APL) at Augsburg provides a means by which a student's previous learning, other than that which is transferred from another accredited institution, may be presented for examination for possible credit toward the completion of a bachelor's degree.

Not all learning from life experience, however, is appropriate for credit recognition at a liberal arts college. Such learning must meet two essential criteria: (1) it is relevant to coursework in a field of study within the Augsburg liberal arts curriculum, and (2) it can be objectively demonstrated either by comprehensive examination or committee evaluation.

The APL program at Augsburg provides several means by which students may have their previous learning assessed for credit recognition. The following is a brief description of each of these means of assessment:

International Baccalaureate Program (IB)—Courses earned from the International Baccalaureate program will be considered by the College for advanced placement and appropriate credit. IB exams may fulfill general education and/or major requirements. Credit granting guidelines are available in the registrar's office and on the Academic Advising website.

Advanced Placement Program (AP)—Augsburg allows students to earn credit for scores of 3, 4, or 5 on selected Advanced Placement tests. For some exams, a minimum score of 4 is required. AP exams may fulfill general education and/or major requirements. Additional information is available on the Academic Advising webpage and from the Office of the Registrar.

The College Level Examination Program (CLEP)—This is a series of standardized tests that have been developed by the College Board and are offered to students for a small fee at regional testing centers. Students who score at or above the American Council on Education's recommended

score on an approved examination may receive academic credit for that subject at Augsburg College. CLEP exams may fulfill general education and/or major requirements. Information about CLEP tests is available from the Office of the Registrar and the Academic Advising webpage.

Departmental Comprehensive Exams—These are available for students to use in obtaining credit for previous learning if the following conditions are met:

- There is a departmental exam available for the subject area in question.
- There is a faculty member designated by the department to administer the exam.
- The registrar approves the student's request to take the exam. Credit for departmental exams is available on a P/N basis only, and there is a charge per exam of \$400 for a full course credit.

The Portfolio Assessment Program—This is a credit assessment alternative in which a faculty team completes a credit evaluation of a learning portfolio submitted by the student. The faculty team is composed of two faculty members from fields of study directly related to the student's previous learning. Students who wish to prepare a portfolio of previous learning for credit assessment should consult the Office of the Registrar. In completing the evaluation of a student's previous learning, the faculty team applies the following criteria:

- There is documentable evidence of a cognitive component in the previous learning experience that involved prescribed or systematic study of content material found within liberal arts coursework.
- The learning has been objectively verified by individuals in addition to the presenting student.
- The learning lends itself to both qualitative and quantitative measurement.
- The learning relates well to the student's educational goals.
- The learning and skills involved are current and could be used at the present time.

Students may apply for the credit assessment process after completing at least one term of academic work at Augsburg College with a cumulative Augsburg GPA of at least 2.50. It is strongly recommended that the process not be used when four or fewer courses remain for graduation. There is a non-refundable application deposit of \$200 to initiate the credit assessment process for each course presented in a portfolio. An additional \$200 is charged upon approval of each course. Credit is available on a P/N credit basis only.

Transcript credit will be recorded with the equivalent Augsburg course numbers as determined by faculty reviewers.

Maximum Credit Accepted for Previous Learning—While Augsburg College recognizes the validity of learning that takes place outside the traditional classroom, this learning must be placed in the context of formal study in campus-based liberal arts courses. Therefore, Augsburg allows a maximum of eight credits (one-fourth of a bachelor's degree) to be obtained through previous experiential learning. In compiling the eight credits for previous experiential learning, the student may use any combination of the five assessment processes available in the APL Program: AP exams, CLEP exams, IB exams, departmental comprehensive exams, and credit granted through portfolio assessment.

English Language Learners (ELL)

Students whose primary language spoken at home is not English must take the ELL placement test in conjunction with the English writing placement test prior to registering for their first term at Augsburg. Students' placement in ELL, ENL 101 Developmental Writing, or ENL 111, HON 111, or ENL 112 Effective Writing will be determined by their scores on the Michigan test (85-100 range for

exemption from ELL courses) and by a writing sample.

Near the end of each term of the English Language Learner's course, an objective test will be administered to all students in the class. The score on this test and the grade earned in the class will determine whether additional ELL coursework is required. Usually a score of 85 to 100 and a course grade of 3.5 or 4.0 will fulfill the student's ELL requirement.

All students whose native language is not English must stay enrolled in ENL 217/218 until such time that they pass the ELL placement test at 85 percent or higher. The ELL course can be counted only twice in the total number of courses required for graduation.

Students who fulfill the ELL requirement, by examination or by course completion, have completed the Modern Language Core Skill requirement for graduation.

Academic Progress, Probation, and Dismissal

The College requires that all students maintain a 2.00 cumulative grade point average (GPA). A minimum GPA of 2.00 is required for graduation; however, certain majors require a higher minimum GPA.

A student will be placed on probation and considered for continuation or dismissal if:

- His/her cumulative GPA is below 2.00
- He/she is a first-year student who receives two (2) zero or No Pass grades
- He/she is a sophomore, junior, or senior who receives three (3) zero or No Pass grades
- At the end of their first term, he/she has not fulfilled the requirements established through the Conditional Admit Program (refer to the Academic Skills Office Conditional Admit Program (CAP) section of the catalog).

Dismissal from the College is not automatic. Each case is reviewed by the Student Standing Committee. Evidence of a student's commitment to academic progress is the primary consideration used when deciding whether to dismiss a student.

Students who have a poor academic record may be strongly advised to withdraw before the end of a term. Students on probation who voluntarily withdraw from the College must receive permission from the Student Standing Committee to re-enroll.

Students who have been dismissed may apply for readmission after one year. At that time, the Student Standing Committee will review the application for readmission accompanied by any statements and evidence attesting to his/her commitment to academic success.

A student will be removed from probation if:

- His/her cumulative GPA reaches 2.00; or
- He/ she was placed on probation because of unfulfilled Conditional Admit Requirements and he/she subsequently satisfies those requirements.

The College reserves the right to dismiss any student who does not meet the guidelines stated above. Once a student is dismissed, he/she may appeal the decision to the Student Standing Committee within 10 school days. Specific appeal instructions are included in the letter of dismissal. Students may also be dismissed from professional programs, such as Social Work, Education and Nursing. A student dismissed from a program may appeal the decision through the Program Dismissal Appeal Process. The process is available at www.augsburg.edu/studentguide/.

Dean's List

The Dean's List, compiled after each semester, lists undergraduate students whose grade point average for a semester is 3.50 or better. Students must be full-time students (a minimum equivalent of three full course credits for a weekday schedule student or two equivalent full course credits for a

Weekend College student), graded on the traditional grading system, with no incompletes in courses offered for credit. Courses taken outside of a program's calendar (e.g., crossover courses taken in a Weekend College trimester term by a day student or in a semester term by a weekend student) are not calculated when determining the Dean's List. If permission has been given by the student, an announcement is sent to the hometown newspaper for those students on the Dean's List.

Latin Honors

Augsburg recognizes those students who have demonstrated exemplary academic achievement by conferring Latin honors upon completion of a baccalaureate degree.

This designation and the standards set are in effect for all students who complete degree requirements in May 2004 or later. Students may also receive honors recognition for departmental honors and for participation in the Honors program. (See individual department and program descriptions for details.)

Qualification for Latin honors is determined as follows:

Summa cum laude: 3.90-4.00 GPA plus successful completion of the summa oral examination

Magna cum laude: 3.80-3.89 GPA

Cum laude: 3.60-3.79 GPA

To be eligible, a student must complete a minimum of 14 traditionally graded credits at Augsburg and have no more than two elective pass/no pass graded credits at Augsburg (classes offered only as P/N by the department will not be counted).

For additional information, including the guidelines for the Summa Cum Laude oral examination, go to the Latin Honors section at www.augsburg.edu/registrar/.

Graduation and Commencement

Though the terms are often confused, the words "graduation" and "commencement" carry different meanings. Graduation refers to the completion of all degree requirements. Students graduate when all requirements for the degree have been fulfilled, meaning that one can graduate at any point during the academic year provided that all requirements are complete.

Commencement is a ceremony. It is an opportunity for students, family, friends, and the Augsburg College community to celebrate academic accomplishment. Participation in commencement, however, does not mean that a student has graduated. A student will not graduate and a degree will not be conferred until all requirements are met, regardless of participation in commencement.

Augsburg College holds two commencement ceremonies in the spring to accommodate the College's different student populations. The May commencement ceremony is for students in the Day undergraduate program and for students in the Physician Assistant Studies graduate program. The June commencement ceremony is for students in the other five graduate programs as well as undergraduate students in Weekend College, Rochester campus, and the Partner Hospitals program. Undergraduate students who have not completed all degree requirements may participate in commencement if: (1) no more than three requirements will remain in their program at the conclusion of spring term; and (2) the remaining requirements will be completed in the summer or fall terms immediately following commencement.

Enrollment/Degree Verification

Augsburg College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment and degree status.

Contact information is as follows:

National Student Clearinghouse

13454 Sunrise Valley Road, Suite 300
Herndon, VA 20171
Web: www.degreeverify.org
Phone: 703-742-4200
Fax: 703-742-4239
E-mail: degreeverify@studentclearinghouse.org

Veterans of Military Service

Augsburg is approved by the state approving agency for veterans education. Veterans should consult with the V.A. certifying official in the Office of the Registrar about completion of enrollment verification and the forwarding of other information to the Department of Veterans Affairs. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.

Additional information about veterans education benefits can be found at www.gbill.va.gov.

Family Educational Rights and Privacy Act Notice

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides certain rights to students regarding their education records. Each year Augsburg College is required to give notice of the various rights accorded to students pursuant to FERPA. In accordance with FERPA, you are notified of the following:

Right to inspect and review education records—You have the right to review and inspect substantially all of your education records maintained by or at Augsburg College. The student must request to review their education records in writing with their signature. The College will respond in a reasonable time, but no later than 45 days after receiving the request.

Right to request amendment of education records—You have the right to seek to have corrected any parts of an education record that you believe to be inaccurate, misleading, or otherwise in violation of your right to privacy. This includes the right to a hearing to present evidence that the record should be changed if Augsburg decides not to alter your education records according to your request.

Right to give permission for disclosure of personally identifiable information —You have the right to be asked and to give Augsburg your permission to disclose personally identifiable information contained in your education records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without your permission. One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to withhold disclosure of “directory information”—FERPA uses the term “Directory Information” to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Augsburg College without notification of the request or disclosure to the student.

Under FERPA you have the right to withhold the disclosure of the directory information listed

below. Please consider very carefully the consequences of any decision by you to withhold directory information. Should you decide to inform Augsburg College not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg College will be refused.

“Directory information” includes the following:

- The student’s name;
- The student’s address;
- The student’s telephone number;
- The student’s e-mail address;
- The student’s date and place of birth;
- The student’s major and minor field of study;
- The student’s academic class level;
- The student’s enrollment status (FT/HT/LHT);
- The student’s participation in officially recognized activities and sports;
- The student’s degrees and awards received (including dates);
- The weight and height of members of athletic teams;
- The student’s dates of attendance;
- Previous educational agencies or institutions attended by the student; and
- The student’s photograph.

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. The Office of the Registrar must be notified in writing of your intent to withhold your Directory Information. If the notice is not received by the registrar prior to Sept. 15 (or within 10 school days of the start of a subsequent term for a new student), it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new notice for withholding disclosure must be completed each academic year.

Right to complain to FERPA Office—You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605, concerning Augsburg’s failure to comply with FERPA.

Reporting Educational Information

Letters of reference must be requested in writing and explicitly indicate what information may be reported in the letter.

Clery Act

The Clery Act Annual Report for Augsburg College contains statistics on reported crimes on and near Augsburg property and campus, as well as institutional policies concerning campus security and crime. The report is available online at www.augsburg.edu/dps/security/report.html. For a printed copy, contact Augsburg’s Department of Public Safety at 612-330-1717.

Departments and Programs

As a liberal arts institution, Augsburg College believes that knowledge and truth are interrelated and are integrated into a whole. The tradition of the academic world, however, divides this unified truth into more manageable parts: the academic disciplines. The knowledge of individual disciplines is subdivided into courses that make it more accessible to students. These courses can be arranged in various ways to construct majors, to create the substance of a broad general education, and to give students the opportunity to study areas of particular individual interest.

Course Descriptions

Descriptions of courses are arranged by departments and programs. These descriptions offer a brief summary of the subject matter to aid students in planning a program. A syllabus containing a more detailed explanation of content, approach, requirements, and evaluations for a particular course can be obtained from the instructor.

Department entries also contain a narrative discussion of the educational philosophy of each department, its goals, and its place in the College's program. A listing of requirements for individual majors and minors follows the narrative.

Class Schedule

Courses listed are subject to change. In general, day classes are offered fall and/or spring terms unless otherwise indicated. The schedule of classes offered through the Associated Colleges of the Twin Cities (ACTC) for fall and spring terms is only available online.

Since some courses are offered alternate years, it is important that the student review major requirements and course offerings with an adviser to ensure that all requirements can be met. Descriptions and schedules for the Master of Arts in Education, Master of Arts in Leadership, Master of Arts in Nursing, Master of Business Administration, Master of Science in Physician Assistant Studies, Master of Social Work, and Doctor of Nursing Practice courses are published in a separate Graduate Studies catalog.

Credits

A full course is offered for one course credit. A few fractional courses, for one-half or one-quarter course credit, are offered. Unless noted, all courses are one course credit. A full course is valued as four semester credits or six quarter hours. Most day program courses meet for three 60-minute periods or two 90-minute periods per week with additional time required for laboratory work. All full credit Weekend College courses meet for eight three-and-one-half-hour sessions during fall and for seven four-hour sessions during winter and spring terms.

Numbering

Courses numbered below 300 are lower division courses. Courses numbered 300 and above are classified as upper division. In general, courses in the 100s are primarily for first-years, 200s for sophomores, 300s for juniors, and 400s for seniors.

Prerequisites

Courses that must be taken before enrolling in a higher level course are listed in the course

description as prerequisites. A student may enroll in a course when a prerequisite has not been fulfilled if there is prior approval by the professor teaching the course. Some prerequisites (such as ENL 111, math placement, and critical thinking) cannot be waived by the instructor. NOTE: Not all courses are offered in all schedules. Refer to Augnet Records and Registration for information on when specific courses are offered.

Internships and Independent Studies

Every department offers opportunities for internships and independent study. The course description and process for registering is normally the same for each department. Some departments have additional statements that can be found in the departmental course listing. Interdisciplinary internships are also available.

Internships

Registration for internships consists of the following steps:

1. Obtain the internship registration permission form and secure the signatures of the faculty supervisor and director of the Strommen Career and Internship Center.

2. Register: Turn in the completed internship registration form (with all signatures) to the Enrollment Center. You must register the internship for the academic term that coincides with the internship experience.

3. A learning agreement plan (form available from the Strommen Career and Internship Center) must be submitted to the faculty member responsible for grading the experience. The original is turned in to the Strommen Career and Internship Center and copies are sent to the faculty supervisor and student.

196 Internship/On-campus

197 Internship/Off-campus (.5)

198 Internship/On-campus (.5)

199 Internship/Off-campus

A work or service-based learning experience typically at the sophomore level in which a student, faculty member, and site supervisor design a learning agreement that links the ideas and methods of the discipline with the opportunities inherent in the placement. Prior to the beginning of the term/registration, interested students must consult with the departmental internship coordinator or a faculty member and the Strommen Career and Internship Center regarding requirements and permission to register.

396 Internship/On-campus

397 Internship/Off-campus (.5)

398 Internship/On-campus (.5)

399 Internship/Off-campus

A work or service-based learning experience at the junior/senior level in which a student, faculty member, and site supervisor design a learning agreement that links the ideas and methods of the discipline with the opportunities inherent in the placement. For some majors, participation in a concurrent seminar may be expected. Prior to the beginning of the term/registration, interested

students must consult with the departmental internship coordinator or a faculty member and the Strommen Career and Internship Center regarding requirements and permission to register. (Off-campus 397/399 internships are one option for the Augsburg Experience graduation requirement.)

Directed and Independent Studies

299 Directed Study

An opportunity to study topics not covered in the scheduled offerings under the direction of an instructor. Open to all students, but normally taken by sophomores and juniors. Approval must be secured in writing from the instructor and the department chairperson before the term in which the study is undertaken.

499 Independent Study/Research

An opportunity for advanced and specialized research projects. Normally open to junior and senior majors. Approval must be secured in writing from the instructor and the department chairperson before the term in which the study is undertaken.

American Indian Studies

American Indian studies is a major that gives students the opportunity to learn about the original, indigenous cultures of North America. Students will be provided with a multidisciplinary understanding of the history and present situation of American Indians. The program emphasizes the interrelations among history, culture, language, literature, the arts, philosophy, religion, political and social forces, and the legal status and sovereignty of American Indians. This course of study exposes students to the richness and beauty of North American Indian cultures.

American Indian Studies Faculty

Eric Buffalohead (Chair), Sophia Jacobson, Elise Marubbio

Adjunct Faculty

Roxanne Gould, Richard Gresczyk, Dale Weston

Degree and Major Requirements

American Indian Studies Major

Ten courses including;

| | |
|------------|--|
| AIS 105 | Introduction to American Indian Studies |
| AIS 205 | Contemporary American Indians |
| ENL 255 | American Indian Literature |
| or AIS 264 | American Indians in the Cinema |
| HIS 236 | American Indian History |
| REL 370 | American Indian Spirituality and Philosophical Thought |
| AIS 499 | Senior Research Project |

In addition, students must complete four electives. At least four of the courses toward the major must be upper division.

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by GST 200 or PHI 230. Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Minor

Five courses including AIS 105. At least two must be upper division.

Course Offerings at Augsburg College

AIS 105 Introduction to American Indian Studies

Designed to introduce students to the content areas of the American Indian studies curriculum, this course includes an overview of American Indian history, federal Indian policy, land issues, reservation and urban issues, cross-cultural influences, and American Indian literature, art, music, and language.

OJB 111, 112 Beginning Ojibwe I, II

An introduction to the language and culture of the Ojibwe (Chippewa). Emphasis is on vocabulary, reading, writing, and conversational skills. Classroom practice will include linguistic patterns and oral interaction.

ANT 141 Cultural Anthropology

This course serves as an introduction to cultural anthropology. Course objectives include providing students with an understanding of anthropological methods and theories, the concepts of race and culture, an appreciation and awareness of differing cultures, and an awareness of the role cultural anthropology has in understanding contemporary human problems. (This course does not count toward the American Indian studies major or minor; it is recommended as a supporting area of study)

AIS 205 Contemporary American Indians

In this topics-oriented course, students focus on issues that face contemporary American Indians, including tribal sovereignty and identity politics, treaty rights, language retention and education, religious freedom, and Indian activism.

AIS 208 Native American Women and Film

Beginning with issues of representation and a history of Hollywood's portrayal of Native American woman as princess figures, sexualized maidens, or squaws, we will expand our conceptualization of Native American women by putting into conversation a variety of voices that talk back to or address mainstream stereotypes of Native American women. Our goal is to expand our conceptualizations of Native American women and their important roles in society by examining a variety of cultural issues as they are presented through documentary and fiction films made by and about Native American women.

AIS 233 Women: A Cross-Cultural Perspective

This course examines a variety of issues concerning the biological, evolutionary, and historical origins of women's roles and status in society. Comparative roles of women are examined in tribal contexts across various indigenous cultures. Studies include the role of women in Native American and African tribes, peasant societies of eastern Europe, Mexico, the Middle East, and China.

HIS 236 American Indian History

A study of the native people of North America from the pre-Columbian period through European exploration and settlement to the present, emphasizing American Indian contributions to world culture, tribal structure, and intergovernmental relations.

ENL 255 American Indian Literature

American Indian Literature offers a survey of contemporary American Indian writing, including non-fiction, fiction, poetry, and drama. The course explores the richness and diversity of American Indian literature, and the ways in which literature reflects and illuminates American Indian culture and traditions. The course emphasizes close readings of literature and public speaking skills through in-class presentation and small group discussion.

AIS 264 American Indians in the Cinema

Indians in the Cinema surveys various images of American Indians created by Hollywood and television. Focusing on films from the 1910s to the present, the course provides an understanding of how American Indians were portrayed in film historically, how this image has evolved over the past century, and how it is reflective of Western cultural and racial ideologies.

ART 290 Tribal Arts and Culture

An exploration of the rich heritage of visual arts from Indigenous communities of North America, surveying the dynamic nature of Native American art spanning from pre-European contact into the present while exploring the political nature of that trajectory as it encounters cultural change, Western aesthetics, and Western concepts of art. Students will meet Native artists, visit a variety of Native American art galleries and exhibitions, and learn about the cultural, social, and political context surrounding a Native American art.

AIS 305 Indigenous Issues of Central America

This travel seminar explores issues faced by Indigenous peoples of Guatemala, Nicaragua, or Mexico. Each group faces similar challenges that manifest differently due to the political, social, and cultural influence about sovereignty, land rights, economy, religion, cultural survival, women's issues, and political movements through site visits of the dominant culture in each country. Students will learn and interaction with Indigenous organizations. This course is cross-listed with Women's Studies.

AIS 320 American Indian Women

Through life histories of Indian women, the course examines the vital roles and contributions of women in past and present tribal cultures. It explores the continuity of women's roles over times and the changes in these roles, precipitated by the influences of Western colonialism. The course also assesses how American Indian women have crossed cultural boundaries and influenced non-tribal communities through their activism and traditionalism. This course is cross-listed with women's studies.

AIS 332 Native American Storytelling

The objective of this course is to study Native American storytelling from a cultural perspective. An appreciation of oral traditions will be emphasized and studied within the broader context of world mythologies. Students will be expected to perform storytelling and to research the various tribal storytelling traditions.

AIS/ENL 355 Themes in American Indian Literature

The course is structured around a number of writers working within a particular theme such as Native Voices of Minnesota, Voices from the Southwest, Poetics and Politics of Native Writing, Women and Power in Native Literature, Urban-Reservation: Homing, and American Indian film-literature adaptation. Students focus on primary texts, comparing and contrasting theme, voice, aesthetic, or cultural emphasis as it shifts or arises across the group of texts. Course cross-lists with English. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

AIS 364 Indigenous Filmmakers

Indigenous Filmmakers introduces students at the junior and senior level to the exciting and expanding field of indigenous media—specifically films made by Native Americans. We will explore the political and social forces at work behind the American indigenous film movement, which responds to mainstream film's portrayal of Native Americans and provides an extraordinary range in perspectives and views that inform Native American cultures.

REL 370 American Indian Spirituality and Philosophical Thought

Religious beliefs, spiritual customs, and philosophy of North American Indians are studied. Tribal similarities and differences are explored as are tribal relationships with nature, religious oversight of life cycles, sacred ritual ceremonies, and beliefs in an afterlife.

AIS 408 Native American Women and Film

Beginning with issues of representation and a history of Hollywood's portrayal of Native American woman as princess figures, sexualized maidens, or squaws, we will expand our conceptualization of Native American women by putting into conversation a variety of voices that talk back to or address mainstream stereotypes of Native American women. Our goal is to expand our conceptualizations of Native American women and their important roles in society by examining a variety of cultural issues as they are presented through documentary and fiction films made by and about Native American women. (Prereq.: WST 201 or any 2XX women's studies course; or AIS 105 or any 2XX American Indian studies course; or consent of instructor.)

AIS 490 Keystone Indigenous Issues of Central America

This travel seminar explores issues faced by Indigenous peoples of Guatemala, Nicaragua, or Mexico. Each group faces similar challenges that manifest differently due to the political, social, and cultural influences of the dominant culture in each country. Students will learn about sovereignty, land rights, economy, religion, cultural survival, women's issues, and political movements through site visits and interaction with Indigenous organizations.

AIS 495 Topics in American Indian Studies

Individual courses designed to investigate specific topics such as Minnesota Indians, Contemporary Indigenous Issues of North and South America, and American Indian Literature Seminar.

AIS 499 Independent Research

An independently designed research project.

Art—ART

Art is essential. It teaches us to see, claim beauty, make sense of pain, explore the world, and express ourselves.

At Augsburg College, inspiration and creativity grow from the diversity of ideas of a small campus in the heart of a major metropolitan area. A solid foundation of drawing, design, and history is balanced with the development of technical skills, critical thinking, and creative exploration in a range of media. On-campus galleries showcase the work of students and professional artists. Small class sizes and an innovative faculty support creative curriculum in disciplines like drawing, painting, printmaking, ceramics, sculpture, photography, hand papermaking, book arts, architecture, and digital media.

Galleries and museums surround us; art club, studio visits, and guest artists provide art in real time; service learning, internships, and study abroad are integral to our program. We reach nearly 1,000 students a year from all disciplines, and we graduate 25-30 majors annually with BA degrees in art history, studio art, art education; we also offer an architecture minor and certificates in studio art and digital design.

For nearly half a century, students have been earning degrees in art and art history at Augsburg College. We're excited to be here in the center of the city. We think you will be, too.

Art Faculty

robert k. tom (Chair), Kristin M. Anderson, Susan Boecher, Chris Haultberg, Tara Sweeney

Degree and Major Requirements

Studio Art Major

Majors are required to begin their programs with the studio arts foundations:

ART 102 Design

ART 107 Drawing

One course in two-dimensional art from:

ART118 Painting I

ART 223 Printmaking I

ART 225 Graphic Design I

ART 257 Watercolor Painting I

One course in three-dimensional art from:

ART 221 Sculpture I

ART 250 Ceramics I

ART 280 Hand Papermaking and Book Arts I

Five additional studio arts courses

ART 240 Art History Survey

Two additional art history courses

ART 305 Junior Exhibition and Faculty Review (.0 course)

ART 405 Senior Exhibition and Faculty Review (.0 course)

Studio majors must participate in an exhibition and review in their junior year, followed by a solo or two-person show with a faculty review, and the annual senior group exhibition.

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S), Writing (W), and Quantitative Reasoning (QR) are met by completing the following courses:

S: Studio art majors may choose from ART 102, 225, or upper division Art History courses (349, 352, 382, 385, 386, 387, 388, 389) to satisfy the speaking skill.

W: Studio art majors may choose two of the following courses upper division Art History courses to satisfy the writing skill: ART 349, 352, 385, 386, 387, 388, and 389.

QR: PHY 119, MAT 145, MAT 146, GST 200, or PHI 230.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Art History Major

Eight art or architectural history courses including:

ART 240 Art History Survey

ART 388 Modern Art

Two studio courses:

ART 102 Design or ART 107 Drawing

ART 118 Painting I or ART 221 Sculpture I

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S) and Writing (W) are embedded in the upper division Art History courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) are met by completing the following courses:

QR: PHY 119, MAT 145, MAT 146, GST 200, or PHI 230.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Note: Students planning a double major in studio art and art history or a major/minor combination should meet with a department adviser to plan appropriately.

Departmental Honors

GPA of 3.50 in the major and overall, portfolio of artwork (studio majors) or research (art history majors) reflecting the highest quality work, and art department approved special projects and/or research. Application should be made to the department chair before the last term of the senior year.

Studio Art Minor

Five courses including ART 240, ART 107, and three additional studio courses.

Architecture Minor

Five courses including ART 105, ART 210, ART 243, ART 244, and ART 249 or 349.

Art History Minor

Five art history courses including ART 240.

Certificate in Art

Eight art courses, including at least one in art history. Up to four courses may be taken in one studio area or in art history.

Certificate in Digital Design

Eight art courses, including four in digital design (ART 215, ART 225, ART 320, and, ART 340), one in art history, and ART 102, and two studio electives.

Art Courses

Note: All studio courses require significant work hours outside of class sessions. Some studio courses have lab fees.

Studio Art Foundations

ART 102 Design

A study of design is the unifying foundation for the visual arts. Two- and some three-dimensional projects demonstrate theory and application of basic design elements and principles.

ART 107 Drawing

Introduction to foundational drawing from direct observation, memory, and reference. Traditional and experimental media and methods are explored to develop technical and formal skills in support of individual expression.

Studio Art

ART 100, 300 Topics

Selected courses dealing with special topics, offered occasionally in the department.

ART 105 Introduction to Architectural Drawing

This course develops basic skills involved in perceiving and representing the material environment through the study of sketching and drawing skills.

ART 106 Chinese Calligraphy and Painting I

Introduction and practice of Chinese calligraphic painting and writing.

ART 118 Painting I

Introduction to observational and experimental approaches and techniques in acrylic or oil painting. Color theory, composition, painting methods, and individual expression are emphasized.

ART 122 Plein Air Sketching I

Introduction to traditional sketching media and approaches for drawing *en plein air*, outside and on location. Portable, all-weather materials and processes, and perceptual techniques

are emphasized to create a sketchbook of drawings from direct observation

ART 132 Photography I

This course introduces the technical skills, creative applications, and vocabulary of black-and-white film photography. Technical lectures and demonstrations cover 35mm camera operation, film processing, and black-and-white darkroom printing.

Class lectures, readings, field trips, and research introduce students to the canon of photographic history, including a broad range of genres, historical contexts, and artistic practices. Students need a 35mm single lens reflex camera. Materials will average \$200-225.

ART 180 Introduction to Community Based Photography

This course introduces the technical skills and creative applications of black and white photography with course work that integrates partnership and service. Art 180 combines art and social research concepts to help students understand how the arts foster community building and engagement. Class lectures, demonstrations, assignments, and service will introduce students to documentary work that will be presented as portfolio to a nonprofit partner. Students need a 35mm single lens reflex camera. Materials will average \$200-225.

ART 210 Drawing for Design in Architecture

Introduction to and exploration of the conceptual function of drawing in architecture.

Exploration of the history of drawing in architecture, critical review of drawing conventions and systems, and examination of drawing processes as modes of perception and cognition. (Prereq.: ART 105 or instructor permission)

ART 215 Web Design I

This course provides an introduction to designing for the Internet. Students will learn basic skills for interactive design and will become familiar with Dreamweaver, Photoshop, Illustrator and Fireworks.

ART 221 Sculpture I

An introduction to sculpture and three-dimensional design through the exploration of the inherent properties of various materials and processes.

ART 223 Printmaking I

An introduction to traditional and experimental media and methods of printing. Intaglio, relief, and mono/unique methods are explored.

ART 225 Graphic Design I

This course provides an introduction to the practice of graphic design. Design principles are explored in creating and organizing through visual communication. The focus of this class will be building the foundation in design programs such as Adobe InDesign, Illustrator, and Photoshop, and discovering the visual language necessary to develop as creative problem solvers.

ART 233 Collaborative Printmaking: A Press-Free Approach

This online course is designed to engage creative, imaginative, and technical processes to produce prints without a press and to interpret works of art. Students learn water-based

printmaking techniques while exploring several kinds of collaboration. Students critically analyze works of art produced by themselves and their peers, and through this analysis they will articulate different theories of aesthetics.

ART 247 Life Drawing

Introduction to traditional and experimental methods and techniques for drawing the human figure through direct observation of the live nude model. Perceptual proportions, planes, and individual expression of the human form in space are emphasized.

ART 250 Ceramics I

An introduction to the making of pottery with an emphasis on handbuilding and throwing techniques combined with theory, concept, and form.

ART 257 Watercolor Painting I

Introduction to foundational techniques, and observational and experimental approaches to watercolor painting. Exploration of color theory, composition, and individual expression are emphasized. Includes some painting outside on location.

ART/THR 265 Computer Drafting for the Stage and Architecture

(See Theatre Arts section for course description.)

ART 280 Hand Papermaking and Book Arts I

Introduction to hand papermaking, box building, and bookmaking; emphasizes the interplay of text, image, and form in the contemporary artist's book.

ART 305 Junior Exhibition and Review (.0 course)

Junior Exhibition and Review showcases the junior art major's emerging style and content in a group exhibit to focus exploration in support of the upcoming senior exhibition. A committee of art department faculty and staff conduct a formal review of the exhibition. Junior art majors prepare and present an artist statement at the review. (Prereq.: Completion of 16 credits)

ART 306 Chinese Calligraphy and Painting II

Advanced practice of Chinese calligraphic painting and writing. (Prereq.: ART 106)

ART 315 Web Design II

This course explores interactive design through the use of animation, sound, and video in website development. Students will use software such as Flash and Fireworks as primary applications. (Prereq.: ART 215 or instructor permission)

ART 320 Typography

Study of the history, development, structures, and application of traditional and contemporary typography; exploration of letterforms using digital, hand-set type, and hand lettering. (Prereq.: Any ART course)

ART 322 Plein Air Sketching II

Advanced study of drawing *en plein air* emphasizes creating a sketchbook outside on location to explore advanced observational technique, significant experiential engagement, complex composition, and emerging personal style using portable all-weather materials and processes. (Prereq.: ART 122)

ART 330 Graphic Design II

This studio course explores and develops concepts used in solving design problems through visual communication. Students will explore the various tools necessary in this discipline such as: typography, layout, color, information design, branding, packaging, and illustration. (Prereq.: ART 225 or instructor permission)

ART 332 Photography II

Advanced study that focuses on refining the skills and visual vocabulary introduced in ART 132. Emphasis on portfolio development using advanced black and white materials. Semester projects encourage individual creativity and examination of critical issues in contemporary photography. Students must provide their own 35mm camera. Materials will average \$200-225.

ART 340 Digital Imaging

Exploration of visual communications in the electronic environments using various software programs to create digital images, animation, and digital games.

ART 351 Ceramics II

Advanced work in ceramics explores clay, glaze, and firing technology with a continued emphasis on throwing and handbuilding techniques combined with theory, concept, and form. (Prereq.: ART 250)

ART 355 Painting II

Advanced study in acrylic or oil painting emphasizes individual expression and emerging style through advanced color theory, series development, and exploration of individual subject matter, approach, and method. (Prereq.: ART 118)

ART 357 Watercolor Painting II

Advanced study in watercolor painting emphasizes individual expression and emerging style through advanced color theory, series development, and exploration of individual subject matter, approach, and method. (Prereq.: ART 257)

ART 368 Printmaking II

Continued exploration of intaglio, relief, and mono/unique methods. Use of larger formats, multiple plates, and an emphasis on color are encouraged. (Prereq.: ART 223)

ART 380 Hand Papermaking and Book Arts II

Advanced exploration in hand papermaking and book arts, emphasizing individual research and expression. (Prereq.: ART 280)

ART 405 Senior Exhibition and Faculty Review (.0 course)

Senior Exhibition and Faculty Review is a practical approach, exemplifying best visual arts practice and showcasing the senior art major's body of work through a solo or two-person exhibit. A committee of two art department faculty and one outside department faculty/staff of choice conducts a formal review of the exhibition. (Prereq.: ART 305 or permission of art department chair)

ART 478 Sculpture II

Advanced work in sculpture and three-dimensional design. (Prereq.: ART 221)

ART 199 Internship in Studio Art

ART 299 Directed Study in Studio Art

ART 399 Internship in Studio Art

ART 499 Independent Study/Research in Studio Art

Art and Architectural History

ART 240 Art History Survey (offered in alternate years in Weekend College)

A survey of world art from prehistoric to modern times.

(Prereq.: Pass CT assessment or GST 100)

Note: The following courses are offered intermittently, usually two or three sections per year.

ART 231 Pre-Columbian, Colonial and Contemporary Mexican Art

Develops an understanding and appreciation of Mexican art from the Pre-Columbian, colonial, and contemporary periods, including Frida Kahlo, Diego Rivera, David Alfredo Siqueiros, and José Clemente Orozco. Numerous excursions to museums as well as archaeological and historical sites. (Prereq.: SPA 212. Taught in Mexico, see program listings in International Studies)

ART 243 History of Architecture to 1750

History of architecture and city planning from antiquity to 1750, as illustrated by Western and non-Western examples.

ART 244 History of Architecture after 1750

History of architecture and city planning since 1750, as illustrated by Western and non-Western examples.

ART 249/349 The Designed Environment

This course addresses the designed environment, investigating architecture, landscape architecture, and urban design. Class sessions consist almost exclusively of extensive walking tours and site visits to prominent examples of design excellence. (Prereq.: None for ART 249; ENL 111 or 112 or HON 111, and an ART, HIS, or urban studies course for ART 349)

ART 290 Tribal Arts and Culture

An exploration of the rich heritage of visual arts from Indigenous communities of North America, surveying the dynamic nature of Native American art spanning from pre-European contact into the present while exploring the political nature of that trajectory as it encounters cultural change, Western aesthetics, and Western concepts of art. Students will meet Native artists, visit a variety of Native American art galleries and exhibitions, and learn about the cultural, social, and political context surrounding a Native American art.

ART 352 Women and Art

A study of the creative role of women in the visual arts, including the fine arts, the traditional arts, and the arts of Native American women. (Prereq.: ENL 111 or 112 or HON 111)

ART 382 Scandinavian Arts

The visual arts in Scandinavia from the Stone Age to the present, including architecture, folk arts, painting, sculpture, and design.

ART 385 Prehistoric and Ancient Art

The art of the Ice Age through the Roman period to the fourth century A.D.

ART 386 Medieval Art

Early Christian through late Gothic and proto-Renaissance painting, sculpture, and architecture in Europe. (Prereq.: ENL 111 or 112 or HON 111)

ART 387 Renaissance and Baroque Art

European painting, sculpture, and architecture, from the 14th through the 18th centuries. (Prereq.: ENL 111 or 112 or HON 111)

ART 388 Modern Art

Painting, sculpture, and architecture from Neoclassicism through the present. (Prereq.: ENL 111 or 112 or HON 111)

ART 389 American Art

A study of early colonial through contemporary American art, architecture, and folk arts. Internships and Independent Study Courses

ART 199 Internship in Art History

ART 299 Directed Study in Art History

ART 399 Internship in Art History

ART 499 Independent Study/Research in Art History

Augsburg Core Curriculum—AUG/KEY/ GST

This section does not include all courses in the core curriculum, but only those not located in a disciplinary department.

The Signature Curriculum

Augsburg Seminar

AUG 101 Augsburg Seminar (.0 course)

A weekly seminar linked to a course or course pair that integrates course content with learning strategies and community-building opportunities beneficial to beginning college students. While the content course is graded on a traditional point basis, Augsburg Seminar is graded Pass/No Credit. Permission to complete the seminar if the student withdraws from the linked content course(s) is at the discretion of the instructor(s). (P/N grading only)

Senior Keystone

KEY 470 Creating Life in the Arts: Exploration and Reflection on Vocation

From personal reflection on vocation to real-world insights and hands-on experiences, this course will delve deeply into the skill sets and mind sets important for arts professionals in all fine arts majors. While exploring vocation concepts, this course balances entrepreneurial awareness, attitudes, and skills with intrapreneurial insights, skills, and reflection.

KEY 480 Topics in Global Interdependence

This cross-cultural keystone seminar prepares students to “act globally” by challenging them to apply the diverse perspectives acquired while studying abroad and to analyze issues that transcend national boundaries. In English with readings in a language other than English. Open to international students and to upper-division students who have advanced knowledge of a language other than English or have studied abroad for a full semester (including in English-speaking countries with consent of instructor).

KEY 490 Vocation and the Meaning of Success

This course is the keystone course for business majors and other majors where the major program does not include a keystone element. It draws together all facets of a student’s education by providing opportunities to reflect upon and write about the integration of one’s classes, life, and future. Readings and critical discussions with others in the same and in different majors will add dimension to each student’s reflective writing. (Prereq.: ENL 111, or HON 111, or ENL 112)

Liberal Arts Foundation

Connections Courses

Students may fulfill Liberal Arts Foundation requirements through disciplinary courses (listed under

academic departments) or through interdisciplinary Connections courses.

ENV 100 Environmental Connections

An interdisciplinary introduction to current environmental issues. The course depends on ecological visions of the world and examines the connections we share as people living simultaneously in human community and in physical environments. In examining these connections, we depend on the insights offered by political science, biology, economics, literature, sociology, chemistry, and history as well as experiential education and service-learning. The issues examined in this class — neither remote nor abstract — exist in our everyday lives, and a central feature of the course is the application of knowledge gained in the class to a campus project. (Social and Behavioral Sciences LAF, fall)

FIA 130 Arts and the City

Using the arts resources of the city, this course will explore how to understand and appreciate various art forms: theatre, music, opera, visual arts, dance, and film. Class sessions consist almost entirely of attendance at off-campus performances and sites. (Fine Arts LAF)

HUM 120 Medieval Connections: Medieval Life in 12th-Century Europe

This is the introductory course for Medieval Studies. It uses an interdisciplinary approach to study European culture during a period known as the High Middle Ages, roughly AD 1100 to 1300. It attempts to examine medieval culture as a complex system of thought and feeling, which includes history, religion, philosophy, literature, art, theatre, music, and food. It also takes an experiential approach to this material, for example, by having students and faculty attend class in academic regalia, just as they did in medieval universities. (Humanities LAF, spring)

SCI 106 Introductory Meteorology

A survey of the basic principles of Earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornados and hurricanes, climate and climate change, global warming, and ozone depletion. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG 2 and pass CT assessment or GST 100. Fall, spring.)

-SCI 110 Natural Science I

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Natural Sciences LAF. Prereq.: MPG 3)

SCI 111 Natural Science II

The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Natural Sciences LAF. Prereq.: SCI 110 and pass CT assessment or GST 100)

Skills

Entry Skills

GST 100 Critical Thinking

Designed to develop critical thinking skills, this course strengthens the ability of students to

comprehend, analyze, synthesize, and evaluate ideas and arguments. Students identified by the Critical Thinking Assessment are required to complete GST 100 with a minimum grade of 2.0 or better. Students who have passed the Critical Thinking Assessment may take the class only with the permission of the instructor.

GST 140 Introduction to the Liberal Arts

An introduction to the philosophy of the liberal arts curriculum and improving those skills important to academic success: reading, comprehension, note-taking and textbook reading, time management, vocabulary, test-taking, organization, concentration and memorization, learning style, conflict management, assertiveness training, and motivation strategies.

Graduation Skills

GST 200 Quantitative Reasoning/Statistical Literacy

This course focuses on critical thinking about statistics and its use as evidence in arguments, with an emphasis on interpretation, evaluation, communication, and analysis of statistically-based arguments. Topics include association, causation, observational studies, experiments, risk, confounding, bias and chance. Common techniques involving statistical opportunism, conditional reasoning using English to describe and compare rates and percentages presented in tables and graphs, and the use of standardization to take into account the influence of confounders are reviewed. Emphasis is on interpretation, evaluation, communication, and analysis of statistically-based arguments. (Prereq.: MPG 3)

Other General Studies Courses

GST 009 Internship Transcript Notation (.0 course)

A transcript notation is given for the academic learning inherent in an approved not-for-credit/internship/work experience. Reflection activities and work-learning evaluations are conducted by the Strommen Career and Internship Center. With approval, a non-credit/internship completed by juniors or seniors will fulfill the Augsburg Experience graduation requirement.

Biology—BIO

We are in the midst of a revolution in biology. From the unraveling of information locked within the human and other genomes to the complexities of interactions between organisms in diverse ecosystems in changing environments, biologists and members of the public are grappling with an almost overwhelming flood of new information. By focusing on the core principles of biology, students are given the tools with which to interpret results coming out of the revolution, and by early exposure to original independent research projects, given the opportunity to themselves contribute to our understanding of the natural world. Integration across biological sub-disciplines is emphasized, paralleling the integration taking place in the maturing field of systems biology. As biological phenomena become amenable to the analytical tools of chemistry, physics, mathematics and computer science, biology is increasingly a multidisciplinary venture. Thus, a firm background in these sciences is also important for the successful study of biology. Biological forces have many profound effects on society, and in turn humanity has strongly affected our biosphere. Thus, service-learning opportunities are tightly integrated within the curriculum.

Augsburg has a strong commitment to undergraduate research. There are a variety of opportunities in the Biology Department to work with faculty on individual research projects both during the academic year as well as during the summer. Students at Augsburg also participate in research programs at other institutions.

For many, an undergraduate major in biology serves as a springboard for further study. Augsburg graduates have gone on to graduate studies in the life sciences, leading to careers in college or university teaching, basic and applied research, and public health. Many have entered professional programs in medicine, veterinary medicine, and dentistry. Other graduates have gone directly into secondary education, biomedical and biotechnology industries, laboratory research, natural resources, and environmental education.

Biology Faculty

Dale Pederson (Chair), Jennifer Bankers-Fulbright, Matthew Beckman, Ralph Butkowski, William Capman, David Crowe, Ann Impullitti

Degree and Major Requirements

Students may choose one of the following degree options: Bachelor of Science in biology, Bachelor of Arts in biology, or Bachelor of Arts in life sciences.

Bachelor of Science in Biology

The total number of required courses in the department is nine-and-a-half courses. There are additional required supporting courses that must be taken in other disciplines.

The Core Series (4.5 total courses):

A. Introductory Biology Courses (3.0 courses)

BIO 151 Introductory Biology

BIO 152 Evolution, Ecology, and Diversity

BIO 253 Introductory Cellular Biology

B. Plant Biology or Ecology (1 course):

Note: Plant Biology or Ecology taken to satisfy this requirement cannot be used, in addition, as an elective. If both courses are taken, one can be used to satisfy an elective requirement.

BIO 361 Plant Biology

or BIO 481 Ecology

C. A Keystone Course (0.5 course)

BIO 490 Biology Keystone

or SCI 490 Integrated Keystone

or another keystone with departmental approval

The Electives (5 courses)

Note: 5 courses which have not been used to satisfy other requirements within the major must be taken from among the following.

BIO 351 Invertebrate Zoology

BIO 353 Comparative Vertebrate Anatomy

BIO 355 Genetics

BIO 361 Plant Biology

BIO 369 Biochemistry

BIO 440 Plant Physiology

BIO 471 Advanced Cellular and Molecular Biology

BIO 473 Animal Physiology

BIO 474 Developmental Biology

BIO 475 Neurobiology

BIO 476 Microbiology

BIO 481 Ecology

BIO 486 Immunology

BIO 495 Special Topics in Biology

Required Supporting Courses for Bachelor of Science

CHM 105/106 Principles of Chemistry

or CHM 115/116 General Chemistry (Must be taken concurrently with BIO151/BIO152, respectively)

CHM 351/352 Organic Chemistry

PHY 121/122 General Physics

MAT 145/146 Calculus

General Education Accomodation

BS biology majors may reduce their general education program by one or two courses. See Bachelor of Science/Liberal Arts Foundation (LAF) Waiver in the Academic Information section of the catalog.

Bachelor of Arts in Biology

The same biology course requirements as for the Bachelor of Science degree, but with the following supporting courses:

Required Supporting Courses for Bachelor of Arts

CHM 105/106 Principles of Chemistry
or CHM 115/116 General Chemistry
PHY 116 Introduction to Physics
or PHY 121/122 General Physics
MAT 114 Precalculus
or MAT 145 Calculus I
or MAT 163 Introductory Statistics
or MAT 248 Biostatistics
or PSY 215 Research Methods: Design, Procedure, and Analysis I

Bachelor of Arts in Life Sciences

This major is appropriate for students also seeking secondary teaching licensure in biology.

Requirements are the same as for the Bachelor of Arts in biology degree, but with the following differences:

Only four (rather than five) upper division biology electives are required, along with:

Two additional science courses, chosen from the following list:

PHY 101 Astronomy

SCI 106 Introductory Meteorology

An introductory geology course

Bachelor of Science in Clinical Laboratory Sciences

See the Clinical Laboratory Sciences section of the catalog for details of the CLS major.

Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Speaking (S) is met by completing COM 111 or COM 115.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Transfer course policy for majors and minors

All transfer courses, including ACTC courses, must be approved in writing by the department, subject to review by the chair. Only those biology courses successfully completed (2.0 or above) within the last 10 years will be considered. No more than two upper division courses from other institutions may be applied toward the major.

Custom Biology Programs

Students who have completed BIO 151, 152, 253 and at least two upper division electives may, in consultation with their adviser, seek approval from the department to complete major requirements with as many as four upper division courses from other institutions.

Departmental Honors

A GPA of 3.5 in biology and of 3.0 overall is required. Additionally, students must successfully complete one of the following: a) one course of approved independent study (BIO 499), b) a research internship combined with BIO 497, or c) participation in the Mayo Innovation Scholars Program. BIO 497 and BIO 499 projects should be submitted to the department for approval by Sept. 30 of the senior year or Feb. 28 in the case of students planning to graduate in the following December. BIO 497 and

BIO 499 projects must include public presentation and a written report approved by the department.

Minor

A course in general chemistry and five biology courses including BIO 151, 152, 253, and two upper division courses. The majority of courses in biology must be taken at Augsburg College.

Other Requirements

In planning their courses of study, students are encouraged to work closely with members of the biology faculty. Biology majors must have an adviser in the biology department. BIO 151 and 152 and Principles of Chemistry (or General Chemistry) should be taken in the first year, and BIO 253 and Organic Chemistry (when appropriate) in the second year. Students should complete their math requirements early in their college careers. To enroll in courses that require BIO 253 as a prerequisite, students must earn an average grade of 2.0 in BIO 151, 152, and 253. For courses that require only BIO 151 and 152, students must earn an average grade of 2.0 in BIO 151 and 152. A grade of 2.0 or above is required for all supporting courses and upper division biology courses applied to the major. Upper division biology requirements must be traditionally graded. A GPA of 2.5 in upper division biology courses is required for the life sciences major.

Biology for Health Sciences

Prerequisite requirements for health sciences vary with the program and the institution. Care should be taken to study the requirements for every program well in advance of making application. In general, medical schools require a two-semester sequences in calculus, physics and organic chemistry. Biochemistry is also commonly required and in some instances statistics and literature. Programs in physician assistant training, veterinary medicine, physical therapy and such typically have a more extensive list of prerequisites. Students considering a post-baccalaureate program in these areas should consult early and often with health science advisers Dixie Shafer, Dale Pederson and Kelsey Richardson-Blackwell.

Graduate Training in Biology

Graduate programs in biological fields typically require two semesters of general chemistry, organic chemistry, calculus and physics. Also required is extensive involvement in research through Augsburg Experience, internships and/or independent study. Careful consultation with a biology adviser is recommended to select among coursework and research options.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for biology teachers, the science portions of which are satisfied by the Augsburg life sciences major. The state requirements may be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements. All upper division biology requirements for secondary licensure must be completed before beginning student teaching.

Post-Baccalaureate Teaching Licensure

Students who have earned a bachelor's degree elsewhere and seek life science teaching licensure at Augsburg are required to complete a minimum of two upper division biology courses at Augsburg with grades of 2.5 or higher. Required or elective courses are determined by the

department following review of transcripts and prior to matriculation.

Beta Beta Beta

Membership in the Augsburg chapter of this national biology honor society is open to those students who have completed at least one upper division biology course and have a GPA of 3.0 in biology.

Cooperative Education and Service-Learning

The department works with the Strommen Career and Internship Center in identifying and defining cooperative education experiences in laboratories and other settings in the Twin Cities.

Biology Courses

SCI 110 Natural Science I

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3)

SCI 111 Natural Science II

The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)

SCI 280 Introduction to Research

This is a topics course for discovery-based research introducing concepts and skills based on instructor-generated research projects. It is offered through a selection-process based on student interest, invitation, and interview selection. It is recommended for students in the Honors program and can also fulfill an Augsburg Experience as an experiential course in research if the student project results in presentation of the work in subsequent semesters. All are welcome to apply. (Prereq.: Invitation to participate in course; 0.5 course)

BIO 102 The Biological World

The basic concepts of biology pertaining to both plants and animals are emphasized. The nature of science and the approach used by scientists to gather and analyze data and propose and test hypotheses are considered. (Prereq.: MPG 2 and pass CT assessment or GST 100. Three hours lecture, three hours laboratory. Does not apply to the major or minor)

BIO 103 Human Anatomy and Physiology

A survey of the structure and function of the human body. (Three hours lecture, three hours laboratory. A student may not receive credit for both BIO 121 and 103. Does not apply to the major or minor. Prereq.: CHM 100 or another chemistry course strongly recommended. Spring)

BIO 121 Human Biology and Lab

An introduction to basic biological principles with a human perspective and application. Includes discussion of the molecular and cellular basis of life, genetics and genetic disease,

selected organ systems and disease, and the sustainability of life on earth. (Three hours lecture, one three-hour lab. A student may not receive credit for both BIO 121 and 103. Does not apply to the major or minor in biology. Students are strongly encouraged to take CHM 100 before taking this class. Fall and spring)

BIO 151 Introductory Biology

First of a three-semester sequence. An introduction to biology for science majors, including cell and molecular biology, energy metabolism, genetics. BIO 151, 152, and 253 must be taken in sequence except by permission of instructor. (Three hours of lecture, three hours laboratory, some Saturday field trips. Prereq.: MPG 3 or concurrent registration in MAT 105, concurrent registration in CHM 105/115. Fall)

BIO 152 Ecology, Evolution, and Diversity

Second of a three-semester introductory sequence. An introduction to evolution, ecology, and biological diversity for science majors. BIO 151, 152, and 253 must be taken in sequence except by permission of instructor. (Three hours of lecture, four hours laboratory. Spring)

BIO 253 Introductory Cellular Biology

Third of a three-semester sequence. An introduction to structure and function in tissues, cells, and subcellular organelles. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152, CHM 106 or 116. Fall)

BIO 351 Invertebrate Zoology

A study of the invertebrate animals stressing classification, morphology, behavior, life history, and phylogeny. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Fall)

BIO 353 Comparative Vertebrate Anatomy

Comparative anatomy, functional morphology, and evolutionary morphology of vertebrates. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Spring)

BIO 355 Genetics

A study of the principles of heredity. The course integrates classical transmission genetics, molecular genetics, and genomics. Special topics will include epigenetics, developmental genetics, and human disease genetics. Contemporary genetic model systems will be utilized in laboratory experiments. (Three hours lecture, four hours laboratory. Prereq.: BIO 253 and MAT 114 or 145 or 163 or 164 or 248 or PSY 215. Spring)

BIO 361 Plant Biology

A survey of the diversity and evolution of algae and plants. Topics on plant anatomy, physiology, phylogeny, ecological and economic importance, and plant-microbe interactions are integrated throughout. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Fall)

BIO 369 Biochemistry

The course addresses the chemical structure and function of the major biological macromolecules. Key topic areas are protein structure and function, enzyme mechanisms,

thermodynamics, intermediary metabolism, and metabolic regulation. (Three hours lecture, four hours laboratory. Prereq.: BIO 253, CHM 352 and MAT 114 or 145 or 163 or 164 or 248 or PSY 215. Fall)

BIO 440 Plant Physiology

A consideration of the processes involved in photosynthesis, growth, development, and water relations in plants including the relationship of process to structure and life history. (Three hours lecture, four hours laboratory. Prereq.: BIO 253.)

BIO 471 Advanced Cellular and Molecular Biology

An examination of mechanisms of molecular genetics, recombinant DNA technology, cell-signaling, cell cycle control, the cytoskeleton and select additional topics. (Three hours lecture, four hours laboratory. Prereq.: BIO 369. Spring)

BIO 473 Animal Physiology

A study of digestion, respiration, circulation, excretion, movement, and sensory perception as well as neural and hormonal control of these functions, emphasizing vertebrates. (Three hours lecture, four hours laboratory. Prereq.: BIO 253 and MAT 114 or 145 or 163 or 164 or 248 or PSY 215. Fall)

BIO 474 Developmental Biology

A study of development from the embryonic to adult stages. The course will focus on the physiological, molecular, and morphological changes that occur during development. Additional topics to be covered will include evolutionary developmental biology (evo devo), teratology, stem cells, regeneration, and cell death. (Three hours lecture, four hours laboratory. Prereq.: BIO 253.)

BIO 475 Neurobiology

An introduction to the nervous system. Topics to be studied include the electrical activity of neurons, sensory and motor systems, mechanisms of learning and memory, animal behavior, and human cognition. (Three hours lecture, four hours laboratory. Prereq.: BIO 253. Spring)

BIO 476 Microbiology

An introduction to the study of microorganisms. Environmental, industrial, and medical issues are discussed, with particular attention paid to human pathogens. (Three hours lecture, four hours laboratory. Prereq.: BIO 253. Spring)

BIO 481 Ecology

A study of interactions between organisms and the biotic and abiotic environment. Topics include physiological ecology, energy flow, nutrient cycling, a survey of biomes, population and community ecology, and conservation. (Three hours lecture, four hours laboratory, some Saturday field trips. Prereq.: BIO 253 and MAT 114 or 145 or 163 or 164 or 248 or PSY 215. Fall)

BIO 486 Immunology

This course is a study of the body's immune defense. The course investigates the structure and mechanisms of human body's three lines of immune defense. Protection from

microorganisms and parasites, and cancer surveillance are considered. The role of immunity in vaccination and transplantation, and mechanisms of immune malfunction in allergy, autoimmunity, and immunodeficiency are included. (Three hours of lecture, four hours laboratory. Prereq.: BIO 369. Spring)

BIO 490 Biology Keystone (.5 course)

A seminar course that fulfills the AugCore keystone requirement. Several important biological issues that have ethical and societal implication and ramifications are explored; including, the topics of the vocation of a scientist, connections between faith and science, and moral, ethical, and societal challenges faced by scientists. (Prereq.: senior biology major. Fall and Spring)

SCI 490 Integrated Keystone (.5 course)

The Natural Science Keystone explores the connections of science with the world at large, including faith, vocation, ethics, and professional accountability. Students will reflect on science as a vocation and the philosophy of science in a global context of the interconnectedness of faith, reason, ethics, sustainability, and socio-political-economic situation. (Prereq.: senior biology, chemistry, or physics major; P/N for 0.5 course)

BIO 495 Special Topics in Biology

Courses covering special topics not otherwise covered by our other course offerings. Topics may vary.

Internships and Independent Study Courses

BIO 199 Internship

(Prereq.: BIO 151, 152. P/N only)

BIO 299 Directed Study

BIO 399 Internship

(Prereq.: BIO 253. P/N only)

BIO 497 Independent Study/Research (.5 course)

(Prereq.: BIO 253. P/N only)

BIO 499 Independent Study/Research

(Prereq.: BIO 253. P/N only)

Biopsychology

The biopsychology major is designed to offer students an integrative perspective on the biological basis of behavior. Towards this end, students will take courses in both psychology and biology to gain exposure to a broad range of theories and research covering a variety of topics such as cognition, motor control, sensation/perception, emotion, and psychopathology. These topics will be studied at multiple levels of analysis including genetic, neural, and environmental.

The biopsychology major will provide students with a strong foundation of courses in neuroscience, statistics, and chemistry. This broad training can help prepare students for careers in research, medicine, public health, education, and pharmaceutical or biotechnology industries.

Biopsychology Faculty

Matthew Beckman (Biology), Ralph Butkowski (Biology), David Crowe (Biology), Stacy Freiheit (Psychology), David Matz (Psychology), Dale Pederson (Biology), Bridget Robinson-Riegler (Psychology), Nancy Steblay (Psychology), Henry Yoon (Psychology).

Major

13 Courses

Psychology Courses:

| | |
|---------|------------------------------------|
| PSY 105 | Principles of Psychology |
| PSY 215 | Research Methods and Statistics I |
| PSY 315 | Research Methods and Statistics II |
| PSY 355 | Biopsychology |

Biology Courses:

| | |
|---------|----------------------------------|
| BIO 151 | Introductory Biology |
| BIO 152 | Ecology, Evolution and Diversity |
| BIO 253 | Introductory Cell Biology |
| BIO 495 | Neurobiology |

Psychology Electives (two required):

| | |
|----------|---|
| PSY 299 | Directed Study (Research in Biopsychology) or PSY 360 Psychology Lab (two semesters) |
| PSY 354 | Cognitive Psychology |
| PSY 410 | Clinical Neuropsychology |
| PSY 491 | Advanced Research Seminar |
| PSYC 322 | Sensation and Perception (St. Thomas) |
| PSYC 407 | Seminar in Behavioral Neuroscience (St. Thomas) |
| PSYC 378 | Psychology of Language (Macalester) |
| PYSC 486 | Seminar in Neuropharmacology (Macalester) |

Biology Electives (two required):

| | |
|---------|--------------|
| BIO 355 | Genetics |
| BIO 369 | Biochemistry |

BIO 471 Advanced Cell and Molecular Biology
BIO 473 Animal Physiology
Biol 356 Cellular and Molecular Neuroscience (Macalester)

Keystone (one required):

BIO 490 Biology Keystone
PSY 400 Keystone Internship
SCI 490 Integrated Science

Note: Students will need to take the CHM 105/106 or 115/116 sequence to complete the biology courses. A minimum of five courses must be from Augsburg.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in speaking (S) is met by completing COM 111 or 115. Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill these skills. A grade of 2.0 or above is required for all upper division courses applied to the major.

Transfer course policy for majors

All transfer courses, including ACTC courses, must be approved in writing by the department chair(s). Only those biology and psychology courses successfully completed (2.0 or above) within the last 10 years will be considered. In general, courses that meet the transfer guidelines may only be applied to introductory or elective credit for the major.

Department of Business Administration— BUS, ACC, FIN, MIS, MKT

Our mission is to prepare students for professional careers in business or for graduate studies. This preparation involves a curriculum that stresses analysis and communication, emphasizes both theory and practice, and is shaped by the needs of the business community. The department fosters close ties with the corporate community that provide a wealth of practical expertise, a variety of internship opportunities, and future job prospects.

The faculty believe they can best serve both the student and the community by providing an education that is technically competent, ethically based, and socially aware.

Faculty

Magdalena M. Paleczny-Zapp (Chair), William M. Arden, John C. Cerrito, C. Lee Clarke, David A. Conrad, John A. Furia, Jennifer Grant, Marc D. Isaacson, Amin E. Kader, Ashok K. Kapoor, Steven J. LaFave, Laura K. Lazar, Lori L. Lohman, Marc C. McIntosh, Fekri Meziou, Milo A. Schield, David G. Schwain, Kathryn A. Schwalbe, Peter J. Stark, Stuart M. Stoller

General Requirements

Majors

The Department of Business Administration offers seven majors: business administration (BUS), accounting (ACC), finance (FIN), international business (BUS), management (BUS), management information systems (MIS), and marketing (MKT—day program only). There is also a combined business and economics major, which incorporates courses from both the departments of Business Administration and Economics.

Specializations

Specializations provide students majoring in a field of study the opportunity to deepen their knowledge of a particular aspect of this major area. Within the business administration major there are two specializations: marketing (WEC only) and music business (DAY only). Within the accounting major there are three specializations: general accounting, public accounting, and managerial accounting.

Minors

Minors provide students the opportunity to study and obtain a professional credential in an area of study that is in addition to their major. Minors are available to students majoring in fields outside the Department of Business Administration, in addition to students majoring in other areas in the Department of Business Administration. The Department of Business Administration offers six minors: business administration, international business, music business, accounting, management information systems, and marketing.

Certificate Programs

Certificate programs in the Department of Business Administration are designed to meet the

needs of working people looking for specific skills to help them in their job, or to pursue a new career. The department offers certificates in information technology, business management, and business finance through the Weekend College program. Certificate requirements are listed in management, finance, and management information system sections of the catalog.

Transfer Students

Transfer students must complete at least four of the upper division courses required in the major at Augsburg, or at least three courses in the minor, or obtain an exemption from the department. Transfer courses must be approved by the department. Courses taken more than 10 years ago will not be accepted.

Advising

Students who plan to major in any of our business majors are strongly encouraged to select a departmental adviser who teaches in their major. This should be done by the end of the sophomore year at the latest. In addition to advising, departmental faculty can counsel majors on their careers, assist majors in obtaining internships or jobs, and provide letters of recommendation for prospective employers or graduate programs. The full-time Business Administrator is also available for advising questions relating to degree progress, course selection and international courses abroad.

Departmental Honors

To complete departmental honors in the Department of Business Administration, students need to consult with the department chair.

Internships

Students are strongly encouraged to work with the Strommen Career and Internship Center and department faculty to obtain an internship (BUS/ACC/FIN/INS/MIS/MKT 399) during their junior or senior year. Internships can provide students with experience that may be valuable in competing for jobs after graduation. Advisers should be consulted about internships.

Study Abroad

The Department of Business Administration faculty actively support international study. For additional details, see the section on International Partners under International Studies in this catalog, or consult the departmental coordinator and/or the department administrator, for international business or other overseas opportunities.

Entrepreneurship

Students are encouraged to take BUS 254 Entrepreneurship.

Business Administration—BUS

The major in business administration prepares students for professional careers in business administration or for graduate studies. The two specializations within this major share a common business core. This common core provides students with a broad foundation so they can readily adapt to internal changes in interests and goals and to external changes in circumstances and opportunities.

Degree and Major Requirements

Business Core

Seven courses including:

| | |
|---------|---|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| | or BUS 200 Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Note: All business majors are encouraged to take KEY 490 Vocation and the Meaning of Success to fulfill the Augsburg Core Curriculum Senior Keystone Requirement. (See course description under Augsburg Core Curriculum.)

Specialization in Music Business (Day students only)

Business Core* plus eight courses:

| | |
|---|---------------------------------------|
| MUS 105 | The Music Business |
| MUS/BUS 245 | Arts Management and Concert Promotion |
| MUS/BUS 399 | Internship |
| ECO 112 | Principles of Macroeconomics |
| One additional music business elective (1.0 credit taken at Augsburg or MSCM) | |

3 MUS credits

or 2 MUS credits and 1 MUE credit, selected from:

(2 credits must be in residence at Augsburg)

| | |
|---------|----------------------------------|
| MUS 101 | Materials of Music I |
| MUS 111 | Aural Skills I |
| MUS 102 | Materials of Music II |
| MUS 112 | Aural Skills II |
| MUS 130 | Intro to Music and the Fine Arts |
| MUS 220 | Worlds of Music |
| MUS 241 | History of Jazz |

(other MUS courses as approved by adviser)

*Music business majors may substitute BUS 254 in place of BUS 242 or 200.

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded

throughout the offered courses. The Quantitative (QR) graduation skill is met by completing two courses: MIS 260 (QF) and 1 of: BUS 264 or BUS 379 or COM 352 (QA).

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Specialization in Marketing (Weekend College students only)

Business core plus five courses:

ECO 112 Principles of Macroeconomics
BUS 264 Statistical Literacy for Managers
or BUS 379 Quantitative Methods for Business and Economics
MKT 352 Marketing Research
MKT 355 Marketing Communications
or MKT 357 Advertising
MKT 450 Marketing Management

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the business administration major, marketing specialization.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Combined Major in Business Administration and Economics

Eleven courses including:

ACC 221 Introduction to Financial Accounting
ACC 222 Introduction to Managerial Accounting
BUS 242 Principles of Management
or BUS 200 Exploring Business as a Vocation
MKT 252 Principles of Marketing
BUS 379 Quantitative Methods for Business and Economics
or FIN 331 Financial Management

and one other upper division business administration, accounting, finance, MIS or marketing course.

ECO 112 Principles of Macroeconomics
ECO 113 Principles of Microeconomics
ECO 312 Intermediate Macroeconomics
ECO 313 Intermediate Microeconomics

and one other upper division economics course

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the combined major in business administration and economics.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Minor in Business Administration

Six courses including:

ACC 221 and 222, BUS 242 or 200, ECO 112 or 113, FIN 331 or BUS 264 or 379, MKT 252. Other configurations may be permitted with the approval of the department chair.

Minor in Music Business

Eight courses including:

MUS 105, ECO 113, MIS 260, ACC 221, MUS/BUS 399, and one of the following: MUS/BUS 245, BUS 254, plus two additional music course credits beyond MUS 105 and MUS 399 (maximum of 1 credit in MUE and/or MUP courses).

This minor is a collaborative program between the music and business departments. The minor is a course of study designed both for the music major desiring additional preparation in business and for the non-music major interested in pursuing a career in the music industry.

Business Administration Courses

BUS 200 Exploring Business as a Vocation

This course is intended to introduce you, the student, to the possibility of pursuing a career in business as a vocational calling. In this course you will be exposed to the key areas of business operations including: management, marketing, management information systems/technology, finance, accounting, and international business.

BUS 242 Principles of Management

Development of the theory of management, organization, staffing, planning, and control. The nature of authority, accountability, and responsibility; analysis of the role of the professional manager.

BUS/MUS 245 Arts Management and Concert Promotion

A study of the role of the artist manager in career development and the role of the arts administrator in the management of performing arts projects and organizations. Factors affecting trends and earnings, challenges within the industry, and differentiation between the for-profit and non-profit sectors are discussed. Emphasis is placed on developing a working vocabulary of industry topics and in benefiting from practical field experience. (Prereq.: BUS/MUS 105)

BUS 254 Entrepreneurship

The process of transforming an idea into an organization that can market this idea successfully. Examines the construction of a viable business plan with attention to the resources needed for success.

BUS 264 Statistical Literacy for Managers

Critical thinking about statistics as evidence for management decisions. Analysis of business cases involving non-financial data. Focus on predicting, understanding, and managing variation: modeling, sampling, optimizing, etc. Reviews descriptive and inferential statistics. Uses spreadsheets for statistical analysis (trends and confidence intervals). Includes the generation and analysis of survey data. Uses Monte Carlo simulation in business forecasting. Focus on communicating results in a form that facilitates decisions by non-quantitative managers. Attention to alternate choices, sub-optimization, and unanticipated consequences. Optional topics include process control, six-sigma, data mining, and dashboard metrics. (Prereq.: MPG 3 and MIS 260 or equivalent. WEC and evening schedule: Additional evening sessions are required.)

BUS 295 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of business administration. (Prereq.: consent of instructor)

BUS 301 Business Law

Legal rules relating to contracts, agency, negotiable instruments, property, and business organizations under the Uniform Commercial Code. (Prereq.: Pass CT assessment or GST 100)

BUS 340 Human Resource Management

Personnel function in business, acquisition, and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: BUS 242 or BUS 200)

BUS 362 International Business

This course views international business from a global perspective, including views of the U.S. government and perspectives of foreign governments. Each topic is supported with real-life case studies (Prereq.: ECO 112 or 113, and BUS 242 or BUS 200 or MKT 252 and ENL 111 or 112 or HON 111)

BUS 379 Quantitative Methods for Business and Economics

How to read and interpret data to make better business decisions. Topics include descriptive statistics (emphasis on confounding and conditional reasoning) and statistical inference (confidence intervals and statistical significance). Software used is either Minitab or Excel. (Prereq.: MIS 260 and either MPG 3 or completion of MAT 171. WEC and evening schedule: Additional sessions are required, usually on a weekday evening.)

BUS 440 Strategic Management

Concepts and principles related to long-range planning. Taught from a managerial viewpoint with examples from various industries and sectors. (Prereq.: BUS 242 or BUS 200)

BUS 465 International Management

This course analyzes several factors influencing behavior in the workplace and the board room, including skills needed to manage across national borders. (Prereq.: ENL 111 or 112 or HON 111 and BUS 242 or 200; BUS 362 recommended.)

BUS 479 Intermediate Quantitative Methods for Business and Economics

Advanced modeling using computer software. Specific topics may include multivariate modeling PATH analysis, Monte Carlo simulations, queuing models, and ANOVA. (Prereq.: BUS 379. On demand)

BUS 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international business problems and policies. (Prereq.: consent of instructor)

Internships and Independent Study Courses

BUS 299 Directed Study

BUS 399 Internship

BUS 499 Independent Study/Research

Accounting—ACC

The major in accounting prepares students for professional careers in a wide variety of accounting-related positions. This major has two tracks: general accounting and professional accounting. The general accounting specialization is adequate for a wide variety of positions. The professional accounting track includes two specializations: public accounting and managerial accounting. The public accounting specialization is recommended for positions with CPA firms. The managerial accounting specialization is recommended for positions with large or rapidly-growing companies.

The two professional specializations relate to two professional designations: the CPA and the CMA. A certified public accountant (CPA) focuses on external reporting; a certified management accountant (CMA) focuses on internal reporting. The public accounting specialization includes the materials emphasized on the CPA exam; the managerial specialization includes the materials emphasized on the CMA exam. Both the CPA and CMA designation have an experience requirement in addition to passing the national exam. Under the rules of the Minnesota State Board of Accountancy, accounting majors in the public accounting specialization are qualified to sit for the CPA examination after graduation.

Effective May 2006, students will need to complete the equivalent of 150 semester hours of education to be licensed as Certified Public Accountants (CPAs). This can be completed in four years through accelerated undergraduate work. Another option is to complete a four-year bachelor's degree plus a master's degree.

Degree and Major Requirements

Accounting Major

Business Core Requirements

Seven courses including:

| | |
|---------|---|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| | or BUS 200 Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Required Accounting Courses

Seven courses including:

| | |
|---------|---|
| ECO 112 | Principles of Macroeconomics |
| BUS 301 | Business Law |
| BUS 379 | Quantitative Methods for Business and Economics |
| ACC 322 | Accounting Theory and Practice I |

ACC 323 Accounting Theory and Practice II
ACC 324 Managerial Cost Accounting
ACC 425 Advanced Accounting

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Note: All business majors are encouraged to take KEY 490 Vocation and the Meaning of Success to fulfill the Augsburg Core Curriculum Senior Keystone requirement. (See course description under Augsburg Core Curriculum.)

Specialization in General Accounting

No additional courses required.

Specialization in Public Accounting

Accounting core plus: ACC 326 Tax Accounting; ACC 423 Auditing.

Specialization in Managerial Accounting

Accounting core plus ACC 424 Internal Audit and Management Consulting or ECO 318 Management Science and MIS 375 Management Information Systems in the Organization.

Joint B.A. in Accounting and Master of Arts in Leadership

A BA in accounting and an MA in leadership (MAL) can be earned in this five-year program designed for students who wish to qualify for CPA certification and obtain a master's degree. By the end of the fifth year and successful completion of all requirements, the student receives both a BA in accounting and an MA in leadership and will have fulfilled the 150-hour requirement to qualify for the CPA certification. The MAL program offers a large number of courses on a weekend schedule. Please refer to the MAL program catalog for a complete list of course offerings.

It is recommended that the students meet with an accounting adviser to create an effective plan for successful completion of the five-year program.

Requirements:

1. Students must apply for admission to the MAL program at the end of their junior year. The application process includes: submission of a completed application form, three letters of recommendation (two from professors and one from an employer), a personal statement, an example of writing in an academic paper, a GPA of at least 3.30, and an interview with a three-person panel from the MAL program.

2. Students must also have faculty endorsement from the accounting program.

3. Students must complete at least one year of accounting work experience (either a job or internship) by the time they graduate from the MAL program.

Program Coordinator: Stu Stoller

Minor in Accounting

Six courses including:

ACC 221, 222; FIN 331 or ACC 324; ACC 322, 323
and one of the following: MIS 260, BUS 379, ECO 112, or 113.

This minor is recommended for majors in MIS and finance.

Accounting Courses

ACC 221 Introduction to Financial Accounting

Introduction to business activities, basic concepts and fundamentals of accounting, the accounting cycle, and preparation of financial statements.

ACC 222 Introduction to Managerial Accounting

A continuation of ACC 221. Introduction to cost accounting for manufacturing. Basic concepts and fundamentals of managerial accounting, planning and controlling processes, decision-making, and behavioral considerations. (Prereq.: ACC 221)

ACC 295 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology, and readings in the areas of business administration. (Prereq.: consent of instructor)

ACC 322 Accounting Theory and Practice I

An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements, and other relevant issues as applied to assets. (Prereq.: ACC 222)

ACC 323 Accounting Theory and Practice II

A continuation of ACC 322. An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements, and other relevant issues as applied to liabilities and stockholders' equity. (Prereq.: ACC 322)

ACC 324 Managerial Cost Accounting

Accounting tools for heavy manufacturing systems as well as for managerial decision making. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: ACC 221, 222, BUS 242 or BUS 200, BUS 379 or MAT 163 or 373, MKT 252, or consent of instructor)

ACC 326 Tax Accounting

The more common and important provisions of planning and compliance for income taxes. (Prereq.: ACC 221, FIN 331, ECO 112, 113, or consent of instructor)

ACC 423 Auditing

Internal and external auditing procedures. Emphasis on the CPA's role to form the basis of opinion on a set of financial statements. (Prereq.: ACC 323 and ENL 111 or 112, or HON 111)

ACC 424 Internal Audit and Management Consulting

To incorporate and learn the techniques of creating a controlled and effective management environment. Students work with companies to help solve problems or implement projects. (Prereq.: ECO 113, ACC 221, 222, BUS 242 or BUS 200, BUS 379 or MAT 163 or 373, FIN

331, MIS 260 or 270, MKT 252, and ENL 111 or 112, or HON 111)

ACC 425 Advanced Accounting

Accounting for business combinations, consolidations, governmental accounting, partnership accounting, and fund accounting. (Prereq.: ACC 323)

ACC 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology, and current national and international business problems and policies. (Prereq.: consent of instructor)

Internships and Independent Study Courses

ACC 199 Internship

ACC 299 Directed Study

ACC 399 Internship

ACC 499 Independent Study/Research

Finance—FIN

The finance major prepares students for professional careers in corporate finance and the financial services industry. Besides careers in the finance/accounting area in all businesses large and small, this major leads to careers in banking, brokerages, insurance, and investment banking.

Courses focus on financial theory and practice, investments, accounting theory, money and banking, and international finance.

Students are encouraged to complete an internship prior to graduation.

Proficiency in the use of spreadsheets such as Excel is expected.

Coursework provides a foundation for graduate school and professional career examinations such as the Chartered Financial Analyst (CFA), conducted by the CFA Institute.

Degree and Major Requirements

Finance Major

Finance Core Requirements

Seven courses including:

| | |
|------------|---------------------------------------|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| or BUS 200 | Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Required Finance Courses

Eight courses including:

| | |
|---------|---|
| ECO 112 | Principles of Macroeconomics |
| BUS 301 | Business Law |
| BUS 379 | Quantitative Methods for Business and Economics |
| ACC 322 | Accounting Theory and Practice I |
| FIN 433 | Financial Theory: Policy and Practice |
| FIN 438 | Investment Theory |
| FIN 460 | International Finance |
| ECO 315 | Money and Banking |

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Note: Finance majors are encouraged to take KEY 490 Vocation and the Meaning of Success to fulfill the Augsburg Core Curriculum Senior Keystone requirement. (See course description under

Augsburg Core Curriculum.)

Business Finance Certificate Program

The Business Finance Certificate provides students with the knowledge needed to pursue positions in the banking or brokerage industry, provides basic background for Series 6, 7, 63 examinations and will partially meet requirements for the Level I CFA examination. It is designed for students who want to supplement a previously obtained bachelor's degree or who are looking to enhance skills in their current job or to pursue a new career. The Business Finance Certificate is available to non-finance majors and is available through the Weekend College program. The certificate consists of six courses: ECO 112, ACC 221, FIN 331, 433, 438, and ECO 315.

Students are required to be in math placement group 3. They must also have a background in computer skills (especially spreadsheets), or take MIS 260 before admission to the certificate program. Students must achieve a minimum 2.00 grade point average in all Business Finance Certificate courses.

Finance Courses

FIN 240 Personal Finance

Introduction to personal financial planning and budgeting, credit management, income taxes, insurance, real estate, investments, retirement, and estate planning. (This course is typically offered online in the summer.)

FIN 331 Financial Management

This course includes financial statement analysis, risk and return, security valuation, capital budgeting, capital structure, and working capital management. (Prereq.: ECO 112 or ECO 113, ACC 221, and MPG 3. This course is also offered as an online option in summer.)

FIN 433 Financial Theory: Policy and Practice

This course includes readings and case discussions on markets, financial strategy, capital structure and payout policies, raising capital, risk management, corporate restructuring, and corporate governance. (Prereq.: FIN 331)

FIN 438 Investment Theory

This is an introduction to investment decision-making and portfolio management-theory and practice. Other topics include valuation principles and practices, risk and return analysis, and derivatives. (Prereq.: FIN 331 and ENL 111 or 112 or HON 111)

FIN 460 International Finance

This course develops tools for practicing multinational financial management including currency exchange rates, risk, forecasting, spot and forward rates, hedging, international monetary and trade flows as represented in the accounting and macroeconomic identities for current account and trade deficits. This course extends the framework of financial management to include international transactions as well as ethical considerations. (Prereq.: FIN 331)

International Business—BUS

The objective of the international business major is to prepare students for the increasingly competitive and interdependent international business world with which they must cope. It is absolutely necessary for American graduates to be fully informed about how to compete and do successful business outside the U.S. as well as in the U.S. market where much of their competition is from foreign firms.

Students will learn about business transactions between and within countries, exchange rates, the laws and logistics of international trade, and investments made in foreign markets. Knowledge of other cultures is crucial to being a successful international business person. Besides your studies in business, finance, banking, and the like, you will also learn about different cultures and societies.

A major in international business will lead you to exciting careers in a global context.

Degree and Major Requirements

International Business Major

Business Core Requirements

Seven courses including:

| | |
|------------|---------------------------------------|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| or BUS 200 | Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Required International Business Courses

Six courses including:

| | |
|------------|---|
| ECO 112 | Principles of Macroeconomics |
| BUS 264 | Statistical Literacy for Managers |
| or BUS 379 | Quantitative Methods for Business and Economics |
| BUS 362 | International Business |
| BUS 465 | International Management |
| MKT 466 | International Marketing |

And one additional upper division course in either international business or international economics.

Students must also complete three semesters of a foreign language (or equivalent). The language requirement may be waived for international students. Contact the international business coordinator for details on language equivalents or other configurations.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the international business major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

Minor in International Business

Six courses including:

ECO 112 or 113; ACC 221; BUS 242 or 200 or MKT 252, and three courses in international business (one may be in international economics).

Students should consult the area coordinator concerning acceptable alternatives in international economics.

International Business Courses

- BUS 362** This course views international business from a global perspective, including views of the U.S. government and perspectives of foreign governments. Each topic is supported with real-life case studies (Prereq.: ECO 112 or 113, and BUS 242 or BUS 200 or MKT 252 and ENL 111 or 112 or HON 111)
- BUS 465** This course analyzes several factors influencing behavior in the workplace and the board room, including skills needed to manage across national borders. (Prereq.: ENL 111 or 112 or HON 111 and BUS 242 or 200. BUS 362 recommended).
- MKT 466** Examination of issues and activities unique to marketing in an international setting. Emphasis on adaptation of a marketing mix according to the international marketing environment. (Prereq.: MKT 252).

Management—BUS

The major in management prepares the student for a wide variety of careers in supervision and senior management. Peter Drucker once commented that effective management is probably the main resource of developed countries and the most needed resource of developing ones.

The role of a manager is to guide the organization and its employees toward the accomplishment of goals. The skills developed in the study of this major are applicable in businesses of any size and in both the for-profit and non-profit sectors.

In addition to the general business core courses, students take courses in human resources, strategy, international management, project management and/or quantitative methods of management.

Degree and Major Requirements

Management Major

Business Core Requirements

Seven courses including:

| | |
|---------|---|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| | or BUS 200 Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MKT 252 | Principles of Marketing |
| MIS 260 | Problem Solving for Business |

Required Management Courses:

Six courses including:

| | |
|---------|--|
| ECO 112 | Principles of Macroeconomics |
| BUS 264 | Statistical Literacy for Managers |
| | or BUS 379 Quantitative Methods for Business and Economics |
| BUS 340 | Human Resource Management |
| BUS 440 | Strategic Management |
| BUS 465 | International Management |
| MIS 376 | Project Management |
| | or ECO 318 Management Science |

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the management major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

Business Management Certificate Program

The Business Management Certificate Program is designed for students who want to add to a current degree, update previously learned skills, change or explore a new career, or increase their value in the job market. It is available through the Weekend College program. Students may begin by completing the Business Management Certificate Program and continue on to complete a bachelor's degree in management. The certificate consists of five courses: BUS 242, 340, 440, 465, and one of the following: BUS 254, MIS 376, or ECO 318.

Management Courses

BUS 340 Human Resource Management

Personnel function in business, acquisition, and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: BUS 242 or 200).

BUS 440 Strategic Management

Concepts and principles related to long-range planning. Taught from a managerial viewpoint with examples from various industries and sectors. (Prereq.: BUS 242 or BUS 200).

BUS 465 International Management

This course analyzes several factors influencing behavior in the workplace and the board room, including skills needed to manage across national borders. (Prereq.: ENL 111 or 112 or HON 111 and BUS 242 or 200. BUS 362 recommended).

Management Information Systems—MIS

The major in management information systems prepares students for professional careers in information systems such as application developer, business systems analyst, IT consultant, or project manager. MIS studies information systems as both a resource and a tool for decision-making. Students learn to analyze and evaluate existing systems and to design and develop new systems. MIS is an extensive major (16 courses) and includes courses from computer science, mathematics, economics, business, accounting, finance, and marketing as well as from MIS.

Degree and Major Requirements

Management Information Systems Major

Business Core Requirements

Seven courses including:

| | |
|------------|---------------------------------------|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| or BUS 200 | Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Required MIS Courses

Six courses including:

| | |
|------------|--|
| BUS 264 | Statistical Literacy for Managers |
| or BUS 379 | Quantitative Methods for Business and Economics |
| MIS 270 | Data Management for Business |
| MIS 375 | Management Information Systems in the Organization |
| MIS 376 | Project Management |
| MIS 475 | Systems Analysis and Design |
| MIS 476 | Information Systems Projects |

Three required supporting courses:

| | |
|------------|---|
| CSC 160 | Introduction to Computer Science |
| CSC 170 | Structured Programming |
| or CSC 240 | Introduction to Networking and Communications |
| MAT 171 | Discrete Math for Computing |

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Note: All business majors are encouraged to take KEY 490 Vocation and the Meaning of Success to fulfill the Augsburg Core Curriculum Senior Keystone Requirement. (See course description under Augsburg Core Curriculum.)

Minor in MIS

Six courses including:

MIS 260, ACC 221, MIS 375, ECO 113, BUS 242 or 200 or MKT 252, and MIS 376 or ECO 318.

Information Technology Certificate

The Information Technology (IT) Certificate program is comprised of six courses, which are part of the Management Information Systems (MIS) degree program. Non-degree seeking students can complete these six courses to earn the certificate. The certificate is available through the Weekend College program. Students who do not have a degree are eligible to go on with their studies to complete the bachelor's degree in MIS. The six certificate courses are: MIS 260, 270, 375, 376, CSC 160 and CSC 240.

Students can vary the order of courses taken. However, MIS 260 should be the first MIS course, and CSC 160 should be the first CSC course taken. Students are required to meet a math proficiency level of MPG 3 prior to entering this program.

MIS Courses

MIS 260 Problem Solving for Business

This course applies advanced software capabilities like macros, Solver, and Scenario Manager in Microsoft Excel as well as other simulation and decision support tools for problem solving in business through the use of realistic business cases. (Prereq.: MPG 3)

MIS 270 Data Management for Business

Introduces the concepts of data modeling, database structures, and relational databases. (Prereq.: MPG 3)

MIS 295 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the area of management information systems.

MIS 375 Management Information Systems in the Organization

Broad understanding of using information systems to support organizational objectives. Topics include strategic planning and uses of information systems, business process analysis, and understanding of the components in a technology architecture. (Prereq.: BUS 242 or BUS 200 or MKT 252, ENL 111 or 112 or HON 111, and pass CT assessment or GST 100)

MIS 376 Project Management

Develops project management skills needed to initiate, plan, execute, control, and close projects. Combines theories, techniques, group activities, and computer tools such as Microsoft Project. Emphasizes technical and communications skills needed to manage inevitable changes. (Prereq.: MIS 260)

MIS 475 Systems Analysis and Design

Develops skills in using systems development methodologies and Computer Aided Software Engineering (CASE) tools. Techniques used include data and process modeling, file and database design, and user interface design. A course-long project is used to complete a rudimentary system design. (Prereq.: MIS 260, 270, and 375)

MIS 476 Information Systems Projects

Skills developed in previous courses are used to complete an actual project of systems analysis and design. (Prereq.: MIS 260, 270, 375, 376, and 475)

MIS 495 Topics

Lectures, discussions, and meetings with members of the staff or visiting faculty regarding research methodology and current problems and policies. (Prereq.: consent of instructor)

Internships and Independent Study Courses:

MIS 199 Internship

MIS 299 Directed Study

MIS 399 Internship

MIS 499 Independent Study/Research

Marketing—MKT

The marketing major prepares students for professional careers in a wide variety of marketing functions within both business and not-for-profit organizations. Career avenues include marketing research, product management, marketing communications (e.g., advertising, public relations, sales promotion), and sales. Marketing courses focus on integrating both theory and practical applications, with an emphasis on hands-on projects. Augsburg's metropolitan location makes it easy for marketing students to complete marketing plans, research studies, and other projects for leading Twin Cities companies and not-for-profit organizations.

Degree and Major Requirements

Marketing Major

Business Core Requirements

Seven courses including:

| | |
|------------|---------------------------------------|
| ACC 221 | Introduction to Financial Accounting |
| ACC 222 | Introduction to Managerial Accounting |
| BUS 242 | Principles of Management |
| or BUS 200 | Exploring Business as a Vocation |
| ECO 113 | Principles of Microeconomics |
| FIN 331 | Financial Management |
| MIS 260 | Problem Solving for Business |
| MKT 252 | Principles of Marketing |

Required Marketing Courses

Eight courses including:

| | |
|------------|---|
| ECO 112 | Principles of Macroeconomics |
| BUS 264 | Statistical Literacy for Managers |
| or BUS 379 | Quantitative Methods for Business and Economics |
| BUS 301 | Business Law |
| MKT 352 | Marketing Research and Analysis |
| MKT 450 | Marketing Management |
| MKT 466 | International Marketing |
| MKT 350 | Consumer Behavior |
| or MKT 354 | Sales Management |
| MKT 355 | Marketing Communications |
| or MKT 357 | Advertising |

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Note: All business majors are encouraged to take KEY 490 Vocation and the Meaning of Success

to fulfill the Augsburg Core Curriculum Senior Keystone requirement. (See course description under Augsburg Core Curriculum.)

Minor in Marketing

Five courses including:

MKT 252, MKT 355 or MKT 357, MKT 352, and two additional marketing courses.

This minor is recommended for anyone who wishes to further their knowledge of the marketing field.

Marketing Courses

MKT 252 Principles of Marketing

Principles of basic policy and strategy issues in marketing. Legal, ethical, competitive, behavioral, economic, and technological factors as they affect product, promotion, marketing channel, and pricing decisions.

MKT 350 Consumer Behavior

Consumer behavior theories and principles as they apply to the consumer decision-making process. Impact of attitudes, values, personality, and motivation on individual decision processes. Analysis of cultural, ethnic, social class, family, and purchase situation influences. Application to everyday purchasing situations. (Prereq.: MKT 252 or consent of instructor)

MKT 352 Marketing Research and Analysis

Research process as an aid to decision making. Emphasis on development of research proposal, methodology, and collection and analysis of data. (Prereq.: MKT 252, BUS 379 or 264, or consent of instructor. For non-business majors: An alternative to BUS 379 is another introductory statistics course with consent of instructor. Augsburg statistics courses that will automatically fulfill the BUS 264 or 379 prerequisite for non-business majors are MAT 163, SOC 362, or PSY 215.)

MKT 354 Sales Management

Formulation, implementation, evaluation, and control of sales force programs designed to carry out marketing objectives. Management of sales force recruitment, departmental structure, training, motivation, territory allocation, quotas, and compensation. (Prereq.: MKT 252 or consent of instructor)

MKT 355 Marketing Communications

Integration of advertising, public relations, sales promotion design, evaluation, and personal selling into a coherent promotion mix. (Prereq.: MKT 252) Note: Either MKT 355 or 357 can be taken for graduation credit, but not both.

MKT 357 Advertising

Introduction to print, broadcast, and Web-based advertising and promotion as important elements in modern marketing and communications. Note: Either MKT 355 or 357 can be taken for graduation credit, but not both.

MKT 450 Marketing Management

Application of marketing concepts to day-to-day strategies and long-term planning issues; development and implementation of marketing plans. (Prereq.: MKT 252, MKT 352, MKT 355 or 357, ENL 111 or 112 or HON 111, and pass CT assessment or GST 100, or consent of instructor)

MKT 466 International Marketing

Examination of issues and activities unique to marketing in an international setting. Emphasis on adaptation of a marketing mix according to the international marketing environment. (Prereq.: MKT 252)

MKT 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international business problems and policies. (Prereq.: consent of instructor)

Internships and Independent Study Courses:

MKT 199 Internship

MKT 299 Directed Study

MKT 399 Internship

MKT 499 Independent Study/Research

Chemistry—CHM

Chemistry is the science that examines and works toward understanding changes in matter. Chemistry has been described as the central science because matter includes the entire physical world, such as the things we use, the food we eat, and even ourselves. Correlating the insights of chemistry with physics, mathematics, and molecular biology opens vistas that excite and offer opportunities to benefit the entire world.

Chemists as scientists must be knowledgeable in fact and theory for solving scientific problems and also capable of providing a public understanding of their work, including potential problems as well as benefits.

Chemists as people must be broadly educated in order to understand themselves and their society. The liberal arts as offered in the general education curriculum is imperative if a chemist is to be both truly human and truly scientific.

Augsburg's chemistry department is approved by the American Chemical Society (ACS) and offers a chemistry major that meets the chemistry background required by many fields.

Consonant with these ideals, the Department of Chemistry has established the following objectives to help its students develop into mature scientists:

- To provide a course of study of sufficient rigor and depth to enable our graduates who complete our ACS chemistry major to compete successfully with their peers of similar ability in graduate school or research positions, as well as professional goals other than traditional positions as chemists.
- To provide an atmosphere of learning so that students will want to remain lifelong learners, thereby remaining competent in their field, however that may change after graduation, and be able to move into new areas as opportunities arise.
- To encourage students to take a broad view of their education and to integrate outside study areas with the sciences.
- To present the excitement of chemistry to non-science majors as an example of the methodology of the natural sciences in examining the world around us. The presentation of major concepts underlying the changes in matter, the opportunity to examine change in the physical world, and the reflection of the implications and limitations of science in our society will enhance the ability of non-science persons to make better value judgments concerning science questions in their own endeavors.

Chemistry Faculty

Joan C. Kunz (Chair), Ron L. Fedie, Vivian Feng, Arlin E. Gyberg, David R. Hanson, David Hays, Sandra L. Olmsted, Michael Wentzel

Degree and Major Requirements

Bachelor of Arts

Major in Chemistry

CHM 115, 116 General Chemistry I, II
or CHM 105, 106 Principles of Chemistry I, II

| | |
|--------------|------------------------------------|
| CHM 351, 352 | Organic Chemistry I, II |
| CHM 353 | Quantitative Analytical Chemistry |
| CHM 361 | Physical Chemistry I |
| CHM 363 | Physical Chemistry Laboratory I |
| CHM 491 | Chemistry Seminar (four semesters) |

One course in biochemistry and one additional course from:

| | |
|---------|-----------------------------------|
| CHM 364 | Physical Chemistry II |
| CHM 367 | Properties of Polymers |
| CHM 464 | Advanced Organic Chemistry |
| CHM 481 | Advanced Analytical Chemistry |
| CHM 482 | Advanced Inorganic Chemistry |
| CHM 470 | Principles of Medicinal Chemistry |

Also required:

| | |
|--------------|-----------------------|
| PHY 121, 122 | General Physics I, II |
| MAT 145, 146 | Calculus I, II |

Because upper division courses have mathematics and physics prerequisites, students should plan to take MAT 145, 146 in the first year and PHY 121, 122 in the sophomore year.

Teaching Licensure in Physical Science

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Chemistry for Pre-Professional Students

Pre-medical students should plan to take at least three courses (and usually more) in biology. Other pre-health and pre-professional students (physician assistant, pharmacy, engineering, etc.—see pre-professional program listings in the Academic Information section) should consult the chemistry department for assistance in course planning early in their college careers.

Bachelor of Science

American Chemical Society Approved Major

| | |
|-----------------|--------------------------------------|
| CHM 115, 116 | General Chemistry I, II |
| or CHM 105, 106 | Principles of Chemistry I, II |
| CHM 351, 352 | Organic Chemistry I, II |
| CHM 353 | Quantitative Analytical Chemistry |
| CHM 361, 363 | Physical Chemistry and Laboratory I |
| CHM 364, 365 | Physical Chemistry and Laboratory II |
| CHM 464 | Advanced Organic Chemistry |
| CHM 481 | Advanced Analytical Chemistry |
| CHM 482 | Advanced Inorganic Chemistry |

One course in biochemistry

One course from:

| | |
|---------|------------------------|
| CHM 367 | Properties of Polymers |
|---------|------------------------|

CHM 470 Principles of Medicinal Chemistry
CHM 495 Topics in Chemistry

Also required are:

CHM 491 Chemistry Seminar (four semesters)
MAT 145, 146, 245 Calculus I, II, III
PHY 121, 122 General Physics I, II (should be taken in sophomore year)
Recommended: Modern Physics, additional mathematics, research experience, and computer proficiency.

General Education Accommodation

BS chemistry majors are allowed a two-course reduction in the general education program. See Graduation Requirements modification section of this catalog.

Graduation Skills

The Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the chemistry major for both BA and BS degrees. ENL 111 should be taken in the first year. The Speaking (S) skill is met through COM 115 (or COM 111) and further developed in upper division chemistry courses.

Departmental Honors

Full ACS major; GPA of 3.50 in chemistry, mathematics, and physics and 3.0 over-all; one course or summer of approved research; participation in seminar.

Minor

Five courses that must include:

CHM 105, 106 or CHM 115, 116, CHM 353, and any two other chemistry courses above 300. At least one of the 300-level courses must be taken at Augsburg.

Note: Credit will not be granted for both CHM 105 and 115, or for both CHM 106 and 116. Other restrictions are in the course descriptions.

Chemistry Courses

Any course taken as a prerequisite for another course, including the first course in a two-term sequence, must be completed with a grade of P, or 2.0 or higher.

SCI 110 Natural Science I

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. QF course. Prereq.: MPG 3)

SCI 111 Natural Science II

The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)

CHM 102 Chemistry for Changing Times

Designed for the liberal arts student. Emphasis is upon developing basic chemistry concepts using examples primarily from inorganic chemistry. Does not count toward a chemistry major or minor. CHM 102 includes a laboratory experience. (Prereq.: MPG 2)

CHM 105 Principles of Chemistry I

Topics in this course include an introduction to matter, chemical change, chemical reactions, chemical bonding and energetics. The sequence, CHM 105, 106, is designed for students who have not studied chemistry in high school. Students may go into CHM 351 or 353 from CHM 106 and major in chemistry. (Three hours of lecture, one three-hour laboratory. Prereq.: MPG 3. Fall)

CHM 106 Principles of Chemistry II

CHM 106 is a continuation of CHM 105 with emphasis upon equilibrium, kinetics, and the chemistry of the elements. (Three hours of lecture, one three-hour laboratory. QF course. Prereq.: CHM 105, MPG 3. Spring)

CHM 115 General Chemistry I

An intensive course for pre-medical students and future chemists. Includes chemical equations and calculations, energetics, and bonding theory with examples from inorganic chemistry. (Three one-hour lectures, one three-hour laboratory. QF course. Prereq.: high school chemistry, MPG 4. Fall)

CHM 116 General Chemistry II

A continuation of Chemistry 115. Emphasis on equilibrium and solution chemistry including kinetics and electrochemistry. (Three one-hour lectures, one three-hour laboratory. QF course. Prereq.: CHM 115. Spring)

CHM 351, 352 Organic Chemistry I, II

Important classes of organic compounds with special emphasis on mechanisms and multi-step synthesis. Descriptive material is correlated by means of modern theories of chemical bonds, energy relationships, and reaction mechanisms. (Three one-hour lectures, one four-hour laboratory. Prereq.: CHM 106 or 116. Fall: CHM 351; spring: CHM 352)

CHM 353 Quantitative Analytical Chemistry

Covers gravimetric and volumetric analysis and solution equilibrium in detail and gives an introduction to electrochemical and spectrophotometric techniques of analysis. The laboratory involves quantitative analysis of a variety of samples, and includes trace analysis. (Three hours of lecture, one four-hour laboratory. QA course. Prereq.: CHM 106 or 116. MPG 3. Fall)

CHM 361 Physical Chemistry I

Covers three of the basic theoretical concepts of chemistry: thermodynamics, quantum mechanics, and statistical mechanics. (Three one-hour lectures. Prereq.: CHM 106 or 116; MAT 145, 146; PHY 121, 122; pass CT assessment or GST 100. Fall)

CHM 363 Physical Chemistry Laboratory I (.5 course)

Physical Chemistry Laboratory introduces students to techniques of data collection and experimental application of concepts presented in physical chemistry lecture. CHM 363 is to be taken in the fall and involves experiments related to CHM 361. (Two two-hour lab periods. Prereq.: CHM 361 or concurrent registration, and ENL 111 or 112 or HON 111. Fall)

CHM 364 Physical Chemistry II

Covers the fundamentals of the chemical kinetics as well as the concepts studied in CHM 361 applied to areas of solutions, molecular structure, spectroscopy, surfaces, diffraction techniques, and macromolecules. (Three one-hour lectures. Prereq.: CHM 361. Spring)

CHM 365 Physical Chemistry Laboratory II (.5 course)

CHM 365 is to be taken the second semester and involves experiments relating to CHM 364. (One four-hour lab period. Prereq.: CHM 364 or concurrent registration. Spring)

CHM 367 Properties of Polymers

Presents polymer chemistry as an interdisciplinary chemistry relying on the organic, analytical, and physical chemistry prerequisites to unfold the details of macromolecules. (Prereq.: CHM 352, 361. Spring, alternate years)

CHM 464 Advanced Organic Chemistry

Laboratory work is organized around the problems of identifying organic compounds. Lecture topics include theory and structure-spectra correlations for IR, UV, NMR, and mass spectroscopy; use of the literature, and advanced topics in organic synthesis. (Three hours of lecture, six hours of laboratory. Prereq.: CHM 352, 353, 361 or consent of instructor. Fall)

CHM 470 Principles of Medicinal Chemistry

Medicinal chemistry examines the organic chemistry of drug design and drug action. Students study the mechanisms of drug transport across biological membranes, absorption, distribution, and drug excretion; the relationship between structure and activity; molecular recognition process in drug-receptor interactions; enzyme mechanisms; and the metabolic pathways by which drugs are detoxified. Also studied are the concepts used in the design of therapeutic substances. (Prereq.: CHM 352. A course in biochemistry is recommended. Spring, alternate years)

CHM 481 Advanced Analytical Chemistry

Emphasis on instrumental methods of analysis. Atomic, molecular, and electron spectroscopy, radiochemical, chromatography, thermal, and electroanalytical methods are covered. (Three hours of lecture, one four-and-one-half hour laboratory. Prereq.: CHM 353, 361 or consent of instructor. Spring)

CHM 482 Advanced Inorganic Chemistry

Study of inorganic substances and their reactions using electrostatic and molecular orbital models. Reactivity and bonding in coordination, cluster, and organometallic compounds are considered. The laboratory consists of preparations using a variety of techniques. (Three one-hour lectures, one three-hour laboratory. Prereq.: CHM 352, 361 or consent of instructor. Spring)

CHM 491 Chemistry Seminar (.0 course)

This seminar, which has no course credit, is a weekly meeting of chemistry majors under the direction of the Augsburg Chemistry Society. Juniors and seniors are expected to participate, with seniors presenting papers. Outside visitors are also invited to participate.

CHM 495 Topics in Chemistry

Study of a specific area building upon inorganic, analytical, physical, and organic chemistry.

CHM 497 Introduction to Chemistry Research

Chemistry majors planning research careers need research experience before graduation that may be obtained by working on a summer research project (not counted as a course) or by research participation during the academic year (that may be counted as a course). Cooperative education is an excellent opportunity to be involved in industrial research projects. (Prereq.: junior or senior standing)

Internships and Independent Study Courses

CHM 199 Internship

CHM 299 Directed Study

CHM 399 Internship

CHM 499 Independent Study/Research

(Prereq.: junior or senior standing).

Clinical Laboratory Science—CLS

Clinical laboratory scientists perform complex biological, microbiological, and chemical tests on patient samples. They also use, maintain, and troubleshoot sophisticated laboratory equipment in the performance of diagnostic tests. The clinical laboratory scientist analyzes these test results and discusses them with the medical staff. He/she also possesses the skills required for molecular diagnostic tests based on DNA and RNA technologies. In addition, the clinical laboratory scientist will find opportunities in test development, experimental design, administration, and education.

The curriculum requires a minimum of six semesters on campus to complete the prerequisite curriculum. Students spend an additional 12 months of clinical education in a hospital-sponsored, accredited program during their senior year. A Bachelor of Science degree is awarded at the satisfactory completion of all required course work.

Admission to the clinical laboratory science major is on a competitive basis. Students apply for admission to the clinical laboratory science program early in the fall semester of the academic year just prior to the beginning of their professional studies, typically in the junior year. Formal acceptance into the hospital-sponsored program is based on the submission of an application for admission to the major, personal recommendations, review of academic performance, and interview with the Program Admission Committee. A minimum grade point average of 2.75 overall as well as in science and mathematics courses is strongly recommended. Acceptance into the hospital program is not guaranteed by the College. The hospital program affiliated with Augsburg is the Fairview Health Services. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 W. Bryn Mawr, Suite 670, Chicago, IL 60631; 773-714-8880.

During the clinical component in an accredited hospital program, students will register for 12.25 credits. The clinical phase routinely begins in June with anticipated graduation the following spring. Graduates of the program are eligible to sit for certification examinations offered by national certification agencies.

Hospital affiliates of Augsburg College:

Fairview Health Services
Fairview Lakes Medical Center
Fairview Northland Regional Medical Center
Fairview Red Wing Medical Center
Fairview-Ridges Hospital
Fairview-Southdale Hospital
UMMC, Fairview-Riverside
UMMC, Fairview-University

Generalized four-year academic plan for clinical laboratory science (CLS) majors

To complete the program in four years, students must:

- achieve MPG 3 or 4
- qualify for ENL 111
- score above 45 on the critical thinking exam
- not require ENL 217/218
- meet graduation skills requirements within the major and supporting courses
- satisfy the Engaging Minneapolis requirement with BIO 151/152

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Speaking (S) is met by completing COM 111 or COM 115. Consult your department chair or academic adviser for requirements for meeting the Quantitative Reasoning (QR) graduation skill.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Bachelor of Science in Clinical Laboratory Science–CLS

Required Courses

| | |
|---------|-------------------------------------|
| BIO 151 | Introductory Biology |
| BIO 152 | Evolution, Ecology, and Diversity |
| BIO 253 | Introductory Cellular Biology |
| BIO 355 | Genetics |
| BIO 369 | Biochemistry |
| BIO 473 | Animal Physiology |
| BIO 476 | Microbiology |
| BIO 486 | Immunology |
| CLS 400 | Introduction to CLS |
| CLS 405 | Body Fluids |
| CLS 410 | Clinical Hematology/Hemostasis |
| CLS 415 | Clinical Immunology |
| CLS 420 | Immunoematology |
| CLS 425 | Clinical Chemistry |
| CLS 430 | Clinical Microbiology |
| CLS 433 | Virology/Mycology/Parsitology |
| CLS 435 | Molecular Diagnostics |
| CLS 440 | Laboratory Management and Education |
| CLS 445 | Research Design and Methods |
| CLS 450 | Applied Clinical Chemistry |
| CLS 455 | Applied Hematology/Hemostasis |
| CLS 460 | Applied Immunology |
| CLS 465 | Applied Immunoematology |
| CLS 470 | Applied Clinical Microbiology |
| CLS 475 | Advanced Applications in CLS |
| CLS 480 | Advanced Topics in CLS |
| CLS 485 | Advanced Studies in CLS |

Clinical Rotations

| | |
|------------|---------------------|
| BIO 490 | Biology Keystone |
| or SCI 490 | Integrated Keystone |

Required Supporting Courses for Bachelor of Science

| | |
|----------------|-------------------------|
| CHM 105/106 | Principles of Chemistry |
| or CHM 115/116 | General Chemistry |
| CHM 351/352 | Organic Chemistry |
| MAT 163 | Introductory Statistics |
| or MAT 164 | Biostatistics |

or MAT 248 Biostatistics
COM 115 Scientific and Technical Public Speaking
or COM 111 Public Speaking

To enroll in courses that require BIO 253 as a prerequisite, students must earn an average grade of 2.0 in BIO 151, 152, and 253. A grade of 2.0 or above is required for all supporting courses, upper division biology courses, and CLS courses applied to the major. Courses required for the major must be traditionally graded. Students must meet all College graduation requirements including general education, grade point, College residency, and total credits.

Clinical Laboratory Science Courses

CLS 400 Introduction to Clinical Laboratory Science

Course is designed to provide the CLS student with the basic laboratory skills required for the laboratory component of the curriculum. This course will also provide teamwork, leadership, and interpersonal skills needed by healthcare professionals. Current issues in CLS will also be covered including ethics, government regulations, and concepts of total testing process. (Prereq.: CHM 353; BIO 355 and 476; and admission to the CLS program)

CLS 405 Body Fluids

Covers concepts related to the formation, distribution, and function of body fluids and their chemical, physical, and cellular composition in health and disease. Laboratory focus is on performance, interpretation, and correlation of results. (Prereq.: CHM 352; BIO 355 and 473; and admission to the CLS program)

CLS 410 Clinical Hematology/Hemostasis

Course is designed to provide the CLS student with the basic knowledge of hematology/hemostasis. Cellular components of the blood in normal and diseased states, hemostasis principles, laboratory testing, interpretation, and the correlation of results will be covered. Laboratory component will focus on specimen preparation red cell, white cell, and platelet identification and enumeration, both microscopically and electronically. (Prereq.: CHM 352; BIO 355, 476, and 486; and admission to the CLS program)

CLS 415 Clinical Immunology

Course in the application of immunologic and serologic techniques used for the specific diagnosis of immunodeficiency diseases, malignancies of the immune system, autoimmune disorders, hypersensitivity states, and infection by specific microbial pathogens. Laboratory sessions offer exercises in methods for detection of antigens and antibodies in patient specimens. (Prereq.: CHM 352; BIO 476 and 486; and admission to the CLS program)

CLS 420 Immunoematology

Course covers aspects of the Blood Group Systems, antibody screening, compatibility testing, blood donor service, selection of donors, blood drawing, storage, preservation, components, records, and regulations for blood banks. The laboratory section includes performance of blood bank procedures, donor processing, compatibility testing, antibody screening and identification. (Prereq.: BIO 355, 369, and 486; and admission to the CLS program)

CLS 425 Clinical Chemistry

The focus of the course is on the physiology of body analytes and the organ systems, with an emphasis on the corresponding clinical laboratory procedures and human disease states. Discussion will include the clinical correlations of the analytical procedures data with the diseases. The laboratory section covers skills necessary to the performance of clinical chemistry test procedures. (Prereq.: CHM 352; BIO 369 and 476; and admission to the CLS program)

CLS 430 Clinical Microbiology

Course includes the study of bacteria, rickettsiae, chlamydia, and mycoplasma as they relate to diseases in humans. Topics include clinical signs and symptoms of the disease process, specimen collection and processing, modes of transmission, and methods of identification. In the laboratory component, students will process specimens from various body locations. Emphasis will be placed on isolation with identification, selection of appropriate antibiotic therapy, quality assurance, and safety. (Prereq.: CHM 353; BIO 369, 476 and Immunology; and admission to the CLS program)

CLS 433 Virology, Mycology, and Parasitology

Study of viruses, fungi, and parasites as they relate to diseases in humans. Topics include clinical signs and symptoms of the disease process, specimen collection and processing, modes of transmission, and methods of identification. Laboratory emphasis focuses on isolation and identification, quality assurance, and safety. (Prereq.: CHM 353; BIO 369, 479 and 486; and admission to the CLS program)

CLS 435 Molecular Diagnostics

A course on the composition, structure, function and characteristics of DNA. Emphasis will be placed on clinical laboratory methods used to isolate, amplify, manipulate, and analyze DNA sequences in order to integrate theory and practice. (Prereq.: CHM 353; BIO 336, 473, 476 and 486; and admission to the CLS program)

CLS 440 Laboratory Management and Education

Course is designed to introduce the clinical laboratory science student to the principles of laboratory administration. The seminar-format course will focus on human resource management, operations management, and educational methodologies appropriate for the supervisor and laboratory manager (Prereq.: admission to the CLS program)

CLS 445 Research Design and Methods

The course applies scientific method to clinical laboratory research problems, systematic applications of hypothesis formation and decision making through research design principles. Research proposal writing and the process of institutional review board approval and informed consent will also be covered. (Prereq.: MAT 163 and admission to the CLS program)

CLS 450 Applied Clinical Chemistry

Rotation with daily lecture which applies the principles of clinical chemistry in the clinical laboratory. The course is designed to utilize and build upon theoretical and applied knowledge acquired in the previous didactic courses (CLS 400, 425) and apply it to the

performance of analytical procedures and management of the clinical chemistry laboratory. (Prereq.: admission to the CLS program and CLS 400 and 425)

CLS 455 Applied Clinical Hematology/Hemostasis

Rotation with daily lecture which extends the learning to the clinical hematology, hemostasis, and body fluids laboratories. Students will gain experience processing and analyzing patient specimens with a wide variety of complex procedures and instruments. Students will also expand their identification and diagnostic skills on microscopic analysis of hematology and body fluid specimens. (Prereq.: admission to the CLS program and CLS 400, 405, and 410)

CLS 460 Applied Immunology

Rotation with daily lecture which applies concepts and techniques learned in CLS 415. Using patient specimens, students will gain experience in the clinical immunological techniques, methods, and management of antigen-antibody reactions and identify the relationship to diseased states. The rotation also includes the fundamentals of HLA testing and Flow Cytometry techniques with interpretation of results. (Prereq.: admission to the CLS program and CLS 400 and 415)

CLS 465 Applied Immunoematology

Rotation with daily lecture which extends the concepts and skills learned in CLS 420 to the blood bank setting for the performance of antibody identification techniques, hemolytic disease problems, quality assurance management, solving of patients' blood compatibility problems, apheresis, and cell therapy. (Prereq.: admission to the CLS program and CLS 420)

CLS 470 Applied Clinical Microbiology

Rotation with daily lecture which applies the principles of CLS 430. Student will process a variety of patient specimens in the microbiology laboratory and gain experience with a wide variety of state-of-the-art procedures and equipment for the isolation and identification of pathogenic bacteria, fungi protozoa, helminthes, and viruses. (Prereq.: admission to the CLS program and CLS 430 and 433)

CLS 475 Advanced Applications in CLS

Selected study in one aspect of the practice of clinical laboratory science, such as ancillary biology, cytogenetics, outreach clinics, or industry. Rotation and lecture included. (Prereq.: admission to the CLS program and enrollment in applied courses)

CLS 480 Advanced Topics in CLS

This course will cover, at an advanced level, the major areas of the clinical laboratory. Topics will also include information on new directions in laboratory testing with an emphasis placed on its impact on current laboratory practice and outcomes assessment. (Prereq.: admission to the CLS program and CLS 405, 410, 415, 420, 425, 430, 433, 435, and 440)

CLS 485 Advanced Studies in CLS

A capstone research project required for satisfactory completion of the CLS program. Student will complete a research project under the supervision of a mentor. Course culminates in a major paper and presentation. Area of emphasis will be in one of the

specialty or subspecialty areas included in the clinical laboratory practice. (Prereq.: admission to the CLS program and senior standing)

CLS 499 Independent Study in CLS

Individual reading or research under the guidance of a CLS instructor. (Prereq.: admission to the CLS program; repeatable for maximum of one credit)

Communication Studies—COM

Our discipline is grounded in rhetorical and scientific principles and is guided by the need to make communicative choices that are artful, ethical, and effective. Students who major in communication studies are concerned with interpersonal relationships, mass media, public advocacy and social influence, group and organizational dynamics, and intercultural dimensions of communication.

Prospective majors should meet with a departmental adviser as early as possible to design an approved major program, preferably by the end of the sophomore year.

Communication Studies Faculty

Deborah Redmond (Chair), Kristen Chamberlain, Wes Ellenwood, Robert Groven, Daniel Hanson, David Lapakko, Emanuelle Wessels

Degree and Major Requirements

Bachelor of Arts

Communication Studies Major

Twelve courses overall—eight required core courses and four courses within one of eight emphases. For transfer students, at least six of these courses must be taken at Augsburg.

Required of all communication studies majors:

COM 111 Public Speaking
or COM 112 Contest Public Speaking
COM 254 Interpersonal Communication
COM 280 Introduction to Communication Studies
COM 351 Argumentation
COM 352 Persuasion
COM 355 Small Group Communication
COM 321 Business and Professional Speaking
or COM 329 Intercultural Communication
COM 490 Senior Keystone

Professional Communication Emphasis

This emphasis is intended for students interested in studying communication from an artistic and humanities perspective. It is appropriate for career interests such as communication graduate school, other professional graduate programs (e.g. law school), rhetorical criticism, political communication and being a professional trainer, communication consultant, professional speaker, or speechwriter.

Four additional electives from the following: COM 321 (required), COM 329, 345, 405, 399, 499; THR 350; BUS 242, 301; ENL 220; POL 326, 342, 370; PSY 271, 325; SOC 362, 363

Organizational Communication Emphasis

Appropriate for: business-related careers such as professional manager, sales, management consulting, technical consulting, internal communications, organizational or industrial consulting,

human systems analyst or designer, and also graduate programs in organizational studies.

Four additional electives from the following: COM 345 (required), COM 321, 329, 356, 399, 405, 480, 495, 499; BUS 242, 340; PSY 271, 325, 373; SOC 265, 349, 375

Supervisory Management Emphasis

Appropriate for students seeking management careers.

Four additional electives from: BUS 242 or 440 (required); COM 321, 329, 356, 399, 405, 480, 495, 499; BUS 340; ENL 223; MIS 260; PSY 373; SOC 349

Human Relations Emphasis

Appropriate for students pursuing the study of how organizations manage their internal structure and personnel. People who work in this area deal with such issues as discrimination, work rules, employee relations, etc.

Four additional electives from: BUS 340 (required); COM 321, 329, 345, 356, 399, 405, 495; PSY 373, 385; SOC 265, 349, 375

Marketing Communication Emphasis

Courses in this emphasis focus on the communication aspects of the marketing-communication mix. This emphasis is particularly helpful for students interested in an organizational role in marketing communication.

Four additional electives from: MKT 252 (required); COM 120, 321, 329, 356, 399, 405, 480, 495, MKT 352, 355, 357, 450; POL 342

Public Relations and Advertising Emphasis

Courses are designed to prepare students for the growing fields of public relations and crisis management, as well as advertising and promotional communication. An internship in public relations, advertising, or a related field is required.

Four additional electives from: ENL 227 (required); COM 120, 321, 329, 345, 356, 399, 405, 480, 495; ART 132, 224, 225; BUS 242, 379; MKT 252, 355, 357; PSY 373; SOC 349, POL 342

Mass Communication and Journalism Emphasis

Courses are designed to prepare students for entry into television, film, journalism, e-media (both performance and production), media criticism and policy, or graduate school in mass communication or journalism.

Four electives from the following: ENL 227 (required); COM 120, 243, 247, 321, 329, 348, 399, 495, 499; ART 132, 215, 224, 225, 315, 330, 340; ENL 226, 228, 241, 324, 327, 427; POL 342; THR 232, 233, 325, 350, 360; BUS 254, ENL 328

Graduate Study Emphasis

Courses in this emphasis would be especially helpful for students planning to do graduate work in such fields as communication studies, education, or law.

Four electives from the following: SOC 362 or ENL 420 (required); COM 120, 321, 329, 356, 405, 495, 499; PHI 230; POL 483; PSY 215, 315; SOC 363, 375

For All Eight Emphases

We encourage all majors to participate in Augsburg's interscholastic forensics program. Students should be aware that the tournament season is essentially from October through mid-March, and

should plan schedules accordingly.

All Day majors should plan to include at least one internship (COM 399) as one of their electives.

Students may petition the department to include as part of their major concentration other Augsburg courses not listed above. Such requests must be submitted in writing to the departmental adviser for prior approval. Also, students may petition to include up to three courses from other ACTC schools as electives, with prior approval of the adviser or department chair.

The Critical Thinking (CT) and Speaking (S) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skills in Quantitative Reasoning (QR) and Writing (W) are met by completing the following courses:

QR/QFA: GST 200, MAT 145, MAT 146, or PHI 230; OR a QF: PSY 215, MAT 129, 163, or 173;
AND a: QA: COM 352 (NOTE for Mass Communication only, COM 352 or ENL 327)

W: COM 351 and any 200 level writing course in English

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Communication Arts/Literature Teacher Licensure Major

This major, which includes secondary education coursework and student teaching requirements in the education department, offers students the preparation necessary to become teachers of communication arts and literature in public schools and allows them to become licensed to teach at the middle school through the secondary level. Recommendation for teacher licensure is granted only to students who complete the requirements for this program with a minimum grade of 2.0 in major courses and with a minimum cumulative GPA of 2.50 in the major. All requirements in the major must be completed prior to student teaching. The course requirements for this program are listed in the Department of English section of the catalog.

Departmental Honors

Departmental Honors is designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Departmental Honors students must maintain a 3.50 GPA in the major and a 3.00 GPA overall, and, as part of their major program, complete a substantial independent project of honors quality (COM 499 registration). Honors candidates should meet with their departmental adviser prior to their senior year to develop a proposal for the honors project.

Communication Studies Minor

Six courses including:

COM 111 Public Speaking
or COM 112 Contest Public Speaking
or COM 115 Scientific and Technical Speaking
COM 254 Interpersonal Communication
COM 280 Introduction to Communication Studies
COM 120 Mass Media and Popular Culture
or COM 243 Studio Production
or POL 342 Mass Communication in Society
COM 351 Argumentation
or COM 352 Persuasion
COM 355 Small Group Communication

or COM 345 Organizational Communication

Film Major

The Augsburg film major reflects our belief that students are transformed through a well-rounded curriculum that encourages creativity, critical analysis and inquiry, ethical considerations, and an understanding of the synergy between theory and practice. The major explores the tension between art and commerce through dialogues with film industry members, internship and mentorship opportunities, film symposia, and our Film Artist series. Students will gain experience in scripting, directing, editing, and acting for both 16mm film and digital. Students will be introduced to the study of film theory, criticism, and culture. Students are encouraged to double major or to seek minors in related fields such as art, English, theatre, philosophy, communication studies, women's studies, and American Indian studies, to name a few.

Film Faculty

Deb Redmond (Program Director), Michael Burden, Robert Cowgill, Cass Dalglish, Wesley Ellenwood, Darcey Engen, Doug Green, Martha Johnson, Elise Marubbio

Required of all Film Majors:

Six Core Courses

FLM 216 Film Production I
ENL 241 Intro to Cinema Arts
ENL 371 History of Cinema
FLM 420 Issues in Contemporary Cinema
COM 247 Documentary
THR 232 Acting
or THR 233 Acting for Camera

Five electives (three must be upper division) must be chosen from the three defined tracks below in consultation with your adviser who is designated by the program director. Note that not all elective courses are offered every year, so alternatives within the track may have to be chosen.

Film majors should fulfill the Senior Keystone requirement in either the English Department or Art Department.

Track #1 Production: This track is designed for students interested in producing films/videos. Electives include: FLM 312 Film Production II, COM 243 Studio Production, COM 348 Digital Video Production, FLM 499 Independent Study, Art 132 Photography, ART 215 Design for New Media I, ART 315 Design for New Media II, ART 340 Digital Imaging, ENL 228 Broadcast and Online Journalism, MUS 130 Intro to Music and the Fine Arts, PHY 119 Physics for the Fine Arts, THR 328 Stage Design, THR/FLM 230 Scenic Painting for State and Film

Track #2 Performance: This track is designed for students interested in acting and directing. Electives include: THR 233 Acting for the Camera, THR/ENL 325 Playwriting, THR 366 Stage Direction, THR 328 Theatrical Design, THR 360 Interpretive Reading, THR 350 Voice for Stage and Screen, THR 499 Independent Study, ENL/FLM 328 Screenwriting, PHY 119 Physics for the Fine Arts

Track #3 Theory and Culture: This track is designed for students interested in analysis of film, film genres, and cultural context. Electives include: COM 120 Mass Media and Popular Culture, ENL 221 Expository Writing about the Arts and Popular Culture, ENL 228 Broadcast and Online Journalism, ENL 240 Introduction to Literary Study, ENL 430 Advanced Studies in Theory and

Method, FLM 499, AIS 364 Indigenous Filmmakers, AIS 264 American Indians in Cinema, AIS 208/408 Native American Women and Film, ART 240 Art History, PHI 260 Philosophy and the Arts, PHI 120 Ethics, PHY 119 Physics for the Fine Arts, SPA 248 Spanish and Latin American Culture through Film, REL 309 Religion at the Movies

Graduation Skills

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing the following courses:

QR/QFA is satisfied by GST 200, MAT 145, MAT 146, PHI 230, or PHY 119

Film Minor

Six courses including:

| | |
|-------------|-------------------------------|
| ENL 241 | Introduction to Cinema Art |
| FLM/THR 216 | Film Production I |
| THR 232 | Acting |
| or THR 233 | Acting for Camera |
| COM 243 | Studio Production |
| FLM/THR 420 | Issues in Contemporary Cinema |

Plus one of the following:

| | |
|---------|------------------------------------|
| AIS 364 | Indigenous Filmmakers |
| COM 247 | Documentary |
| COM 348 | Digital Video Production |
| ENL 328 | Screenwriting |
| THR 230 | Scenic Painting for Stage and Film |
| THR 328 | Stage Design |
| THR 366 | Stage Direction |

Note: For transfer students, at least three of these six courses must be courses offered at Augsburg. Prospective minors must obtain prior approval from a film faculty adviser.

Communication Courses

COM 111 Public Speaking

The course focuses on speech preparation, organization, audience analysis, style, listening, and overcoming speech fright. (Note: Students may take only one of either COM 111, COM 112, or COM 115 for credit. Fall, spring)

COM 112 Contest Public Speaking

Theory and practice of preparing speeches for delivery in formal and contest situations. Students are expected to attend three interscholastic speech tournaments and compete in at least two of the following: informative speaking, persuasive speaking, speaking to entertain, and/or communication analysis. (Note: Students may take only one of either COM 111, COM 112, or COM 115 for credit. Fall)

COM 115 Scientific and Technical Public Speaking

An introduction to public speaking for students majoring in scientific or technical fields. Includes the same foundational material as introduction to public speaking, including delivery, argumentation, persuasion, and audience analysis. This material is then applied to specific contexts common in technical fields, with special attention to distinguishing expert or lay audiences and the use of technical vocabulary and notation systems. (Note: Students may take only one of either COM 111, COM 112, or COM 115 for credit.)

COM 120 Mass Media and Popular Culture

This course is a survey of the mass media in popular culture. Students will examine the different types of mass media and will gain an understanding of what popular culture is and why it is important. The course examines the importance of media criticism and the impact that media have had on culture and society. Students are encouraged to think critically about media and media consumption.

FLM 216 Film Production I

This course demonstrates the basics of 16mm filmmaking. The student will make short films that demonstrate the art and process of shooting in B/W.

COM 243 Studio Production

Introduction to video production with an emphasis on creative concept development, script-writing, directing, and producing for video. (Fall)

COM 247 Documentary

A video production course that integrates lecture and criticism with hands-on experience dealing with nonfiction subjects.

COM 254 Interpersonal Communication

A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers. (Spring)

COM 280 Introduction to Communication Studies

An introductory survey course designed to acquaint students with the world of ideas that serves as the foundation for the field of communication studies. (Fall)

FLM 312 Film Production II

The focus of this course builds on the lessons learned in FLM/THR 216 and adds the study of color photography and sound design. Through exercises and assignments the student will develop skills in scripting, shooting, and editing short films. (Prereq.: FLM 216)

COM 321 Business and Professional Speaking

This course explores advanced issues in public address including delivery and performance, vocal control, persuasion, audience adaptation, argument construction, and speaker credibility. The class uses a series of speeches, ranging from impromptu speaking and persuasion to job interviewing and sales presentations, in order to hone students' speaking skills. (Prereq.: COM 111 or 115)

COM 329 Intercultural Communication

This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems. (Spring: alternate years)

COM 345 Organizational Communication

An examination of communication in organizational settings. Focuses on topics such as superior-subordinate relationships, management styles, motivation of employees, organizational culture, effective use of meetings, and sources of communication problems.

COM 348 Digital Video Production

This course combines studio and field production with special emphasis on post-production editing. Students work in production teams to create and produce a one-hour magazine format news program and music video. (Prereq.: COM 243 or 247)

COM 351 Argumentation

Develops critical thinking skills by study of the theory and practice of argument, evidence, fallacies, and refutation. Includes how to build and analyze public arguments that confront students in their everyday lives. (Prereq.: COM 111 or 115 or consent of instructor; ENL 111 or 112 or HON 111; and pass CT assessment or GST 100. Fall)

COM 352 Persuasion

Examination of the process of influence in a variety of social contexts, paying special attention to the psychological aspects of persuasion. (Prereq.: MPG 3; COM 111, 112, or 115 or consent of instructor; and a Quantitative Foundations course. Please see full list of prerequisites in Records and Registration. Spring)

COM 355 Small Group Communication

A study of group dynamics and leadership with emphasis on decision making, leadership styles, and conflict management. (Spring)

COM 356 Advanced Interpersonal Communication

This course explores theories and concepts from communication studies related to our understanding of self, other, relationships, and what it means to lead a compassionate life. As such, it provides students with an opportunity to probe deeper into theories and concepts introduced in COM 254 Interpersonal Communication. (Prereq.: COM 254 or consent of instructor)

FLM 420 Issues in Contemporary Cinema

This course will examine cultural, artistic, commercial, and theoretical concerns that occur in world cinema today. Our purpose is to help students both contextualize the cinema they see in appropriate and insightful ways, and to provide a sophisticated critical apparatus to help them read films as texts and to interpret the cinema's larger societal value and impact.

COM 405 Nonverbal Communication

This course focuses on the nonverbal elements of communication. Nonverbal communication encompasses all communication except the spoken word. In order to fully explore the functions of nonverbal communication in everyday life, students will conduct a research project that looks at nonverbal communication in depth. (Prereq: COM 280)

COM 480 Public Relations/Promotional Communication

Public relations in the modern world of communication, marketing, and business. An overview of public relations as a career and a survey of basic promotional communication in profit and nonprofit organizations. (Evenings)

COM 490 Communication Studies Keystone: Critical Conversations about Communication and Vocation

A synthesis of communication theories and application of those theories to each student's sense of vocation. This course satisfies the keystone requirement.

COM 495 Communication Topics

Selected topics in communication with emphasis on the use of primary sources and methodology of research.

Internships and Independent Study Courses

COM 199 Internship

COM 299 Directed Study

COM 399 Internship

COM 499 Independent Study/Research

FLM 399 Internship

FLM 499 Independent Study/Research

Electives

See department listings for the following approved electives:

ART 132

ART 224

ART 225

ART 330

BUS 242

BUS 340

BUS 379

BUS 440

CSC 160

ENL 226

ENL 227

ENL 228

ENL 241

ENL 327

ENL 328

ENL 430

MKT 252

MKT 352

MKT 355

MKT 450

PHI 230

POL 342
POL 375
PSY 215
PSY 315
PSY 325
PSY 371
PSY 373
PSY 385
SOC 231
SOC 265
SOC 349
SOC 362
SOC 363
SOC 375
THR 230
THR 232
THR 350

Computer Science—CSC

The Department of Computer Science at Augsburg strives to give students a sound theoretical and practical foundation in computer science. We offer both a BA and a BS major. The coursework provides students a strong foundation in computer science, with emphasis on concepts rather than applications. We encourage students to strengthen their coursework by electing an internship, undergraduate research experience or cooperative education experience. Our location in the Twin Cities provides us with an excellent resource of such experiences for students, and allows them to add practical applications to their education.

Computer Science Faculty

Noel Petit (Chair), Larry Crockett, Erik Steinmetz, Shana Watters

Degree and Major Requirements

Bachelor of Arts

Computer Science Major

Twelve courses including:

| | |
|---------|---|
| CSC 160 | Introduction to Computer Science and Communication |
| CSC 170 | Introduction to Programming |
| CSC 210 | Data Structures |
| CSC 240 | Introduction to Networking and Communications |
| CSC 320 | Algorithms |
| CSC 345 | Principles of Computer Organization |
| CSC 385 | Introduction to Formal Logic and Computation Theory |
| CSC 450 | Programming Languages and Compilers I |
| CSC 451 | Programming Languages and Compilers II |
| MAT 114 | Precalculus (or MPG 4) |
| MAT 171 | Discrete Mathematics for Computing (recommended) or MAT 145 Calculus I |

And two electives from:

| | |
|-----------------------|-----------------------------|
| CSC courses above 200 | |
| PHY 261 | Electronics |
| MIS 475 | Systems Analysis and Design |
| MAT 355 | Numerical Mathematics |

At least one elective must be an upper division course.

The Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The Speaking (S) graduation skill is met by:

- COM 111 or 115 (115 recommended), or
- A sequence of courses and presentations approved in consultation with the computer science department. Consult your academic adviser for details.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Bachelor of Science

Computer Science Major

Sixteen courses including:

| | |
|---------|---|
| CSC 160 | Introduction to Computer Science and Communication |
| CSC 170 | Introduction to Programming |
| CSC 210 | Data Structures |
| CSC 240 | Introduction to Networking and Communications |
| CSC 320 | Algorithms |
| CSC 345 | Principles of Computer Organization |
| CSC 385 | Introduction to Formal Logic and Computation Theory |
| CSC 450 | Programming Languages and Compilers I |
| CSC 451 | Programming Languages and Compilers II |
| MAT 145 | Calculus I |
| MAT 146 | Calculus II |

Two courses from:

| | |
|---------|--|
| MAT 245 | Calculus III |
| MAT 246 | Linear Algebra |
| MAT 247 | Modeling and Differential Equations |
| MAT 271 | Discrete Mathematical Structures (recommended) |

And three electives from:

| | |
|-----------------------|-----------------------------|
| CSC courses above 200 | |
| PHY 261 | Electronics |
| MIS 475 | Systems Analysis and Design |
| MAT 355 | Numerical Mathematics |

At least two electives must be upper division courses.

The Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The Speaking (S) graduation skill is met by:

- a) COM 111 or 115 (COM 115 recommended), or
- b) A sequence of courses and presentations approved in consultation with the computer science department. Consult your academic adviser for details.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Computational Economics

The computational economics major has been designed to serve students with need for some basic understanding of computer science and economics. The major requires six courses from computer science, six from economics, and a required capstone independent study. Students interested in this major should consult with the faculty in computer science, in economics, or one of the coordinators.

Coordinators

Jeanne Boeh, Department of Economics, and Noel Petit, Department of Computer Science

Major in Computational Economics

Thirteen courses including:

- MAT 145 Calculus I
- CSC 160 Introduction to Computer Science and Communication
- CSC 170 Introduction to Programming
- CSC 210 Data Structures
- CSC 240 Introduction to Networking and Communications
 or CSC 320 Algorithms
 or CSC 352 Database Management and Design
- CSC 345 Principles of Computer Organization
- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- ECO 312 Intermediate Macroeconomics
- ECO 313 Intermediate Microeconomics
- ECO 318 Management Science
- ECO 315 Money and Banking
 or ECO 415 Managerial Economics
- CSC 499 Independent Study
 or ECO 499 Independent Study

The Speaking (S), Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Computational Philosophy

Computational philosophy emphasizes areas of interest in which philosophy and computer science overlap: logic, artificial intelligence, cognitive science, philosophy of mind, and philosophy of language. The major requires seven courses from computer science, six from philosophy, and a required capstone topics course. Students interested in this major should consult with the faculty in computer science, in philosophy, or one of the coordinators.

Coordinators

David Apolloni, Department of Philosophy, and Noel Petit, Department of Computer Science

Major in Computational Philosophy

Fourteen courses including:

- MAT 171 Discrete Mathematics for Computing
 or MAT 145 Calculus I
- CSC 160 Introduction to Computer Science and Communication
- CSC 170 Introduction to Programming
- CSC 210 Data Structures

| | |
|---------|---|
| CSC 320 | Algorithms |
| CSC 373 | Symbolic Programming and Artificial Intelligence |
| CSC 385 | Introduction to Formal Logic and Computation Theory |
| PHI 241 | History of Philosophy I: Ancient Greek Philosophy |
| PHI 242 | History of Philosophy II: Medieval and Renaissance Philosophy |
| PHI 343 | History of Philosophy III: Early Modern and 19th Century Philosophy |
| PHI 344 | History of Philosophy IV: 20th Century Philosophy |
| PHI 365 | Philosophy of Science |
| PHI 410 | Topics in Philosophy |

or CSC 495 Advanced Topics in Computer Science

One upper division elective in philosophy

The Speaking (S), Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Departmental Honors

GPA of 3.50 in computer science major courses, GPA of 3.10 overall, and an independent study project.

Computer Science Minor

Six courses including CSC 160, 170, 210, 345, one additional upper division computer science course, and one of MAT 171 or MAT 145.

A course must be completed with a grade of 2.0 or higher to be counted as completing a major requirement. A course must also be completed with a grade of 2.0 or higher to count as a prerequisite for a subsequent computer science course.

Computer Science Courses

CSC 160 Introduction to Computer Science and Communication

An introduction to computer science topics in hardware, software, theory, and computer communications: algorithm design, logical circuits, network concepts, the Internet, and programming. (Prereq.: MPG 3, recommend concurrent registration with MAT 171 or complete CSC 160 prior to taking MAT 171)

CSC 170 Introduction to Programming

A study of problem-solving, algorithm development, and programming using a high-level programming language. (Three hours of lecture, one-and-one-half hours of lab. Prereq.: CSC 160 and MPG 3, pass CT assessment or GST 100; MAT 171 recommended)

CSC 210 Data Structures

Data structures such as linked lists, stacks, and queues; recursion. (Three hours of lecture, one-and-one-half hours of lab. Prereq.: CSC 170, MPG 4, and one of MAT 145 or MAT 171; pass CT assessment or GST 100)

CSC 240 Introduction to Networking and Communications

Principles and methods of data communications, information theory, distributed processing

systems, network protocols and security, standards, network management, and general computer interfacing. (Prereq.: CSC 160 and MPG 3)

CSC 272 UNIX and C

Study of UNIX operating system and the C programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: CSC 170 or another course with a study of a programming language)

CSC 320 Algorithms

A systematic study of algorithms and their complexity, including searching and sorting algorithms, mathematical algorithms, scheduling algorithms, and tree and graph traversal algorithms. The classes P and NP, NP-complete problems, and intractable problems. (Prereq.: CSC 210, MPG 4, and one of MAT 145 or MAT 171; pass CT assessment or GST 100)

CSC 345 Principles of Computer Organization

An introduction to computer architecture, binary representation of data, processors, instruction sets, and assembly language programming. (Prereq.: CSC 210 and MPG 4)

CSC 352 Database Management and Design

Structure of database management systems, query facilities, file organization and security, and the development of database systems. (Prereq.: CSC 210)

CSC 353 Database Architecture and Design

An introduction to the physical design and tuning of database systems. Topics include data storage, indexing, query processing, and transaction processing with a focus on the relation database. Advanced topics include security, other types of databases (e.g., distributed databases, client-server architectures, object-oriented), emerging technologies, and applications. (Prereq.: CSC 210; CSC 352 recommended)

CSC 373 Symbolic Programming and Artificial Intelligence

An introduction to programming in functional, symbolic languages, such as Lisp or Scheme. A study of the foundation algorithms used in the field of artificial intelligence. Applications to selected problems from artificial intelligence. (Prereq.: CSC 210 and pass CT assessment or GST 100)

CSC 385 Formal Logic and Computation Theory

An introduction to sentential and first-order logic including logical connectives, proof theory, and quantification. Formal models of computation including finite state automata, pushdown automata, and Turing machines. Incompleteness and uncomputability. (Prereq.: CSC 210 and one of MAT 145 or MAT 171)

CSC 431 Introduction to AI Robotics

Robot components, robotic paradigms, mobile robots, task planning, sensing, sensor fusion, basic control concepts. (Prereq.: CSC 210 and ENL 111 or 112 or HON 111)

CSC 440 Advanced Networking and Operating Systems

Network management; client/server databases and workstations; TCP/IP and other network examples. Elements of operating systems, memory and process management, interactions among major components of computer systems, and a detailed study of the effects of computer architecture on operating systems. (Prereq.: CSC 240 and 345)

CSC 450 Programming Languages and Compilers I

Principles that govern the design and implementation of programming languages. Topics include formal languages, programming language syntax and semantics, parsing, and interpretation. Emphasis on design issues. (Prereq.: CSC 345 or concurrent registration, CSC 385 or concurrent registration, CSC 320, and ENL 111 or 112 or HON 111)

CSC 451 Programming Languages and Compilers II

Continuation of CSC 450: compilers, data structures, control structures, and the run-time environment. Emphasis on implementation issues. (Prereq.: CSC 345, CSC 450, and CSC 385)

CSC 457 Computer Graphics

A study of the foundational algorithms required for computer graphics. Topics include geometric algorithms, geometric modeling, graphics techniques, graphical user interfaces, human-centered software development, computer animation, virtual environments and 3D immersive rendering. (Prereq.: CSC 210, MPG 4)

CSC 495 Advanced Topics in Computer Science

Study of advanced topics from areas of computer science not included in other courses. This course may be repeated, but may not be counted more than twice as part of the requirements for the major. (Prereq.: Consent of instructor)

Internships and Independent Study Courses

CSC 199 Internship

P/N grading only.

CSC 299 Directed Study

CSC 399 Internship

P/N grading only.

CSC 499 Independent Study/Research

Economics—ECO

The Department of Economics offers a program that stresses a strong theoretical background, quantitative analysis, and an emphasis on national and international issues. Students who graduate with an economics major are well prepared to continue their education in a variety of fields or to work successfully in business and government because of the strong liberal arts emphasis within the major.

The department offers six majors. The economics major and the applied economics majors lead to careers in the business world or government. The Mathematical Economics major is designed for students who intend to attend graduate school in economics or another quantitative field such as finance or operations research. It is also intended to serve students who would like to work in quantitative fields immediately upon graduation, e.g., research analysts or actuaries. Computational economics provides a liberal arts entry into the field of computer science. The combined economics/business administration major allows students great flexibility in order to explore both fields. Finally, the teaching major in political science/economics allows secondary education licensure students to obtain a solid background for teaching economics.

The study of economics provides a firm foundation for confronting change because it presents a disciplined way to analyze and make choices. An economics major prepares students for community leadership and leads to a great diversity of career opportunities including law, teaching, journalism, private and public international service. Pre-law and potential Master of Business Administration students are especially encouraged to consider economics as a major or a minor.

Students are able to combine an economics major with other disciplines such as business administration, international relations, mathematics, management information systems, political science, history, and area study programs. Students who are interested in any type of quantitatively oriented graduate program in economics or in business are encouraged to either major or minor in mathematics. These students should also take courses in computer science. Consult an adviser for specific course suggestions.

Augsburg offers degrees in economics, applied economics, business and economics, computational economics, and economics and political science (education majors only.) For the economics and applied economics majors, the capstone experience is Economics 490 Research Methods in Econometrics. Students in other majors should consult their adviser for other alternatives.

Internships are recommended. Students must consult with the department chair and the internship office before registering for academic credit.

Note: Transfer students must complete at least three upper division economics courses for a major and two for a minor. Transfer classes must have been completed in the last 10 years with at least a 2.0 grade.

Economics Faculty

Jeanne Boeh (Chair), Kevin Bowman, Keith Gilsdorf, Stella Hofrenning, Edward Lotterman, Bernard Walley

Degree and Major Requirements

Major in Economics, B.A.

Economics Core:

ECO 112 Principles of Macroeconomics
ECO 113 Principles of Microeconomics
ECO 312 Intermediate Macroeconomics
ECO 313 Intermediate Microeconomics
ECO 490 Research Methods in Econometrics
and three other upper division economics courses

Supporting Classes

Statistics Class:

BUS 379 Quantitative Methods for Business and Economics
or MAT 163 Introductory Statistics

Mathematics Class:

MAT 114 Precalculus
or MAT 145, 146 Calculus I and II

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Major in Applied Economics B.A.

ECO 112 Principles of Macroeconomics
ECO 113 Principles of Microeconomics
ECO 312 Intermediate Macroeconomics
or ECO 315 Money and Banking
ECO 313 Intermediate Microeconomics
ECO 490 Research Methods in Econometrics
ECO 360 International Economics
ECO 318 Management Science
or ECO 415 Managerial Economics
ECO 350 Labor Economics
ECO 399 Internship Program
or ECO 499 Independent Study
BUS 379 Quantitative Methods for Business and Economics
or MAT 163 Introductory Statistics
ENL 223 Writing for Business and the Professions
PHI 120 Ethics
or PHI 125 Ethics and Human Identity

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Major in Computational Economics, B.A.

See Computer Science.

Combined Major in Economics and Business Administration, B.A.

Five economics courses:

ECO 112 Principles of Macroeconomics
ECO 113 Principles of Microeconomics
ECO 312 Intermediate Macroeconomics
ECO 313 Intermediate Microeconomics
and one other upper division economics course.

Six accounting/business administration/MIS courses:

ACC 221 Introduction to Financial Accounting
ACC 222 Introduction to Managerial Accounting
BUS 242 Principles of Management
MKT 252 Principles of Marketing
FIN 331 Financial Management
or BUS 379 Quantitative Methods for Business and Economics
and one other upper division business course.

Major in Mathematical Economics, B.S.

Eight economics courses:

Eco 112 Principles of Macroeconomics
Eco 113 Principles of Microeconomics
Eco 312 Intermediate Macroeconomics
Eco 313 Intermediate Microeconomics
Eco 490 Research Methods in Economics
2 Upper Division Economics Courses

Seven mathematics courses:

MAT 145 Calculus I
MAT 146 Calculus II
MAT 3737 and 374 Probability and Statistics I & II
MAT 245 Calculus III
MAT 246 Linear Algebra
MAT 324 Analysis
or MAT 369 Modeling and Differential Equations in the Biological and Physical Sciences
or MAT 377 Operations Research

Recommended Courses: CSC 160 Introduction to Computer Science and Communication and
CSC 170 Introduction to Programming

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. Consult your department chair or academic adviser for requirements for meeting the Quantitative Reasoning (QR) graduation skill.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Teacher Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students, therefore, should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Teaching Major in Political Science and Economics

See Political Science.

Departmental Honors

GPA of 3.50 in the major and 3.00 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

Minor in Economics

ECO 112, 113, 312, 313, and one additional economics upper division course. Other configurations may be permitted by consulting with the department chair. Note: Students who plan to major in the department are strongly encouraged to select a department adviser as soon as possible in order to carefully plan their program of study.

Economics Courses

ECO 110 Economics of Urban Issues

This course studies the economic implications of many problems facing a metro-urban environment especially in the areas of education, housing, and transportation and is designed for those students who do not plan to major in economics, business administration, or MIS (On demand)

ECO 112 Principles of Macroeconomics

An introduction to macroeconomics: national income analysis, monetary and fiscal policy, international trade. Application of elementary economic theory to current economic problems. May be taken independently of ECO 113. ECO 112 and 113 may be taken in either order. (Prereq.: MPG 3)

ECO 113 Principles of Microeconomics

An introduction to microeconomics: the theory of the household, firm, market structures, and income distribution. Application of elementary economic theory to market policy. May be taken independently of ECO 110 or 112. ECO 112 and 113 may be taken in either order. (Prereq.: MPG 3)

ECO 311 Public Finance

Analysis of the principles of taxation and public expenditures, the impact of fiscal policy on economic activity, and debt policy and its economic implications. (Prereq.: ECO 113 On Demand)

ECO 312 Intermediate Macroeconomics

Determinants of national income, employment, and price level analyzed via macromodels. Attention paid to areas of monetary-fiscal policy, growth, and the role of expectations.

(Prereq.: ECO 112 and ENL 111 or 112 or HON 111. Fall)

ECO 313 Intermediate Microeconomics

Theory of resource allocation, analysis of consumer behavior, firm and industry; the pricing of factors of production and income distribution; introduction to welfare economics.

(Prereq.: ECO 113 and pass CT assessment or GST 100. Spring semester and winter trimester)

ECO 315 Money and Banking

Functioning of the monetary and banking systems, particularly commercial banks, and the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: ECO 112. Fall/Spring semesters and winter trimester)

ECO 317 Comparative Economic Systems

This course focuses on comparing the performance of various countries that rely on different economic systems for the allocation of resources, including systemic changes in Eastern Europe. Theoretical models are examined and compared to real-world variants.

(Prereq.: ECO 112 or 113: Every three years)

ECO 318 Management Science

Provides a sound conceptual understanding of the modern techniques of management science to prepare students to make better business and economic decisions. Emphasis is on applications such as transportation, marketing, portfolio selection, environmental protection, the shortest route, and inventory models. (Prereq.: ECO 113, MPG 3. Fall semester and winter trimester)

ECO 350 Labor Economics

Analysis of labor markets, labor as a factor of production, determination of collective bargaining, labor legislation, and effects upon society. (Prereq.: ECO 113. Fall: alternate years)

ECO 360 International Economics

A study of the underlying forces affecting the economic relations among nations.

Development of the basis for international trade, balance of payments, exchange rate systems, and commercial policy. (Prereq.: ECO 113. Spring: alternate years)

ECO 365 Environmental Economics

This course applies economic principles to the management and utilization of society's environmental resources. It analyzes the role of externalities and the public policy approaches designed to address those market failures, including command/control and incentive-based strategies. Policy issues examined include air and water pollution, global environmental issues like ozone depletion and global warming, and environmental policy for developing countries. (Prereq.: ECO 113. Fall: alternate years)

ECO 370 International Economic Development

This course studies the major factors that affect the economic standard of living in the developing world. It examines such issues as poverty and income inequality, population

growth, education and health of society, agricultural production, environmental externalities, and the role of international trade and foreign assistance. (Prereq.: ECO 112 or ECO 113. Spring: alternate years)

ECO 415 Managerial Economics

Integrates economic theory and corresponding practices in business. Among the topics considered are theories and practices in forecasting, estimation of demand and cost functions, and an analysis of economic problems of relevance to management. (Prereq.: BUS 379, ECO 313. On demand)

ECO 416 Mathematical Economics

Mathematical economics with emphasis on the application of mathematical tools to the areas of micro- and macroeconomic theory. (Prereq.: ECO 312 or ECO 313 and MATH 145 or a calculus class approved by course instructor.)

ECO 490 Research Methods in Econometrics

This course provides an introduction to the application of statistical models and methods to economic problems. Emphasis is on use of econometric software to analyze data and to test hypotheses. This course satisfies the keystone requirement. (Prereq.: ECO 112 and ECO 113, and ENL 111 or 112 or HON 111)

ECO 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international economic problems and policies.

Internships and Independent Study Courses

ECO 199 Internship

(P/N Grading only.)

ECO 299 Directed Study

ECO 399 Internship

(Prereq.: 50% of the major or consent of instructor. P/N grading only.)

ECO 499 Independent Study/Research

Education—ECE, EED, ESE, EDU, SPE

The Department of Education maintains liberal arts-based teacher education programs that are accredited by the Minnesota Board of Teaching and National Council for Accreditation of Teacher Education (NCATE). These programs lead to recommendation for licensure to the State of Minnesota for elementary (grades K-6); secondary (grades 5-12) in communication arts/literature, health, mathematics, and social studies; grades 9-12 in life science, chemistry, and physics; grades 5-8 in general science; and K-12 specialist licenses in visual arts, physical education, music, and special education: EBD and LD. (Note: special education: EBD and LD are available in WEC only.) Optional endorsements for an elementary license include preprimary, middle school mathematics, middle school science, middle school social studies, or middle school communication arts/literature. The K-12 Reading Licensure endorsement is also available at the graduate level to already licensed teachers.

Degree and/or licensure programs are available in both weekday and weekend/evening formats. Weekend College degree and licensure programs are limited to elementary, secondary communication arts/literature and social studies, and K-12 visual arts and special education. Additional teaching majors are available through the weekday program and open to weekday and weekend students who can take courses on a weekday schedule. All prerequisite, elementary core, and professional education courses except fieldwork and student teaching are available on a weekend or weekday late afternoon/evening schedule. Fieldwork and student teaching must be completed during regular weekday hours. All students must have some time available each term for field experiences.

A graduate level licensure option is available in weekend/evening format to those already holding a BA degree. Graduate courses taken for licensure can be applied to a Master of Arts degree in education. Contact the Education Department or the Adult and Graduate Admissions Office for information.

Students in all degree and/or licensure programs must apply for acceptance into the education department prior to beginning 300-400 level courses. All students are required to take the Minnesota Teacher License Exam (MTLE) in Basic Skills—Reading, Writing, and Math—prior to beginning 300-400 level courses. Additional criteria for acceptance into the education department are available in the department. Students complete a semester of full-time student teaching at the conclusion of their degree and/or licensure programs. State law requires passing appropriate exams prior to recommendation for licensure: MTLE, Principles of Learning and Teaching Test, and one or more subject matter tests.

The education department offers non-licensure majors in elementary education and education studies. Contact the department for details. The department also offers a special education minor which is described at the end of this section after course listings.

All students are assigned an education department adviser at the outset of coursework. All students are expected to become knowledgeable of programs and follow through with department policies. Handbooks outlining programs and policies are available through the education department.

Student Teaching Abroad

Selected education department students may participate in an international student teaching program. Those interested in further information should contact the education department at least one year prior to student teaching. Students who teach abroad will do part of their student teaching in the

Twin Cities area under direct Augsburg faculty supervision.

Note: Major changes in Minnesota elementary teacher licensure will be implemented in fall 2010. No one may be licensed under programs described in catalogs prior to 2010.

Students who entered the College under earlier catalogs must comply with the requirements of the new licensure programs.

Education Faculty

Lynn Lindow (Chair), Elizabeth Ankeny, Chris Brown, Joseph Erickson, Jeanine Gregoire, Ann Grugel, Gretchen Irvine, Anne Kaufman, Gregory Krueger, Susan O'Connor, Vicki Olson, Donna Patterson, Ron Petrich, Linda Stevens, Diane Vodicka, Dana Wagner, Barbara West

Elementary Education—EED/EDC

Elementary Major and Licensure Requirements

Elementary education majors are required to complete the following non-major and major courses. To be licensed they must also complete a student teaching experience. Degree-seeking students follow the Bachelor of Science Liberal Arts Foundation requirements.

Non-departmental core courses (requirements subject to change—see Education Department for most current list):

ENL 111 Effective Writing
HPE 115 Chemical Dependency (.5)

Math sequence for non-math specialty students

MPG 3: MAT 137 Math for Elementary Teachers I (required)
 MAT 138 Math for Elementary Teachers II (required)

Science sequence for non-science specialty students

Option A is for weekday students who do not have college-level science courses in their background.

SCI 110 Natural Science I
SCI 111 Natural Science II

Option B is for weekday, weekend, and/or transfer students with at least one college level science course accepted in transfer or for weekday students who have already started this sequence.

PHY 103 Conceptual Physics
 or EED 203 Elementary Education Physical Science (summer school only; does not fulfill general education requirement)
and EED 200 Elementary Education Earth Science (summer school only; does not fulfill general education requirement)
and BIO 102 The Biological World

Major Courses

Foundations Block I

EDC 200 Orientation to Education in an Urban Setting
EDC 210 Diversity in the Schools (.5)
and EDC 211 Minnesota American Indians (.5)
 or EDC 206 Diversity/Minnesota American Indians
EDC 220 Educational Technology (.5)
EED 225 Foundations of Literacy

Foundations Block II (courses from this point and on require admissions to the department)

EDC 310 Learning and Development

Methods Block I

- EED 311 K-6 Methods: Health (.25)
- EED 312 K-6 Methods: Physical Education (.25)
- EED 325 K-6 Literacy Methods
- EED 326 Structured Field Experience (0 credit)
- EED 386 K-6 Children' Literature (.5)

Methods Block II

- EED 341 K-6 Methods: Visual Arts (.25)
- EED 342 K-6 Methods: Music (.25)
- EED 350 K-6 Methods: Mathematics
- EED 360 K-6 Methods: Science
- EED 370 K-6 Methods: Social Studies/Thematic Studies (.5)
- EED 380 Kindergarten Methods (.5)
- EED 336 Advanced Literacy Methods (.5)

Capstone Block

- EDC 410 Learners with Special Needs
- EDC 490 School and Society

Student Teaching Block

EED 481, 483, 485 Student Teaching (2.0-3.0). Student teaching is required for licensure. Students with an elementary major who do not complete student teaching can graduate through the elementary education non-licensure major.

Middle School Specialty Area (endorsements optional for elementary license)

Communication Arts Specialty

- ENL 220 Intermediate Expository Writing
- ENL 240 Introduction to Literary Study
- COM 254, 329 or 351 or 355
- EED 331 Middle School Writing Methods (.5)
- ESE 300 Reading and Writing in the Student Teaching Content Area
- ESE 350 5-12 Methods: Adolescent Literature/Media Literacy
- Student Teaching

Social Studies Specialty

- POL 121 American Government and Politics
- HIS 120, 121 or 122 US History
- ECO 113 Microeconomics
- Choose 1: HIS 103; HIS 104; PSY 105; SOC 121; ANT 141
- ESE 220 Human Geography
- ESE 300 Reading and Writing in the Student Teaching Content Area
- ESE 311 Middle School Methods: Social Studies (.5)
- Student Teaching

Math Specialty

- MPG 4
- or MAT 114 Precalculus

MAT 145 Calculus I
MAT 163 Introductory Statistics
or MAT 248 Biostatistics
MAT 252 Exploring Geometry
MAT 271 Discrete Mathematics
MAT 287 History of Mathematics
ESE 300 Reading and Writing in the Content Area
ESE 331 Middle School Methods: Mathematics (.5)
Student Teaching

Science Specialty

CHM 105 Principles of Chemistry I
or CHM 115 General Chemistry I
CHM 106 Principles of Chemistry II
or CHM 116 General Chemistry II
BIO 121 Human Biology
BIO 102 Biological World
PHY 116 Introduction to Physics
SCI 106 Meteorology
Geology (take elsewhere — see Education Department for suggestions)
ESE 300 Reading and Writing in the Content Area
ESE 341 Middle School Methods: Science (.5)
Student Teaching

Preprimary Teaching License (3-, 4-, and 5-year-olds)

Requirement: Must have elementary teaching license

PSY 250 Child Development (Prereq.: PSY 105)
SOC 231 Family Systems (Day) or SPE 440 Parent and Professional Planning (WEC)
ECE 345/545 Foundations of Preprimary Education
ECE 346/546 Learning Environments for Preprimary-aged Children
ECE 347/547 Immersion and teaching competence
ECE 488, 489 Student Teaching for seven weeks in preprimary or Kindergarten, then 7 weeks in a grade (1-6)

A minimum GPA of 2.50 overall, 2.50 in the major, 2.00 in the specialty area, and grades of P in student teaching courses are required for licensure as well as 2.0 or better in all required core, specialty, and education major courses. The equivalent of two full courses graded P/N, plus student teaching, is the maximum allowed within the elementary education major requirements.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

A graduate-level elementary licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits. The graduate credits can be used toward the MAE degree. Contact the Education Department or the Adult and Graduate Admissions Office for information.

Secondary Education—ESE/EDC

It is the responsibility of each student to meet all specific requirements of the education department and the subject area major. Secondary and K-12 licensure students are expected to have advisers in both their subject area major and in the education department. Secondary or K-12 licensure is available in art, life science, chemistry, communication arts/literature, health, mathematics, music, physical education, physics, social studies, and grades 5-8 general science.

Licensure requirements in the state of Minnesota for teaching in secondary schools are met through the Augsburg College education department licensure program. These requirements are: bachelor's degree, academic major in an approved teaching area, and completion of an approved licensure program.

Consult with your subject matter adviser for Graduation Skills requirements in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W).

Non-departmental requirements

ENL 111 Effective Writing
HPE 115 Chemical Dependency (.5)

Program Requirements

Foundations Block I

EDC 200 Orientation to Education in an Urban Setting
EDC 210 Diversity in the Schools (.5)
and EDC 211 MN American Indians (.5)
 or EDC 206 Diversity/MN American Indians
EDC 220 Educational Technology (.5)

Foundations Block II (Courses from this point and on require admission to the education department.)

EDC 310 Learning and Development

Methods Block I

ESE 300 Reading/Writing in the Content Area
ESE 325 Creating Learning Environments

Methods Block II

ESE 3XX K-12 or 5-12 Special Methods in Licensure Area

Capstone Block

EDC 410 Learners with Special Needs
EDC 490 School and Society

Student Teaching Block

ESE 481, 483, 485 Student Teaching (2.0-3.0)

A minimum GPA of 2.50 overall, 2.50 in education, 2.50 in the teaching major, and P in student teaching are required for licensure. All required major, non-departmental requirements, and education program courses must have a grade of 2.0 or better.

Art, Music, and Physical Education Licensure (K-12)

Students preparing for licensure in one of these areas follow the secondary education program even though they may plan to teach at the elementary school level. A person with a major in one of these special areas will take three to four courses in student teaching and do some student teaching at both the secondary and elementary levels. Note: Recommendation for teacher licensure in music is granted only to students who successfully complete the requirements for the Bachelor of Music education major.

Art, music, and physical education teacher education programs lead to licensure for grades K-12. Students may no longer license in a minor field of study.

A graduate level licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits. Contact the Education Department or the Undergraduate and Graduate Admissions Offices for information.

Education Core Courses—EDC

EDC 199 Internship

EDC 200 Orientation to Education in an Urban Setting

Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience required. This course meets Engaging Minneapolis requirements. (Prereq.: ENL 111 or 112 or HON 111, sophomore standing)

EDC 206 Diversity/Minnesota American Indians

This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is the Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. (WEC and summer only)

EDC 210 Diversity in the Schools (.5 course)

Emphasis on the study of values, of communication techniques, and of the major minority groups in Minnesota for the development of interpersonal relations skills applicable to teaching and other professional vocations.

EDC 211 Minnesota American Indians (.5 course)

An overview of cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

EDC 220 Educational Technology (.5 course)

Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio-visual and computer-based materials for teaching/learning situations. Computer training will be included in this course.

EDC 310 Learning and Development in an Educational Setting

A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: MTLE and admission to department)

EDC 399 Internship

EDC 410 Learners with Special Needs

The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes, and special focus on needs of urban students. Fieldwork experience required. (Prereq.: MTLE and admission to department or special permission of instructor)

EDC 490 School and Society

Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. This course meets the senior keystone requirement. (Prereq.: MTLE and admission to department)

Elementary Education—EED

EED 199 Internship

EED 200 Elementary Education Earth Science (summer, only)

This course is designed to provide hands-on investigations that model modern inquiry learning and teaching strategies. It meets the basic earth science subject matter standards for initial licensure. This is a content intensive course. Plan to spend much time outside of class reading and completing assignments.

EED 203 Elementary Education Physical Science (Summer only)

Students will participate in hands-on experiments to explore properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of ways to transfer energy. Taking the physical concepts learned, students will develop demonstrations and lessons for K-5 classrooms. Assessment is based on written assignments, a technology project, lessons/demonstrations, and classroom participation. (Prereq: students must be elementary education majors — this course does NOT meet the Science Lab graduation requirement. Summer only)

EED 299 Directed Study

EED 311 K-6 Methods: Health (.25 course)

Examination and preparation of materials and resources for health at the kindergarten and elementary levels. (Prereq.: MTLE and admission to department)

EED 312 K-6 Methods: Physical Education (.25 course)

Examination and preparation of materials and resources for physical education at the kindergarten and elementary levels. (Prereq.: MTLE and admission to department)

EED 225 Foundations of Literacy

An initiation into the study of K-6 elementary literacy instruction, which focuses on the

fundamentals of linguistics and literacy development in children with special attention to English language learners. This course aims in particular to develop students' base knowledge as the prerequisite for all upper level courses in literacy.

EED 325 K-6 Literacy Methods

Continued instruction in and discussion of literacy K-6 instruction, development, and assessment. This course aims to investigate research and practices involved in K-6 literacy instruction by examining the competing theories regarding literacy, the research findings that give support to these theories, and a range of practical approaches to teach literacy in an elementary setting. (Prereq.: MTLE, admission to the department, and successful completion of EED 225. Students must be registered concurrently for EED 326.)

EED 326 Structured Field Experience (0 credit)

Observation, analysis, and preparation of assessment tools and literacy materials for K-6 students in an elementary classroom setting. (Prereq.: MTLE, admission to the department, and successful completion of EED 225. Students must be registered concurrently for EED 325.)

EED 331 Middle School Writing Methods (.5)

This course will focus on writing strategies and processes appropriate to middle level students. Emphasis will include the writing process, types of writing, and integrated writing across the curriculum. This course is required for students seeking elementary licensure with a communication arts/literature specialty. (Prereq.: MTLE and admission to department)

EED 336 Advanced Literacy Methods (.5)

The focus of this course is on formal and informal assessment tools, response to intervention, and differentiated instruction in a K-6 literacy setting. (Prereq.: MTLE, admission to the department, and successful completion of EED 225 and EED 325.)

EED 341 K-6: Methods: Visual Arts (.25 course)

Examination and preparation of materials and resources for visual arts at the kindergarten and elementary levels. (Prereq.: MTLE and admission to department)

EED 342 K-6: Methods: Music (.25 course)

Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: MTLE and admission to department)

EED 350 K-6 Methods: Mathematics

Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Fieldwork experience required. (Prereq.: MTLE and admission to department. MPG3. MAT 137 recommended)

EED 360 K-6 Methods: Science

Examination and preparation of materials and resources for science at the kindergarten and elementary levels. Fieldwork experience required. (Prereq.: MTLE and admission to department)

EED 370 K-6 Methods: Social Studies/Thematic Studies (.5 course)

Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and elementary levels. (Prereq.: MTLE and admission to department.)

EED 380 Kindergarten Methods (.5 course)

Study and use of a variety of techniques and resources for teaching kindergarten. Fieldwork experience required. (Prereq.: MTLE and admission to department)

EED 386 Children's Literature (.5 course)

This course focuses on the study of literature for children and young adolescents. It includes wide reading across the genres represented in children's literature, to evaluate the quality of the literature read, exploring children's response to literature, and using children's literature in teaching and learning.

EED 399 Internship

EED 481, 483, 485 Student Teaching

Two to three courses of full-time, supervised classroom experience. Required for licensure. Successful completion of student teaching occurs upon satisfactory completion of degree program and program portfolio. Meets Augsburg Experience requirement. (Prereq.: MTLE and admission to department)

Secondary Education—ESE

ESE 199 Internship

ESE 220 Introduction to Human Geography

This course is designed as an introduction to the principal concepts, approaches, and perspectives of the study of geography through the examination of world geographic patterns and processes. Major topics include population distribution; cultural characteristics and cultural landscapes; political integration and disintegration; economic land use; settlements and urbanization. This course will meet the Minnesota Standards of Effective Practice in Geography for middle school and high school social studies license.

ESE 299 Directed Study

ESE 300 Reading/Writing in the Content Areas

The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. (Prereq.: MTLE and admission to department. Note: Students seeking the 5-12 communication arts/literature license do must take this course.)

ESE 310 5-12 Methods: Social Studies

Introduction to the teaching of the social sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required in social studies is taught as ESE 311 Middle School Methods: Social Studies (.5 course). Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 325 Creating Learning Environments

An introduction to assessment, lesson planning, and classroom organization based in the Minnesota Graduation Rule, state testing, and national standards. Emphasis on creating environments conducive to learning. Fieldwork experience required. (Prereq.: MTLE and admission to department. Note: Students seeking 5-12 Health and K-12 PE licenses do not need to take this course.)

ESE 330 5-12 Methods: Mathematics

Introduction to the teaching of mathematics in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required in mathematics taught concurrently as ESE 331 Middle School Methods: Mathematics (.5 course). Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 340 5-12 Methods: Science

Introduction to the teaching of the natural sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required in science taught concurrently as ESE 341 Middle School Methods: Science (.5 course). Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 350 5-12 Methods: Literature and Reading

Introduction to the teaching of literature and reading in the middle and high schools. Emphasis on instructional strategies and curriculum development. Also required for elementary concentration in communication arts/literature. Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 351 5-12 Methods: Speaking and Listening (.5 course)

Introduction to the teaching of speaking and listening in middle and high schools. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: MTLE and admission to department)

ESE 360 K-12 Methods: Visual Arts

Introduction to the teaching of visual arts in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 370 K-12 Methods: Music

Introduction to the teaching of music in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience required. (Prereq.: MTLE and admission to department)

ESE 399 Internship

ESE 481, Student Teaching

483, 485 Two to three courses of full-time, supervised student teaching required for licensure. Secondary licenses require two courses. K-12 licenses require two to three. Successful completion of student teaching occurs upon satisfactory completion of licensure program and program portfolio. Meets Augsburg Experience requirement. (Prereq.: MTLE and admission to department)

Special Education: Emotional/Behavioral Disabilities and/or Special Education: Learning Disabilities—SPE

The special education EBD and LD majors are available only through Weekend College; ideally, to people who are currently in schools working with students with these labels. These majors lead to Minnesota teaching licensure in special education with a specialty in emotional/behavioral disabilities and/or learning disabilities. Courses labeled SPE are to be taken during the final year of coursework while students are working in an EBD or LD setting. Variations on this ideal are possible; see the Education Department for more information.

A graduate level licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits.

Required Non-major Courses:

HPE 115 Chemical Dependency (.5)
ENL 111 Effective Writing

Required Education Courses for EBD:

EDC 200 Orientation to Education in an Urban Setting
EDC 210 Diversity in the Schools (.5)
and EDC 211 Minnesota American Indians (.5)
 or EDC 206 Diversity/Minnesota American Indians
EDC 220 Educational Technology (.5)
EDC 310 Learning and Development
EDC 410 Learners with Special Needs
EED 225 Foundations of Literacy
EED 325 K-6 Literacy Methods
EED 350 K-6 Methods: Math
EED 360 K-6 Methods: Science
SPE 315 Critical Issues Seminar (.5)
SPE 400 Teaching Students with Emotional and Behavior Disabilities and Learning Disabilities
SPE 410 Implementing Assessment Strategies
SPE 420 Planning, Design, and Delivery
SPE 430 Instructional and Behavioral Practices
SPE 490 Parent and Professional Planning
SPE 481, 483, 485, 487 Student Teaching

Graduation Skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.-

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Required Education Courses for LD:

All courses for the EBD major, with the exception of SPE 430, plus:

SPE 424 Etiology and Origins of Learning Disabilities

SPE 434 Teaching Content Areas to Students with Learning Disabilities

SPE 315 Critical Issues Seminar (.5 course)

The purpose of this course is to discuss critical issues in the field, create a final portfolio synthesizing your coursework and experience, and prepare for student teaching. (Prereq.: MTLE and admission to department)

SPE 400 Teaching Students with Emotional/Behavioral Disabilities

This course presents an overview of learners with emotional and behavioral disabilities and learning disabilities. It addresses the historical and philosophical aspects of the EBD category, examines origins of student behavior and student learning styles, and addresses theoretical perspectives and conceptual models as they relate to this category of disability. (Prereq.: MTLE and admission to the department)

SPE 410 Implementing Assessment Strategies

This course examines the assessment process from the pre-referral to the recommendation stage. Students gain understanding of key assessment tools and how they influence student placement and programming. A qualitative and person-centered assessment process is emphasized. (Prereq.: MTLE and admission to the department)

SPE 420 Planning, Design, and Delivery

This course provides students with skills to write and implement individual program plans and to create effective learning environments for students labeled EBD. Particular attention is paid to inclusion models, diversity of student need, and forming partnerships with key school personnel. (Prereq.: MTLE and admission to the department)

SPE 424 Etiology and Origins of Learning Disabilities

This course will focus on the history and context of learning disabilities (LD). This includes an in-depth look at the origin of learning disabilities, as well as various theoretical models (sociological, biological, psychological, cognitive, and behavioral) applied to understanding learning disabilities. The course will also provide a critique of current philosophical positions in the field. Students will also acquire knowledge related to accessing information relevant to the field of learning disabilities. (Prereq.: MTLE and admission to department)

SPE 430 Instructional and Behavioral Practices

This course examines behavioral support options used with students who are labeled EBD. It emphasizes the use of reflective, pro-active and non-aversive approaches drawn from current best practices and including positive behavioral supports, person-centered planning and functional assessment. (Prereq.: MTLE and admission to the department)

SPE 434 Teaching Content Areas to Students with Learning Disabilities

This course will teach students to identify, adapt, and implement developmentally appropriate instruction that support the learning of students identified as having learning disabilities. The course will specifically focus on the areas of reading, writing, listening comprehension, math, reasoning, and problem-solving skills. There will be a strong focus

on the modifications involved in these areas and the planning process involved. (Prereq.: MTLE and admission to department)

SPE 490 Parent and Professional Planning

This course examines the role of families of students with special needs, specifically those families of students labeled EBD. A family systems perspective is introduced and applied. The need to form strong connections with community agencies is emphasized. This course along with SPE 315 meets the senior keystone requirement in the core curriculum. (Prereq.: MTLE, admission to department, and ENL 111 or 112 or HON 111)

SPE 481, 483, 485, 487 Student Teaching

Two to three courses of full-time, supervised student teaching required for licensure. Student teaching occurs during the last year of coursework within an internship context. Meets Augsburg Experience requirement. (Prereq.: MTLE and admission to department)

Special Education Minor

The special education minor requires six courses (five plus one prerequisite psychology course) that encompass an interdisciplinary perspective on the field of disability. The minor is designed to fit the needs of students in various disciplines interested in disability issues. This minor is available through the weekday program.

Required courses:

EDC 410 Learners with Special Needs
EDU 491 Practicum and Seminar in Special Education
SOC 231 Family Systems: A Cross-Cultural Perspective
PSY 105 Principles of Psychology

Choose one from the following:

PSY 250 Child Development
PSY 251 Adolescent and Young Adult
PSY 252 Aging and Adulthood

Choose one from the following:

SOC 265 Gender, Race, and Ethnicity
SWK 260 Humans Developing
SWK 301 History and Analysis of Social Policy
PSY 357 Behavior Analysis
PSY 359 Assessment

Interested students should contact the director of special education at the outset of coursework.

EDC 410 Learners with Special Needs

(see EDC course descriptions)

EDU 491 Practicum and Seminar in Special Education

A supervised field placement in a facility for an exceptional population plus on-campus seminar. Students planning to take this course should consult with the special education director about a placement prior to registering for the course. (Prereq.: completion of all

other courses in special education minor or consent of instructor. Open to all.)

Engineering

Augsburg College has cooperative arrangements with two universities to allow students to earn a Bachelor of Arts degree from Augsburg College and an engineering degree from either the University of Minnesota College of Science and Engineering, Minneapolis, or Michigan Technological University, Houghton, Michigan. Because of the special requirements and opportunities of these programs, early consultation with the Augsburg engineering adviser is necessary. Applications for these programs require the recommendation of the Augsburg engineering adviser. Contact Jeff Johnson, Physics Department, 612-330-1070.

University of Minnesota

The College of Science and Engineering and Augsburg cooperative arrangement provides for two dual degree engineering programs:

Bachelor of Arts/Bachelor of Engineering (BA/BE) enables students to receive a Bachelor of Arts degree from Augsburg College and a Bachelor of Engineering degree from the University of Minnesota. The program typically involves three years at Augsburg and two years at the College of Science and Engineering.

Students may apply for the program after completing the sophomore year. At that time, they will be informed of their status in the program and any further conditions necessary for final acceptance into the program. Formal application to the College of Science and Engineering may be completed during the second semester of the junior year at Augsburg.

Bachelor of Arts/Master of Engineering (BA/ME) enables students to receive a Bachelor of Arts degree from Augsburg College and a Master of Engineering degree from the University of Minnesota. This program involves four years at Augsburg and, typically, two years at the College of Science and Engineering.

The curriculum is the same as the BA/BE curriculum with the addition of several extra courses that are completed at Augsburg during the senior year to minimize the number of undergraduate courses, if any, that students must take at the university before proceeding through the graduate curriculum. The number of such courses varies by IT department and area of emphasis within a department.

Application for admission into the BA/ME program should be initiated during the second semester of the junior year at Augsburg. Formal application for the program may be completed during the senior year. Those admitted will receive special counseling from the College of Science and Engineering staff regarding courses that should be taken during the senior year at Augsburg. Participants in the BA/ME program are not guaranteed admission to the College of Science and Engineering.

Michigan Technological University

This program enables students to receive a Bachelor of Arts degree from Augsburg and a Bachelor of Engineering degree from Michigan Technological University in a five-year period.

The first three years are spent at Augsburg followed by two years at the affiliated university. Students accepted into the program will be considered for admission to the engineering school if they complete course requirements, have the requisite cumulative grade point average, and are recommended by the engineering adviser of Augsburg College.

Students are also encouraged to explore opportunities for graduate work at Michigan Technological University. Further information on these and other graduate programs is available from the Augsburg engineering adviser.

Financial Aid

Students receiving financial aid who are participants in these dual degree programs will be encouraged to apply to the engineering school of their choice for continuing support. Their applications will be evaluated using need and academic performance as criteria.

Degree and Major Requirements

Minimum course requirements for admission to the dual-degree or three-two programs:

| | |
|---------|------------------------|
| CHM 115 | General Chemistry |
| CHM 116 | General Chemistry |
| CSC 170 | Structured Programming |
| ENL 111 | Effective Writing |
| PHY 121 | General Physics I |
| PHY 122 | General Physics II |

Four mathematics courses are required:

| | |
|------------|---|
| MAT 145 | Calculus I |
| MAT 146 | Calculus II |
| MAT 245 | Calculus III |
| MAT 369 | Modeling and Differential Equations |
| or PHY 327 | Special Functions of Mathematical Physics |

Additional courses to meet general education requirements and a total of 24 courses at Augsburg. Normally MAT 145, 146 and PHY 121, 122 are taken in the first year. Students interested in chemical engineering also should take CHM 351, 352.

English—ENL

Those who study English believe that an intense concern for words, ideas, and images helps people understand who they are and who they can become. Writing helps all of us clarify and share our thoughts. Literature helps us contemplate the pains and joys of human existence. Through the study of English we see life's complexity, experience life as others do, and better understand the world in which we live and work. Students majoring in English have the opportunity to choose one of four concentrations: Literature, Language and Theory; Media Writing; Creative Writing; and Secondary Licensure in Communication Arts/Literature.

English relates closely to other majors. With the other arts, English is concerned with the pleasure that comes from artistic creation and with the contemplation of works of art. With psychology and sociology, English is concerned with individual and group behavior. With philosophy, English is interested in ideas and in the relation between meaning and language. With science, English is interested in discovering order and determining structures. With speech and communication, English studies the effective use of language. With history and the other social sciences and humanities, English studies the way people have acted and thought at different times and in various cultures.

The Augsburg Department of English integrates its program with the cultural opportunities of this vital urban area. Augsburg students can walk to assigned or recommended plays, films, and readings available near the campus. English majors have the opportunity to use and refine their skills through working in internships on and off campus, tutoring English Language Learners (ELL) students, or tutoring in the writing lab.

Students with an Augsburg English major pursue careers in elementary, secondary, and college education, journalism, government, law, the ministry, library science, medicine, advertising, public relations, publishing, writing, and other professions and businesses.

English Faculty

John Schmit (Chair), Stephan Clark, Robert Cowgill, Cass Dalglish, Suzanne Donsky, Douglas Green, John Harkness, Colin Irvine, Dan Jorgensen, Dallas Liddle, Kathryn Swanson, Mzenga Wanyama, Cary Waterman, Susan Williams

Degree and Major Requirements

Choosing a Concentration

The English Literature, Language, and Theory concentration provides students various approaches to the life-enhancing study of the written word and visual text. Spotlight courses focus on specific authors, genres, or themes, and provoke discovery of new literary experiences. Courses in African American, Native American, Asian American, and post colonial literatures reconfigure the nature of traditional literary studies. Survey courses in English, American, and world literatures are organized by historical periods and provide a classically structured framework of study. Courses in literary theory demand the intense and intellectually challenging engagement of text, culture, and self.

While some of our courses foreground theoretical approaches to literature and deeply examine race, class, and gender in the consideration of their subject matter, all of our courses infuse these concerns into their engagement with primary works of fiction, poetry, creative non-fiction, film, and drama.

All literature classes involve students in dynamic and enjoyable literary examination, and are taught by professors who love teaching and who love literature. Our classes develop and demand the skills of aesthetic receptivity, perceptive and critical reading, open and clear speaking, and analytical and engaging writing — skills of the educated and employable citizen.

The literature, language, and theory concentration offers courses of study cross-listed with American Indian Studies, Art, Communication Studies, Film, Theatre Arts, and Women's Studies.

The English Writing concentration is for students who intend to develop professional skills in either creative or media writing. Over the course of their study, students will master terminology; understand historical, legal, and ethical issues relevant to the field; and study the works of established writers and professionals. The writing major emphasizes expanding competencies in observation, research, and analysis that enable writers to gather material from a variety of sources and perspectives for their work. Writing majors will understand the interdisciplinary demands inherent in creative and media writing (including issues of design) and will enhance their appreciation of the aesthetic possibilities inherent in the writing life.

Writing courses are taught by dedicated professors who are practicing writers themselves. The writing concentration offers courses of study cross-listed with Art, Communication Studies, and Theatre Arts.

The Communication Arts/Literature Teacher Licensure major is for students who seek to be licensed to teach in Minnesota in communication arts/literature. Students are encouraged to take courses toward their major during the first and sophomore years, and to apply for the education licensure program no later than the spring of their junior year.

Students in both programs must work with advisers in the English department and the education department in order to meet the professional requirements within the education department as well as the requirements for the major. Should licensure not be possible, graduation can be achieved through an English major, which requires at least two additional, specific courses, or through a communication studies major.

Graduation Skills

Graduation Skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The Quantitative Reasoning (QR) graduation skill is met by completing the following courses:

Concentrations in English Literature, Language, and Theory; English Writing; Creative Writing:

QR/QFA: GST 200 or PHY 119; OR a

QF: one of CHM 106, CHM 115, CHM 116, HON 220, MAT 114, MAT 129, MAT 137, MAT 138, MAT 145, MAT 146, MAT 163, MAT 173, PHY 103, PHY 106, or SCI 110; AND completion of either a:QA: ENL 327

Concentration in Media Writing:

QR:--QF: one of CHM 106, CHM 115, CHM 116, HON 220, MAT 114, MAT 129, MAT 137, MAT 138, MAT 145, MAT 146, MAT 163, MAT 173, PHY 103, PHY 106, or SCI 110; AND completion of:
QA: ENL 327

Communication Arts/Literature Teacher Licensure:

QR:--QF: one of CHM 106, CHM 115, CHM 116, HON 220, MAT 114, MAT 129, MAT 137, MAT 138, MAT 145, MAT 146, MAT 163, MAT 173, PHY 103, PHY 106, or SCI 110; AND completion of:

QA: COM 352

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Major Requirements

English Literature, Language, and Theory Concentration

The concentration requires nine courses above ENL 111, or HON 111, or ENL 112.

Students must take at least two 200-level literature courses as prerequisites for upper division courses in English, as well as either ENL 220 or ENL 221. No more than two 200-level literature courses may count for the major.

Students must take at least five 300-level courses, with one each in British literature, American literature, and world literature.

Majors must take at least one 400-level course with concurrent enrollment in ENL 490 English Keystone. Any 300-level course serves as a prerequisite for the 400-level.

Minor in English Literature, Language, and Theory

Five courses above ENL 111, or HON 111, or ENL 112 are required. One course must be ENL 220 or ENL 221; the remaining four must be literature, language, and theory courses, three of which must be upper division courses.

English Writing Concentration

Students must take 10 or 11 courses above ENL 111, or HON 111, or ENL 112, including three literature, language, and theory courses. At least one of these must be at the 300-level or higher.

Creative Writing Emphasis

Two introductory writing courses at the 200-level: ENL 226 (required) and either ENL 220 or 221. And a 300 level writing sequence: Either Fiction I and Fiction II (ENL 320 and 321), or Poetry I and Poetry II (ENL 322 and 323). And one elective from the following: ENL 227; ENL 228; ENL 320 or ENL 322; ENL 324; ENL/FLM 328; ENL/THR 325; an approved ACTC creative writing course; or an internship. And ENL 420, the keystone writing course. An additional art class is required, either Web Design I (ART 215) or Graphic Design (ART 225).

Media Writing Emphasis

Two introductory courses are required: Either ENL 227 or 228; and Either ENL 220 or 221. Also required, ENL 327 Quantitative Journalism; and two additional courses from the following: ENL 226, 227, 228, ENL 324; ENL/FLM 328; ENL/THR 325; an approved ACTC writing/reporting course; or an internship.

And ENL 427, the Keystone Advanced Studies in Media Ethics and Theory.

Additional art classes are required: Web Design I (ART 215) and Graphic Design (ART 225).

Minor in Writing

A minor with an open emphasis requires five writing courses above ENL 111, or HON 111, or ENL 112, including at least one course from the 200-level and two from the 300-level.

A minor with a creative emphasis requires five writing courses above ENL 111, or HON 111, or ENL 112 and must include ENL 226, and at least three upper division creative writing courses, two of

which must be a 300 two-course writing sequence.

A minor with a media emphasis requires six courses above ENL 111, or HON 111, or ENL 112, and must include ENL 227 or 228, ENL 427, one design course, and three upper division media writing courses.

Communication Arts/Literature Teacher Licensure Major

Prerequisite: ENL 111, or HON 111, or ENL 112

Major Requirements (eight courses in English):

- ENL 220 Intermediate Expository Writing
- ENL 240 Introduction to Literary Study
- ENL 365 Contemporary Post-Colonial Fiction
- ENL 380 Introduction to the English Language
- ENL 396 Internship in Teaching Writing

And three upper-division ENL Literature courses, one each in British, American, and world literature.

Experiential Requirement (no credit)

One college-level experience required in forensics, debate, newspaper, literary journal, or related activity (subject to departmental approval).

Additional Courses (outside the English Department):

- COM 112 Contest Public Speaking
- COM 243 Studio Production
- COM 254 Interpersonal Communication
- COM 352 Persuasion
- Special Methods (two courses)
- ESE 350 5-12 Methods: Literature and Reading
- ESE 351 5-12 Methods: Speaking and Listening (.5 course)
- ESE 352 5-12 Methods: Media Literacy (.5 course)

Additional ESE and EDC courses are required for licensure. They include EDC 200, 210, 211, 220, 310; ESE 325, 350, 351, 352; EDC 410, 490; student teaching. In addition to consulting your designated ENL adviser, contact an education department adviser for information about education courses.

Departmental Honors

GPA of 3.50 in the major and 3.00 overall; submit proposal to department chair by early October in senior year for department approval. Submit and defend paper before faculty committee. Honors project may receive independent study credit (refer to departmental guidelines).

Other Requirements

Transfer Students

Note: Transfer undergraduate majors must take at least three of their English courses at Augsburg. Transfer students who minor in English must take at least two of their English courses at Augsburg.

Transfer English education students with a BA in English from another college must take at least three of their English courses at Augsburg (preferably upper division courses). These courses must be taken before the department can recommend a student for student teaching.

The English Placement Test

A writing sample is required of students to determine their placement in an appropriate writing class. Students having completed AP (Advanced Placement) courses in composition must have a score of 4 or 5. Students who need to develop competence in composition skills—such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences—are required to enroll in Developmental Writing (ENL 101) where they receive more individual instruction than is possible in Effective Writing (ENL 111). These students must pass Developmental Writing (ENL 101) with a grade of P, 2.0, or higher before enrolling in Effective Writing (ENL 111).

Note: Students should register for ENL 101 during the first semester of attendance if possible. ENL 111, 112, or HON 111 should be completed, if possible, during the first year.

Students in Developmental Writing (ENL 101), Effective Writing (ENL 111), HON 111, or ENL 112 can elect the traditional grading system or P/N grading in consultation with their instructor up through the last week of class (without special permission/petition). Students who choose to receive a traditional grade in either course will receive a grade of N (one time only) if their work is below a 2.0. A student who repeats ENL 101 or 111 and does not receive a grade of 2.0 or higher, will receive a grade of 0.0.

English Courses

Service Courses

The department offers these service courses for students as required by a placement test. Note: First day attendance in all writing courses is mandatory for a student to hold his/her place in the course.

ENL 101 Developmental Writing

A preparatory course for ENL 111 Effective Writing, this course is required of students identified by the English Placement Test as needing additional preparation in composition. Students receive course credit, but this course does not fulfill the graduation requirement in writing. The minimum passing grade for this course is 2.0.

ENL 111 Effective Writing

Emphasis is on exposition, including learning research techniques, and writing critical reviews. Attention is given to increasing students' effectiveness in choosing, organizing, and developing topics; thinking critically; and revising for clarity and style. A writing lab is provided for those needing additional help. The minimum passing grade is 2.0.

HON 111 Effective Writing for Liberating Letters

This course takes a problem-based, process-oriented approach to expository writing. Attention is given to choosing, organizing, and developing topics; thinking critically; reading closely; and revising carefully for clarity and style. The minimum passing grade is 2.0.

ENL 112 Advanced Effective Writing

Advanced Effective Writing follows the same purposes and procedures as ENL 111; placement is determined by a writing sample submitted by students upon entry to the College. The minimum passing grade is 2.0.

ENL 217/218 English for Language Learners

Understanding spoken American English, speaking, reading college-level materials, and writing are the skills emphasized in these two courses. Testing determines placement in these courses; and testing, as well as course performance, determines whether the ELL requirement is met. Students continue in ELL until the requirement is completed but can receive credit for only two courses.

Literature, Language, and Theory Courses

The 200-level courses in the literature, language, and theory track of the English major develop foundational competencies in reading and interpreting literary texts, and provide opportunities for diverse literary discovery. These courses require ENL 111, or HON 111, or ENL 112 as a prerequisite or co-requisite.

ENL 240 Introduction to Literary Study

This course develops students' critical and analytical skills in reading and appreciating all kinds of literary texts and genres, including poetry, fiction, and drama. Emphasis is placed on learning fundamental terms and concepts that serve future literary inquiry and enjoyment. Required for communication arts/literature teacher licensure major. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

ENL 241 Introduction to Cinema Arts

An investigation of the cinematic qualities, theoretical principles, and technical and aesthetic evolution of the film medium. Includes the viewing and analysis of both feature length and short films, illustrating the international development of film form and selected aesthetic movements. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

ENL 250 American Voices

American Literature is made up of many voices that are distinct from one another in any number of ways. This course foregrounds those voices that are usually identified by dint of ethnic rubrics. In each iteration, a specific ethnic literature such as Hispanic, Asian American, or Jewish Literature will be emphasized. Check the departmental web page for further information or contact the instructor. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 251 Introduction to African-American Literature

This course introduces students to the foundations, development, and production of modern African-American literature from its origins in the 18th century to the present. It explores various literary genres, representative authors, epochal texts, and literary and ideological movements that have contributed to the shaping of the African American literary tradition. (Prereq or co-req.: ENL 111, or Hon 111, or ENL 112)

ENL 255 American Indian Literature

American Indian literature offers a survey of contemporary American Indian writing, including non-fiction, fiction, poetry, and drama. The course explores the richness and diversity of American Indian literature and the ways in which literature reflects and illuminates American Indian culture and traditions. The course emphasizes close readings of literature and public speaking skills through in-class presentation and small group discussion. Course cross-lists with American Indian Studies. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

Spotlight Courses

Offered Alternating Terms (Content for each will vary by term—check online course descriptions)

ENL 260 Authors

A chance to investigate closely an author of significant influence in various cultural contexts. Course subjects may include “Shakespeare on Page, Stage, and Screen,” “Tolkien’s Life, Times, and Works,” “The Cinema of Orson Welles,” “Mark Twain in the 20th Century,” and others. Check the departmental Web page for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)

ENL 270 Themes

This course traces a specific theme through changing historical, literary, and cultural contexts. Course subjects may include “The Heroic Journey,” “Literature and Landscape,” “Utopian Visions,” and others. Check the departmental webpage for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)

ENL 280 Genres

Students will consider literary and cultural developments that fix generic conventions and ways authors subvert or challenge those conventions. Course subjects may include “History of Mystery Fiction,” “The Short Story,” “Sports and Literature,” “Victorian Thrillers,” “The Musical on Stage and Screen,” and others. Check the departmental webpage for the title of a given section. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

ENL 290 Explorations in Language and Theory

An introductory course in applied literary or language theory. Course subjects may include “Cinema and Sexuality,” “Strategies in Reading the Novel,” “Challenging the Gaze,” “Language and Society,” and others. Check the departmental webpage for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)

The 300-level courses in the literature track in English concentrate on primary texts in historical and cultural contexts. These courses ask students to practice interpreting literary texts by employing techniques, terminology, and research methods of the discipline, resulting in effective and substantive expository writing about the subject. Unless otherwise indicated, students must take ENL 220 or 221 (see writing courses), or one 200-level literature, language, or theory course, or gain consent of the instructor as a prerequisite.

British Literature

ENL 330 Shakespeare

Study of the bard’s major plays — comedies, histories, tragedies, and romances — for their literary, dramatic, and cultural significance. (Prereq.: ENL 220 or 221, or a 200-level literature, language, or theory course or THR 250, or consent of instructor.)

ENL 332 Renaissance and Reformation

A survey of 14th- to 17th-century British literature, with attention to its European contexts. Begins with the Reformation of the 14th century and *Canterbury Tales* and ends with the

Puritan Revolution and *Paradise Lost*. Themes include “the enchantment of evil”; the hero as lover and courtier; utopian dreams and the literature of conquest; the writer as politician; and the challenges to religious certainty in a post-Ptolemaic universe. Major writers include Marlowe, Spenser, Shakespeare, More, and Donne. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 333 British and American Literature of the 17th and 18th Centuries: Strange Shores
British and American writers of this period are surveyed, with attention to the historical, intellectual, and social influences of the major literary movements on both sides of the Atlantic. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 334 British Literature: Reason and Romanticism

This class investigates the literary texts now called Romanticism within the history and culture of late 18th- and early 19th-century Britain. The famous “big six” poets (Blake, Coleridge, Wordsworth, Byron, Shelley, Keats) will be studied in the context of poetic predecessors and influences (Burns, Cowper, Smith) and contemporary talents in other genres, including Austen, Wollstonecraft, and Scott. (Prereq.: ENL 220 or 221, or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 336 British literature: The Age of Victoria

If America was the world’s cultural and political leader in the 20th century, Britain was the leader of the 19th century. Students will study the literature and culture of Queen Victoria’s England and her empire from the 1830s through 1914 in all four major genres of poetry, fiction, drama, and essay. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 337 The British Novel: Love and Learn

This course traces two great structuring ideas—the love-plot and the education-plot—in the rise and development of the British novel in the 18th and 19th centuries. The course spans 150 years of literary history, while studying and critiquing the ways literary theorists and historians have explained and theorized British fiction. Authors surveyed include Defoe, Richardson, Austen, Trollope, Bronte, Eliot, and others. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 338 Readings in British and Commonwealth Drama

A variable survey of drama in English by British and Commonwealth playwrights, organized historically and/or thematically. Sample topics include “Mysteries and Moralities,” “London Onstage,” “The Empire Strikes Back,” and “What Is My Nation?” Readings range from the Middle Ages to the present. THR 250 satisfies the prerequisite for this course. (Prereq.: ENL 220 or 221 or one 200-level literature course or THR 250, or consent of instructor.)

ENL 339 Modern British and Irish Writers

Writers of the first half of the 20th century are surveyed, with attention paid to their contribution to modernism, experimentation, and literary form. Virginia Woolf, William Butler Yeats, James Joyce, Henry Green, D.H. Lawrence, Samuel Becket, and Muriel Spark are among the authors surveyed. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

American Literature

ENL 350 Readings in African-American Literature

This course offers a chance to look in depth at authors, themes, historical influences, and theoretical issues surrounding both classical and emerging minority literature. The course's focus varies. A specific ethnic literature or a specific writer may be emphasized; at other times topics that cross the boundaries of minority literatures will be examined. Check the departmental web page for a given section's emphasis. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 351 19th Century American Literature

Covers the intellectual and social environment that affected the writers of the period. Many different genres—slave narratives, romances, tall tales, epic poetry—are considered. Douglass, Jacobs, Thoreau, Melville, Hawthorne, Twain, Emerson, Dickinson, James, and Wharton are among the authors surveyed. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 352 American Literature from 1900 to 1945

Naturalism, the rise of modernism, the development of social protest literature, significant movements such as the Harlem Renaissance, and other major developments of the period are charted. Cather, Dreiser, Elliot, Fitzgerald, Faulkner, Hemingway, Hughes, and Hurston are among the writers considered. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 353 American Literature from 1945 to the Present

Writers surveyed include O'Connor, Bellow, Baraka, Baldwin, Ellison, Erdrich, Roth, Pynchon, Oates, Kingston, Mailer, Williams, Wideman, Morrison, as well as contemporary fiction writers represented by the *Best American Short Stories* anthologies. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 354 Contemporary American Poetry

A survey of the work of poets who have come into prominence since mid-20th century as represented in the anthology *Contemporary American Poetry*. Attention will be given to younger and/or less prominent poets represented in the *Best American Poetry* series. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL/AIS 355 Themes in American Indian Literature

The course is structured around a number of writers working within a particular theme such as "Native Voices of Minnesota," "Voices from the Southwest," "Poetics and Politics of Native Writing," "Women and Power in Native Literature," "Urban-Reservation: Homing," and "American Indian Film-Literature Adaptation." Students focus on primary texts, comparing and contrasting theme, voice, aesthetic, or cultural emphasis as it shifts or arises across the group of texts. Course cross-lists with American Indian studies. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 358 Readings in American Drama

A variable survey of American drama from the early 20th century to the present, organized historically and/or thematically. Sample topics include “American Families,” “Blacks and Whites,” and “Sex and Self on the American Stage.” Readings range from O’Neill and Treadwell to Shanley and Parks. (Prereq.: ENL 220 or 221 or one 200-level literature course or THR 250, or consent of instructor.)

World Literature in Translation**ENL 360 The Classical Tradition**

A study of the major works of Greek and Roman literature, including Homer, Aeschylus, Sophocles, Virgil, through Dante. Works are studied with reference to their mythological foundations, their cultural background, their influence on later literature, and their enduring relevance. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 361 The Medieval World

A survey of medieval literature from the collapse of the Roman Empire to the 14th century, this course emphasizes themes of cultural collision and synthesis: pagans — both classical and “barbarian” — and Christians; Islam and Christendom. Attention is paid to heroic traditions (myth, epic, saga, romance, hagiography); the literature of courtly and profane love; and visions of heaven and hell. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 362 Renaissance to Modern Literature

Study of masterpieces of literature, chiefly European, from the Renaissance to the modern period, including such authors as Moliere, Cervantes, Rabelais, Voltaire, and Ibsen. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 365 Contemporary Post-Colonial Fiction

This examination of contemporary world fiction includes work by authors from Latin America, Africa, Asia, and the Middle East, and fiction written by indigenous authors worldwide. The course explores novels in relation to language, culture, and gender in an age of globalization and fragmented nationalisms, considering fictions in their literary, cultural, and social contexts. Cross-listed with Women’s Studies. Required for communication arts/literature teacher licensure major. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 367 Women and Fiction

The course studies novels and short stories by women across cultures. Emphasis on the conditions that have affected women’s writing (including race and class), the reflection of women’s unique experience in their writing, and the ways in which women writers have contributed to and modified the Western literary heritage. This course is cross-listed with Women’s Studies. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 368 Readings in World Drama

A variable survey of drama in translation from around the world, organized historically and/or thematically. Sample topics include “Classical Theaters,” “Spanish and Latin American Drama from the Renaissance to the Present,” “Social Issues in Contemporary World Drama.” (Prereq.: ENL 220 or 221 or one 200-level literature course or THR 250, or consent of instructor.)

Language, Media, and Theory

ENL 371 History of Cinema

A chronological survey of the development of cinema from the inception of the moving image in the late 19th century through the emergence of film as one of the most important popular art forms of the 20th century. Emphasis will be placed on important international cinematic artistic movements, such as Italian neo-realism and the French New Wave, on cultural contexts that influenced the reception of film art, and on technological advancements that altered the medium and influenced both narrative and documentary filmmakers. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 380 Introduction to the English Language

A structural and historical overview of theoretical and social issues concerning the English language, including theories of language acquisition. Required for the communication arts/literature licensure major. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 385 Language and Power

Students will consider both spoken and written examples of language as a means of establishing, maintaining, or revoking power. They will also pay attention to gender differences in the use of language and analyze ways in which speakers and writers can both create and revise reality via the language they use. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 394 Composition Theory and Practice

Students will examine composition as a relatively new field of study, one in which research in such areas as cognition, language acquisition, gender differences in language, and code switching are relevant. Using both spoken and written language, students will apply various theoretical positions to the language they and others use to communicate in a range of linguistic tasks. Recommended for licensure and potential graduate students. (Prereq.: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

The 400-level literature, language, and theory courses emphasize scholarship, criticism, and theory, and ask students to write and speak professionally about literary texts. Any 300-level literature course or consent of the instructor serve as a prerequisite for the 400-level. One 400-level course must fulfill the keystone requirement.

ENL 410 Advanced Studies in Literature

Potential course subjects include “The Beats,” “American Indian Writers Speak,” “The

Unteachable Novel,” “Studies in the American Romance,” “Black and White and Red All Over: Film Noir, Communism, and Race,” and others. Check the departmental webpage for the subject of a specific term, and get a complete course description in the English Department. (Prereq.: Any 300-level literature course or consent of instructor)

ENL 430 Advanced Studies in Language, Theory, and Method

Through a focus on particular issues and problems in literary studies, this course engages students in a variety of past and current critical theories. Possible course topics include “Is There a Gay Literature?” “Realism Reconsidered,” “Cognition, Meaning, and Interpretation,” “Eco-criticism and the Nature of Reading,” “Readings in Theory,” and others. Check the departmental webpage for the subject of a specific term, and get a complete course description in the English Department. (Prereq.: Any 300-level literature course or consent of instructor)

Writing Courses

Note: First day attendance in all writing courses is mandatory for a student to hold his/her place in the course.

ENL 220 Intermediate Expository Writing

This course builds on the practices and methods of Effective Writing. Its workshop format stresses style and organization, the process of revision, self and peer evaluation, and the relationship between reading and writing. Required for the communication arts/literature teacher licensure major. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 221 Expository Writing about the Arts and Popular Culture

A variant of English 220, this course also builds on the methods of Effective Writing, but in this version students work on content related to subjects in the world of art and literature. Particularly aimed at art, theatre arts, and film majors. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 223 Writing for Business and the Professions

This practical course is designed to improve writing skills for those entering business and professional careers. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 226 Introduction to Creative Writing

The purpose of the course is to introduce students to the process of creative writing and to various genres, emphasizing poetry and short fiction, but including journal keeping and creative prose. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 227 Journalism

An introductory newswriting course with an emphasis on writing for the print media. Students consider how to recognize news, gather and verify facts, and write those facts into a news story. (Prereq.: ENL 111, or HON 111, or ENL 112)

ENL 228 Broadcast and Online Journalism

This is an introductory newswriting course with an emphasis on writing for broadcast and online media. Students use an intensive practice model to learn the basics of newsgathering, writing, and production for radio and the internet. (Prereq.: ENL 111, or

HON 111, or ENL 112)

ENL 320 Fiction One

Students draft a collection of short stories and critique others' work in the writing workshop environment. Throughout the term, students will also read classic and contemporary short fiction, analyzing and examining the work of established writers as they learn to identify successful short fiction while creating their own work. (Prereq.: ENL 226)

ENL 321 Fiction Two

A writing workshop in which students will revise a body of short fiction, redrafting and polishing at least four short stories of varying lengths for inclusion in a portfolio of work. Students will also be expected to create at least one new work of short fiction during this workshop term. (Prereq.: ENL 320 or review and acceptance by instructor of four story drafts written by the student and offered as work the student will refine in Fiction Two.)

ENL 322 Poetry One

Students draft a collection of poems and critique others' work in the writing workshop environment. Students will learn to identify successful poetry as they create their own poems; they will read published poetry and listen to new and established poets reading their own work. (Prereq.: ENL 226)

ENL 323 Poetry Two

In this writing workshop, students write and revise a collection of poems to be produced as a chapbook. Some of the poems written during this semester will be experiments with formal verse, such as villanelles and sestinas. (Prereq.: ENL 322 or review and acceptance by instructor of a collection of poetry written by the student.)

ENL 324 Creative Nonfiction

In this writing workshop, students develop a portfolio of creative works in the "fourth genre," which may include memoir; personal essays; flash nonfiction; researched feature stories; mixed media, hypertext, and fragmented nonfiction; and lyric essays. (Prereq.: ENL 220 or 221 or 226)

ENL/THR 325 Playwriting

An introductory course in writing for theatre. Students will learn the basics of dramatic structure, methods of script analysis, and techniques for the development of playscripts from idea to finished product. (Prereq.: ENL 111 and junior or senior standing, or consent of theatre department chair. THR 250 or ENL 226 recommended.)

ENL 327 ENL 327, "Quantitative Journalism: From Computers to Community"

This course introduces students to gathering, analyzing, and presenting quantitative data by using computers and other sources. The course also incorporates off-campus resources to provide students with real-world experience with how data are incorporated into print, broadcast, and online journalism. This course is designed for persons wishing to explore use of quantitative data and for those preparing to enter the communication professions. (Prereq.: ENL 227 or 228)

ENL/FLM 328 Screenwriting

An introductory course in writing for film, this course will take students from story outline to the creation of a screenplay draft. In addition to writing their own scripts, students will review feature films and analyze work written by each member of the class, giving detailed critical analysis and engaging in discussion of aesthetics, craft, and form. (Prereq.: ENL 220 or 221, or 226, or 228)

ENL 420 Advanced Studies in Writing

The writing keystone is a final, summative seminar emphasizing collaboration, professional standards, and the creation of a publishable or performable completed product. The topic changes; check the departmental webpage. (Prereq.: Any 300-level writing course)

ENL 427 Advanced Studies in Media Ethics and Theory

This course acquaints students with the concepts and functions of the news media in global society, exploring the interaction of ethical and legal principles of American journalism and considering the role of the news media in historical, economic, and technological contexts. The course will analyze situations that have arisen in the past and situations that arise now in a digitized information world. Students will study the special position given the media in the United States and will consider First Amendment protections and the media's responsibilities to inform the public in a free and democratic society. (Prereq.: ENL 220, or 221, or 226, or 227, or 228; and any 300-level media writing course.)

ENL 490 English Keystone (.0 course)

Students seeking keystone credit must register for this no credit, P/N course, along with ENL 410, 420, or 430.

Directed Studies, Internships, and Independent Studies

ENL 291/391 Experiences in Thai Education and Culture

In this course, offered alternate years, students will spend approximately three weeks in May in Thailand. During this time, students will visit temples and sites in Bangkok, Chiangmai, and Prachuab Kirikhan. They will learn about Thai Buddhism, government, traditional customs, and culture. Students will also spend several days teaching English to Thai students in a Thai secondary school.

ENL 299 Directed Study

ENL 396 On-Campus Internships

This course is required for all communication arts/literature licensure students. It is normally taken with students enrolled in English 101 Developmental Writing. Interns prepare class presentations, assess student writing, and learn methods useful in teaching composition.

ENL 399 Off-Campus Internships

ENL 499 Independent Study and Honors Projects

Honors studies must be directed by a professor chosen by the student and approved by the department. Independent study projects not designated for honors must be approved by the chair of the department.

Environmental Studies

Environmental studies is the interdisciplinary investigation of human relations with the natural world. The program pursues a multifaceted examination — across the natural sciences, social sciences, humanities, and professional studies — of the interdependence shared by people and nature. It provides an understanding of the material world as well as the ecological, social, and cultural processes and problems that bind that world together. Through the study of politics, biology, literature, chemistry, social work, economics, and history, environmental studies students focus on the most pressing local, regional, national, and global issues of our day.

Augsburg College's location in the city offers a particular opportunity for the close study of complex urban environments. Although many equate environmental issues with rural areas, most people live in cities. Urban residents shape nature in innumerable ways, including through energy, food, and water consumption; transportation; and industrial production. In turn, cities often serve as the settings in which environmental injustice flourishes. With that in mind, Augsburg's environmental studies program fosters the simultaneous study of ecological quality and social justice.

The program provides undergraduate training leading to a BA or a minor in environmental studies. Upon completion of the program, students will be able to comprehend ecological processes, recognize the many and varied forms of nature in the city, distinguish stakeholders' interests in policy debates, decipher the context and variety of human experiences in nature, identify inequities in the access to and use of natural resources, and articulate responses grounded in multiple disciplinary insights to current urban environmental challenges. Drawing on their experiences in settings as diverse as the Cedar-Riverside neighborhood, the upper Mississippi River Valley, and Mexico, graduates of the program pursue vocations in nonprofit organizations, government policy and planning positions, law, education, ministry, and corporate settings.

Environmental Studies Faculty

John Zobitz (Mathematics, Director), Ralph Butkowski (Biology), Kristen Chamberlain (Communication Studies), Christina Erickson (Social Work), Keith Gilsdorf (Economics), John Harkness (English), Colin Irvine (English), Michael Lansing (History), Joan Kunz (Chemistry), Joseph Underhill (Political Science).

Major

Fourteen Courses (standard track or HECUA track)

Standard Track Requirements (14 course credits):

Core courses:

ENV 100 Environmental Connections
SCI 106 Introductory Meteorology
SWK 210 Environmental Justice and Social Change
POL 241 Environmental and River Politics
or INS 342 River Politics Field Seminar
or POL 325 Politics and Public Policy
or POL 341/ Environmental Politics (CGE)

WST 341
or SOC 381 The City and Metro Urban Planning
ENL 270 Rites of Thematic Passage (Literature and Landscape)
or REL 313/Environmental Theology and Ethics (CGE)
WST 313
HIS 316 U.S. Urban Environmental History
ECO 365 Environmental Economics and Sustainable Development
ENV 399 Internship
ENV 490 Environmental Studies Independent Project (Keystone)

Biology requirements:

BIO 151 Introductory Biology
BIO 152 Ecology, Evolution, and Diversity
BIO 481 Ecology

Chemistry requirements:

CHM 105 Principles of Chemistry I
CHM 106 Principles of Chemistry II
or CHM 115 General Chemistry I
CHM 116 General Chemistry II (depends on MPG score)

HECUA Track Requirements (14 course credits):

ENV 100 Environmental Connections
SWK 210 Environmental Justice and Social Change
ENL 270 Rites of Thematic Passage (Literature and Landscape)
or REL 313/Environmental Theology and Ethics (CGE)
WST 313
HIS 316 U.S. Urban Environmental History
INS 345, INS 346, INS 399 (HECUA Environmental Sustainability Semester, four course credits:
Adaptive Ecosystem Management; Social Dimensions of Environmental Change, Field/
Research Methods and Investigation, Internship and Integration Seminar)
SBS 499 Environmental Studies Independent Project (Keystone)

Biology requirements:

BIO 151 Introductory Biology
BIO 152 Ecology, Evolution, and Diversity
BIO 481 Ecology

Chemistry requirements:

CHM 105 Principles of Chemistry I
CHM 106 Principles of Chemistry II
or CHM 115 General Chemistry I
CHM 116 General Chemistry II (depends on MPG score)

Minor

(Seven courses)

ENV 100 Environmental Connections

- CHM 105 Principles of Chemistry I
or CHM 115 General Chemistry I
- BIO 151 Introductory Biology
- BIO 152 Ecology, Evolution, and Diversity
- SWK 210 Environmental Justice and Social Change
- HIS 316 U.S. Urban Environmental History
or ENL 270 Rites of Thematic Passage
or REL 313/Environmental Theology and Ethics (CGE)
WST 313
- POL 241 Environmental and River Politics
or INS 342 River Politics Field Seminar
or POL 325 Politics and Public Policy
or POL 341/ Environmental Politics (CGE)
WST 341
or ECO 365 Environmental Economics and Sustainable Development
or SOC 381 The City and Metro-Urban Planning

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Environmental Studies Courses

ENV 100 Environmental Connections

An interdisciplinary introduction to current environmental issues. The course depends on ecological visions of the world and examines the connections we share as people living simultaneously in human community and in physical environments. In examining these connections, we depend on the insights offered by political science, biology, economics, literature, sociology, chemistry, and history as well as experiential education and service-learning. The issues examined in this class—neither remote nor abstract—exist in our everyday lives, and a central feature of the course is the application of knowledge gained in the class to a campus project. (Social and Behavioral Sciences LAF, fall)

ENV 490 Environmental Studies Independent Project

An independently-designed project (approved by the program director and a committee of three environmental studies faculty representing at least two academic divisions) that displays a student's ability to synthesize interdisciplinary approaches, demonstrate higher-level learning, and examine vocational issues through the study of an environmental problem. Vocational questions will also be formally explored. (Prereq.: ENV 100, BIO 152, CHM 106 or 116, SWK 210, HIS 316, and ENV 399)

Film

See listing under Communication Studies.

Finance

See listing under Business Administration.

Foreign Languages

See listing under Languages and Cross-Cultural Studies.

French

See listing under Languages and Cross-Cultural Studies.

German

See listing under Languages and Cross-Cultural Studies.

Health, Physical Education, and Exercise Science—HPE

All students at Augsburg College will interact at some point during their college experience with the Department of Health, Physical Education, and Exercise Science. Goals of the department are to provide quality experiences, preparation for the professions, and an education that leads to lifelong participation in physical activity. Both recreational participants as well as athletes will find ample opportunity for developmental activities.

The physical education program prepares students for careers in physical education endeavors in the schools and in allied professions. It also provides general education in physical activity for all Augsburg students.

The health education program prepares students for careers in school health education, wellness, and allied professions. This program offers a comprehensive view that examines prevention and promotion needs for individuals, schools, and the community.

The exercise science program prepares students with practical application of the knowledge needed to become a health fitness or community health professional. Interested students will also be prepared to move on to graduate or professional school in allied health fitness professions.

All students seeking teaching licensure must receive a minimum grade of 2.0 in all required courses with an HPE prefix.

Health, Physical Education and Exercise Science Faculty

Eileen Kaese Uzarek (Chair), Jane Becker, Chris Brown, Anthony Clapp, Steven Dalhed, Carol Enke, Aaron Griess, Melissa Lee, Mike Navarre, Patrice Salmeri, Missy Strauch, Ted Vickerman

Degree and Major Requirements

Health Education

Health Education Major

| | |
|---------|---|
| HPE 104 | Components of Fitness Training |
| HPE 110 | Personal and Community Health |
| HPE 114 | Health and Safety Education |
| HPE 115 | Chemical Dependency Education |
| HPE 215 | Health and Exercise Psychology |
| HPE 316 | Human Sexuality |
| HPE 320 | School Health Curriculum |
| HPE 357 | Measurement in Health, Physical Education, and Fitness |
| HPE 358 | Assessment in Health and Physical Education |
| HPE 390 | Instructional Methods and Materials in Health Education |
| HPE 410 | Administration and Supervision of the School Health Program |
| HPE 450 | Current Health Issues |
| BIO 103 | Human Anatomy and Physiology |
| PSY 250 | Child Development |

or PSY 252 Adolescent and Young Adult Development

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Health Education Minor

HPE 104, 110, 114, 115, 316, 320, 390, 450, BIO 103. (The Minnesota Board of Teaching does not license minors in teaching.)

Teaching Licensure

The Minnesota Board of Teaching has specific licensing requirements for teachers that may be subject to change after the publication of this catalog. It is the responsibility of the student to consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

A Bachelor of Science degree is available for students seeking teacher licensure. Students must consult with a faculty adviser concerning the Augsburg Core Curriculum requirements under the Bachelor of Science option.

Physical Education

Physical Education Major

| | |
|---------|---|
| HPE 104 | Components of Fitness Training |
| HPE 114 | Health and Safety Education |
| HPE 115 | Chemical Dependency Education |
| HPE 205 | Introduction to Health, Physical Education, and Health Fitness |
| HPE 220 | Motor Learning |
| HPE 254 | Introduction to Developmental and Adapted Physical Education |
| HPE 275 | Prevention and Care of Athletic Injuries |
| HPE 324 | K-6 PE Games and Activities |
| HPE 334 | 7-12 Sport Skills and Activities |
| HPE 335 | Outdoor Education |
| HPE 340 | Organization and Administration of Physical Education Programs |
| HPE 350 | Kinesiology |
| HPE 351 | Physiology of Exercise |
| HPE 357 | Measurement in Health, Physical Education, and Exercise Science |
| HPE 358 | Assessment in Health and Physical Education |
| HPE 473 | Physical Education Curriculum |
| BIO 103 | Human Anatomy and Physiology |

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Physical Education Minor

HPE 104, 115, 205, 324, 334, 351. (The Minnesota Board of Teaching does not license minors in teaching.)

Coaching Certification

The Minnesota Board of Teaching does not require coaching certification. The following courses are recommended for those interested in coaching in Minnesota public schools:

- HPE 114 Safety Education
- HPE 275 Prevention and Care of Athletic Injuries
- HPE 280 Coaching Theory

The MSHSL requires all head varsity coaches of interscholastic sports to complete a coaching effectiveness program offered through the MSHSL.

Teaching Licensure

The Minnesota Board of Teaching has specific licensing requirements for teachers that may be subject to change after the publication of this catalog. It is the responsibility of the student to consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

A Bachelor of Science degree is available for students seeking teacher licensure. Students must consult with a faculty advisor concerning the Augsburg Core Curriculum requirements under the Bachelor of Science option.

Exercise Science

Exercise Science Major

- HPE 104 Components of Fitness Training
- HPE 110 Personal and Community Health
- HPE 114 Health and Safety Education
- HPE 115 Chemical Dependency Education
- HPE 205 Introduction to Health, Physical Education and Exercise Science
- HPE 215 Health and Exercise Psychology
- HPE 275 Prevention and Care of Athletic Injuries
- HPE 300 Nutrition for Exercise Science
- HPE 305 Stress Management
- HPE 350 Kinesiology
- HPE 351 Physiology of Exercise
- HPE 357 Measurement in Health, Physical Education, and Exercise Science
- HPE 397 or 399 Internship in Exercise Science
- HPE 450 Current Health Issues
- HPE 490 Health Fitness Seminar and Keystone
- BIO 103 Human Anatomy and Physiology

Select and complete one (1) of the following two (2) courses:

- HPE 315 Exercise Testing and Prescription
- or HPE 330 Community Health Methods

Select and complete one (1) of the following two (2) courses:

- HPE 430 Epidemiology (HLTH 400 Epidemiology at Univ. of St. Thomas)

or HPE 304 Advanced Fitness Training

Health, Physical Education and Exercise Science Courses

HPE 001 Foundations of Fitness (.0 course)

This course is required of all Augsburg students outside the HPE majors. It seeks to improve the student's knowledge and understanding of the components of physical fitness and how they contribute to personal lifelong health and well being. This course is designed to provide knowledge and skills needed to assess, monitor, and discipline oneself to maintain a lifestyle of fitness and wellness. (Fall, spring)

HPE 002, 003 Lifetime Activity (.0 course)

Lifetime activity courses are designed to improve proficiency in a selected physical activity. Students will be able to understand and demonstrate basic skills, strategy, and rules of the activity. (Fall, spring)

HPE 007 Lifetime Activity - Hybrid (.0 course)

This Lifetime Activity course is designed to improve proficiency in one or more student selected activities. Students will understand and demonstrate fundamentals and benefits of selected activities. This course will be taught in a hybrid format, blended between in-person lab experiences and online discussions and reporting. (Fall, winter, spring WEC)

HPE 104 Components of Fitness Training

This course implements a performance-based approach designed to enable the student to become well educated in strength and cardiovascular training. The proficiencies will address the specifics of knowledge and performance in fitness training. This course will implement optimal research based theories for improving aerobic and muscular strength for the purpose of designing an individualized strength and aerobic conditioning program. (Fall and Spring)

HPE 110 Personal and Community Health

Concepts and practices of health and healthful living applied to the individual and the community. (Prereq.: ENL 111 or 112 or HON 111. Fall)

HPE 114 Health and Safety Education (.5 course)

Principles and practices of safety education in school and community life. National Safety Council First Aid and CPR certification. (Fall, Spring)

HPE 115 Chemical Dependency Education (.5 course)

An analysis of chemical use and abuse and what can be done for the abuser. Includes information about school health education and services. (Fall, spring)

HPE 205 Introduction to Health, Physical Education, and Exercise Science (.5 course)

An introduction to the professional field of health, physical education, and fitness. Includes history, current trends and professional opportunities related to health, human performance, and wellness. Students also will examine the components of a healthy lifestyle found on the wellness continuum. (Spring)

HPE 215 Health and Exercise Psychology

Study of the impact of psychological, behavioral, social, and biological interactions on exercise and health. Specific physiological and psychological benefits associated with exercise are addressed along with health promotion, intervention, and adherence. Examples of topics covered include: anxiety, depression, stress, ADHD, self-efficacy and determinants of exercise. (Spring)

HPE 220 Motor Learning (.5 course)

The study of the processes associated with developing motor skills and performance, and how this relates to motor development. (Spring)

HPE 254 Introduction to Developmental/Adapted Physical Education (.5 course)

A general overview of developmental/adapted physical education from early childhood through grade 12. The role of school based health and physical education programs for students with disabilities will be addressed. Fieldwork experience is a requirement in this course. (Fall)

HPE 275 Prevention and Care of Athletic Injuries (.5 course)

Emphasis placed on preventing and treating common athletic injuries. Practical experience in taping and training room procedures. A lab accompanies this course. (Prereq.: HPE 114. Spring)

HPE 280 Coaching Theory (.5 course)

Theory, philosophy, organization, and supervision of coaching. Includes psychology of sport and how psychological factors affect participation in sport.

HPE 300 Nutrition for Exercise Science

This course provides an integrated overview of the physiological requirements, food sources, and functions of carbohydrates, fats, protein, vitamins and minerals and their impact on health and performance. Students will evaluate and design nutritional regimens to support optimal athletic performance, ultimately examining nutritional supplements, ergogenic aids, and anabolic steroids and the safety and efficacy of legal and banned substances.

HPE 304 Advanced Fitness Training

This course is designed to examine and apply the latest in scientific research of advanced personal training. Participants will be exposed to established training methods for developing advanced workouts as well as a variety of breakthrough exercises that may result in fitness improvements. Ultimately, students will create and optimize aspects of the different training phases for their year-round program design. (prerequisites: BIO 103, HPE 104, HPE 114).

HPE 305 Stress Management (.5 course)

This course introduces students to concepts related to stress and stress management. Along with the study of the role of stress in dysfunction of the human body, individual assessments and reflection are used to assist students in developing a greater

understanding of the role of stress in their life. Individual stress management plans will be constructed.

HPE 315 Exercise Testing and Prescription (.5 course)

This is a course in exercise testing and prescription relative to the cardiopulmonary system. The course is designed to provide the student with an understanding of the physiological and pathophysiological responses of the body to clinical exercise testing and to develop a basis for the exercise prescription in health and disease. The content of this course is focused toward the knowledge and skills required for taking the ACSM Health Fitness Instructor (HFI) certification exam. (Prereq.: MPG III, HPE 357. Fall)

HPE 316 Human Sexuality

A study of the psychological, social, and biological components of human sexuality (Spring)

HPE 320 School Health Curriculum (.5 course)

Techniques for developing a course of study in school health based upon growth and development for grades K-12. Examination of National Standards and pedagogy for health education, curriculum, and assessment included. (Prereq.: HPE 110. Fall even years)

HPE 324 K-6 PE Games and Activities (.5 course)

This course integrates theory and practice in teaching age and skill appropriate activities to elementary students. Fieldwork experience is a requirement in this course. (Prereq.: HPE 104 and 205. Spring)

HPE 334 7-12 Sport Skills and Activities (.5 course)

Theory and practice in skills, teaching and officiating selected games and activities. Fieldwork experience is a requirement in this course. (Prereq.: HPE 104 and 205. Fall)

HPE 335 Outdoor Education (.5 course)

A course designed to provide knowledge and develop skills in a variety of outdoor educational activities and to study the natural environment in which these activities occur. The course will include a three-day camping/hiking trip. Fieldwork experience is a requirement in this course. (Prereq.: HPE 104, HPE 114, HPE 205. fall, even years; spring, even years)

HPE 340 Organization and Administration of Physical Education Programs (.5 course)

A survey of management, leadership, and decision making for physical education and athletic programs. (Prereq.: HPE 205 and pass CT assessment or GST 100. Fall)

HPE 350 Kinesiology

A study of the mechanics of movement with an emphasis on the use of the muscular system. An analytic approach to the study of movement and how it relates within the physical education and health fitness fields. A lab accompanies this course. (Prereq.: BIO 103. Co-req.: HPE 357. Fall)

HPE 351 Physiology of Exercise

The major effects of exercise on the systems of the body and physiological principles applied to exercise programs and motor training. A lab accompanies this course. (Prereq.: ENL 111 or 112 or HON 111, BIO 103. Spring)

- HPE 357 Measurement of Health, Physical Education, and Exercise Science (.5 course)**
 Concepts of statistics and the use of statistical procedures in health, fitness, and physical education programs. Topics include descriptive statistics, probability, estimation, ANOVA, correlation, and linear regression. (Prereq.: MPG 3, HPE 104, and either HPE 110 or HPE 205. Fall)
- HPE 358 Assessment of Health and Physical Education (.5 course)**
 Standards, assessment, and evaluation of tests in health and physical education. (Prereq.: HPE 104, 357 and either HPE 110 or HPE 205. Fall)
- HPE 365 Physical Education Methods (K-6)**
 Procedures, materials, and issues for teaching physical education in grades K-6. An in-depth view of all aspects of teaching physical education to elementary-aged children. Fieldwork experience is a requirement in this course. (Prereq.: HPE 104, HPE 324. Fall)
- HPE 368 Physical Education Methods (7-12)**
 Procedures, materials, and issues involved in teaching physical education in secondary schools. An in-depth view of all aspects of teaching physical education to secondary-aged students. Fieldwork experience is a requirement in this course. (Prereq.: HPE 104, HPE 334. Spring)
- HPE 390 Instructional Methods and Materials in Health Education**
 Principles and methods of instruction applied to health education grades K-12. Emphasis on teaching/learning strategies and student assessment. Evaluation and development of materials included. Fieldwork experience is a requirement in this course. (Prereq.: HPE 110. Spring)
- HPE 410 Administration and Supervision of the School Health Program (.5 course)**
 Historical background, legal basis, and school health services relationship to community and school health programs and resources. (Prereq.: HPE 110. Fall, even years)
- HPE 450 Current Health Issues (.5 course)**
 This course uses critical thinking skills to examine current health issues in text and media from a sociological, political, economic, and medical perspective. (Prereq.: HPE 110 and pass CT assessment or GST 100. Fall, odd years)
- HPE 473 Physical Education Curriculum (.5 course)**
 Techniques for developing a course of study in physical education based upon growth and development for grades K-12. Examination of National Standards and pedagogy for physical education, curriculum, and assessment included. (Prereq.: HPE 205. Fall)
- HPE 490 Exercise Science Seminar and Keystone**
 This course will provide the student with the pinnacle component of the Exercise Science degree plan. The keystone will provide an understanding of human responses to exercise and its relevance to a diverse and challenging world, as well as help develop a basis for research as this relates to the major. The student will choose a research topic in the field of kinesiology or exercise physiology, design a research study, recruit subjects, conduct testing, evaluate data, and present their research to the Health, Physical Education and

Exercise Science Department at the end of the semester. The student will also choose from a number of options to advance their career and improve their marketability in the field. (Prereq.: HPE 350 and HPE 351)

Internships and Independent Study Courses

HPE 199 Internship

HPE 299 Directed Study

HPE 397/399 Internship

HPE 499 Independent Study/Research

Open only to junior or senior majors.

History—HIS

History is to society what memory is to an individual; it brings to a civilization an understanding of its identity. The distinguished medievalist J. R. Strayer expressed it this way: “No community can survive and no institution can function without constant reference to past experience. We are ruled by precedents fully as much as by laws, which is to say that we are ruled by the collective memory of the past. It is the memory of common experiences that makes scattered individuals into a community.”

The study of history enables us to deal more knowledgeably with continuity and change in society. The construction of an informed sense of our past is a fundamental ingredient in appreciating and understanding the present as well as anticipating the future. History majors are prepared to be active and contributing members of their society. The study of history, which has long held a major role in the liberal arts, is an entry to elementary and secondary education, graduate study in many fields, and a wide range of employment opportunities that require abilities in communication, conceptualization, and processing of information.

History Faculty

Phillip C. Adamo (Chair), Jacqueline deVries, Bill Green, Don Gustafson, Michael Lansing
Degree and Major Requirements

Major

Nine courses (including HIS 280 and 480). At least four of these courses must be upper division. A major must have at least one course (either survey or upper level) from each of the four areas: ancient and medieval, modern Europe, United States, and non-Western.

Graduation Skills

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. Speaking and Writing skills are also developed throughout the major, but are given special emphasis in the following courses (both required for majors):

S: HIS 480

W: HIS 280 and HIS 480

The Quantitative Reasoning (QR) graduation skill may be fulfilled by taking HIS 369, GST 200, MAT 145, MAT 146, MAT 163, or PHI 230.

Teaching Licensure

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Minor

Five courses, at least three of which must be upper division.

Departmental Honors

GPA of 3.60 in the major and 3.00 overall; except in special instances, application before the end of the first term of the junior year; two years of a foreign language at the college level (or its

equivalent); an honors thesis (equal to one course credit) to be defended before a faculty committee.

Medieval Studies

The History Department also hosts the major in medieval studies. For more information, please refer to “Medieval Studies” in this catalog.

Other Requirements

First-year students should enroll in one or more of the 100-level courses. 200-level courses are normally reserved for sophomore or upper division students. Upper division courses are numbered 300 and above.

Prerequisites

Satisfactory completion of a lower division course (100- or 200-level) is normally required before enrolling in an upper division course (300- and 400-level). See instructor for permission.

Transfer Students

Transfer students planning a major must normally take at least three of their courses at Augsburg including HIS 280 and 480. A minor normally requires two courses taken at Augsburg.

History Courses

HIS 101 The Beginning of Western Culture

An analysis of the primary civilizations in the Near East, the classical world of Greece and Rome, and the Middle Ages of Europe into the 13th century.

HIS 102 The Shaping of Western Civilization

A consideration of European institutions and values from the waning of the Middle Ages through the remodeling of Europe by Napoleon.

HIS 103 The Modern World

A study of the main currents in Western civilization from the time of Napoleon to the present.

HIS 104 The Modern Non-Western World

An introduction to various centers of cultural and political power in Asia and Africa of the last 200 years.

HIS 120 America to 1815

A survey of the relations between Native, European, and African peoples from first contacts to the War of 1812, drawing on social, cultural, and environmental history as well as political and economic history. The course will move topically as well as chronologically through the colonial and early national period. Themes include the legacies of massive ecological and demographic change, the colonial competition for North America, Indian-white conflict and collusion, enslavement of African peoples, the creation of the United States, and internal as well as foreign conflicts in that nation's early years. (Prereq.: Pass CT assessment or GST 100)

HIS 121 19th-Century United States

A survey of United States history from 1815-1900, drawing on social, cultural, and environmental history as well as political and economic history. The course will move

topically as well as chronologically through the years in which the United States came to prominence despite internal dissent and violence. Themes include the emergence of a national identity, political system, and economy, slavery, expansion, and empire-building, regional differences, the Civil War and its aftermath, and industrialization. (Prereq.: Pass CT assessment or GST 100)

HIS 122 20th-Century United States

A survey of United States history from 1900 to the present, drawing on social, cultural, and environmental history as well as political and economic history. The course will move topically as well as chronologically through the modern era. Themes include industrialization and urbanization, the significance of gender, race, and ethnicity in American culture, the growth of a strong federal government, the emergence of the United States as a world power, the creation of a consumer society, the rise of identity politics, and the passing of American hegemony. (Prereq.: Pass CT assessment or GST 100)

HIS 150/350 Latin American History

This course examines the histories of Mexico, Central America, and the Caribbean from the 1790s to the 1990s. Centering our analysis in the Latin American experience, we will examine cultural trends, social interactions, and economic development as well as the relations that each of these regions shared with the United States. Special attention will be paid to independence movements, neocolonialism, dependency and underdevelopment, ecological transformations, the Latino/a diaspora, and the struggles of indigenous communities. (Prereq.: Consent of instructor required for HIS 350)

HIS/WST 155/355 Cultural Conflict and Change in Latin America

Center for Global Education course. See International Studies, Sustainable, Development and Social Change (Guatemala, El Salvador, Nicaragua)

HIS 162/462 20th-Century South Asia

This course explores the processes of colonialism, nationalism, de-colonization, and independence in the area now politically known as India, Pakistan, and Sri Lanka. Upper division students will have additional assignments and different exams from lower division. (Prereq.: Consent of instructor required for HIS 462)

HIS 195 Topics in History

An introduction to selected historical topics not regularly offered in lower division classes. The specific topics to be offered will be announced prior to registration.

HIS 225 History of the Twin Cities

The Minneapolis and St. Paul area serves as a case study for the themes of frontier urbanization, industrialization, and economic change; transportation, immigration, and ethnicity; and urban politics and reform.

HIS 234 Minnesota History

This course examines the racial, ethnic, political, and economic history of Minnesota, from the earliest inhabitants (Ojibwe and Dakota), through the period of British and French exploration, and to the development of statehood.

HIS 236 American Indian History

A study of the native people of North America from the pre-Columbian period through European exploration and settlement to the present, emphasizing American Indian contributions to world culture, tribal structure, and inter-governmental relations.

HIS 241 Topics in African American History

Selected topics in African American history not regularly examined in other departmental offerings. The specific topics to be offered will be announced prior to registration.

HIS 242 History of African American Civil Rights, 1619-1915

A survey of the development of African American civil rights focusing on legal, economic, and political issues influenced by race and class, emphasizing emancipation and integration of slaves and former slaves.

HIS 243 History of African American Civil Rights, 1915-1972

A continuation of HIS 242 with special emphasis on the contributions of W.E.B. DuBois, Marcus Garvey, A. Philip Randall, Charles Houston, Thurgood Marshall, and Martin Luther King Jr.

HIS 249/349 The Designed Environment

This course addresses the designed environment, investigating architecture, landscape architecture, and urban design. Class sessions consist almost exclusively of extensive walking tours and site visits to prominent examples of design excellence. (Prereq.: None for HIS 249; ENL 111 or 112 or HON 111, and an ART, HIS, or urban studies course for HIS 349)

HIS 280 The History Workshop

This course introduces history majors and minors to the historian's craft. Students will examine the development of the discipline of history, the methods of analysis used by professional historians today, and the varieties of applications for history in professional careers and public life. Students will also gain and sharpen the research and writing skills critical to their success in upper-level history courses. Guest speakers and off-campus site visits will enhance course content. (Prereq.: ENL 111 or 112 or HON 111)

HIS 282 The History of Women Since 1848

This course examines in comparative perspective women's changing political, economic, social, and sexual status since the 19th century, with attention given to social, racial, ethnic, and sexual differences among women.

HIS 300 Public History

Public history is the practice of historical methods with a non-academic audience in mind. This survey explores the components of public history, many of its venues, and pressing issues in the field through examination of a range of topics (including, but not limited to): local history, historical memory, archives, exhibits, oral histories, documentaries, publishing, museums, historic sites, and historic preservation.

HIS 311 Topics in Women's History

Exploration of selected topics in women's history not regularly examined in other departmental offerings. The specific topic to be offered will be announced prior to registration.

HIS 316 U.S. Urban Environmental History

A chronological exploration of the interactions between Americans and the nonhuman world, with particular attention to urban and suburban areas. Topics include the commodification of nature, the death of the organic city, political movements organized around nature, ways of knowing nature, environmental justice, and relationships between culture and nature. Additionally, students will use both primary sources and fieldwork to explore the specific environmental history of a Minneapolis neighborhood.

HIS 323 Modern China

A selective treatment of Chinese history since the Opium War of 1839; the erosion of China's isolation and collapse of the imperial system; and the Nationalist and Communist revolutions of the 20th century.

HIS 327 Racism and Resistance in Southern Africa and the U.S.

Center for Global Education course. See International Studies section, Nation Building, Globalization, and Decolonizing the Mind (Namibia)

HIS 331 Topics in United States History

In-depth exploration of selected topics in United States history not regularly examined in other departmental offerings. The specific topics to be offered will be announced prior to registration.

HIS 332 History of United States Foreign Relations

A survey of United States foreign relations from the American Revolution through the Cold War, emphasizing changing definitions of war and peace, tensions between internationalism and isolationism, and the emergence of the United States as an economic and military power.

HIS 335 American Urban History

A study of urban development from colonial and frontier beginnings through the age of industrialization to the present, including the dynamics of urban growth and planning, politics and reform, and the growth of urban culture.

HIS 336 American Labor History

A survey of the history of work and the worker, primarily in the late 19th and 20th centuries, emphasizing the nature of work, working class life and community, evaluation of organized labor, and the relationship of workers and union to the state.

HIS 338 American Legal History

An examination of the social, economic, and intellectual factors in American history that, combined with English and colonial antecedents, contributed to the emergence of our modern legal system. (Prereq.: Pass CT assessment or GST 100)

HIS 343 The North American West

This course reckons with the contest of colonial powers in North America, the American conquest of the region, the role of the federal government in shaping the West, the rise of the most urban part of the United States, and the important role that the West plays in modern American culture. Themes include the persistence of Native peoples, ethnicity, race, and gender in Western daily and political life, the creation of an international borderlands, and the ecological transformation of Western landscapes.

HIS 346 Namibia and South Africa: A Historical Perspective

A survey of Namibia and South Africa including the experience of indigenous peoples, the impact of South African occupation, the war for independence, and the roots of apartheid and its institutionalization. (International Studies—Namibia)

HIS 348 Russia and the Soviet Union in the 20th Century

An introductory historical survey of the Soviet Union, beginning with a brief examination of Russian history before turning to the Russian Revolutions of 1917, the rise of Stalin, the Cold War, and the emergence of Gorbachev. The course will emphasize political, diplomatic, economic, and cultural history.

HIS 350 Cultural Conflict and Change in Latin America

For course description, see HIS 150.

HIS 352 Modern Germany

A survey of the social, political, and cultural development of modern Germany, focusing on the question of Germany's *Sonderweg* (special path) and examining such topics as romanticism, unification, the rise of national socialism, and the Holocaust.

HIS 354 Modern Britain and Ireland

This course will take a distinctively interdisciplinary approach (sources will include literature, film, music, and artwork) to explore a period of dramatic change in British politics, society, culture, and international status.

HIS 357 Mexican History, Culture, and Cosmovision

An exploration of Latin American history from Pre-Columbian times through the conquest and colonial periods up to modern Latin America. The course will use a gendered lens to focus on Mexican history, culture and cosmovision. Additional readings and written assignments will be required for upper-division students. Taught on-site in Mexico through Center for Global Education. (Prereq.: 1 previous history course or consent of instructor required for 300-level course)

HIS 360 Ancient Egypt and Classical Greece

This course examines the history of ancient Egypt and classical Greece from c. 3200 to 323 BC, and uses a variety of written and visual sources in an attempt to understand these societies. In addition to the "traditional" political narrative, it also looks at social, economic, and cultural aspects of life in antiquity.

HIS 361 Hellenistic Greece and Rome

This course examines the history of Hellenistic Greece and Rome from c. 800 BC to 476 AD, and uses a variety of written and visual sources in an attempt to understand these

societies. In addition to the “traditional” political narrative, it also looks at social, economic, and cultural aspects of life in antiquity.

HIS 369 The Early and High Middle Ages

This course examines the history of Europe and the Mediterranean from c. 300 to 1350 AD, and uses a variety of written and visual sources in an attempt to understand medieval society. In addition to the “traditional” political narrative, it also looks at social, economic, and cultural aspects of medieval life. (Prereq.: MPG 3)

HIS 370 The Late Middle Ages to 1648

This course examines the history of Europe from c. 1300 BC to 1648 AD, and uses a variety of written and visual sources in an attempt to understand late medieval society. In addition to the “traditional” political narrative, it also looks at social, economic, and cultural aspects of life in this period.

HIS 374 Medieval Crusades

This course examines Western Europe’s crusading era (1095-1291 AD), a time when warriors from the Christian West attempted to “take back” the Holy Land from its Muslim occupiers. Through a close reading of primary sources, we will examine such issues as pilgrimage, holy war, and the complex relationships between East and West, between Muslims and Christians. We will pay particular attention to the question of historical representation.

HIS 378 Medieval Church

This course examines the history of the medieval church from Constantine the Great to Martin Luther (c. 300 to c. 1517 AD). It uses a variety of written and visual sources in an attempt to understand the medieval church and its influence, not only in religious matters, but also in the social and political spheres. Cross-listed with REL 378.

HIS 440 Topics in World History

This course will investigate topics in world history that are not included in regular course offerings. The specific topics to be offered will be announced prior to registration.

HIS 462 20th-Century South Asia

For course description, see HIS 162.

HIS 474 The World and the West

Europe’s discovery of the rest of the world, cultural interaction and conflict, the building of European empires in Asia and the Americas, and the breakdown of these imperial systems at the end of the 18th century.

HIS 480 Seminar

This course is required for the major, and enrollment is normally restricted to students who have nearly finished their coursework. Selected topics will be announced prior to registration. Permission of the instructor is required. This course fulfills the keystone requirement. (Prereq.: HIS 280 and ENL 111 or 112 or HON 111. Generally offered fall and spring terms.)

Internships and Independent Study Courses

HIS 199 Internship

HIS 299 Directed Study

HIS 399 Internship

HIS 499 Independent Study/Research
(Prereq.: 3.50 GPA in history)

Honors Program—HON

The Augsburg Honors Program offers an adventurous education where students with a passion for ideas can be their best. We offer a friendly and welcoming atmosphere for students committed to an exceptional higher education.

Augsburg's Honors Program is unlike any other honors program in the nation because it gives students the resources and freedom to build their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the *Honors Review of Undergraduate Scholarship*, participate in an intramural debate league, belong to an Honors House, and learn through small reading groups, research projects, and travel around the world.

Each Honors course has been specifically created for Honors students and includes a challenging "signature experience" such as writing a play, putting great books on trial, or attending music, theatre, and art performances. Honors courses bring in professors from several different departments so students can learn from talented professors teaching their specialties.

For information, contact Robert C. Groven, Honors Program Director, at honors@augsborg.edu.

Honors Program Recognition

Students who finish the Honors Program requirements satisfy all general education requirements, except those for physical education and modern language.

Honors students also receive special transcript notation, special graduation recognition, résumé-building positions, and special access to academic advising and career options.

Honors Admission Requirements and Academic Scholarships

Students with a demonstrated record of achievement are eligible to enter the Augsburg Honors Program. Prospective students may demonstrate achievement in a variety of ways. Most students who are admitted have a composite ACT score of 27 or higher (or a combined SAT score of 1250 or higher), and a high school G.P.A. of 3.50 or higher. However, students without these numeric requirements may be eligible if they have exceptional records of extracurricular activity or other exceptional experiences. All students are encouraged to apply. To apply, students should fill out the online application at www.augsburg/honors.edu.

Students applying for the Honors Program also automatically apply for the College's highest academic scholarships: the President's, Honors Regents', International President's, and Harwick/Agre Scholarships.

Qualifying Advanced Placement, International Baccalaureate, College in the Schools, and Postsecondary Option courses may satisfy Honors Program requirements, and/or be granted college credit. Contact Academic Advising or the Honors program director for further information.

Students may enter the Honors Program at three points: first semester of first year, second semester of first year, or first semester of sophomore year. Students who enter during the second semester of the first year must fulfill all remaining Honors requirements, may substitute REL 100 for HON 100, and may be excused from taking HON 120. Students who enter the first semester of the sophomore year must fulfill remaining Honors requirements, and may substitute REL 100 for HON 100, may substitute two non-Honors humanities liberal arts foundation courses for HON 130, may substitute ENL 111 for HON 111, and may be excused from taking HON 120.

Scholars Program for Advanced Transfer Students

Students with more than 16 credits in transfer work may enter the Scholars Program but may not enter the Honors Program. The Scholars Program allows students to enroll in Honors courses, join an Honors House, and participate in all Honors Program activities. In order to graduate with the Scholars Program transcript designation, students must join an Honors House and participate in required meetings, maintain an overall GPA of 3.50 or higher, and take HON 340, HON 490, and two other full-credit Honors courses.

Honors Co-Curricular Activities

Honors Houses: All Honors students must belong to an Honors House for the purpose of receiving academic advising and program information. All Honors students are required to attend mandatory meetings of the Honors Program or of their Houses. These meetings are necessary for advising, information, and governance. When students enter the Honors Program they choose to join one of the four Honors Houses:

The Crockett Scholars House coordinates scholarship, research, fellowship, major award or prize opportunities, and graduate school placement for all Honors students. Crockett House also organizes events related to scholarship such as College scholarship events.

The Pike Stewards House coordinates public relations, job placement, and fundraising opportunities for all Honors students. Pike House also organizes events for alumni and fundraising.

The Griffin Citizens House coordinates recruiting, social activities, admission and scholarship applications, and the Honors website opportunities for all Honors students. Griffin House also organizes events for recruiting and socializing, such as banquets, parties, and high school recruiting trips.

The Hesser Servants House coordinates service-learning, social justice, experiential learning, and political activity opportunities for all Honors students. Hesser House also organizes related events, such as honors service days and Augsburg experiences.

Augsburg Honors Review: Students manage, edit, write, and publish an interdisciplinary journal of undergraduate scholarship. *The Review* accepts submissions from students at Augsburg and other colleges and universities around the nation.

Student Leadership Opportunities: Students elected to leadership within their Honors House may serve as House Presidents or serve in other program leadership positions. The House Presidents sit on the Honors Student Presidents Council and make critical decisions about program courses and resources.

Student-Created Learning Experiences (SCLE)

Honors students may learn through established courses or through student-created learning experiences. These student created experiences may substitute for Honors curricular requirements, or may simply enrich a student's education. Such student-created experiences may count toward requirements in majors and satisfy Honors requirements, or simply be an elective course.

Student-created learning experiences may take almost any form. Some possible forms include:

- Student-created courses (created in collaboration with faculty)
- Full course (10-20 students)
- Reading Groups (2-9 students)
- Individual Reading and Examination (individual study)
- Student/Faculty Research (may be one or many students)

Process: A student-created learning experience may be proposed by any Honors student or by any Augsburg faculty or staff person. The interested student should speak with either an Honors Council Member or the Honors Program Director. Next, a proposal should be drafted in accord with the Honors student-created learning experience form. Finally, the proposal should be submitted by the student to the Honors Program Director who will carry the proposal to the Honors Council for review.

Honors Established Curriculum

These requirements are normally taken in the order listed below, but can be taken out of order if schedule conflicts require it.

First Year: Fall

- First-year students select Honors House membership.
- First-year students not permitted to join *Augsburg Honors Review*
- HON 100 Christian Vocation and the Search for Meaning I
- HON 120 Scholar Citizen (includes theatre lab, satisfies speech skill and critical thinking skill requirements)

First Year: Spring

- HON 130 Liberating Letters (humanities LAF and speaking skill)
- HON 111 Effective Writing for Liberating Letters (satisfies effective writing requirement)

Second Year: Fall

- Students write and research as staff writers in HON 450: Augsburg Honors Review (0.0 credit, pass/no pass)
- HON 220: Scholar Scientist (satisfies non-lab natural sciences and mathematics LAF and quantitative reasoning skill requirements)
- * HON 200 Christian Vocation and the Search for Meaning II

Second Year: Spring

- Students write and research as staff writers in HON 450: Augsburg Honors Review (0.0 credit, pass/no pass)
- HON 240: Science, Technology, and Citizenship (satisfies natural sciences and mathematics lab LAF)

Third Year: Fall

- Students eligible to become editors and managers in HON 450: Augsburg Honors Review
- HON 250: Social Scientist (satisfies social and behavioral sciences LAF)
- HON 200: Christian Vocation and the Search for Meaning II
- HON 340: Junior Colloquium (taught by the President or Dean of the College. P/N, zero credit)

Third Year: Spring

Students eligible to become editors and managers in HON 450: Augsburg Honors Review

- HON 230: Arts and the City (satisfies fine arts LAF)
- HON 340: Junior Colloquium (continues from Fall semester, P/N, zero credit)

Fourth Year: Fall

- Students may join HON 450 Augsburg Honors Review and HON 460: Honors Disputation League in their fourth year
- HON 490: Honors Senior Seminar (offered Fall and Spring)

Fourth Year: Spring

- HON 490: Honors Senior Seminar (offered Fall and Spring)

Research Requirement: At some point before graduating, students must satisfy the Honors Research Requirement as detailed in the Research Requirement document available in the Honors Suite or online. In addition, students must register for at least two semesters of the following to document the research experience on their transcript:

- HON 450 Augsburg Honors Review
- HON 470 Student/Faculty Research Collaboration

Summary Notes:

- The Honors recommended sequence satisfies all general education requirements except foreign language and physical education.
- Students past first year may take courses out of the recommended sequence without prior permission.
- Residency: All Honors students must complete seven full-credit courses in the Augsburg Honors Program to meet the Honors residency requirement for graduation.

Honors Courses

HON 100 Christian Vocation and the Search for Meaning I

Honors section of REL 100. Some students (e.g. some science majors) may need to defer the course and take HON 100 in another term.

HON 120 The Scholar Citizen

An introduction to the Honors Program. Course content focuses on great primary texts focusing on the connections between learning and citizenship, or the public uses of knowledge (e.g. Plato's cave). (Includes theatre lab)

HON 130 The Liberating Letters: The Trial of Letters

Interdisciplinary humanities survey course that explores the Western tradition of letters through significant texts and modern context. Students stage courtroom trials where great authors, characters or ideas are challenged and tested. Based on the medieval liberal arts trivium of grammar, rhetoric, and logic. This course is linked with HON 111 and both courses share texts, assignments, and some class sessions. Students are strongly encouraged to register for both courses in the same term. (satisfies humanities LAF and speaking skill requirements)

HON 111 Effective Writing for Liberating Letters

Linked with HON 130, this effective writing course employs a rhetoric-based and argument-focused approach to college level writing. Students are strongly encouraged to register for HON 130 and this course during the same semester. (Satisfies introduction effective writing requirement).

HON 200 Christian Vocation and the Search for Meaning II

Honors version of REL 200—see REL 200 for content and requirements.

HON 220 The Scholar Scientist

Inspired by the medieval quadrivium (arithmetic, geometry, astronomy, music), this course addresses systems of quantitative thought, including logic, computing, formal systems. (Satisfies graduation QR requirement)

HON 230 Arts and the City

Interdisciplinary fine arts course where students attend museums, galleries, concerts, plays, and other significant arts events while researching and writing critical and historical critiques of central theories and approaches to the fine arts. (Satisfies fine arts LAF)

HON 240 Science, Technology, and Citizenship

Multidisciplinary/interdisciplinary lab science course. Physics, biology, and chemistry are used to critically examine a key national or global issue. (Satisfies lab natural sciences and mathematics LAF)

HON 250 The Social Scientist

Problem-based/question-based course in social sciences involving at least two social science disciplines and several faculty. (satisfies social and behavioral sciences LAF)

Travel Seminar

Honor students are encouraged to study abroad at some point during their four-year degree. This may include a Center for Global Education 10-day seminar, international travel seminar, or domestic immersion trip.

HON 340 Junior Colloquium: The Scholar as Leader

Taught by the Dean and/or President of the College, this seminar explores themes of leadership and service in the public context. (P/N; 0.0 credit)

HON 380 Student-Created Learning Experience (SCLE)

Following the guidelines set forth above, SCLEs may take many forms as determined by the student and faculty creating the learning experience (may be 0.0, .5 or 1.0 credit, and may use traditional or P/N grading options).

HON 450 Augsburg Honors Review: Research Thesis Requirement

Students in the Fall semester of HON 450 practice and complete a structured process for collecting, synthesizing, applying, and documenting research and academic writing. Students should take this course in conjunction with another course within which they will produce research-based paper. A final research paper is required to complete 450. Students also solicit and evaluate manuscripts for the *Honors Review* (0.0 credit, P/N only).

Students in the Spring semester of HON 450 edit and publish the *Honors Review*, a national journal for undergraduate scholarship that resides at Augsburg College. Students will evaluate and select potential articles for the journal, shepherd those manuscripts through an external review process by faculty referees, and publish the journal by the end of the term. This course will assist students in developing evaluative, copy-editing, layout, and publication design skills

(0.0 credit, P/N only).

HON 470 Student/Faculty Collaboration: Research Thesis Requirement

Following the guidelines outlined above, students register for this course to gain course credit for a student/faculty research collaboration. (0.0 credit, P/N only)

HON 490 Honors Senior Seminar

This course integrates and synthesizes themes from all four years of the Honors Program. It also expands upon the themes of HON 120 by studying primary texts related to philosophy, rhetoric, vocation, and meaning.

Interdisciplinary Studies—INS

Interdisciplinary studies programs draw upon and combine coursework from multiple academic disciplines to provide both broad perspective and in-depth focus on an area of study. Through interdisciplinary programs and courses, students can gain greater insight and understanding of cultures and perspectives different from their own. Augsburg offers a number of majors that are interdisciplinary in nature. They include:

- American Indian Studies
- Environmental Studies
- International Relations
- Metro-Urban Studies
- Nordic Area Studies
- Women's Studies (ACTC)

These majors, their descriptions and requirements are listed alphabetically within the Departments and Programs section of the catalog. Other interdisciplinary course offerings are listed under International Studies.

Leadership Studies Minor

Coordinator: Norma Noonan

The world of the 21st century demands complex skills. It is not enough to have an area of expertise or be a good manager. One needs leadership skills. The Augsburg curriculum offers a minor in leadership studies, drawing on a wide variety of courses across disciplinary lines. A minor in leadership studies can enhance your major in a wide variety of disciplines including business, sociology, political science, communication, computer science, economics, and psychology.

Required courses: (4)

- BUS 242 Principles of Management
- SOC 349 Organizational Theory (prereq. SOC 121 or permission of instructor)
- COM 345 Organizational Communication
- POL 421 Topics: This topic only) Becoming a Leader (prereq. one POL course or permission of instructor) This course is the only integrative course in the minor.

Required electives: (2)

Select two courses from the following list. (No more than one per department.)

- BUS 340 Human Resource Management (prereq. BUS 200 or 242)
- BUS 440 Strategic Management (prereq. BUS 242 or 200)
- HIS 122 20th-Century United States (prereq. Pass CT assessment or GST 100)
- INS 325 Building Working Relationships (WEC/Day)
- PSY 373 Industrial Organizational Psychology (prereq. PSY 105)
- COM 321 Business and Professional Speaking
- COM 355 Small Group Communication
- COM 410 The Self and the Organization (WEC)
- Peace and Global Studies Minor

See International Relations, page 153.
Interdisciplinary Courses

INS 225 Introduction to Islam

The course covers the ideological foundations of Islam, its basic concepts and tenets, Islamic law (Shari'ah), Islamic economic and political systems, and Islamic patterns of life.

INS 232 The African American Experience in America

An overview of the major issues related to the African American experience, focusing on historical, sociological, economic, legal, and psychological aspects of that experience.

INS 298 Meaningful Work: Linking Education, Vocation & Career Exploration

This course will introduce students to the nature of work and its role and value to the individual and to society and provide the strategies and skills necessary for a lifetime of career-related decision making, meaningful work and active citizenship. The course is geared to both students who are undecided and students who are seeking an in-depth look at a chosen personal life and career path.

INS 342 River Politics Field Seminar

In this two-week intensive field experience, students will travel by boat down the Mississippi River exploring elements of the politics and policies relating to the river. Students will engage in service projects, field observations, and interviews with residents, legislators, activists, and government employees. (Prereq.: POL 241 or equivalent and passing a water safety test)

International Relations

International relations is an interdisciplinary major which provides students with the basis for informed global citizenship, preparing them for graduate study or careers in foreign service, nonprofit, or international business. The student may focus on a discipline or geographic area of the world. The program consists of a core of seven courses and six electives chosen from a wide list of courses offered at Augsburg and other colleges. Students are encouraged to consider foreign study opportunities; most of our majors do study abroad at some point during their time at Augsburg. Competency in one language is required, and some students study two languages. All majors complete a significant senior research project and thesis on a topic of their own choosing, including immigration, conflict resolution, economic development, or climate change.

The goal of the program is to give students a broad exposure to international studies with considerable freedom to choose options for specialization. Students have focused their studies on Latin America, the Middle East, Western Europe, Russia and East Central Europe, the Far East, and Southeast Asia.

Recent students have had double majors in history, political science, international business, or a foreign language. Numerous combinations of majors and minors are possible with the international relations major.

Director

Joseph Underhill

Degree and Major Requirements

Required core courses:

ECO 112 Principles of Macroeconomics
or ECO 113 Principles of Microeconomics
HIS 103 The Modern World
or HIS 104 The Modern Non-Western World
POL 158 Political Patterns and Processes
or POL 160 World Politics
POL 490 Seminar in International Relations

One of the following:

INS 225 Introduction to Islam
POL 241 Environmental and River Politics
SOC 121 Introduction to Human Society
SWK 230 Global Peace and Social Development
or one course from the list of "required electives" listed below.

Two of the following:

HIS 332 History of U.S. Foreign Relations
POL 368 Model United Nations
POL 459 Topics: Women in Comparative Politics
POL 461 Topics in International Politics

Also, the equivalent of four terms of college work in a modern language.

Required electives

Five of the following (not more than three from any one discipline may be counted toward the major):

BUS 362, 465

ECO 360, 365, 370

ENV 310

FIN 460

HIS 323, 346, 352, 354, 440, 474

MKT 466

PHI 355

POL 350, 351, 359, 459, 483

REL 356

COM 329

FRE 332, GER 332, NOR 331, SPA 331, SPA 332, NAS 330 (See Languages and Cross-Cultural Studies)

Seminars, independent study, topics courses, and courses at other colleges/universities can be considered here with the approval of the program director, as well as a fourth term or higher of college work in a second foreign language.

Note: Only the fourth or higher term of language counts toward the major; prerequisite courses or competencies cannot be credited toward the 13 required courses. Students should confer with the program director about regional and disciplinary concentrations possible within the major; for example, a concentration in a geographic area or one of the major disciplines in the program.

The Critical Thinking (CT) and Writing (W) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skill in Speaking (S) is met by completing:

S: one of the following IR electives: ECO 365, HIS 350, or PHI 355

The graduation skill in Quantitative Reasoning (QR) may be met by completing the IR elective POL 483.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

International Relations Major with International Business Concentration

Required core courses of the international relations major, three of the following courses:

BUS 362 International Business

BUS 465 International Management

FIN 460 International Finance

MKT 466 International Marketing

One of the following:

ECO 360 International Economics

ECO 365 Environmental Economics and Sustainable Development

ECO 370 International Economic Development

One elective from the list of international relations major electives, excluding other business, economics, and marketing courses.

Note: Several of the business courses have prerequisites. Please consult the catalog and your

academic adviser before registering for one of the advanced courses.

Departmental Honors

GPA of 3.50 in the major; 3.00 overall. In addition to fulfilling the requirements for the major, the student must complete an honors thesis no later than March 1 of the senior year and must defend the thesis before a faculty committee. Students should declare their intention to complete an honors major by the end of their junior year.

International Relations Minor

ECO 112 or 113, HIS 103 or 104, and POL 158 or 160. One course from HIS 332, POL 363 or 461. One year of modern language. Three courses from the list of required electives for the major. Not more than two courses from any department can count toward the minor.

Peace and Global Studies Minor

The peace and global studies minor focuses on the centrality of justice, tolerance, and intercultural understanding in moving toward a less violent world; it takes advantage of the campus resources of the Peace Prize Forum (co-hosted each year by Augsburg College) and the Center for Global Education. The minor is structured as a learning community that involves students, faculty, staff, and community members; it focuses on experiential learning that emphasizes the interconnections between peace, justice, and environmental sustainability. Students will draw on study abroad in taking local actions to address global issues.

The minor consists of two required courses (POL 160 and SWK 230), two upper division electives (chosen from ECO 365, REL 366, HIS 332, HIS 350, INS/WST 311, POL/WST 341, REL 313, POL/WST 359, INS 312, REL 346, HIS 346, POL 353, ECO 495, SOC 240, ENL 365, and other topics or study abroad courses, with approval of program director), a senior keystone seminar, a study abroad requirement, and participation in local peace-related activities. See International Relations program director for full program description.

International Studies

International study at Augsburg aims to provide students the skills needed to be successful in today's highly interconnected world. The College's strong commitment to a global perspective and its mission to "... nurture future leaders in service to the world," provide the foundation to include international study in every student's degree program.

In addition to the following courses, students have more than 300 programs in nearly 90 countries from which to choose the best opportunity for their discipline and personal needs. Contact Augsburg Abroad for advising on study abroad programs, finances, and academics. Augsburg Abroad is the front door for students and faculty interested in study abroad. More information about study abroad is located in the Augsburg Abroad section of this catalog.

Center for Global Education Courses

Crossing Borders: Gender and Social Change in Mesoamerica (Mexico)—Fall

This program is an experientially-based intensive semester of study and travel designed to introduce students to the important issues facing Mexico, U.S.-Mexico relations, and the context in which many Mexicans are immigrating to the United States. Students will improve Spanish language skills, as well as develop intercultural communication skills. Students will learn about key social, economic, political, and cultural issues in Mexico, as well as explore the interconnectedness of race, ethnicity, class, and gender, sexuality, and religion. Students will learn first-hand from diverse women and men involved in struggles for social change, as well as business leaders, religious leaders, and feminist activists and scholars, government representatives, politicians, and political activists.

Spanish courses range from beginning to advanced, including courses for bilingual students. The program includes rural travel within Mexico and 4-5 day seminar in Mexico City. Students stay in the Augsburg study center for part of the semester and with Mexican host families for four to six weeks, although semester-long homestays are available for Spanish majors and others upon request. Although students may select courses from several different disciplines, they may meet several AugCore requirements while in Mexico and/or take courses in the following four concentrations: 1) Business, 2) Religion, 3) Spanish, and 4) Women's Studies.

Prerequisite: one college-level Spanish course or its equivalent.

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 112.)

SPA 206 Spanish for Healthcare Professionals

This course aims satisfy the needs of students in nursing, pre-med students, and others in healthcare fields who seek to develop strong speaking and oral comprehension skills. The main focus will be on developing specialized vocabulary and learning grammar within the context of daily situations relevant to different aspects of health care. (Prereq.: SPA 112 or instructor's permission. Taught in Mexico.)

SPA 211, 212 Intermediate Spanish I, II

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding students review all of the basic structures of Spanish and build conversational skills through class discussions. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 220 Business Spanish

Aims to enable intermediate and advanced Spanish language students develop proficiency in the vocabulary, grammar, and cultural competencies necessary to successfully conduct business in Spanish-speaking countries, with an emphasis on Latin America. (Prereq.: SPA 311 or equivalent or instructor's consent.)

SPA 225 and 325 Topics: Spanish for Heritage Speakers

This course is for you if you grew up hearing Spanish and can communicate your ideas but are lacking a basic knowledge of Spanish grammar and thus feel insecure about writing and/or speaking it. The goal is to help you gain fluency and confidence in your native language. (No prerequisites. 225 or 325 level available according to proficiency)

SPA 231/ART 231 Mexican Art

This course aims to develop an understanding and appreciation of Mexican art from in the Pre-Columbian, colonial, and contemporary periods, with emphasis on Frida Kahlo and the muralist movement of Diego Rivera, David Alfredo Siqueiros, and José Clemente Orozco. Students will participate in numerous excursions to many museum as well as archaeological and historical sites. (Prereq.: SPA 212. Taught in Mexico)

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prereq.: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prereq.: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

SPA 332 Latin American Civilization and Culture

A study of the cultural heritage of the Spanish American countries from the pre-Columbian civilizations to the present. In Spanish. (Prereq.: SPA 311 or equivalent).

SPA 334 Contemporary Mexican Literature

This course examines short stories by the most important contemporary Mexican authors, focusing particularly on the second half of the 20th and the first few years of the 21st century. You will learn about the distinctive traits of Mexican literature as you learn about the historical, cultural, and literary contexts of this period. (Prereq.: SPA 311 or instructor's consent. Taught in Mexico.)

SPA/WST 335 Contemporary Latin American Women—Texts and Voices

This course examines the social construction of gender in Latin American countries and addresses key issues faced by Latin American women today. Includes analysis of poems, excerpts of novels, essays, testimonies, and interviews by and about Latin American women. Aims to help students develop an appreciation for the complexity of diversity of Latin American women's experiences. (Prereq.: SPA 311. Taught in Mexico.)

SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent and ENL 111 or 112 or HON 111.)

ACC 322 Accounting Theory and Practice I

An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements, and other relevant issues as applied to assets. (Prereq.: ACC 222)

BUS 461 Global Business Management: Mexico and Other Emerging Markets

This course examines global economic conditions today and explores vital issues, such as exchange rates, trade balances, international joint ventures, resources, tariffs, trade barriers, government regulations shipping options, etc. Emphasis is on understanding issues from the perspectives of both developed and developing countries, using Mexico as a case study. (Prereq.: ECO 112 or 113, and BUS 242 or MKT 252, or consent of instructor).

HPE 002 Lifetime Activity: Latin Dance (.0 course)

This Lifetime Activity course is designed to help you develop proficiency in diverse forms of Latin Dance. There is no academic credit for this course, but it fulfills the physical fitness graduation requirement. The course meets for a total of 21 hours over the course of the semester. There is additional cost of US \$50/student to cover expenses. This course fulfills a Lifetime Activity graduation requirement.

KEY 490 Vocation and the Meaning of Success

This course is the keystone course for business majors and other majors where the major program does not include a keystone element. It draws together all facets of a student's education by providing opportunities to reflect upon and write about the integration of one's classes, life, and future. Readings and critical discussions with others in the same and in different majors will add dimension to each student's reflective writing. (Prereq.: ENL 111, or HON 111, or ENL 112).

POL/WST 359 Women, Gender, and Social Change in Latin America

An exploration of gender politics in Latin America. Particular attention is given to women's organizing efforts around issues of domestic and political violence, ecology, human rights, democracy, political participation, and revolutionary social change. This course fulfills a Social and Behavioral Sciences LAF requirement.

REL 200 Christian Vocation and the Search for Meaning II

This course focuses on articulating students' own theological questions and positions and on recognizing and evaluating religious claims in the areas of biblical interpretation and the historical, cultural, and global contexts of Christianity and other world religions. The version taught in Mexico will include particular emphasis on religion in Mexico. (Prereq.: REL 100).

REL/WST 366 Latin American Liberation Theologies

An exploration of Latin American theologies of liberation and their relationship to social/political transformation. Examines key theological concepts, critiques, and practical implications.

BUS/HIS/INS/MKT/POL/REL/SPA/WST/YFM 399 Internship

Students gain 80-100 hours of hands-on work experience in a Mexican organization and participate in an ongoing seminar which explores cultural issues, organizational analysis, and personal and professional development. Students seeking Spanish credit must receive approval from the department chair prior to enrollment. (Prereq.: SPA 212 or equivalent, internship application, and Spanish reference forms)

BUS/HIS/INS/MKT/POL/REL/SPA/WST/YFM 499 Independent Study

Students conduct independent, field-based research and participate in an ongoing seminar which explores fieldwork methods and cultural and ethical issues. Students seeking Spanish credit must receive approval from the department chair prior to enrollment.

Migration and Globalization: Engaging Our Communities (Mexico)—Spring

This is an intensive program that explores issues of migration, immigration, and globalization. It is ideal for students who are interested in working with Spanish-speaking populations in the United States, as it includes intensive Spanish language classes, an internship or independent research opportunity, and courses that help students understand the connections between globalization and migration while learning from diverse communities that are organizing for positive social change around issues of race, ethnicity, socio-economic class, gender, sexuality, economics, and the environment.

Credit is available in Spanish, history, women's studies, political science, and religion. Students spend most of the semester living in Augsburg housing and approximately six weeks living with Mexican host families.

Course offerings include: HIS/WST 357, POL/WST 341, REL 200, an internship, independent study, and the choice of 1-2 Spanish courses from 17 different options (including ART/SPA 231 which meets the LAF in Fine Arts). A Lifetime Activity course (Latin Dance) is also available for no credit. Prerequisite: one college-level Spanish course or its equivalent.

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 112.)

SPA 206 Spanish for Healthcare Professionals

This course aims satisfy the needs of students in nursing, pre-med students, and others in healthcare fields who seek to develop strong speaking and oral comprehension skills. The main focus

will be on developing specialized vocabulary and learning grammar within the context of daily situations relevant to different aspects of health care. (Prereq.: SPA 112 or instructor's permission. Taught in Mexico.)

SPA 211, 212 Intermediate Spanish I, II

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding students review all of the basic structures of Spanish and build conversational skills through class discussions. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 220 Business Spanish

Aims to enable intermediate and advanced Spanish language students develop proficiency in the vocabulary, grammar, and cultural competencies necessary to successfully conduct business in Spanish-speaking countries, with an emphasis on Latin America. (Prereq.: SPA 311 or equivalent or instructor's consent.)

SPA 225 and 325 Topics: Spanish for Heritage Speakers

This course is for you if you grew up hearing Spanish and can communicate your ideas but are lacking a basic knowledge of Spanish grammar and thus feel insecure about writing and/or speaking it. The goal is to help you gain fluency and confidence in your native language. (No prerequisites. 225 or 325 level available according to proficiency)

SPA 231/ART 231 Mexican Art

This course aims to develop an understanding and appreciation of Mexican art from in the Pre-Columbian, colonial, and contemporary periods, with emphasis on Frida Kahlo and the muralist movement of Diego Rivera, David Alfredo Siqueiros, and José Clemente Orozco. Students will participate in numerous excursions to many museum as well as archaeological and historical sites. (Prereq.: SPA 212. Taught in Mexico).

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prereq.: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prereq.: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

SPA 332 Latin American Civilization and Culture

A study of the cultural heritage of the Spanish American countries from the pre-Columbian civilizations to the present. In Spanish. (Prereq.: SPA 311 or equivalent).

SPA 334 Contemporary Mexican Literature

This course examines short stories by the most important contemporary Mexican authors, focusing particularly on the second half of the 20th and the first few years of the 21st century. You will learn about the distinctive traits of Mexican literature as you learn about the historical, cultural, and

literary contexts of this period. (Prereq.: SPA 311 or instructor's consent. Taught in Mexico.)

SPA 335 Contemporary Latin American Women—Texts and Voices

This course examines the social construction of gender in Latin American countries and addresses key issues faced by Latin American women today. Includes analysis of poems, excerpts of novels, essays, testimonies, and interviews by and about Latin American women. Aims to help students develop an appreciation for the complexity of diversity of Latin American women's experiences. (Prereq.: SPA 311. Taught in Mexico.)

SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent and ENL 111 or 112 or HON 111.)

HIS/WST 357 Mexican History, Culture, and Cosmivision

An exploration of Latin American history from Pre-Columbian times through the conquest and colonial periods up to modern Latin America. The course will use a gendered lens to focus on Mexican history, culture and cosmivision. Additional readings and written assignments will be required for upper-division students. Taught on-site in Mexico through Center for Global Education. (Prereq.: 1 previous history course or consent of instructor required for 300-level course).

HPE 003 Lifetime Activity: Latin Dance (.0 course)

This Lifetime Activity course is designed to help you develop proficiency in diverse forms of Latin dance. There is no academic credit for this course, but it fulfills the physical fitness graduation requirement. The course meets for a total of 21 hours over the course of the semester. There is additional cost of US \$50/student to cover expenses. This course fulfills a Lifetime Activity graduation requirement.

POL 341/WST 341 Globalization, Social Struggles, and the Environment

Explores issues of globalization and social change in Mexico and analyzes political, social and economic policies that promote and/or hinder sustainable development from a gender perspective. Particular emphasis will be placed on environmental issues and the causes of migration/emigration and social unrest in Mexico.

REL 200 Christian Vocation and the Search for Meaning II

This course focuses on articulating students' own theological questions and positions and on recognizing and evaluating religious claims in the areas of biblical interpretation and the historical, cultural, and global contexts of Christianity and other world religions. The version taught in Mexico will include particular emphasis on religion in Mexico. (Prereq.: REL 100).

BUS/HIS/INS/MKT/POL/REL/SPA/WST/YFM 399 Internship

Students gain 80-100 hours of hands-on work experience in a Mexican organization and participate in an ongoing seminar which explores cultural issues, organizational analysis, and

personal and professional development. Students seeking Spanish credit must receive approval from the department chair prior to enrollment. (Prerequisites: SPA 212 or equivalent, internship application, and Spanish reference forms)

BUS/HIS/INS/MKT/POL/REL/SPA/WST/YFM 499 Independent Study

Students conduct independent, field-based research and participate in an ongoing seminar which explores fieldwork methods and cultural and ethical issues. Students seeking Spanish credit must receive approval from the department chair prior to enrollment.

Social Work in a Latin American Context (Mexico)—Spring

This program was created to satisfy the curriculum requirements for a Bachelor in Social Work degree program. Its goal is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice.

All students are expected to take SWK 294 as a core course. Other course offerings include: SWK 295, SWK 316, a field placement in social work, and the choice of one Spanish courses from 17 different options (including ART/SPA 231 which meets the LAF in Fine Arts). A Lifetime Activity course (Latin Dance) is also available for no credit.

Prerequisites: approval of the Social Work Department, and one college-level Spanish course or the equivalent (students may choose to study Spanish in Mexico during the month of January prior to the start of the semester).

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 112.)

SPA 206 Spanish for Healthcare Professionals

This course aims satisfy the needs of students in nursing, pre-med students, and others in healthcare fields who seek to develop strong speaking and oral comprehension skills. The main focus will be on developing specialized vocabulary and learning grammar within the context of daily situations relevant to different aspects of health care. (Prereq.: SPA 112 or instructor's permission. Taught in Mexico.)

SPA 211, 212 Intermediate Spanish I, II

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding students review all of the basic structures of Spanish and build conversational skills through class discussions. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 220 Business Spanish

Aims to enable intermediate and advanced Spanish language students develop proficiency in the vocabulary, grammar, and cultural competencies necessary to successfully conduct business in Spanish-speaking countries, with an emphasis on Latin America. (Prereq.: SPA 311 or equivalent or instructor's consent.)

SPA 225 and 325 Topics: Spanish for Heritage Speakers

This course is for you if you grew up hearing Spanish and can communicate your ideas but are lacking a basic knowledge of Spanish grammar and thus feel insecure about writing and/or speaking it. The goal is to help you gain fluency and confidence in your native language. (No prerequisites. 225 or 325 level available according to proficiency)

SPA 231/ART 231 Mexican Art

This course aims to develop an understanding and appreciation of Mexican art from in the Pre-Columbian, colonial, and contemporary periods, with emphasis on Frida Kahlo and the muralist movement of Diego Rivera, David Alfredo Siqueiros, and José Clemente Orozco. Students will participate in numerous excursions to many museum as well as archaeological and historical sites. (Prereq.: SPA 212. Taught in Mexico).

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility through oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prereq.: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prereq.: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

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This course examines short stories by the most important contemporary Mexican authors, focusing particularly on the second half of the 20th and the first few years of the 21st century. You will learn about the distinctive traits of Mexican literature as you learn about the historical, cultural, and literary contexts of this period. (Prereq.: SPA 311 or instructor's consent. Taught in Mexico.)

SPA 335 Contemporary Latin American Women—Texts and Voices

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SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent and ENL 111 or 112 or HON 111.)

SWK 294 International Social Welfare: The Mexican Context

Develops students' understanding of current social, economic, political, and cultural realities in Mexico through an exploration of Mexican culture and history. Emphasis on intercultural communication and the role of U.S. foreign policy in Mexico. Aims to frame students' knowledge of contemporary social welfare and social work practice with migrants and immigrants in the Minnesota and the United States at large.

SWK 316 Social Work Practice II: With Families and Groups

Develops student understanding and working knowledge of human behavior in families and in groups. The Mexican context of family and group work will be examined and uniquely Mexican models will be explored and discussed in relation to current family and group theory. Groups can be used to accomplish individual, family, organizational, and/or community goals. Students will practice skills needed to be an effective group member and facilitator in class. A six-week home stay with a Mexican family will provide an opportunity to learn about Mexican family structure through personal experience.

SWK 295 Comparative Social Policy

Aims to prepare social work students to function as informed and competent participants in efforts to achieve change in social policies and programs. This course in comparative social policy uses Mexico and the United States as a context for studying policy formation, implementation, analysis, and the influence of values on these processes. Central to this course is a service-learning component. Those enrolled in Social Work Field Experience may use the same field setting for both courses. Roles and responsibilities of generalist social workers and citizens in formulating, implementing, and evaluating policy responsive to social needs are addressed. United States and Mexican immigration and migration policies will be used a primary vehicle for this critical analysis.

SWK 317 Field Work II: Integrative Seminar

Progressively-responsible, supervised professional social work experience including work with individuals, families, groups, and communities in a social service agency. A total of 120 hours, continuing SWK 307, plus an integrative seminar. Contributes approximately 100 hours to the practicum hours required for the BSW degree for those students with Spanish-language oral competency. Involves sharing of experiences with other students in a small group seminar. (Prereq.: intermediate Spanish, candidacy status; concurrent with SWK 316).

Social Change in Central America: Exploring Peace, Justice and Community Engagement

This multi-country program, defined by an experiential methodology and unique approach to community engagement, offers students a provocative and inspiring experience that develops Spanish language skills while immersing participants in the lives of host families, urban and rural communities, and grassroots organizations dedicated to work on issues related to conflict, U.S. foreign policy, gender, and economic and social justice.

Students spend the first five weeks in Guatemala, the next four weeks in El Salvador, and the final six weeks in Nicaragua. All students will take the following four courses: 1) one Spanish course, 2)

REL 366, 3) HIS/WST 355, and 4) POL 310.

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 112.)

SPA 211, 212 Intermediate Spanish I, II

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding students review all of the basic structures of Spanish and build conversational skills through class discussions. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prereq.: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prereq.: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prereq.: SPA 311 or equivalent and ENL 111 or 112 or HON 111.)

HIS/WST 355 Cultural Conflict and Change in Latin America

An exploration of selected topics and case studies from Latin American history with special emphasis on the role of women in history. Focuses on the development of gender, class-based, and racial/ethnic oppression and the history of resistance and social change in Latin America from the Conquest to the present day. Examines the Pre-Columbian period, the conquest and colonial periods, and concludes with the post-war period in Central America.

POL 310 Topics in Comparative Politics: Citizen Participation in Policy Formulation within a Globalized Economy — A Nicaraguan Case Study

This course exposes students to key debates shaping the contemporary political economy of development in Nicaragua and the rest of Central America. The course aims to help students understand the interplay between global processes and political and economic factors that define development policy formulation and implementation at the national level today.

REL 366 Latin American Liberation Theologies

An exploration of Latin American theologies of liberation and their relationship to social/political transformation. Examines key theological concepts, critiques, and practical implications.

Nation Building, Globalization, and Decolonizing the Mind: Southern African Perspectives (Namibia)—Fall or Spring

This program examines the crucial issues of nation building, globalization, and decolonizing the mind from the perspectives of the new democracies of southern Africa. Namibia won its independence in 1990 after decades of apartheid South African colonization. South Africa had its first democratic election in 1994. As these nations struggle to build nationhood and deal with the legacies of apartheid and colonialism, they are faced with the challenges posed by the rapid process of globalization in today's world; the challenges posed by under and unequal development; and the long-term project of decolonizing the mind.

INS 312 The Development Process — Southern Africa

This course provides the opportunity to reflect critically on issues of development, hunger, injustice, and human rights, with special emphasis given to the experience of women. The course examines basic theories of development.

REL 346 Religion and Social Change in Southern Africa

This course examines the changing role of the church in the midst of the political transformations of southern Africa. Students meet with people representing a variety of religious perspectives and roles within churches and religious organizations.

POL 353 Political and Social Change in Namibia: A Comparative Perspective

This course is an integrative seminar for the semester and examines the legacy of apartheid in Namibia with particular focus on the social and political movements that have evolved in the struggle for independence.

HIS 327 Racism and Resistance in Southern Africa and the United States: Struggles Against Colonialism, Apartheid, and Segregation

This course explores historical parallels of the development in southern Africa and in the United States, strategies of resistance, the successes and limitations of political victories over apartheid and racism, and the lingering economic, social, political, and psychological effects of racism.

HIS/INS/POL 399 Internship

A limited number of internships will be available to provide students with the opportunity to gain hands-on work experience in a development agency.

HIS/INS/POL 499 Independent Study

Students may design a proposal to conduct an independent study of a topic related to their major or minor.

HECUA Courses**Scandinavian Urban Studies Term: Norway (SUST)—Fall and Spring**

In less than 50 years, Norway has become one of the richest nations in the world and increasingly multicultural. Twenty-five percent of Oslo residents, for example, are not ethnic Norwegian. The program investigates dramatic changes in Northern Europe by analyzing the development of the Norwegian welfare state through a wide range of topics such as globalization theories, nation-building and national identity, governance and political party systems, European integration, racial thinking, histories of racialization, international aid politics, sexuality, and environmentalism. Students study Norwegian language or do an independent research project, and also intern with a leading NGO.

- INS 372** **Norwegian Language**
- INS 377** **Challenges of Globalization to the Scandinavian Welfare State**
- INS 393** **Scandinavian Art, Film, and Literature**
- INS 394** **Urbanization and Immigration**
- INS 499** **Independent Study (Students may choose either INS 372 or 499)**

Community Internships in Latin America: Ecuador (CILA)—Fall and spring

The Community Internships in Latin America program offers a semester of study experience with a focus on community participation and social change. A hands-on internship designed to meet the learning goals of the student is combined with a seminar, independent project, and a home stay for an intensive immersion into Latin American daily life and culture. Models of community participation, organization, development, and social change are compared and contrasted. Students learn first-hand about the social problems in Ecuadorian communities and explore ways in which communities are addressing these challenges. All lectures, internships, and field projects are in Spanish, with discussions in Spanish and English. Readings are mostly in Spanish. Papers may be written in English or Spanish.

- INS 366** **Community Participation and Social Change**
- INS 399** **Internship (2 course credits)**
- INS 499** **Independent Study**

Democracy and Social Change: Northern Ireland—Spring

The Northern Ireland: Democracy and Social Change program examines the historical, political, and religious roots of conflict in Northern Ireland, the prospects for peace, and the progress being made. Through a seven-week internship, students get hands-on experience with organizations working for social change. Field seminars focus on human rights, conflict transformation, and education for democracy. The program is located at the UNESCO Centre at the University of Ulster in Coleraine.

- INS 316** **Northern Ireland: Building a Sustainable Democracy**
- INS 317** **Politics of Conflict and Transformation**
- INS 399** **Internship (2 course credits)**

Divided States of Europe: Globalization and Inequalities in the New Europe—Spring

Ten former communist nation-states have recently joined the European Union. From three different locations – Norway, Romania, and Hungary – students examine the complex dynamics of European integration via issues such as labor migration, minority politics, right-wing populism, prostitution, and human trafficking. Together, Hungary and Romania encompass some of Europe’s most pressing social justice issues and constitute its primary geographic and cultural bridge between East and West.

- INS 371** **Disjuncture and Difference in Europe**
- INS 376** **Challenges and Opportunities of European Integration**
- INS 399** **Internship**
- INS 499** **Independent Study**

Languages and Cross-Cultural Studies

The Department of Languages and Cross-Cultural Studies at Augsburg College contributes in many ways to realizing the College's mission of providing liberal arts education for service in today's world. The department is committed to the view that education should go beyond career preparation and that familiarity with the language and culture of another people is an essential step in the development of a truly global perspective.

The department offers language, literature, and culture courses leading to majors in French, German, Norwegian, and Spanish, as well as an interdisciplinary major in Cross-Cultural studies. Introductory courses in Ojibwe, Farsi, and American Sign Language are offered at Augsburg, and courses in Chinese, Japanese, Latin, and Greek are available to Augsburg students through the College's affiliation with ACTC, a consortium of Twin Cities colleges.

Knowledge of several languages, perhaps combined with the study of linguistics, is essential in preparing for careers in second-language education and translation, but also represents a valuable special qualification in many other professions. Students anticipating careers in international business, law, social work, the diplomatic corps, the health professions, or the ministry may wish to take a second major or minor in languages. In addition, a minor in languages is a valuable research tool for those intending to pursue graduate study in most academic disciplines.

Languages and Cross-Cultural Faculty

Frankie Shackelford (Chair), Anita Fisher, Michael Kidd, Diane Mikkelson, Peter Morales, Pary Pezechkian-Weinberg, Kate Reinhardt, Joseph Towle, Dann Trainer, John van Cleve

Degree and Major Requirements

Major

The language major consists of ten courses above 211 (Norwegian only: 211 and above), including two courses in culture, two courses in language, two courses in literature, KEY 480, and three electives (from any of the three areas above). At least seven of these courses must be taught in the target language of the major and at least four of them must be taken on the Augsburg campus.

The Cross-Cultural Studies major consists of three core courses, a language requirement, a study-abroad requirement and three electives:

Core: LCS 100, LCS 399, and KEY 480.

Language requirement: Minor in French, German, Norwegian or Spanish or completion of the 212 level in two different languages (in Norwegian only: 211).

Study-abroad requirement: one semester on an approved study-abroad program or two travel seminars (consult Augsburg Abroad for offerings).

Required electives: Three upperdivision courses in related areas. Courses must be chosen in consultation with the student's academic advisor and must include comparative study of a non-English speaking culture. Seminars, independent study, topics courses, and courses at other colleges and universities can be considered here. No more than two courses may be counted from a single department.

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S) and Writing (W) are met by completing

411 in French, German, Norwegian, or Spanish (W) and KEY 480 (W and S).

The Quantitative Reasoning (QR) graduation skill is met with one of the following courses: GST 200, MAT 145 or 146, or PHI 230.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Minor

The minor consists of four courses above 211 (Norwegian only: 211 and above), including one in language and one in literature or culture approved by the department. All of these courses must be taught in the target language, and at least two of them must be taken on the Augsburg campus. There is no minor in Cross-Cultural studies.

Other Requirements

Departmental Honors

Majors seeking graduation with departmental honors must apply in the junior year. Requirements: 3.50 GPA in the major, 3.50 GPA overall, and honors thesis.

Prerequisite

A prerequisite must be completed with a minimum grade of 2.0 or P.

Transfer Students

Transfer students intending to major or minor in languages must take a minimum of one upper division course per year at Augsburg. See major/minor above for limits on non-Augsburg courses. Courses accepted for transfer must have been taken within the past seven years.

Study Abroad

A semester of study abroad is required for language majors and some study abroad is strongly recommended for minors. See adviser for guidelines on portfolio documentation of coursework taken abroad. Majors in Cross-Cultural studies must complete a semester abroad or two short-term international study experiences approved by the department. An advanced-level internship in the major language (399) or an interdisciplinary internship (INS 199), linking language skills with community service and career exploration, is strongly encouraged.

Teaching Licensure

Augsburg College no longer offers a licensure program in modern languages.

Languages and Cross-Cultural Studies Courses

LCS 100 Introduction to Cultural Studies

This course is an introduction to the critical study of cultures and cross-cultural difference. It examines the connections between social relations and the production of meaning. It sets the stage for global citizenship by revealing how our “position” in the world affects the way we view, interpret, and interact with other cultures.

LCS 295/495 Topics in Cross-Cultural Studies

LSC 399 Internship in Cross-Cultural Studies

KEY 480 Topics in Global Interdependence

This cross-cultural keystone seminar prepares students to “act globally” by challenging them to apply the diverse perspectives acquired while studying abroad and to analyze issues that transcend national boundaries. In English with readings in a language other than English. Open to international students and to upper-division students who have advanced knowledge of a language other than English or have studied abroad for a full semester (including in English-speaking countries with consent of instructor).

American Sign Language (ASL)

ASL 101, 102 Beginning American Sign Language I, II

An introduction to deaf culture and the signs and syntax of ASL. Students observe the demonstration of signs, practice their own signing, and learn the facial expressions and body language needed to communicate clearly with deaf and hard-of-hearing people. (Fall: 101; spring: 102, Prereq.: 101)

Farsi (FAR)

FAR 111/112 Beginning Farsi I, II

An introductory sequence in Basic Modern Persian (Farsi). Aims to develop communicative skills in understanding, speaking, translating into English, and reading phonetic transcriptions, while exploring the culture of Iran and other Farsi-speaking countries such as Afghanistan and Tadjikstan. (Alternating years)

French (FRE)

FRE 111, 112 Beginning French I, II

Aims to develop communication skills of understanding, speaking, reading, and writing. Through conversations, classroom practice, and readings, these courses work toward the discovery of French culture and way of life. Four class meetings per week. (Fall: 111; spring 112, Prereq.: 111. WEC—additional sessions required)

FRE 211, 212 Intermediate French I, II

Selected articles, interviews, and literary readings are the basis of practice in communication, vocabulary building, and developing greater ease in reading and writing French. Review of basic structures and grammar. Laboratory work. (Fall: 211; spring: 212, Prereq.: 211)

FRE 295 Topics in Literature, Culture, or Linguistics

FRE 311 Conversation and Composition

Explores topics of current interest in both oral and written form to build fluency, accuracy, and facility of expression in French. Emphasis on vocabulary enrichment, grammatical refinements, effective organization of ideas. A prerequisite to other upper division courses. (Fall, Prereq.: 212)

FRE 331 French Civilization: Historical Perspective

A study of the diversified development of the French from their beginnings to the modern period. Special attention to cultural manifestations of French intellectual, political, social, and artistic self-awareness. Readings, reports, extensive use of audio-visual materials. In French. (Prereq.: FRE 311 or consent of instructor. Spring: on rotational basis)

FRE 332 French Civilization Today

Topics in 20th-century problems, ideas. Cultural manifestations that promote understanding of French-speaking people and their contributions to the contemporary scene. Readings, reports, extensive use of audio-visual materials, and periodicals. In French. (Prereq.: FRE 311 or consent of instructor. Spring: on rotational basis)

FRE 351, 353 Survey of French Literature I, II

The study of major French authors and literary movements in France through the reading of whole literary works where possible. Lectures, discussion, oral and written reports in French. (Prereq.: FRE 311 or consent of instructor. Spring: on rotational basis)

FRE 411 Advanced Conversation and Composition

By means of reading, speaking, and writing on topics of intellectual, social, or political interest, the student acquires extensive training in key modalities at an advanced level. Attention to accuracy and effectiveness, characteristic levels of expression, refinements in style and organization. (Prereq.: FRE 311 or consent of instructor and ENL 111 or 112 or HON 111. Fall)

FRE 495 Topics in Literature, Culture, or Linguistics

Internships and Independent Study Courses

FRE 199 Internship

FRE 299 Directed Study

FRE 399 Internship

FRE 499 Independent Study/Research

German (GER)

GER 111, 112 Beginning German I, II

Aims at developing basic skills. Classroom practice in speaking, understanding, and reading and writing basic German. Goals: ability to read extended narratives in simple German, insights into German culture, and participation in short conversations. (Fall: 111; spring: 112, Prereq.: 111. WEC—additional sessions required)

GER 211, 212 Intermediate German I, II

Aims at developing basic skills into working knowledge of German. Review of basic structures with emphasis on extending range of vocabulary and idiomatic expression through reading and discussion of materials representing contemporary German life and literature. (Fall: 211; spring: 212, Prereq.: 211)

GER 295 Topics in Literature, Culture, or Linguistics

GER 311 Conversation and Composition

Aims at developing facility in the use of grammatical structures, vocabulary, and idiomatic expressions most common in colloquial German. Intensive practice in speaking is supplemented with exercises in written composition. (Fall, Prereq.: 212)

GER 331 German Civilization and Culture I

Follows the cultural and social development of the German-speaking peoples from the prehistorical Indo-European origins (ca. 3,000 B.C.) to the Thirty Years War (1648). In German. (Prereq.: GER 311 or consent of instructor. Spring: on rotational basis)

GER 332 German Civilization and Culture II

Survey of cultural currents that have shaped Germany, Austria, and Switzerland since the Age of Enlightenment. The contemporary scene is considered in view of its roots in the intellectual, geopolitical, artistic, and scientific history of the German-speaking peoples. In German. (Prereq.: GER 311 or consent of instructor. Spring: on rotational basis)

GER 351 Survey of Literature: German Literature from Chivalry to Romanticism

The prose, epic, and poetry readings in this course chronicle the German experience from Charlemagne to Napoleon; from Luther to Kant; from Hildegard of Bingen to Goethe, Schiller, and the Romantics; and offer a way to relive the Renaissance, the Reformation, and the Enlightenment.

GER 354 Survey of Literature: German Literature in the 19th and 20th Centuries

The literary, cultural, and scientific background of the new millennium has many German-speaking roots in the works of figures like Marx, Freud, Nietzsche, Einstein, Kafka, Rilke, Hesse, and Brecht. Selected readings of prose, poetry, and plays bring alive the drama and conflicts that characterized the birth of the modern age. (Prereq.: 311)

GER 411 Advanced Conversation and Composition

Aims at developing and refining the student's use of German as a vehicle for expressing ideas and opinions. Emphasis on written composition including control of style. Oral practice through use of German as classroom language. (Prereq.: GER 311 or consent of instructor and ENL 111 or 112 or HON 111. Fall)

GER 495 Topics in Literature, Culture, or Linguistics

Internships and Independent Study Courses

GER 199 Internship

GER 299 Directed Study

GER 399 Internship

GER 499 Independent Study/Research

Norwegian (NOR)

NOR 111, 112 Beginning Norwegian I, II

Introduction of the four basic language skills: speaking, listening, reading, and writing. Stress is on communication and its cultural context. (Fall: 111; spring: 112, Prereq.: 111. WEC—additional sessions required.)

NOR 211 Intermediate Norwegian I

Continued acquisition and refinement of communication skills (speaking, listening, reading, writing). Emphasis is on social or cultural contexts and integrated vocabulary clusters. Selected readings in Norwegian are used as a basis for class activities and writing exercises. Includes grammar review. (Prereq.: NOR 112 or equivalent. Fall)

NOR 295 Topics in Literature, Culture, or Linguistics

NOR 311 Conversation and Composition

Practice in spoken and written Norwegian with emphasis on communicative contexts and integrated vocabulary. Readings in history, social science, and literature form a basis for class activities and frequent writing practice. (Prereq.: NOR 211 or equivalent. Spring)

NOR 331 Norwegian Civilization and Culture

A two-tiered approach allows students to understand contemporary cultural developments, such as Norway's changing role in the global community, within a broader historical context. Readings in history are supplemented by lectures, newspaper articles, and video materials. In Norwegian. (Prereq.: NOR 311 or consent of instructor.)

NOR 353 Survey of Norwegian Literature

Selected readings in contemporary Norwegian literature provide a basis for the study of major works from earlier periods, including several in Nynorsk. Readings, lectures, discussion, journals, essays, and oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor.)

NOR 411 Advanced Conversation and Composition

Extensive practice in spoken and written Norwegian, based on literary and cultural readings. Students serve as peer-tutors for those registered in NOR 311. Readings, journals, discussion, role-playing, and written and oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor and ENL 111 or 112 or HON 111. Spring)

NOR 495 Topics in Literature, Culture, or Linguistics

Internships and Independent Study Courses

NOR 199 Internship

NOR 299 Directed Study

NOR 399 Internship

NOR 499 Independent Study/Research

Ojibwe (OJB)

Two courses in Ojibwe (Chippewa) are offered at Augsburg, both as part of the Languages and Cross-Cultural Studies Department and as part of the American Indian Studies major.

OJB 111, 112 Beginning Ojibwe I, II

An introduction to the language and culture of the Ojibwe (Chippewa). Emphasis is on vocabulary, reading, writing, and conversational skills. Classroom practice will include linguistic patterns and oral interaction. (Fall: 111; spring: 112, prereq.: 111)

Spanish (SPA)

Courses in addition to those below are offered through various programs listed under International Studies.

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. (Fall: 111 and 112; spring: 112, Prereq.: 111. WEC—additional sessions required.)

SPA 211, 212 Intermediate Spanish I, II

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding, students review all of the basic structures of Spanish and build conversational skills through class discussions. (Fall: 211; spring: 212, Prereq.: 211)

SPA 248 Spanish and Latin American Culture through Film

An introduction to contemporary cultural issues of Spanish and Latin American societies as portrayed in the films of major filmmakers with attention to the aesthetic variations across their works. Films in Spanish with English subtitles; language of instruction is English. (On demand)

SPA 295 Topics in Literature, Culture, or Linguistics

SPA 311 Conversation and Composition

Thorough oral and written practice in correct expression with the aims of fluency and facility. Enrichment of vocabulary. This course is a prerequisite for all upper division courses. (Prereq.: SPA 212 or equivalent. Fall)

SPA 312 Spanish Expression

Intended for students who have a basic command of writing and speaking skills in Spanish and seek to expand them. Intensive practice aimed at refining grammar skills. Highly recommended as a continuation of SPA 311. (Prereq.: SPA 311 or consent of instructor. Spring)

SPA 331 Spanish Civilization and Culture

Study of the Spanish character and of Spanish contributions to world civilization through historical, intellectual, literary, and artistic movements. In Spanish. (Prereq.: SPA 311 or consent of instructor)

SPA 332 Latin American Civilization and Culture

A study of the cultural heritage of the Spanish American countries from the pre-Columbian civilizations to the present. In Spanish. (Prereq.: SPA 311 or consent of instructor. Spring: odd years)

SPA 352, 353 Survey of Spanish Literature I, II

A study of representative authors in Spanish literature, supplemented by lectures on the literary movements and development of Spanish literature. Lectures, discussion, written, and oral reports in Spanish. (Prereq.: SPA 311 or consent of instructor. Fall on a rotational basis.)

SPA 354 Representative Hispanic Authors

An introduction to Hispanic literature. Lectures, discussions, and written and oral reports in Spanish. (Prereq.: SPA 311 or consent of instructor. Note: Students who have taken SPA 356 taught in Mexico may not take 354. Spring: even years)

SPA 411 Advanced Conversation and Composition

Emphasis on increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. (Prereq.: SPA 311 or consent of instructor and ENL 111 or 112 or HON 111. Fall)

SPA 495 Topics in Literature, Culture, or Linguistics

Internships and Independent Study Courses

SPA 199 Internship

SPA 299 Directed Study

SPA 399 Internship

SPA 499 Independent Study/Research

Mathematics—MAT

Mathematics is the study of structure and relationships and provides tools for solving a wide variety of problems. Mathematical language describes our world from the perspectives of the natural, physical, and social sciences. Engaging in mathematical thinking helps strengthen the problem solving and quantitative reasoning skills that are increasingly expected of every member of contemporary society. Moreover, as mathematics has had a formative impact on the development of civilization, it is an important part of a liberal arts education.

Students majoring in mathematics acquire the skills necessary to serve society through a variety of careers. In addition to acquiring computational and problem solving skills, mathematics majors at Augsburg develop their abilities to reason abstractly; to conjecture, critique, and justify their assertions; to formulate questions; to investigate open-ended problems; to read and comprehend precise mathematical writing; to speak and write about mathematical ideas; and to experience working in teams on mathematical projects. Students can prepare for graduate school, for work in business, industry, or non-profit organizations, or for teaching mathematics in grades K-12. Students majoring in many disciplines find it helpful to acquire a minor or a second major in mathematics.

Students may choose coursework supporting the study of mathematics as a liberal art (through the B.A. degree) or choose a more focused program of courses (through the B.S. degree). B.S. focus areas include theoretical mathematics, statistics, teaching mathematics, and the application of mathematics to science and engineering, actuarial science, computing, business, or economics. Augsburg's urban location allows students to gain experience working with mathematics through internships, service learning, and the colloquium course.

Mathematics Faculty

Jody Sorensen(Chair), Pavel Bělík, Tracy Bibelnieks, Suzanne Dorée, Richard Flint, Matthew Haines, Kenneth Kaminsky, Catherine Micek, John Zobitz

Degree and Major Requirements

Bachelor of Arts—Mathematics Major

Nine courses including:

MAT 145 Calculus I

MAT 146 Calculus II

MAT 245 Calculus III

MAT 246 Linear Algebra

MAT 271 Discrete Mathematical Structures

A “theoretical structures” course: MAT 304, MAT 314, MAT 324, or other courses approved by the department.

Three additional electives chosen from MAT courses numbered above 250, at least two of which are numbered above 300.

Also required: MAT 491 Mathematics Colloquium during junior and senior years.

Students must earn a grade of 2.0 or better in each course that applies toward the major.

At least two MAT courses numbered above 250 must be taken at Augsburg.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QF and QA), Writing (W) are embedded in the MAT courses and are met by completing the major. An additional course in Speaking (S) is also required and may be met by either MAT 201 together with the major, COM 111, COM 115, student teaching, another speaking skill course approved by the department, or completion of another major that includes the speaking skill. Students transferring in mathematics course(s) must consult their MAT advisor about potential additional skills courses needed.

Bachelor of Science—Mathematics Major

Twelve courses including:

- MAT 145 Calculus I
- MAT 146 Calculus II
- MAT 245 Calculus III
- MAT 246 Linear Algebra
- MAT 271 Discrete Mathematical Structures

Four electives chosen from MAT courses numbered above 250, at least three of which are numbered above 300.

Three additional electives chosen from MAT courses numbered above 250, or the following list of supporting courses (or substitutes with departmental approval); BIO 355, BIO 473, BIO 481, BUS 379, CHM 353, CHM 361, CHM 364, CSC 160 (recommended), CSC 170, CSC 210, CSC 320, CSC 385, CSC 457, ECO 112 or ECO 113 (cannot count both), ECO 318, ECO 416, ECO 490, ESE 330, FIN 331, MAT 163, MAT 248, MAT 173, MKT 352, PHY 121, PHY 122, PSY 215, PSY 315, SOC 362, SOC 363. (Not more than one of MAT 163, MAT 248, BUS 379, PSY 215, SOC 362 may count).

These seven electives must include a(n):

- “Theoretical Structures” course: MAT 304, MAT 314, MAT 324, or other courses approved by the department.
- “Applied Project” course: MAT 355, MAT 369, MAT 374, MAT 377, or other courses approved by the department.
- “Statistical Perspectives” course: MAT 373, MAT 163, MAT 248, BUS 379, PSY 215, SOC 362, or other courses approved by the department.

At least five of the seven electives must be chosen from a focus area approved by the department.

Sample focus areas:

- Biological Sciences: one of MAT 163, MAT 248, PSY 215; two of BIO 355, BIO 473, BIO 481; two of MAT 363, MAT 369, MAT 373
- Business, Economics, or Actuarial Science: ECO 112 or ECO 113; two of CSC 160, BUS 379, ECO 318, ECO 416, ECO 490, FIN 331, MAT 163, MAT 248, MAT 173, MKT 352; MAT 373; MAT 374 or MAT 377. (Only one of BUS 379, MAT 163 and MAT 248 may count).
- Computational Mathematics: CSC 170; CSC 210; one of CSC 320, CSC 385, CSC 457; two of MAT 304, MAT 355, MAT 363, MAT 377.
- Physical Sciences: Two of PHY 121, PHY 122, CHM 353, CHM 361, CHM 364; two of MAT 324, MAT 327, MAT 355, MAT 369; a fifth course from this list.
- Statistics: One of MAT 248, BUS 379, PSY 215, SOC 362; MAT 324; MAT 373; MAT 374; one of ECO 490, MKT 352, PSY 315, SOC 363, or another applied statistics course approved by the department.
- Teaching Mathematics: ESE 330; MAT 252; MAT 287; MAT 314; MAT 324
- Theoretical mathematics: MAT 314; MAT 324; at least three of MAT 252, MAT 287, MAT 304, MAT 363, MAT 373, or regularly offered courses at other ACTC colleges in Complex

Variables, Topology, Measure Theory/Real Analysis II, Abstract Algebra II, Combinatorics. Also required: MAT 491 Mathematics Colloquium during junior and senior years.

In addition, an experiential component in the focus area is required, such as an internship, volunteer or paid work experience, undergraduate research project, student teaching in mathematics, or other experiences approved by the department. Such experiences may also fulfill the Augsburg Experience requirement if approved. For an undergraduate research project, the work may build upon a course-based project, but significant work beyond the course is expected.

Students must earn a grade of 2.0 or better in each course that applies toward the major.

At least two MAT courses numbered above 250 must be taken at Augsburg.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QF and QA), Writing (W) are embedded in the MAT courses and are met by completing the major. An additional course in Speaking (S) is also required and may be met by either MAT 201 together with the major, COM 111, COM 115, student teaching, another speaking skill course approved by the department, or completion of another major that includes the speaking skill. Students transferring in mathematics course(s) must consult their MAT advisor about potential additional skills courses needed.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers. The state requirements are subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

At the time of publication, the mathematics requirements for secondary education licensure to teach mathematics in grades 5-12 are the same as the B.S. major but the electives must include ESE 330 5-12 Methods: Mathematics; MAT 252; Exploring Geometry; MAT 287 History of Mathematics; MAT 314 Abstract Algebra; MAT 324 Analysis; one of MAT 163 Introductory Statistics, MAT 248 Biostatistics or MAT 373 Probability and Statistics I; and an "Applied Project" course.

At the time of publication, the mathematics requirements for a concentration in mathematics to teach in grades 5-8 under elementary education licensure are MPG 4 or MAT 114 Precalculus; MAT 145 Calculus I; one of MAT 163 Introductory Statistics, MAT 248 Biostatistics or MAT 373 Probability and Statistics I; MAT 252 Exploring Geometry; MAT 271 Discrete Mathematical Structures; and MAT 287 History of Mathematics. ESE 331 Middle School Methods in Mathematics is also required. Elementary Education majors seeking middle school mathematics licensure are strongly encouraged to consult with a mathematics department adviser before enrolling in the 200 level MAT courses.

Departmental Honors in Mathematics

To be considered for departmental honors, a student must be involved with mathematics beyond the classroom, have a GPA of at least 3.50 in MAT courses numbered above 200, have an overall GPA of at least 3.00, complete a project with significant mathematical content (usually beginning before senior year), and obtain the approval of the Mathematics Department. The project may build upon a course-based project, but significant work beyond the course is expected. The project results must be presented in a public forum. A proposal to complete departmental honors in mathematics should be submitted to the Mathematics Department chair at least one year prior to graduation. Specific requirements are available from the department.

Pi Mu Epsilon

Membership in the Augsburg Chapter of this national mathematics honor society is by invitation. To be considered, students must have a declared mathematics major, junior or senior status, and a

GPA of 3.00 in their major and overall.

Mathematics Minor

Five courses including:

MAT 145 Calculus I

MAT 146 Calculus II

Three MAT electives numbered above 200, at least one of which is numbered above 300.

Alternatively students may complete a minor by taking the six courses: MAT 145, MAT 146, MAT 163 or MAT 248, MAT 252, MAT 271, and MAT 287.

Students must earn a grade of 2.0 or better in each course that applies toward the minor.

At least one MAT course numbered above 250 must be taken at Augsburg.

Other Requirements

Math Placement Group (MPG)

Before enrolling in any mathematics course, students must have the required Math Placement.

All students are required to have their Math Placement Group (MPG) determined. In some cases, students who have transferred in a mathematics course taken at another college may have their MPG determined by the registrar's office. Students who have passed the College Board Advanced Placement Exam in calculus should consult with the Mathematics Department. All other students must take the Augsburg Math Placement Exam, which is administered by Academic Advising. The exam is given during College registration sessions and at other announced times during the year.

Practice questions and other information are available from Academic Advising. Students in MPG 1 may take MAT 103 to advance to MPG 2. Students in MPG 2 may take MAT 105 to advance to MPG 3. Students in MPG 3 may take MAT 114 to advance to MPG 4. No other MAT course changes a student's MPG. Students are also permitted to retake the Math Placement Exam during their first term of enrollment at Augsburg College.

Prerequisites

A course must be completed with a grade of 2.0 or higher to count as a prerequisite for a mathematics course.

Mathematics Courses

MAT 103 Everyday Math

Concepts of integers, fractions, decimal numbers, ratios, percents, order of operations, exponents, and an introduction to algebraic expressions and equations with an emphasis on applications to everyday life. P/N grading only. Grade of P advances student to MPG 2. MAT 103 does not count as a credit toward graduation. (Prereq.: MPG 1)

MAT 105 Applied Algebra

Concepts of linear, exponential, logarithmic, and other models with an emphasis on applications to the social and natural sciences, business, and everyday life. Grade of 2.0 or higher advances student to MPG 3. Students preparing for MAT 114 should consult the department. (Prereq.: MPG 2 and a year of high school algebra)

MAT 114 Precalculus

Concepts of algebraic, exponential, logarithmic, and trigonometric functions for students planning to

study calculus. Students who have completed MAT 145 or other calculus courses may register for credit only with consent of department. Grade of 2.0 or higher advances student to MPG 4. (Prereq.: MPG 3)

MAT 129 Practical Applications of Mathematics

An examination of applications of mathematics in contemporary society, with an emphasis on quantitative reasoning including an introduction to probability and statistics and topics such as the mathematics of finance, graph theory, game theory, voting theory, linear programming, or cryptography. Note: Students who have successfully completed MAT 138, MAT 163, MAT 248, BUS 379, PSY 215, or SOC 362 may not register for credit without consent of instructor. (Prereq.: MPG 3)

MAT 137-8 Mathematics for Elementary Teachers I and II

Concepts of number, operations, algebra, geometry, measurement, data analysis, and probability with an emphasis on the processes of problem solving, reasoning, connections, communication, and representation. These courses are designed for prospective K-6 elementary school teachers. (Prereq.: MPG 3)

MAT 140 Calculus Workshop (.25 course)

An elective workshop for students concurrently enrolled in Calculus I or Calculus II. Calculus related problems and activities that require significant collaborative and creative effort. Emphasis on strategies for succeeding in college-level mathematics courses. MAT 140 does not satisfy NSM-LAF requirement. P/N grading only. (Coreq.: MAT 145 or MAT 146 and consent of instructor).

MAT 145-6 Calculus I & II

Concepts of calculus of one-variable functions including derivatives, integrals, differential equations, and series. (Prereq.: MPG 4 for MAT 145; MAT 145 for MAT 146)

MAT 163 Introductory Statistics

Concepts of elementary statistics such as descriptive statistics, methods of counting, probability distributions, approximations, estimation, hypothesis testing, analysis-of-variance, and regression. Note: Students who have successfully completed BUS 379, MAT 248, PSY 215, or SOC 362 may not register for credit without consent of instructor. (Prereq.: MPG 3)

MAT 171 Discrete Mathematics for Computing

Concepts of discrete mathematics including binary representations, sequences, recursion, induction, formal logic, and combinatorics, with an emphasis on connections to computer science. Students who have completed MAT 271 may not register for credit. (Prereq.: MPG 3. Also recommended: CSC 160)

MAT 173 Mathematics of Finance

Concepts of elementary financial mathematics such as annuities, loan payments, mortgages, life annuities, and life insurance. Provides an introduction to actuarial mathematics. (Prereq.: MPG 3)

MAT 201 Communicating Mathematics (.5 course)

An introduction to mathematical speaking, typesetting, presentation technology, reading, and bibliographic resources. This half-credit course does not count as an elective in the mathematics major or minor. Completion of this course plus one of MAT 304, MAT 314, MAT 324, MAT 355, MAT 369, MAT 374, or MAT 377 taken at Augsburg satisfies the major's speaking skill requirement.

Students with majors other than mathematics should consult their major department before taking this course. (Prereq.: MAT 146)

MAT 245 Calculus III

Concepts of multivariable calculus including functions of several variables, partial derivatives, vectors and the gradient, multiple integrals, and parametric representations. (Prereq.: MAT 146)

MAT 246 Linear Algebra

Concepts of linear algebra including systems of linear equations, matrices, linear transformations, abstract vector spaces, determinants, and eigenvalues. (Prereq.: MAT 245 or MAT 271)

MAT 248 Biostatistics

Concepts and techniques of probability, descriptive statistics, and statistical inference are applied to scientific studies in Biology, Medicine and other Health Sciences. Material is centered on real studies in these areas. Other topics include graphing techniques, correlation and regression, experimental design, combinatorics, probability, point and interval estimation, hypothesis testing and, time permitting, analysis of variance and nonparametric methods. Credit may not be received for both MAT 163 and MAT 248. (Prereq.: MAT 145 or MPG 4 and BIO 151)

MAT 252 Exploring Geometry

Concepts of geometry including Euclidean and non-Euclidean geometries and geometric transformations with an emphasis on geometric reasoning, conjecturing, and proof. (Prereq.: MAT 145)

MAT 271 Discrete Mathematical Structures

Concepts of discrete mathematics including number theory, combinatorics, graph theory, recursion theory, set theory, and formal logic, with an emphasis on algorithmic thinking, mathematical reasoning, conjecturing, and proof. (Prereq.: MAT 146 or MAT 145 and one of MAT 163, MAT 248, MAT 252, or MAT 287; and pass CT assessment or GST 100.)

MAT 287 History of Mathematics

Concepts of historical importance from the areas of geometry, number theory, algebra, calculus, and modern mathematics. (Prereq.: MAT 145)

MAT 304 Graph Theory

Concepts of graph theory including standard graphs, classic questions, and topics such as degree sequences, isomorphism, connectivity, traversability, matching, planarity, coloring, and graph metrics. Focuses on theoretical structures. (Prereq.: MAT 271, ENL 111 or 112 or HON 111, and a speaking course. Also recommended MAT 246.)

MAT 314 Abstract Algebra

Concepts of algebra including the abstract structures of groups, rings, integral domains, and fields. Focuses on theoretical structures. (Prereq.: MAT 246, MAT 271, ENL 111 or 112 or HON 111, and a speaking course)

MAT 324 Analysis

Concepts of real analysis including limits, boundedness, continuity, functions, derivatives, and series

in a theoretical setting. Focuses on theoretical structures. (Prereq.: MAT 146, MAT 271, ENL 111 or 112 or HON 111, and a speaking course. Also recommended: additional MAT course numbered 200 or higher)

MAT 327 Special Functions of Mathematical Physics

(See PHY 327)

MAT 355 Numerical Mathematics and Computation

Concepts such as polynomial interpolation, numerical differentiation and integration, numerical solution of differential equations, error propagation, practical implementation of numerical methods on modern computers, and applications. Includes an applied project. (Prereq.: MAT 146, CSC 160, ENL 111 or 112 or HON 111, and a speaking course)

MAT 363 Dynamical Systems

Concepts of dynamical systems including iteration, stability, orbit diagrams, symbolic dynamics, chaos, and fractals, along with topics such as applications of dynamical systems and/or complex dynamics including the Mandelbrot set and Julia sets. (Prereq.: MAT 146 and MAT 246, MAT 269, or MAT 271)

MAT 369 Modeling and Differential Equations in the Biological and Natural Sciences

Concepts of differential equations including quantitative and qualitative methods of linear and non-linear systems; the application, modeling, and analysis of differential equations to model biological phenomena. Includes an applied project. (Prereq.: MAT 245, ENL 111 or 112 or HON 111, and a speaking course)

MAT 373-4 Probability and Statistics I & II

Concepts of probability and statistics including methods of enumeration, random variables, probability distributions, expectation, the Central Limit Theorem, sampling distributions, methods of estimation, hypothesis testing, regression, analysis of variance, and nonparametric statistics. Includes an applied project. (Prereq.: MAT 245 for MAT 373. Also recommended MAT 271. MAT 373, ENL 111 or 112 or HON 111, and a speaking course for MAT 374)

MAT 377 Operations Research

Concepts of linear programming and its applications to optimization problems from industrial settings including the simplex method, sensitivity analysis, duality theory, alternate optima, and unboundedness with an emphasis on both the mathematical theory and the application to current business practice. Includes an applied project. (Prereq.: MAT 246, ENL 111 or 112 or HON 111, and a speaking course)

MAT 395/495 Topics/Advanced Topics in Mathematics

Study of an advanced topic such as actuarial mathematics, combinatorics, complex analysis, mathematical biology, topology, or foundations of mathematics. (Prereq.: at least two MAT courses numbered above 200 and consent of instructor. For 495, an additional upper division MAT course depending on the particular topic may also be required)

MAT 491 Mathematics Colloquium

Information about contemporary applications, career opportunities, and other interesting ideas in

mathematics. Presented by outside visitors, faculty members, or students. Carries no course credit.

Internship and Independent Study Courses

MAT 199/399 Internship

Work-based learning experience that links the ideas and methods of mathematics to the opportunities found in the internship. For upper division credit, significant mathematical content and presentation at a departmental colloquium is required. (Prerequisite for upper division: at least one upper division MAT course, junior or senior standing)

MAT 499 Independent Study/Research

Selection and study of an advanced topic outside of the offered curriculum with the guidance of a faculty member. Presentation at a departmental colloquium is required. (Prereq.: at least one upper division MAT course, junior or senior standing, and consent of instructor.)

Medieval Studies

The objective of Medieval Studies is to introduce students to the culture of the Middle Ages—its diverse history and beliefs, its arts and literature—and to the disciplinary and interdisciplinary skills necessary for its serious study.

The major in Medieval Studies fulfills the original (medieval) ideal of a liberal arts education. Since the study of the liberal arts was developed in the Middle Ages, students majoring in Medieval Studies find a model context for the pursuit of a liberal arts degree in the modern world.

As was the case in medieval universities, Augsburg's major in Medieval Studies prepares students for life beyond college. Because of its emphasis on precise reading and analysis of texts, careful writing, and spirited discussion, the major in Medieval Studies offers a solid foundation for graduate or professional study, as well as employment opportunities that require abilities in communication, critical and abstract thinking, and processing information.

Medieval Studies Faculty

Phillip C. Adamo (History, Program Director), Kristin M. Anderson (Art), Mark L. Fuehrer (Philosophy), Douglas E. Green (English), John Harkness (English), Martha B. Johnson (Theatre Arts), Merilee I. Klemp (Music), Philip A. Quanbeck II (Religion), Bruce R. Reichenbach (Philosophy), Mark D. Tranvik (Religion)

Degree and Major Requirements

Major

Nine courses, including:

Four (4) core requirements:

HUM 120 Medieval Connections
HIS 369 Early and Middle Ages
HIS 370 Late Middle Ages
HUM 499 Keystone, Medieval Studies Project

One (1) of the following literature courses:

ENL 330 Shakespeare
ENL 332 Renaissance and Reformation
ENL 360 The Medieval World
ENL 361 The Classical Tradition

One (1) of the following religion or philosophy courses:

HIS 378 Medieval Church
PHI 242 Medieval and Renaissance Philosophy
REL 361 Church in the First Four Centuries
REL 362 Theology of the Reformers

One (1) of the following history of arts courses:

| | |
|---------|-----------------------------------|
| ART 386 | Medieval Art |
| ART 387 | Renaissance and Baroque Art |
| MUS 231 | History and Literature of Music I |
| THR 361 | Theatre History and Criticism I |

Two (2) electives from the following courses:

| | |
|---------|---------------------------|
| HIS 374 | Medieval Crusades |
| HIS 440 | Monks and Heretics |
| POL 380 | Western Political Thought |

Any literature, religion/philosophy, or history of arts courses not already taken may be taken as electives.

Graduation Skills

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. HIS 369 meets the Quantitative Reasoning (QR) graduation skill.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Minor

Five courses including HUM 120. The remaining four courses must be in different disciplines, as grouped above (history, literature, religion/philosophy, and history of arts).

Other Requirements

Language Requirement

Students must take one year of college-level Latin or other medieval language approved by their adviser, which will fulfill the Modern Languages Graduation Skills requirement.

Augsburg Experience

As with all majors, an Augsburg Experience is required for graduation. For the Medieval Studies major this might include study abroad, or internships at the University of Minnesota’s Rare Books Collection, the Hill Monastic Manuscript Library, or the Minnesota Renaissance Festival. Prior approval of adviser is required for all Augsburg Experiences related to Medieval Studies.

Courses

HUM 120 Medieval Life in 12th-Century Europe (Medieval Connections)

This is the introductory course for Medieval Studies. It uses an interdisciplinary approach to study European culture during a period known as the High Middle Ages, roughly AD 1100 to 1300. It attempts to examine medieval culture as a complex system of thought and feeling, which includes history, religion, philosophy, literature, art, theatre, music, and food. It also takes an experiential approach to this material, for example, by having students and faculty attend class in academic regalia, just as they did in medieval universities.
(Humanities LAF, Spring)

For other course descriptions, refer to the specific departments elsewhere in the catalog.

Metro-Urban Studies—INS

Metro-Urban Studies is the study of cities as social, political, economic and cultural entities. Metro-Urban Studies brings many different perspectives to the study of urban life. It is an interdisciplinary major where students use the tools of sociology, political science, history, environmental studies and architecture to understand metropolitan areas in terms of complex relationships that contribute to both opportunities and challenges. The major is designed to utilize the city as our classroom, demonstrating the interplay of theory, policy and lived experience. Metro-Urban Studies coursework often includes walking tours, field trips and field research. Augsburg College's Metro-Urban Studies Program emphasizes the theme of planning metro areas to be more environmentally sustainable and be places that promote the health and civic engagement of citizens.

The Metro-Urban Studies major helps prepare students for careers and graduate work in urban planning, public administration, environmental studies, government, community organizing, social welfare and non-profit work, and architecture. All students participate in internships that reflect their career interests as part of the keystone experience.

Many students who major in Metro-Urban Studies double-major in related disciplines such as Environmental Studies, Political Science or Sociology. If you're interested in double-majoring, please consult the Director of Metro-Urban Studies about how to best plan your academic schedule to accommodate both majors.

Metro-Urban Studies Faculty: The following faculty teach courses in the Metro-Urban Studies Program.

Nancy Fischer (Director, SOC), Kristin Anderson (ART), Andrew Aoki (POL), Kevin Bowman (ECO), Lars Christiansen (SOC), Keith Gilsdorf (ECO), Michael Lansing (HIS), Garry Hesser (SOC), and Joseph Underhill (POL).

Degree and Major Requirements

Major

A total of 10 courses, including the following: (please see department descriptions for individual courses)

| | |
|----------------|---|
| ECO 113 | Principles of Microeconomics |
| POL 122 | Metropolitan Complex |
| SOC 111 | Community and the Modern Metropolis |
| HIS 316 | U.S. Urban Environmental History |
| or ART 249/349 | The Designed Environment (art credit) |
| HIS 249/349 | The Designed Environment (history credit) |
| SOC 362 | Statistical Analysis |
| or POL 483 | Political/Statistics/Methodology |
| SOC 363 | Research Methods |
| or POL 484 | Political Analysis Seminar |
| SOC 381 | The City and Metro-Urban Planning |
| INS 399 | Internship |

Plus two additional approved urban-related electives. For electives, please see the following list, which is not exhaustive. Consult the Director of Metro-Urban Studies for other elective possibilities that suit your career interests, including off-campus study such as ACTC courses, HECUA or study abroad.

| | |
|--------|--|
| ART243 | History of Architecture to 1750 |
| ART244 | History of Architecture after 1750 |
| ECO365 | Environmental Economics |
| ENV100 | Environmental Connections |
| HIS225 | History of the Twin Cities (not regularly offered) |
| HIS335 | American Urban History (not regularly offered) |
| POL241 | Environmental and River Politics |
| POL325 | Politics and Public Policy |
| SOC265 | Race, Class and Gender |
| SOC295 | Special Topics: Sustainable Cities (various locations, study abroad) |
| SOC349 | Sociology of Organizations |

Students who are thinking of careers in urban planning are highly encouraged to take courses in Geographic Information Systems (GIS) at Macalester College (Geography 225, 364 and 365) or at the University of St. Thomas (Geography 221, 321 and 322). HECUA off-campus programs are highly recommended, especially the Metro-Urban Studies Term (MUST) Twin Cities program, described below.

Graduation skills in Critical Thinking (CT), Speaking (S), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the offered courses and are met by completing the major. SOC 381, taken in conjunction with INS 399, fulfills the Keystone requirement.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Minor

POL 122, SOC 111, HIS 316/249/349, SOC 381 and one of the following: ECO113 or an approved Metro-Urban Studies elective.

Metro-Urban Studies Courses

Internships and Independent Study Courses

INS 199 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 64.

INS 299 Directed Study

See description on page 65. (Prereq.: POL 122 or SOC 211)

INS 399 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit). Internships place students with sponsoring organizations that provide supervised work

experience for a minimum of 10 hours a week. Please note that students may also fulfill their internship requirement through HECUA, Sociology (SOC399) or Political Science (POL399).

INS 498 Independent Study—Metropolitan Resources

An independently-designed course developed by a student (or group of students), utilizing the metropolitan resources available, e.g., lectures, symposia, performances, hearings. The course is designed in consultation with and evaluated by a department faculty member. (Prereq.: POL 122 or SOC 111 and consent of instructor)

INS 499 Independent Study/Research

(Prereq.: POL 484 or SOC 363)

Urban Studies Options Through HECUA

Augsburg co-founded and plays a leading role in the Higher Education Consortium for Urban Affairs. Through HECUA, Augsburg students have access to interdisciplinary field learning programs of exceptional quality located in Scandinavia, Latin America, Northern Ireland, and the Twin Cities. The following programs can be counted towards the Metro-Urban Studies major and minor. Ask the director of Metro-Urban Studies for more detail.

Also see International Studies listings.

I. Metro-Urban Studies Term: Poverty, Inequality and Social Change —Fall or Spring

This semester-length program delves into the root causes of increasing levels of poverty and inequality in the United States. To understand these issues, the program focuses on the economy, housing systems, education, welfare, government policies, urban sprawl, regional race and class segregation, and institutional discrimination.

INS 358 Theories of Poverty, Inequality and Social Change (Reading Seminar)

INS 359 Social Policy and Anti-Poverty Strategies in Theory and Practice (Field Seminar)

INS 399 Internship (2 course credits)

II. City Arts—Spring

An interdisciplinary study of the role of art and the artist in working for social justice, and an exploration of the relationship between art, culture, and identity. Students meet Twin Cities artists, activists, private and public arts funders, and politicians, and engage in a thorough examination of the role of art in advocating for social change.

INS 330 Field Seminar: Arts Praxis

INS 331 Creating Social Change: Art and Culture in Political, Social and Historical Context

INS 399 Internship (2 course credits)

III. Environmental Sustainability: Science, Politics, and Public Policy—Fall

Ecosystem degradation and rehabilitation, the social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability. Uses social, economic, and environmental sustainability to address themes like the links between

rural and urban concerns and the way local decisions relate to regional and global trends. Students gain first-hand experience learning from community organizers, government planners and business leaders who are rising to the challenges of creating a more sustainable world.

INS 346 Adaptive Ecosystem Management

INS 345 Social Dimensions of Environmental Change

INS 399 Field/Research Methods and Investigation

INS 399 Internship and Integration Seminar

INS 399 Internship and Integration Seminar (2 course credits)

IV. See HECUA under International Studies for programs outside the United States.

Music—MUS

The Music Department at Augsburg College offers professional music training in the context of a liberal arts curriculum through three degrees and five music majors. It also offers a variety of music courses and ensemble experiences that are available to non-music majors and courses that meet Augsburg's Liberal Arts Foundation requirements.

Augsburg's location in the heart of a major artistic center makes it an ideal place to study music, and the music faculty seek and encourage opportunities that connect the campus and the greater arts communities. These opportunities allow students to explore the links between theory and applied knowledge and may take many forms, including internships; community performances; music therapy practica; community-based learning projects; required off-campus performance and concert attendance assignments; or travel and study within and outside the United States.

The music department is an institutional member of the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA).

Full-time Faculty

Robert Stacke (Chair), Michael Buck, Jill Dawe, Douglas Diamond, Peter Hendrickson, Roberta Kagin, Ned Kantar, Merilee Klemp,

Part-time Faculty

Trudi Anderson, Matt Barber, Carol Barnett, Fred Bretschger, Garrick Comeaux, Marv Dahlgren, Bridget Doak, Susan Druck, Lynn Erickson, Janet Fried, Jennifer Gerth, Nancy Grundahl, Megan Holroyd, Mary Horozaniecki, Joan Hutton, Jim Jacobson, Kathy Kienzle, Rena Kraut, Erick Lichte, Steve Lund, K. Christian McGuire, Laurie Merz, Peter Meyer, Vladan Milenkovic, Rick Penning, O. Nicholas Raths, Shannon Sadler, Andrea Stern, Sonja Thompson, William Webb, Matthew Wilson, Yolanda Williams

Fine Arts Coordinator

Cathy Knutson

Fine Arts Facilities Manager

Karen Mulhausen

Degrees/Majors

Bachelor of Arts

Music Major

Music Major/Music Business Concentration

Bachelor of Music

Music performance major

Music education major

Bachelor of Science

Music therapy major

Music Therapy Equivalency Certificate

Offers students with an undergraduate degree the preparation necessary to meet the AMTA requirements for becoming a Board Certified Music Therapist.

Music Minors

Music

Music Business

Degree and Major Requirements

Students intending to pursue a music major in any of the three music degree programs must declare their major; perform a sophomore/transfer music major jury/audition; and complete the music department degree application by the end of their fourth semester of study. More detail is included in the Music Department Student Handbook posted on the Music Students site on Moodle.

Because of the heavy curricular demands inherent in any single music-department degree program, students are strongly encouraged to avoid declaring double majors entirely within the department, i.e. attempting two music degree programs simultaneously. In those rare cases where such a scenario seems both warranted and feasible, students are *required* to petition the department for acceptance of their proposed degree plan *prior* to formally declaring their double majors.

Music Core

MUS 101 Materials of Music I

MUS 111 Aural Skills I

MUS 102 Materials of Music II

MUS 112 Aural Skills II

MUS 201 Materials of Music III

MUS 211 Aural Skills III

MUS 202 Form and Analysis

MUS 212 Aural Skills IV

MUS 231 History and Literature of Music I

MUS 232 History and Literature of Music II

MUS 331 Music of the Baroque Era (0.5 credit)

or MUS 332 Music of the Classical Period (0.5 credit)

or MUS 333 Music of the Romantic Period (0.5 credit)

or MUS 334 Music of the 20th Century (0.5 credit)

MUP 1xx Performance Studies (.25 or .5 credit, according to degree requirement) Four semesters

MUP3xx Performance Studies (.5 credit) Four semesters

MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145: Chamber Music

One to four semester(s) on the major instrument in accordance with degree requirement (0.0 credit)

MUS 358 Junior Recital and/or

MUS 458 or MUS 459 Senior Recital

MUE 111 or 112 or 114 or 115 or 121 or 141: Large Augsburg Ensemble (0.0/.25 credit)

Four to eight semesters in accordance with degree requirement

Additional requirements (refer to the Music Department Student Handbook for detail):

Piano Proficiency Test

Sophomore/Transfer Music Major Jury & music department degree application

Music Repertoire Tests

Graduation Skills for Bachelor of Arts in Music, Bachelor of Music Education, Bachelor of Music Performance:

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skills in Speaking (S) and Quantitative Reasoning (QR) are met by completing the following courses:

S: MUS 341

QR fulfilled with QFA: PHY 119, GST 200, MAT 145, or MAT 146

Graduation Skills for Bachelor of Science in Music Therapy: Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skills in Speaking (S) and Quantitative Reasoning (QR) are met by completing the following courses:

S: MUS 363

QR fulfilled with QF: PSY 215 or SOC 362 (choose one) and QA: MUS 372

Graduation Skills for Bachelor of Arts in Music with Music Business Concentration: Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing the following courses:

QR fulfilled with QFA: PHY 119, GST 200, MAT 145, or MAT 146

Transfer Students and Graduation Skills: Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Bachelor of Arts

Music Major

Offers the broadest education in liberal arts and prepares the student for the greatest range of graduate, business, and professional opportunities. Students who intend to pursue non-performance graduate study or desire to enter one of the many music related business fields most often choose this course of study.

Faculty Adviser: Douglas Diamond

Requirements

Music core and:

MUS 341 Basic Conducting

MUS 458 Senior Recital

Two music course electives

MUP 1xx Performance Studies (.25 credit) Four semesters of half hour lessons in major instrument/voice

MUP 3xx Performance Studies (.5 credit) Four semesters of hour lessons in the major instrument/voice

MUE 111 or 112 or 114 or 115 or 121 or 141 (0.0/.25 credit)

Eight semesters in a large Augsburg ensemble on the major instrument/voice

MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145 (0.0 credit)

Two semesters of chamber music/small ensemble courses on the major instrument/voice

Additional requirements:

Pass piano proficiency test

Complete sophomore/transfer music major jury & music departmental degree application

Pass three music repertoire tests

Music Business Major

The music business major prepares students to enter today's music industry and to pursue career opportunity where the arts and commerce intersect. Courses in music, performing arts, and business combine with field observations and internships. These experiences prepare students for careers in fields such as arts management, promotion, the record industry, and general music business. The program affords both the performing artist and the business student the opportunity to pursue music business studies. The music business major has two tracks: the Bachelor of Arts in Music with Music Business Concentration (designed with a music emphasis) and the Bachelor of Arts in Business Administration with Specialization in Music Business (designed with business emphasis).

Augsburg College full-time students may elect to take one course each semester at McNally Smith College of Music providing that they meet all McNally Smith College of Music requirements. A list of approved electives from MSCM for the music business major is available in the Augsburg music office. McNally Smith courses cannot be used as a substitute for any required Augsburg course specifically listed within a degree program. This program is open to sophomores through seniors. There is no additional fee for this program.

Faculty Adviser: Ned Kantar

B.A. in Music with Music Business Concentration

Requirements:

Music core and:

ECO 113 Principles of Microeconomics

MIS 260 Problem Solving

ACC 221 Introduction to Financial Accounting

BUS 242 Principles of Management

or BUS 254 Entrepreneurship

or BUS 200 Exploring Business as Vocation

MUS 105 Music Business

MUS/BUS 245 Arts Management

MUS/BUS 399 Internship

MUS/BUS Elective (Augsburg or MSCM course, 1.0 Augsburg credit)

MUS 458 Senior Recital

MUP 1xx Performance Studies (.25 credit) Four semesters of half hour lessons on major instrument/voice

MUP 3xx Performance Studies (.5 credit) Four semesters of hour lessons in the major instrument/voice

MUE 111 or 112 or 114 or 115 or 121 or 141 (0.0/.25 credit)

Eight semesters in a major Augsburg ensemble on the major instrument/voice

MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145 (0.0 credit)

Two semesters of chamber music/small ensemble courses on the major instrument/voice

Additional requirements:

Pass piano proficiency test

Complete sophomore/transfer music major jury & music departmental degree application

Pass three music repertoire tests

B.A. in Business Administration with Specialization in Music Business

Requirements:

ECO 112 Principles of Macroeconomics

ECO 113 Principles of Microeconomics

MIS 260 Problem Solving for Business

ACC 221 Introduction to Financial Accounting

ACC 222 Introduction to Managerial Accounting

BUS 242 Principles of Management

or BUS 254 Entrepreneurship

or BUS 200 Exploring Business as Vocation

MKT 252 Principles of Marketing

FIN 331 Financial Management

MUS/BUS 105 Music Business

MUS/BUS 245 Arts Management

MUS/BUS 399 Internship

MUS/BUS Elective (Augsburg or MSCM course, 1.0 Augsburg credit)

3 MUS credits — OR — 2 MUS credits and 1 MUE/MUP credit, selected from:

MUS 101 Materials of Music I

MUS 111 Aural Skills I

MUS 102 Materials of Music II

MUS 112 Aural Skills II

MUS 130 Intro to Music and the Fine Arts

MUS 220 Worlds of Music

MUS 241 History of Jazz

(Other MUS courses as approved by adviser)

Note: All business majors are encouraged to take KEY 490 Vocation and the Meaning of Success to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Music Minor

Requirements: 7-8 credits

MUS 101, 102 Materials of Music I, II

MUS 111, 112 Aural Skills I, II

MUS 341 Basic Conducting

either MUS 231 History and Literature of Music I

or MUS 232 History and Literature of Music II

One additional course (.5 or above) in music history or conducting. Other courses may be approved by departmental petition.

MUE 111 or 112 or 114 or 115 or 121 or 141 Four semesters in a large Augsburg ensemble

MUP 1xx Performance Studies (.25 credit) Four semesters of performance studies in the major instrument/voice

Additional requirements

Pass one music repertoire test

Submit a music departmental application for minor by spring semester, sophomore year

Music Business Minor

The music business minor is a course of study designed both for the music major desiring additional preparation in business and for the non-music major interested in pursuing a career in the music industry. With the music business minor, students are given the opportunity to enroll in coursework and participate in on-site field experiences that address specific professional skills necessary to enter today's music industry. The minor is a collaborative program between the music and business departments.

Requirements: 8 credits

MUS 105 The Music Business

ECO 113 Principles of Microeconomics

MIS 260 Problem Solving for Business

ACC 221 Introduction to Financial Accounting

MUS/BUS 399 Internship (approved for the Music Business Minor)

One of the following:

MUS/BUS 245 Arts Management and Concert Promotion

BUS 301 Business Law

BUS 254 Entrepreneurship

All of the above courses plus two additional music course credits beyond MUS 105 and MUS 245 (maximum of 1 credit in MUE and/or MUP courses)

Bachelor of Music

Music Education Major

A fully accredited program (National Council for Accreditation of Teacher Education & MN Board of Teaching), the music education major offers students the preparation necessary to become music teachers in public schools. This coursework and preparation includes certification to teach at the elementary through the secondary levels, with either a vocal/general or instrumental/general emphasis. In addition to applying to the Music Department, Bachelor of Music education major candidates must apply to the Department of Education for acceptance to the music education licensure program which is granted only to students who successfully complete the requirements for the Bachelor of Music education major. All music requirements must be completed prior to student teaching. A cumulative GPA of 2.50 in all music courses is necessary for the music education licensure program.

Faculty Adviser: Michael Buck

Requirements

Music core and:

MUS 311 Composition I

MUS 341 Basic Conducting (.5)
MUS 358 Half Junior Recital
MUS 459 Full Senior Recital
HPE 115 Health and Chemical Dependency Education
EDC 200 Orientation to Education
EDC 210 Diversity in the Schools
EDC 211 Minnesota American Indians
EDC 220 Educational Technology
EDC 310 Learning and Development
ESE 300 Reading/Writing in Content Area
ESE 325 Creative Learning Environments
ESE 370 Music K-12 Methods
EDC 410 Special Needs Learner
EDC 480 School and Society
EED 481c, 483c, ESE 485, 487 Student Teaching
MUS 359 Music Methods: Choral/Vocal (.5)
MUS 356 Music Methods: Brass/Percussion (.5)
MUS 357 Music Methods: Woodwinds (.5)
MUS 355 Music Methods: Strings (.5)

Choose one of the following two areas of emphasis:

either Vocal Emphasis:

MUS 251-254 Diction (.25 credit each=1.0)
MUS 342 Choral Conducting (.5 credit)
MUS/THR 235 Skills of Music Theatre (.5 credit)

or Instrumental Emphasis:

MUS 344 Instrumental Conducting (.5 credit)
Music elective or approved course (1.0 credit)

Performance Studies and Ensembles: Students should choose the following courses in accordance with their area of emphasis.

MUP 1xx Performance Studies (.25credit)
Two semesters of half hour lessons in the major instrument/voice (first year)
MUP 1xx Performance Studies (.5 credit)
Two semesters of hour lessons in the major instrument/voice (second year)
MUP 3xx Performance Studies (.5 credit)
Four semesters of hour lessons in the major instrument/voice (third and fourth year)
A Music Education major whose major instrument is piano, organ, or guitar is required to take a minimum of four additional semesters of lessons on an instrument/voice that corresponds with their large ensemble requirement.

MUE 111 or 112 or 114 or 115 or 121 or 141 (0.0/.25 credit)
Eight semesters in a large Augsburg ensemble on the major instrument/voice .
MUE 113 or 122 or 125 or 131 or 142 or 144 or 145 (0.0 credit)

Two semesters in a chamber music course on the major instrument/voice

Additional requirements:

Pass piano proficiency test

Complete sophomore/transfer music major jury & music departmental degree application

Pass three music repertoire tests

Achieve a cumulative GPA of 2.50 in all music courses and in the major instrument/voice

Bachelor of Music

Music Performance Major

This major is a focused classical training program designed to develop the skills, artistic voice and performing ability of the individual musician. This degree best prepares students who are interested in graduate school, professional performance opportunities, or private studio teaching. Acceptance to the program requires a half-hour formal audition and interview (see the Music Department Student Handbook).

Faculty Adviser

Jill Dawe

Requirements

Music Core and:

MUP 1xx Performance Studies (.25credit)

Two semesters of half hour lessons in the major instrument/voice (first year)

MUP 1xx Performance Studies (.5 credit)

Two semesters of hour lessons in the major instrument/voice (second year)

MUP 3xx Performance Studies (.5 credit)

Four semesters of hour lessons in the major instrument/voice (third and fourth year)

MUE 113 or 122 or 125 or 131 or 142 or 144 or 145 (0.0 credit)

At least four semesters Chamber Music playing on major instrument (see Handbook)

MUS 358 Junior Recital (.0 credit)

MUS 459 Senior Recital (.0 credit)

MUE 111 or 112 or 114 or 115 or 121 or 141 (0.0/.25 credit)

Large Augsburg Ensembles: eight semesters OR for guitarists, harpists and pianists: four semesters of large ensemble and four additional semesters of chamber music or other assignment in consultation with adviser.

Additional coursework as follows:

Voice Majors:

MUS 251-254 Diction (0.25 credit each)

MUS 435 Voice Repertoire (0.5 credit)

MUS359 Music Methods: Voice/Choral

MUS Elective (0.5 credit)

Voice students are also strongly encouraged to take MUS/THR 235 Skills of Music Theater and/or MUE 294 or 494 Opera Workshop.

Keyboard Majors:

MUS 436 Piano Repertoire
MUS 456 Piano Pedagogy
MUS Elective (0.5 credit)

Instrumentalists:

MUS356 Music Methods: Brass/Percussion (0.5 credit);
or MUS 357 Music Methods: Woodwinds (0.5 credit); or
MUS 355 Music Methods: Strings (0.5 credit)
MUS Elective (1.0 credit)

Additional requirements:

Pass piano proficiency test
Complete sophomore music performance audition; interview; & music department degree application
Pass three music repertoire tests

Bachelor of Science

Music Therapy Major

Fulfills the academic and clinical requirements for eligibility to take the Music Therapy Board Certification Examination. The B.S. in music therapy is a four-and-one-half-year degree program, which includes a six month full-time internship in a clinical facility approved by the American Music Therapy Association (AMTA). This course of study is chosen by students who wish to become professional music therapists.

Faculty Adviser:Roberta Kagin

Requirements

Music core and:

MUS 271 Introduction to Music Therapy
MUS 274, 275 Music Therapy Practicums
MUS 363 Expressive and Creative Arts in Healing
MUS 372, 373 Psychological Foundation of Music I, II
MUS 374, 375 Music Therapy Practicums
MUS 480 Music Therapy Senior Seminar
MUS 474, 475 Music Therapy Practicums
MUS 481 Music Therapy Clinical Internship
MUS 458 Senior Recital
EDC 410 The Learner with Special Needs
PSY 105 Principles of Psychology
PSY 262 Abnormal Psychology
BIO 103 Human Anatomy and Physiology
MUS 340 Music Therapy Techniques and Materials I
MUS 345 Music Therapy Techniques and Materials II

One of the following two:

SOC 362 Statistical Analysis
PSY 215 Research Methods: Design Procedure, and Analysis I

Performance Studies and Ensembles:

MUP 1xx Performance Studies (.25 credit) Four semesters of half hour lessons in major instrument/voice

MUP 3xx Performance Studies (.5 credit) Four semesters of hour lessons in the major instrument/voice

MUE 111 or 112 or 114 or 115 or 121 or 141 (0.0/.25)

Eight semesters in a large Augsburg ensemble on the major instrument/voice and residency at Augsburg

MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145 (0.0 credit)

Two semesters of chamber music/small ensemble courses on the major instrument/voice

Additional requirements:

Pass piano and guitar proficiency tests

Complete sophomore/transfer music major jury & music departmental degree application

Pass three music repertoire tests

Achieve a minimum grade of 2.5 in all music therapy courses

Music Therapy Equivalency/Certification Program

The music therapy equivalency program is available to students who already have a bachelor's degree and wish to meet the requirements set by the American Music Therapy Association to become professional music therapists. This equivalency program prepares students for eligibility to take the Music Therapy Board Certification Examination. Depending upon the student's degree and skill level, individual requirements will be outlined by the director of music therapy. There is a minimum two-year residency requirement, which includes participation in a major ensemble for four terms and successful completion of a two-year music theory equivalency test.

For acceptance to the degree program, equivalency/certification students must:

- Complete sophomore/transfer music major jury & music departmental degree application
- Complete the piano and guitar proficiency requirements during the first semester of residence

Departmental Honors

Senior music majors with a cumulative GPA of 3.5 or higher in music courses may apply for music departmental honors by completing extended original work in their area of interest. Such work could include, but is not limited to, one of the following: defending a senior thesis, presenting an additional recital, composing a substantial piece(s), conducting a program, presenting a research paper, or some combination of any of the above.

Consideration for departmental honors requires a clearly written proposal that includes a project title, a transcript, and a brief music resume to be submitted to the music faculty by November 1 of the senior year.

Examinations**Piano Proficiency**

All Augsburg music majors are required to have basic piano skills that meet the standard required by the Piano Proficiency Test offered at the end of each semester. Students come to Augsburg with a wide variety of prior training and experience in piano, and therefore can elect to develop their piano

skills and prepare for the proficiency test in several ways. Students with extensive training may be able to simply pass the test; those with some training may register for private piano lessons; the majority of students are advised to take a piano placement test that determines their appropriate placement within a sequence of four class piano courses (MUS 135/136/237/238) designed to teach the skills of the piano proficiency test. To maximize student learning, it is strongly recommended that piano training is started during the freshman year, when piano study will complement and strengthen the student's experience in the music theory and aural skills curriculum. Consult the Music Student Handbook for piano major and non-piano major requirements and test dates.

Music Repertoire Tests

These four tests are intended to encourage students to become lifelong listeners by requiring students to familiarize themselves with many of the masterpieces of the classical music repertoire from the Middle Ages to today. Consult the Music Student Handbook for the lists of pieces required by all four repertoire tests and the call numbers for the repertoire test CDs at Lindell Library. Each academic year a specific repertoire test is offered twice: once at the end of the fall semester, and again at the end of the spring semester. Music majors are required to pass three music repertoire tests, transfer students must pass two, and music minors must pass one.

Music Courses

Many music courses are offered alternate years. Consult the registrar's website for up to date information www.augsburg.edu/enroll/registrar or the Music Department for course offerings in each term.

Theory and Musicianship

MUS 101 Materials of Music I (.5 course)

Notation, scales, intervals, triads, keyboard harmony, and principles of part writing. To be taken concurrently with MUS 111. (Prereq.: Theory Placement Test)

MUS 102 Materials of Music II (.5 course)

Diatonic harmony, secondary dominants, and simple modulations. To be taken concurrently with MUS 112. (Prereq.: Passing MUS 101 with a minimal grade of 2.0)

MUS 111 Aural Skills I (.5 course)

Rhythmic and melodic dictation, interval and triad recognition, sight singing, and harmonic dictation to parallel progress in MUS 101. To be taken concurrently with MUS 101.

MUS 112 Aural Skills II (.5 course)

Development of listening and reading skills to parallel progress in MUS 102. To be taken concurrently with MUS 102. (Prereq.: MUS 111)

MUS 160 Fundamentals of Music

Introduction to the basic elements of Western musical notation (pitch, rhythm, meter, intervals, major and minor scales, key signatures and chords). Students will develop basic aural and keyboard skills, identify typical compositional forms in popular and classical music. Students write their own composition for the final project.

MUS 201 Materials of Music III (.5 course)

Continuation of MUS 102 with chromatic harmony and modulation. To be taken concurrently with MUS 211. (Prereq.: Passing MUS 101 and 102 with a minimal grade of 2.0)

MUS 202 Form and Analysis (.5 course)

Musical structures of common practice period and introduction to 20th-century practice. To be taken concurrently with MUS 212. (Prereq.: Passing MUS 201 and 211 with a minimal grade of 2.0 and pass CT assessment or GST 100.)

MUS 211 Aural Skills III (.5 course)

Melodic, harmonic dictation, and sight singing to parallel progress in MUS 201. To be taken concurrently with MUS 201. (Prereq.: MUS 112)

MUS 212 Aural Skills IV (.5 course)

Further development of listening skills to parallel progress in MUS 202. To be taken concurrently with MUS 202. (Prereq.: MUS 211 and pass CT assessment or GST 100.)

MUS 311 Composition I (.5 course)

Ranges and characteristics of voices and orchestral instruments, standard notation and score layout; related 20th-century literature. (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0 and pass CT assessment or GST 100.)

MUS 312 Composition II (.5 course)

Contemporary approaches to melody, harmony, tonality, rhythm, and form. Atonality, serialism, indeterminacy, electronic music, minimalism, decategorization. Related literature (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0)

History and Literature

MUS 130 Introduction to Music and the Fine Arts

E. D. Hirsch describes cultural literacy as "the network of information that all competent readers possess." This course draws students into that information web using the history of Western art music as the thread that ties culture together from the Middle Ages to the present. A "top ten of the last millennium" will provide mileposts for understanding music in social context. Live performance will be a feature of this course. Evaluation of student work will include short essay papers, several quizzes, and a mid-term and final examination. The ability to read music is not required.

MUS 220 Worlds of Music

A survey of non-Western music, this course explores diverse musical styles and instruments from many cultures.

MUS 231 History and Literature of Music I

An intensive survey of the evolution of music from antiquity to 1750, studying music in its historical and cultural contexts as well as basic knowledge of repertory. (Prereq.: MUS 101, 102, 201)

MUS 232 History and Literature of Music II

Continuation of MUS 231 from 1750 to the present. (Prereq.: MUS 101, 102, 201)

MUS 241 History of Jazz

This course is a study of the musical elements, cultural perspectives, and the historical developments of jazz. Many styles of jazz are examined including early New Orleans Dixieland, swing, cool, jazz/rock/fusion, ragtime, bop, and progressive jazz.

MUS 331 Music of the Baroque Era (.5 course)

(Prereq.: MUS 231, 232 and ENL 111 or 112 or HON 111)

MUS 332 Music of the Classical Period (.5 course)

(Prereq.: MUS 231, 232 and ENL 111 or 112 or HON 111)

MUS 333 Music of the Romantic Period (.5 course)

(Prereq.: MUS 231, 232 and ENL 111 or 112 or HON 111)

MUS 334 Music of the 20th Century (.5 course)

(Prereq.: MUS 231, 232 and ENL 111 or 112 or HON 111)

The MUS 331-334 sequence provides an opportunity to explore the music, cultural trends, and composers associated with each of the four main stylistic eras of the Western European classical tradition. Representative repertoire is studied in conjunction with the cultural forces and ideas that help shape the music. Music majors will have an opportunity to integrate their liberal arts education, knowledge of music theory and history, and writing skills through a major research paper required in each course.

MUS 432 Church Music and Worship

Development and influence of church music as evidenced in contemporary worship practices. Designed for the general as well as the music and theology student.

MUS 435 Voice Repertoire (.5 course)

A survey of standard art song repertoire from Eastern and Western Europe, Russia, Scandinavia, and the Americas. Includes listening, writing, and performance. Required for vocal performance majors. (Prereq.: MUS 251, 252, 253, 254, or permission from instructor)

MUS 436 Piano Repertoire (.5 course)

This course introduces students to a wide variety of music written for keyboard instruments from the 17th--century to the present. The changing role of the piano as a cultural symbol is emphasized as the piano, and its music, is inextricably linked to important compositional and social trends in western culture over the last three hundred years. (Prereq.: MUS 231, 232)

Music Therapy

MUS 271 Introduction to Music Therapy (.5 course)

Study of non-symphonic instruments, Orff-Shulwerk, applications of recreational music activities to clinical settings, and acquisition of skills in improvisation. Includes on-campus practicum with children.

MUS 272 Human Identity through the Creative Arts

A study of the aesthetic expression and experience as they relate to human identity, with an emphasis on psychological, cultural, and biological aspects of musical behavior. An understanding of the relationships of the creative therapies of art, music, drama, and movement.

MUS 274, 275 Music Therapy Practicums (.0 course)

Volunteer work in a clinical setting acquiring clinical skills in leadership, observation, and functional music skills including improvisation. Two hours per week. No course credit.

MUS 340 Music Therapy Techniques and Materials I

This course will introduce students to primary instruments used in MT sessions, i.e. guitar, keyboards and drums/percussion. Classes will focus on skill development in accordance with AMTA standards. The course will emphasize functional playing skills as well as song composition and group leading. The class is open for freshmen, sophomores and transfer students.

MUS 345 Music Therapy Techniques and Materials II

This experiential course includes an introduction to musical improvisation, making use of the skills acquired in Techniques and Materials Pt. I. These include the use of modes, various song forms, harmonic relationships and rhythm based exercises. The course will explore the student's own personal relationship to music while introducing them to clinical improvisation methods.

MUS 363 Expressive and Creative Arts in Healing

An experiential approach to healing through music, art, drama, dance, and movement. Consultants will describe and demonstrate specific specialties in expressive and creative arts, as used in therapy.

MUS 372 Psychological Foundations of Music I

An objective approach to musical stimuli and response, with an emphasis on acoustics and sociopsychological aspects of music. An understanding of the research process and development of an experimental research project.

MUS 373 Psychological Foundations of Music II

Implementation of group and individual research projects, emphasis on a multidisciplinary approach to music therapy. Theories of learning music, musical talent, and performance. (Prereq.: ENL 111 or 112 or HON 111)

MUS 374, 375 Music Therapy Practicums (.0 course)

Volunteer work in a clinical setting acquiring clinical skills in leadership, observation, and functional music skills including improvisation. Two hours per week. No course credit.

MUS 474, 475 Music Therapy Practicums (.25 course each)

Volunteer work under the supervision of a Board Certified Music Therapist, requiring more advanced clinical and musical skills, including improvisation. Two hours per week. (Prereq.: Three of MUS 274, 275, 374, 375, and pass piano, guitar, and vocal proficiency test)

MUS 481 Music Therapy Clinical Internship (.0 course)

Full-time placement in an AMTA-approved internship site for six months (minimum 1,020 hours toward the AMTA required total of 1,200 hours). Application for internship must be made nine months in advance. Sites in Minnesota are limited. (Prereq.: Completion of all other graduation requirements, including all proficiency exams and music repertoire tests)

MUS 480 Music Therapy Senior Seminar

Class discussions of theories and research as they apply to therapeutic settings, including discussion of professional ethics. A holistic approach to therapy with music. This course satisfies the Keystone requirement.

Music Business

MUS 105 The Music Business

An introduction to the music industry. Topics include copyright, licensing, contracts, publicity and marketing. Other topics include the record industry, agents and managers. Musical genres and historical periods are compared and analyzed.

MUS 245 Arts Management and Concert Promotion

The role of the artist manager in career development and the role of the arts administrator in the management of performing arts projects and organizations. Factors affecting trends and earnings, challenges within the industry, and differentiation between the for-profit and non-profit sectors are discussed. Emphasis is placed on developing a working vocabulary of industry topics and in benefiting from practical field experience. (Prereq.: MUS 105)

Methods and Pedagogy

MUS 355 Music Methods: Strings (.5 course)

This methods course introduces string instrument performance techniques and problems. Students will perform on violin/viola, cello and double bass. Other topics include performance practice, instructional pedagogy, instructional materials, solo and ensemble repertoire, and integration of music technology.

MUS 356 Music Methods: Brass/Percussion (.5 course)

This methods course introduces brass/percussion performance techniques and problems. Students will perform on at least one brass instrument and snare drum. Other topics include performance practice, instructional pedagogy, instructional materials, solo and ensemble repertoire, and integration of music technology.

MUS 357 Music Methods: Woodwinds (.5 course)

This methods course introduces woodwind performance techniques and problems. Students will perform on flute, one single reed instrument, and one double reed instrument. Other topics include performance practice, instructional pedagogy, instructional materials, solo and ensemble repertoire, and integration of music technology.

MUS 359 Music Methods: Vocal (.5 course)

This methods course introduces choral/vocal performance techniques and problems. Students will perform vocal solo and ensemble repertoire. Other topics include

performance practice, instructional pedagogy, physiological mechanics of singing and instructional materials.

MUS 456 Piano Pedagogy (.5 course)

This course introduces students to various ideas, tools, methodologies and resources associated with piano teaching. Students will apply what they learn in class to actual teaching experiences through a community service-learning requirement that pairs Augsburg teachers with piano students from our neighborhood. This course fulfills the LAF Augsburg Experience requirement.

Applied Skills and Group Lessons

MUS 135: Class Piano 1

This course is designed for beginning pianists with minimal piano training. The course will teach basic piano skills in the areas of sightreading; scales and chords progressions; improvisation; and repertoire from a variety of styles. The class will use and apply many of the concepts, terms and ideas taught in MUS 101/111. **Co-req. or prereq.:** MUS 101 and MUS 111; placement test and/or permission of the instructor.

MUS 136: Class Piano 2

This course is a continuation of MUS 155A: Class Piano 1 and MUS 135: Class Piano 1, and will build on the skills introduced in these classes. The course is designed for students with some prior piano and music theory training and/or students who have completed a class piano course. **Prereq.:** MUS 155 or MUS 135; or placement test and/or permission of the instructor

MUS 237: Class Piano 3

This course is a continuation of Class Piano 1 and 2 and is designed for students with piano training prior to Augsburg and/or students who have completed MUS 155, MUS 135 and MUS 136. Class Piano 3 will cover all the skills and requirements of the piano proficiency test and is designed to provide opportunities for students to apply their piano skills to practical 'real life' situations such as score reading; transposing; improvising; playing simple accompaniments; and learning repertoire in a variety of styles. **Prereq.:** MUS 155; MUS 135; MUS 136; or placement test and/or permission of the instructor.

MUS 238: Class Piano 4

This course is a continuation of MUS 237: Class Piano 3. At the conclusion of this course students should have a command of the skills required for the piano proficiency exam. **Prereq.:** MUS 155; MUS 135; MUS 136; MUS 237; or placement test or permission of the instructor

MUS 152 Class Voice (.25 course)

Fundamentals of tone production and singing.

MUS 158 Class Guitar (.25 course)

Beginning techniques of classic guitar.

**MUS 251-254 English Diction (251), Italian Diction (252), German Diction (253), French Diction (254)
(each .25 course)**

This is an intensive introduction to basic singing pronunciation of English, Italian, German, and French through the study of the art song repertoire. Includes regular class performances and phoneticization of texts using the International Phonetic Alphabet. Required for vocal performance majors and music education majors.

MUS 341 Basic Conducting (.5 course)

Study of fundamental conducting patterns and baton technique, score analysis and preparation, rehearsal techniques, basic nomenclature. (Prereq.: MUS 101, 111, 231)

MUS 342 Choral Conducting (.5 course)

Choral literature and organization, vocal methods and voice selection, advanced conducting techniques with class as the choir. (Prereq.: Pass piano proficiency test and MUS 341)

MUS 344 Instrumental Conducting (.5 course)

Preparation of and conducting instrumental literature, advanced conducting techniques, organization of instrumental ensembles. (Prereq.: Pass piano proficiency test and MUS 341)

Performance Courses

Performance Study

These courses provide unique opportunities for Augsburg students to study on an individual basis with artist/teachers who are active performers in this region. Performance Study is offered for woodwind, string, brass, percussion, keyboard instruments, electric bass, harp and voice. Lessons are individualized to fit the requirements of Augsburg's three music degrees and five majors, and are also available to qualified liberal arts students.

MUP 1XX Performance Study (0; 0.25; 0.5 credits)

These courses are available for qualified liberal arts students with some prior training in music; music minors; and music majors in their first and second years of study. MUP 1xx-level courses can be repeated and are available for .25 credit (half hour lesson); .5 credit (1-hour lesson) and 0 credit (a half hour lesson). Registration is by Add/Drop form and requires a signature.

MUP 3XX Performance Study (0.5 credit)

These courses consist of a one-hour weekly individual lesson designed for music majors.

Pre-requisites: at least 4 semesters of MUP 1xx or its equivalent; a sophomore/transfer music major jury; an approved music department degree application.

MUP 111/311 VOICE

MUP 116/316 ELECTRIC BASS

MUP 121/321 VIOLIN

MUP 122/322 VIOLA

MUP 123/323 CELLO
MUP 124/324 BASS
MUP 131/331 OBOE
MUP 132/332 BASSOON
MUP 133/333 CLARINET
MUP 134/334 SAXOPHONE
MUP 135/335 FLUTE
MUP 137/337 HORN
MUP 141/341 TRUMPET
MUP 142/342 TROMBONE
MUP 143/343 BARITONE
MUP 144/344 TUBA
MUP 152/352 PIANO
MUP 161/361 GUITAR
MUP 171/371 PERCUSSION
MUP 181/381 ORGAN
MUP 191/391 HARP
MUP 192/392 IMPROVISATION
MUP 193/393 COMPOSITION

Chamber Music

These performance-based courses introduce students to a wide range of music composed for small groups, usually one person per part. All chamber music courses fulfill the chamber music/small ensemble requirement for music majors, and are also open to non-majors by permission of the instructor.

MUE 113 Vocal Chamber Music (.0 course)
MUE 122 String Chamber Music (.0 course)
MUE 125 Guitar Chamber Music (.0 course)
MUE 131 Woodwind Chamber Music (.0 course)
MUE 142 Brass Chamber Music (.0 course)
MUE 144 Percussion Chamber Music (.0 course)
MUE 145 Piano Chamber Music (.0 course)

Jazz

MUE 129 Improvisation (.0 course)

Basic improvisational skills within a jazz combo format. Open to instrumentalists and vocalists.

MUE 143 Jazz Ensemble (0.0/.25 course)

The Augsburg Jazz Ensemble is a group that performs extensively in a wide variety of venues. The literature performed reflects the cultural diversity and historical context of jazz. Placement is by audition or by arrangement with the director. Preference is given to Concert Band members.

Vocal Performance

MUS 235 Skills of Music Theatre

This course provides an interdisciplinary approach to the topic using music and theatre techniques to develop the student's basic skills of Music Theatre. Concepts of diverse music-theatre forms are introduced. Course includes reading, writing, research, class discussion, exercises, small and large group participation, memorization, and public performance. Students will attend and review live productions.

MUE 294 Opera Workshop (1.0 course)

Experience the process of preparation, rehearsal, and performance of operatic repertoire.

MUE 494 Opera Workshop (.25 course)

Experience the process of preparation, rehearsal, and performance of operatic repertoire.

Recitals

Music students must work closely with their Studio Teacher to plan all aspects of degree recitals including repertoire choice; confirmation of dates, dress rehearsals; selection of an accompanist, etc. In addition to registering for a recital (i.e. MUS 358/458/459) students must also complete an Application for Student Recital form to confirm scheduling, hall space and publicity. The form is due in the Music Office no later than the Add/Drop deadline at the beginning of the semester of the recital.

MUS 358 Junior Recital (.0 course)

This course is required for Bachelor of Music degree candidates. To meet the requirement, music education majors must complete a one-half hour program of level III repertoire; performance majors must perform a one hour recital of level IV repertoire. At the discretion of the studio instructor, students may also be required to perform a recital preview prior to the public recital.

MUS 458 Senior Recital (.0 course)

This course is required for the Bachelor of Arts and Bachelor of Science degrees. To meet this requirement students must perform a one-half hour recital of level III repertoire from a variety of classical style periods. At the the discretion of the studio instructor, students may also be required to perform a recital preview prior to the public recital.

MUS 459 Senior Recital (.0 course)

This course is required for the Bachelor of Music degree. To meet the requirement, music education majors must perform a one-hour recital of level IV repertoire; performance majors must perform one hour of level V repertoire. At the discretion of the studio instructor, students may also be required to perform a recital preview prior to the public recital.

MUP 159 Piano Accompanying

This offering is an opportunity for music majors to receive individual weekly coaching with one of Augsburg's piano faculty or staff accompanists, and is highly recommended for students preparing for recitals, auditions, or special performance projects. Registration requires pre-notification/approval from the appropriate coach. MUP fee schedule applies (see the Music Department Student Handbook)

Large Ensembles

Please note: to fulfill the Liberal Arts Foundation requirement in Fine Arts, students must participate in a large ensemble for four semesters at the 0.25 credit option. A maximum of two credits for large ensemble participation may be used towards graduation requirements.

Music majors may choose to take large ensembles for 0.0 or .25 credit, depending on course load/need. Transfer music majors must participate in a large ensemble for each semester of their residency at Augsburg.

Auditions for membership in a large ensemble are scheduled during the first week each fall semester or by contacting the ensemble director.

MUE 111 Augsburg Choir (0.0/.25 course)

MUE 112 Riverside Singers of Augsburg (0.0/.25 course)

MUE 114 Masterworks Chorale (0.0/.25 course)

MUE 115 Cedar Singers (0.0/.25 course)

MUE 121 Orchestra (0.0/.25 course)

MUE 141 Concert Band (0.0/.25 course)

Internships and Independent Study Courses

MUS 199 Internship

MUS 299 Directed Study

MUS 399 Internship
(MUS/BUS 245 is the prerequisite for MUS/BUS 399 Internship)

MUS 498 Independent Study (.5 course)
Advanced research and projects not otherwise provided for in the department curriculum. Open only to advanced students upon approval by the faculty.

MUS 499 Independent Study/Research
Open only to advanced students upon approval of the faculty.

Natural Science Teaching Licensures

The natural science licensure program for teachers is designed to provide strong preparation for science teaching and to satisfy Minnesota licensure requirements.

Courses are designed to provide a broad, basic background in science and allow for specialization in an area. The following programs assume that the student will meet the distribution/general education requirements of the College, the requirements for appropriate majors, the courses required in the Department of Education and, in the physical sciences, have at least one year of calculus. Consult with the Department of Education for requirements in education. Early consultation with the major area coordinator is essential.

Coordinators

Dale Pederson (Biology), Sandra Olmsted (Chemistry), Jeff Johnson (Physics)

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current licensure requirements. All upper division courses required for the biology major must be completed before student teaching.

Licensure Requirements

Broad Base Requirements (also for 5-8 general science licensure)

GEO XXX Introductory Geology (taken off-campus)

SCI 106 Introductory Meteorology

BIO 121 Human Biology and Lab

BIO 102 Biological World

PHY 116 Introduction to Physics

or PHY 121, 122 General Physics I, II

CHM 105, 106 Principles of Chemistry I, II

or CHM 115, 116 General Chemistry I, II

Biology Major—B.A. in Life Sciences

(for licensure in biology 5-12)

Requirements are the same as for the Bachelor of Arts in Biology degree, but with the following differences:

Only four (rather than five) upper division biology courses are required, along with:

Additional science courses required for 5-12 include:

PHY 116 Introduction to Physics

CHM 105, 106 Principles of Chemistry I, II

or CHM 115, 116 General Chemistry I, II

SCI 106 Meteorology

An introductory geology course

A grade of 2.0 or above is required for all supporting courses and upper division biology courses applied to the major. Upper division biology requirements must be traditionally graded. A GPA of 2.50 in upper division biology courses is required for all life sciences majors.

Post-baccalaureate Teaching Licensure

Students who have earned a bachelor's degree elsewhere and seek life science teaching licensure at Augsburg are required to complete a minimum of two upper division biology courses at Augsburg with grades of 2.5 or higher. Required or elective courses are determined by the department following review of transcripts and prior to matriculation.

Chemistry Major

(for licensure in chemistry 9-12)

Broad Base Requirements, plus Graduation major in chemistry:

CHM 105, 106 Principles of Chemistry I, II

or CHM 115, 116 General Chemistry I, II

CHM 351 Organic Chemistry I

CHM 352 Organic Chemistry II

CHM 353 Quantitative Analytical Chemistry

CHM 361 Physical Chemistry

CHM 363 Physical Chemistry Laboratory

CHM 491 Chemistry Seminar (4 semesters)

MAT 145, 146 Calculus I, II

Two courses from:

CHM 364, 367, 464, 470, 481, 482 or BIO 367

One year of general physics — PHY 121, 122

General Science

(for licensure for grades 5-8)

If added to life science Chemistry or Physics, will expand license to 5-12

CHM 105, 106 Principles of Chemistry I, II

or CHM 115, 116 General Chemistry I, II

PHY 116 Introduction to Physics

or PHY 121, 122 General Physics I, II

BIO 102 Biological World

BIO 121 Human Biology

SCI 106 Introduction to Meteorology

GEO XXX Introductory Geology (taken off-campus)

Physics Major (for licensure in physics 9-12)

Broad Base Requirements, plus Graduation major in physics:

PHY 121 General Physics

PHY 122 General Physics

PHY 245 Modern Physics

PHY 351 Mechanics I

PHY 362 Electromagnetic Fields I

PHY 363 Electromagnetic Fields II

PHY 395 Comprehensive Laboratory

PHY 396 Comprehensive Laboratory

Two additional physics courses above 122; PHY 261 recommended

MAT 145, 146, 245 Calculus I, II, and III

PHY 327 Special Functions of Mathematical Physics (Prereq.: MAT 245 or equivalent)

CHM 105, 106 Principles of Chemistry I, II

or CHM 115, 116 General Chemistry I, II

Nordic Area Studies—NAS

Nordic area studies is an interdisciplinary program. The curriculum treats Norden (Denmark, Finland, Iceland, Norway, and Sweden) not only as a geographical area, but as an integrated cultural region with a shared history, common values, and a high degree of political, social, and economic interdependency. Courses in Nordic area studies postulate a Nordic regional identity as a context in which to appreciate the differences between the five individual countries and to understand the complexity of their interactions among themselves and the global community.

Coordinator

Frankie Shackelford

Major

Eight courses, six of which must be upper division.

Minor

Four upper division courses.

Other Requirements

At least four of the courses required for the major must be Augsburg courses. The remainder may be transfer credits included in the major on approval of the program coordinator. Students graduating with a major or minor must also present the equivalent of intermediate level competence in a Scandinavian language. See Norwegian language course listings under the Department of Languages and Cross-Cultural Studies.

Recommended supporting preparation: Study abroad through International Partners, or SUST (See International Studies, International Partners, and Scandinavian Urban Studies Term); independent study in Denmark, Norway, Sweden, Finland, or Iceland; elective courses or a second major such as Norwegian, history, political science, urban studies, business administration, international relations, sociology, or social work.

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing one of the following courses:

QR: GST 200, MAT 145, MAT 146, or PHI 230.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

Nordic Area Studies Courses

Additional course offerings are available through the Scandinavian Urban Studies Term. (See International Studies)

NAS 121 Fire and Ice: Introduction to Nordic Literature

This course provides an introduction to Nordic culture via the medium of literature.

Readings foreground issues of personal, ethnic, and national identity against the broad

backdrop of Scandinavian history, social democratic values, and globalization.

NAS 230 Contemporary Norden

A broad survey of Nordic culture with special emphasis on conditions and developments in the 20th century. No knowledge of Scandinavian language required.

NAS 351 The Modern Nordic Novel

Lectures illustrate the development of the Nordic novel. Class discussion is based on reading selected works in translation from all five Nordic countries. Norwegian majors will be required to do appropriate readings and written work in Norwegian. (Spring: alternate years)

NAS 352 The Modern Nordic Drama

Readings include dramatic works by Ibsen, Strindberg, and selected 20th-century dramatists. Lectures provide a context for understanding the development of Nordic drama. Norwegian majors will do appropriate readings and written work in Norwegian. (Spring: alternate years)

ART 382 Scandinavian Arts

(See Department of Art)

Internships and Independent Study Courses

NAS 199 Internship

NAS 299 Directed Study

NAS 399 Internship

NAS 499 Independent Study/Research

Nursing—NUR

The Augsburg Department of Nursing is designed exclusively for registered nurses who want to advance their education, increase their career opportunities, and practice nursing to the full extent of their education.

A bachelor's degree prepares nurses for the rapidly changing health care arena. No longer do nurses practice only in hospitals. They are moving into communities, corporations, parishes, and schools, as well as their own private practices. Wherever they work, nurses are making a difference in community health and well-being by providing comprehensive health care for diverse groups of persons across the life span.

The BSN program at Augsburg equips nurses to synthesize knowledge from the liberal arts with the art and science of nursing. Educational opportunities are provided to challenge students' interests and engage their creativity as they increase skills in critical thinking, community assessment, leadership and decision-making. Classes that combine short-term study away and abroad are woven into the BSN curriculum and students are invited to participate in these exciting endeavors as they are able.

Augsburg's BSN program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the program are eligible to apply for a public health nurse registration certificate through the Minnesota State Board of Nursing.

Nursing Faculty

Cheryl Leuning (Chair), Marty Aleman, Katherine Baumgartner (Coordinator BSN program in the Minneapolis/St. Paul), Ruth Enestvedt, Joyce Miller, Sue Nash (Coordinator BSN program in Rochester), Joyce Perkins, Pauline Abraham, Kathleen Welle (Coordinator of Augsburg Central Nursing Center)

Degree and Major Requirements

Major

Seven courses including:

| | |
|---------|------------------------------|
| NUR 300 | Trends and Issues in Nursing |
| NUR 305 | Communication |
| NUR 306 | Paradigms in Nursing |
| NUR 403 | Families and the Life Cycle |
| NUR 410 | Community Health Nursing I |
| NUR 411 | Community Health Nursing II |
| NUR 490 | Leadership/Management |

A minimum grade of 2.0 in each nursing course and a cumulative major GPA of 2.50 are required. Students also must complete Augsburg's residence and general education requirements.

The Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) graduation skills are embedded throughout the required courses in the nursing major and are met by completing the major.

Students petitioning to transfer in upper division nursing courses from another institution to meet

requirements in the nursing major at Augsburg must consult an adviser about potential adjustments to their course requirements to fulfill each of these graduation skills.

The program has been planned so that courses in the nursing major can be completed over 15 months (full-time study, two courses per term) with a summer break; however, students may pursue their studies at a slower and more flexible pace.

Courses in the nursing major are offered on weekday evenings with a practicum course (NUR 411) requiring additional weekday time. More time may be required to complete the total course of study depending on the number of liberal arts (general education) courses needed to complete the BSN degree, and the number of credits transferred from other colleges or universities. Students in nursing may take non-nursing courses in both day school and Weekend College. Students interested in pursuing the nursing major should consult with BSN admissions staff in the Adult and Graduate Admissions Office for program planning.

Departmental Honors

Admission to the honors major requires: a GPA of at least 3.60 in the major and 3.30 overall, application to the department chair by November 1 of the senior year, recommendation by nursing faculty, and honors thesis to be presented before a faculty committee by April 15. Candidates register for NUR 499 to complete the honors requirement.

Note regarding Latin honors: To be eligible for Latin honors, a student must meet minimum GPA standards as well as complete a minimum of fourteen traditionally graded credits at Augsburg and have no more than two elective pass/no pass graded credits at Augsburg (classes offered only as P/N by the department will not be counted, nor will "N" grades). For further information, see the Latin honors section on page 61.

Admission to the Nursing Major

In addition to meeting admission requirements for Augsburg College, admission to the nursing major requires the following:

- Completed application
- Cumulative GPA of 2.5 or higher in the basic nursing program
- Unencumbered RN license – must be a registered nurse who is licensed and currently registered to practice in Minnesota prior to beginning the nursing major
- Evidence of HIPAA training
- Up-to-date immunization records
- Federal criminal background check

Special conditions:

- Students may be provisionally admitted to the bachelor of science in nursing program at Augsburg due to a cumulative GPA of less than 2.50 in their basic nursing program. Full admission to the program requires students to achieve a GPA of 3.00 or better in two liberal arts courses at Augsburg.
- Students may apply to Augsburg College prior to completion of their degree program provided all admission requirements are met prior to enrolling at Augsburg.

Credit for Previous Nursing Courses

Registered Nurses (RNs) transferring into Augsburg College's BSN Completion program will be granted six (6) course credits (24 semester credit hours) in recognition of their previous lower division

nursing coursework if the following standards are met:

- Prior nursing education in the United States is taken in an Associate Degree in Nursing (ADN) program or a Diploma in Nursing program. Both must be a state board-approved program.
- Nursing coursework taken outside of the United States is submitted for evaluation to the World Education Service (WES), an agency approved by Augsburg College to evaluate foreign transcripts. Reports should be sent directly to Augsburg College. In addition, nursing coursework must be verified for authenticity by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Applicants must request CGFNS (www.cgfns.org) to forward the educational credentials report to the Minnesota State Board of Nursing. Once their credentials are verified, applicants must apply for licensure and demonstrate successful passing of the National Council Licensure Examination (NCLEX). Nurses who have previously submitted CGFNS credential verification in a state other than Minnesota, who have passed the NCLEX, will be considered for admission and must meet the same residency requirements expected of all students.

Students who change their major and transfer out of the B.S. in Nursing completion program will lose the six-credit block grant and their transfer credit evaluation will be reassessed. The six credit block grant will be applied toward a Bachelor of Science degree in Nursing only.

Options for Completing the Degree

Augsburg recognizes that nurses have a variety of time schedules, personal responsibilities, and work demands that must be taken into account in any decision to work toward a college degree. For this reason, Augsburg offers full- and part-time sequential alternatives for pursuing a nursing degree.

Nursing courses at Augsburg are available evenings and weekends. Nursing classes usually meet on alternate weekday evenings for four-hour time blocks. Clinical practicum requirements usually occur on weekdays. Optional immersion practicums abroad are scheduled throughout the year. Check with the Department of Nursing for details.

It is recommended that most liberal arts courses be taken before starting the nursing major. Nursing majors can complete courses toward the baccalaureate at the Minneapolis campus and in Rochester, Minn.

Nursing Courses

NUR 300 Trends and Issues in Nursing

A transitional course designed to investigate the current responsibilities of the professional nurse. Economic, social, political, and professional trends and issues are explored in relation to their implications for a changing practice.

NUR 305 Communication

Explores the components of the professional role and continues the professional socialization process. Theories about how individuals and groups communicate are applied to changing professional roles. (Prereq.: NUR 300 or concurrent enrollment, ENL 111 or 112 or HON 111.)

NUR 306 Paradigms in Nursing

An introduction to theory-based nursing practice and research. Nursing theory and conceptual models for nursing practice are studied and applied to practice and research.

(Prereq.: NUR 300 or concurrent enrollment.)

NUR 403 Families and the Life Cycle

Provides a theoretical basis for nursing interventions with diverse families and explores theories related to family structure and function throughout the life span. (Prereq.: NUR 305 and 306, or consent of instructor.)

NUR 410 Community Health Nursing I

Introduces the theory and methods that are essential to maintain or improve the health of culturally diverse individuals, families, groups, and communities. (Prereq.: Math Placement 3 or MAT 105, completion of NUR 300-level courses.)

NUR 411 Community Health Nursing II *

Provides clinical experience in community-based health care delivery systems. Students will apply nursing process, teaching/learning theory, and public health principles with culturally diverse clients. (Prereq.: NUR 410)

NUR 490 Leadership/Management

The capstone course for the nursing major. Integrates concepts from nursing and the liberal arts. Examines the professional nurse roles of leader and manager. Concepts of change, conflict, and system dynamics are explored. Ethics, accountability, and advocacy in the leader-manager role are studied. Application of theory occurs in selected practice settings with a professional nurse preceptor. This course satisfies the Keystone requirement. (Prereq.: Senior status and completion of 300 level nursing courses and REL 300.)

NUR 495 Topics in Nursing (optional)

Provides opportunities for in-depth exploration of selected topics in nursing. The subjects studied will vary depending upon the interests of the faculty and students.

NUR 499 Independent Study/Research (optional)

Note: If NUR 411 is not taken immediately following NUR 410, students are required to consult with faculty prior to registration regarding review of the theoretical content. Students who decelerate for more than five years may be asked to audit courses already taken. There is a fee to audit courses.

* This course involves an additional clinical tuition and 48 clinical practicum hours.

Philosophy—PHI

Philosophy is in an important sense the most fundamental of the disciplines. All of the sciences and most other disciplines arose out of it. Moreover, philosophy is concerned with asking and answering the “big” questions that are the most basic. For example, Is there a God? Is there life after death? Are there absolute moral standards? What kind of life is the best? What is knowledge and what are its sources?

Students learn to ask and answer these and other similar questions for themselves through the development and use of critical reasoning, assisted by the study of philosophers from the past and present.

The philosophy major has been carefully planned so that students can easily graduate with two majors. Some majors continue on to graduate school in philosophy, while others use the major to prepare for other professional studies such as law, medicine, religious ministry, or journalism.

Philosophy Faculty

Markus Führer (Chair), David Apolloni

Degree and Major Requirements

Philosophy Major

Eight courses including:

PHI 230 Logic

or PHI 385 Intro. to Formal Logic and Computation Theory

PHI 241 History of Philosophy I: Ancient Greek Philosophy

PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy

PHI 343 History of Philosophy III: Early Modern and 19th Century Philosophy

PHI 344 20th-21st Century Philosophy

A 400-level course (other than PHI 499)

Two elective courses in philosophy

Four courses must be upper division.

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The Quantitative Reasoning (QR) graduation skill can be met by taking PHI 230.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Major in Computational Philosophy

In addition to a major and minor in philosophy, the philosophy department also offers a cross-disciplinary major in conjunction with the computer science department emphasizing areas of interest in which philosophy and computer science overlap: logic, artificial intelligence, cognitive science, philosophy of mind, and philosophy of language. The purpose of the major is to augment the technical skills of a computer scientist with the creativity and liberal arts perspective of a philosopher. The result is a degree that is very marketable in industry and that provides an excellent logical and philosophical

background for those wishing to pursue graduate study in philosophy. See Computer Science for course listing.

Departmental Honors

Admission to the philosophy honors program is by recommendation of the philosophy faculty. Such recommendations will be made at the end of the junior year. The program will consist of an honors thesis on an approved topic of the student's choice that involves research above the course level, and a defense of this thesis before the faculty of the department.

Philosophy Minor

Five courses, including two from PHI 241, 242, 343, and 344.

Philosophy Courses

PHI 110 Introduction to Philosophy

This course introduces students to typical philosophical questions (how we know, if we can have certain knowledge, if there are universal moral principles, whether God exists, the nature of the mind, etc.), to philosophical vocabulary, and to critical thinking and what it means to view the world philosophically.

PHI 120 Ethics

By studying our moral beliefs, ethics helps students consider the bases they use to make moral judgments. The course explores major philosophical approaches to evaluating moral actions and then applies them to contemporary issues. The Christian tradition will inform the considerations. Students who receive credit for PHI 120 may not receive credit for PHI 125. (Prereq.: Pass CT assessment of GST 100)

PHI 125 Ethics and Human Identity

A philosophical study of the role of human understanding, emotions, and action with respect to the pursuit of happiness. We begin by asking what the end or purpose of human life is, students then learn about the moral and intellectual virtues required to reach the end. Topics of friendship and human love are followed by an analysis of human happiness. Students who receive credit for PHI 125 may not receive credit for PHI 120.

PHI 175 Philosophy of Love and Sex

The nature and history of romantic love. The ethics of sex in relation to love, marriage, the institution of monogamy, and homosexuality are considered.

PHI 230 Logic

Students learn to distinguish arguments from exposition. Then they learn the rules that govern valid arguments and develop their ability to recognize and construct sound arguments. The last part of the course focuses on informal logic and inductive reasoning. (Prereq.: MPG3 and pass CT assessment or GST 100)

PHI 241 History of Philosophy I: Ancient Greek Philosophy

Central philosophical questions that concerned the Greek philosophers from Thales to Plotinus and still concern us today: the nature of reality and its relationship to language and reason, the immortality of the soul, the nature of truth and human knowledge, and the

nature of the good life.

PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy

Students will read writings by various medieval and Renaissance philosophers in order to understand the process of philosophical assimilation involved in constructing a Christian philosophy. Topics include: the nature of being, human understanding in relation to faith, and the place of the image of God in the human condition. (Prereq.: ENL 111 or 112 or HON 111. Suggested prior course: PHI 241. Spring)

PHI 260 Philosophy and the Arts

Philosophical issues raised and illustrated by painting, sculpture, literature, music, architecture, and film: the truth and falsehood of aesthetic judgment, the definition of art; the nature of aesthetic experience, the evaluation of art, creativity, the relation between the artist's intention, the work of art, and its relation to the rest of the artistic tradition. For arts majors and students with a strong background in the arts. (Prereq.: Pass CT assessment or GST 100)

PHI 343 History of Philosophy III: Early Modern and 19th-Century Philosophy

We study the major rationalists of the 17th century (Descartes, Spinoza, Leibniz), the major empiricists of the 18th century (Locke, Berkeley, Hume), Kant's synthesis of rationalism and empiricism, and 19th-century Idealism and the reaction to it (Marx, Kierkegaard, Nietzsche and Mill). (Suggested prior course: PHI 241)

PHI 344 History of Philosophy IV: 20th-21st Century Philosophy

The course surveys the major philosophical schools in the 20th and 21st centuries: analytic philosophy, phenomenology, existentialism, pragmatism, and post-modern philosophy. Focus of study is on major texts of these movements. Students are strongly encouraged to take PHI 343 before taking PHI 344.

PHI 350 Philosophy of Religion

We systematically investigate a series of philosophical questions about religion. What is the relation between faith and reason? Does God exist, and if so, what can be said about God? Can God's goodness be reconciled with human suffering? Are miracles and life after death possible? (Prereq.: Pass CT assessment or GST 100)

PHI 355 Asian Philosophy

A study of the basic concepts and philosophies that underlie Hinduism, Buddhism, Confucianism, and Taoism. We focus on analyzing diverse views of reality, the self, ways of knowing, and recommendations on how to live.

PHI 365 Philosophy of Science

The course explores what scientific knowledge is, whether the scientist's knowledge of the world is profoundly different and better than that of the non-scientist, and what degrees of certainty are yielded by scientific methods. (Suggested prior course: one course in natural science)

PHI 370 Existentialism

Studies in the writings—both philosophical and literary—of prominent existentialist authors.

The course examines what it means to be a being-in-the-world and explores such themes as absurdity, freedom, guilt, despair, and paradox. (Suggested: one prior course in philosophy. Alternate years)

PHI 380 Ethics of Medicine and Health Care

The course discusses some fundamental ethical theories, which it then carefully applies to problems that arise in the areas of health care and delivery, allocation of scarce resources, human experimentation, genetic engineering, abortion, care for the dying, and euthanasia.

PHI 385 Introduction to Formal Logic and Computation Theory

An introduction to sentential and first-order logic including logical connectives, proof theory, and quantification. Formal models of computation including finite state automata, pushdown automata, and Turing machines. Incompleteness and uncomputability. (1.5-hour lab for PHI 385. Prereq. for PHI 285: None. Prereq. for PHI 385: CSC 210 and one of MAT 122 or MAT 145 or MAT 171)

PHI 388 Seminar in Philosophy

This course focuses on one philosopher, one philosophical writing, and/or on one topic in philosophy. Students work on preparing an in-depth thesis paper on some aspect of the course through discussion of the course material. Short lectures are used to introduce students to the material followed by discussion and debate to move students into the depths of the material.

PHI 410 Topics in Philosophy

Advanced studies covering either an individual philosopher or a specific topic in philosophy, such as philosophical movements, the history of an idea or specific problems. Seminar format. May be taken more than once for credit. (Suggested prior courses: any course from PHI 241, 242, 343, 344, or consent of instructor, and ENL 111 or 112 or HON 111. Offered annually)

PHI 490 Keystone

This course integrates the student's general education experience with an overview of specific philosophical ideas or philosophers.

Internships and Independent Study Courses

PHI 199 Internship

PHI 299 Directed Study

PHI 399 Internship

PHI 499 Independent Study/Research

Physical Education

See listing under Health, Physical Education, and Exercise Science.

Physics—PHY

Physicists are a curious and ambitious lot. Their aim is to understand the fundamental principles that describe and govern all physical aspects of the universe. Historically called “natural philosophers,” physicists investigate by means of controlled experimentation and mathematical analysis. Physics includes the study of systems ranging from sub-atomic particles to the largest galaxies and from the relative stillness of near absolute zero to the fiery activity of stars. Physics plays an important role in many of the liberal arts disciplines and contributes to society’s understanding of such areas as energy, weather, medical science, and space exploration. A good background in physics (and the associated problem solving skills obtained therein) will prepare you well for a multitude of careers.

Recognizing the importance of physics in contemporary life and the need to keep abreast of rapid technological advances, the department strives to give students not only an understanding of basic concepts, but also insights into recent developments. A rigorous major provides students with the preparation required for graduate study in physics. It also provides flexibility, serving as a stepping stone to advanced work in related areas such as astronomy, engineering, materials science, atmospheric science and meteorology, oceanography, biophysics, environmental science, and the medical and health-related fields. The department serves the liberal arts by offering courses for non-science students that enable them to attain a general understanding of a particular area of science. These courses provide the basis for further study and enable students to follow new developments in science with heightened awareness and comprehension.

The department supervises the pre-engineering program, with degree programs available at cooperating universities at both the bachelor’s and advanced degree levels, and administers Augsburg College’s portion of funds designated for the Minnesota Space Grant College Consortium, funded by NASA. It also maintains active research programs through its Center for Atmospheric and Space Sciences and the Sverdrup Laboratory for Biophysics, with support from the National Science Foundation, NASA, and other private and public sources. Several students work as research assistants in these efforts during the academic year and in the summer. Cooperative education, internship, and undergraduate research programs provide opportunities for students to apply their knowledge and problem-solving skills in practical situations in industrial, governmental, and academic settings.

Physics Faculty

Stuart Anderson, Mark Engebretson, Jeffrey Johnson, David Murr, Ben Stottrup, David Venne, Kevin Landmark

Physics Research Staff

Jennifer Posch

Degree and Major Requirements

Bachelor of Arts

Major

Thirteen courses including:

PHY 121 General Physics I
PHY 122 General Physics II
PHY 245 Modern Physics
PHY 351 Mechanics I
PHY 362 Electromagnetic Fields I
PHY 363 Electromagnetic Fields II
PHY 395, 396 Comprehensive Laboratory
Two elective physics courses above PHY 122
MAT 145, 146 Calculus I, II
MAT 245 Calculus III and PHY 327 Special Functions of Mathematical Physics
or MAT 245, 369 Calculus III and Modeling and Differential Equations in Biological and Natural
Sciences

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

The graduation skill in Speaking (S) is met by completing the following course:

S: COM 111, COM 115, or MAT 201

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Bachelor of Science**Major****Seventeen courses including:**

PHY 121 General Physics I
PHY 122 General Physics II
PHY 245 Modern Physics
PHY 261 Electronics
PHY 351 Mechanics I
PHY 352 Mechanics II
PHY 362 Electromagnetic Fields I
PHY 363 Electromagnetic Fields II
PHY 395 Comprehensive Laboratory I
PHY 396 Comprehensive Laboratory II
PHY 486 Quantum Physics
One physics course above PHY 122
CHM 105, 106 Principles of Chemistry
 or CHM 115, 116 General Chemistry
MAT 145, 146 Calculus I, II
MAT 245 Calculus III, PHY 327 Special Functions of Mathematical Physics
or MAT 245, 369 Calculus III and Modeling and Differential Equations in Biological and Natural
Sciences

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. Consult your department chair or academic adviser for requirements for meeting the Quantitative Reasoning (QR) graduation skill.

The graduation skill in Speaking (S) is met by completing the following course:

S: COM 115

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Bachelor of Science

Physics Major With Concentration in Space Physics

Eighteen course credits. It is the same as the B.S. major, with the addition of PHY 320 and PHY 420, and the omission of the elective physics course.

Departmental Honors

A GPA of 3.50 in physics and 3.30 overall. An original research project on a significant topic in physics with an oral presentation and written report. Project proposals should be made to the department by Sept. 30 of the senior year.

Other Requirements

In planning their courses of study, students are encouraged to work closely with members of the physics faculty. Normally, students should have MAT 145, 146, and PHY 121, 122 during the first year, and MAT 245 and 369 (or PHY 327) during the sophomore year.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Minor

Seven courses including:

PHY 121 General Physics I

PHY 122 General Physics II

Three elective physics courses above PHY 122

MAT 145, 146 Calculus I, II

Society of Physics Students

The Augsburg chapter of the Society of Physics Students provides students the opportunities of membership in a national physics society and of participating in the physics community on a professional basis. Membership in the society is open to all students interested in physics.

Sigma Pi Sigma

Membership in the Augsburg chapter of this national physics honor society is open to those students who have completed the equivalent of a minor in physics, have a GPA of 3.00 in physics and overall, and rank in the upper third of their class.

Physics Courses

PHY 101 Introductory Astronomy

A descriptive course covering our solar system, stars, and galaxies. In addition the course traces the development of scientific thought from early civilization to the present day. Night viewing is required. (Three one-hour lectures. Prereq.: MPG 2. Fall, spring)

PHY 103 Conceptual Physics

An introductory course (with a hands-on intuitive approach) in which the applications, problems, and experiments are selected to illustrate fundamental principles of physics. (Two three-hour lectures/laboratories. Prereq.: MPG 3. Spring)

SCI 106 Introductory Meteorology

A survey of the basic principles of Earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornados and hurricanes, climate and climate change, global warming, and ozone depletion. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG 2 and pass CT assessment or GST 100. Fall, spring)

SCI 110 Natural Science I

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3)

SCI 111 Natural Science II

The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)

PHY 116 Introduction to Physics

An algebra-based introductory course in which the applications, problems, and experiments are selected to illustrate fundamental principles and provide a broad survey of physics. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3. Fall)

PHY 119 Physics for the Fine Arts

A scientific study of sound, light, and the mechanics of structures and the human body relating to music, the visual arts, and theatre. Explores the physics of phenomena and perception fundamental to these disciplines. (Three one hour lectures, one three-hour laboratory. Prereq.: MPG 3. Fall)

PHY 121 General Physics I

A rigorous study of classical physics including mechanics and wave motion. Designed for physics, pre-engineering, and other specified majors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MAT 145 or concurrent registration. Fall)

PHY 122 General Physics II

A rigorous study of classical physics including thermodynamics, electricity, magnetism, and optics. Designed for physics, pre-engineering, and other specified majors. (Three one-hour lectures, one three-hour laboratory. Prereq.: PHY 121, ENL 111 or 112 or HON 111, MAT 146 or concurrent registration. Spring)

PHY 245 Modern Physics

An introduction to modern physics from a historical and experimental perspective. Relativity, atomic, molecular, nuclear, and solid state physics. This course develops the experimental foundations and need for quantum mechanics. (Three one-hour lectures, one two-hour laboratory. Prereq.: PHY 122. Fall)

PHY 261 Electronics

AC and DC circuits, analog electronics, digital electronics, and the analysis and use of microprocessors and microcomputer systems. (Three one-hour lectures, one three-hour laboratory. Prereq.: PHY 116 or 122; and MAT 146. Spring: cross-listed with computer science)

PHY 320 Introduction to Space Science

A survey of Earth's space environment including solar, planetary, magnetospheric, ionospheric, and upper atmospheric physics (solar dynamics, magnetic storms, particle precipitation, aurora, and related topics). (Three one-hour lectures. Prereq.: PHY 245. Spring)

PHY/MAT 327 Special Functions of Mathematical Physics

Special functions encountered in physics. Partial differentiation, partial differential equations, Fourier series, series solution of differential equations, Legendre, Bessel, and other orthogonal functions, vector calculus, applied linear algebra (e.g., matrix multiplication, eigenvalues and eigenvectors, special matrices, determinants), functions of a complex variable, and an introduction to computer programming in IDL. (Three one-hour lectures. Prereq.: PHY 122 or consent of instructor, MAT 245 or equivalent. Spring: cross-listed with mathematics)

PHY 351 Mechanics I

Classical mechanics in terms of Newtonian, Lagrangian, and Hamiltonian formalisms. Topics include conservation principles, single particle motion, gravitation, oscillations, central forces, and two-particle kinematics. (Three one-hour lectures. Prereq.: PHY 122, MAT 369 or PHY 327, and pass CT assessment or GST 100. Fall)

PHY 352 Mechanics II

Classical mechanics in terms of Newtonian, Lagrangian, and Hamiltonian formalisms. Topics include dynamics of rigid bodies, systems of particles, coupled oscillations, and noninertial reference frames. (Three one-hour lectures. Prereq.: PHY 122, PHY 351, MAT 369 or PHY 327. Spring)

PHY 362 Electromagnetic Fields I

The classical electromagnetic field theory is developed using vector calculus. Topics include electrostatics, solution of Laplace's and Poisson's equations, and electric properties of materials. (Three one-hour lectures. Prereq.: PHY 122, MAT 369 or PHY 327. Fall)

PHY 363 Electromagnetic Fields II

The classical electromagnetic field theory is developed using vector calculus. Topics include magnetostatics, magnetic properties of materials, and electromagnetic radiation

based on Maxwell's equations. (Three one-hour lectures. Prereq.: PHY 362, MAT 369 or PHY 327. Spring)

PHY 395 Comprehensive Laboratory I (.5 course)

Students work in small groups on advanced experiments from various physics subfields (including modern physics, electronic instrumentation, magnetism, and optics) with a focus on the role of experiments, interpretation of data, and scientific communication. Incorporates an introduction to LabVIEW software for computerized data acquisition and experiment control. (One three-hour laboratory and an occasional one-hour seminar per week. Prereq.: junior or senior standing or consent of instructor and ENL 111 or 112 or HON 111. Fall)

PHY 396 Comprehensive Laboratory II (.5 course)

A continuation of PHY 395. A thorough exploration of interface hardware and software design (LabVIEW) for computer-controlled experiments followed by application of these techniques to advanced experiments in high vacuum physics and technology, modern optics, biophysics, and other areas. (One three-hour laboratory and an occasional one-hour seminar per week. Prereq.: PHY 395, junior or senior standing or consent of instructor, and ENL 111 or 112 or HON 111. Spring)

PHY 420 Plasma Physics

Fundamentals of plasma physics including waves, instabilities, drifts, plasma drifts, particle motion, electric and magnetic fields, Boltzmann equation, magnetohydrodynamics, transport, and applications to laboratory and space plasmas. (Three one-hour lectures. Prereq.: PHY 362, 363 or concurrent registration)

PHY 430 Introduction to Solid State Physics

Topics in solid state physics including various theories of metals, crystal lattices, band structure and Fermi surfaces, phonons, semiconductors and magnetism. The conditions and consequences of the solid state of materials will be explored at a very detailed level, taking realistic parameters of materials into account. (Three one-hour lectures. Prereq.: PHY 351, PHY 362; PHY 486 strongly recommended. Fall)

PHY 486 Quantum Physics

A development from first principles, including de Broglie's postulates, the Schrodinger equation, operators, wave functions, expectation values, and approximation methods. Applications include potential wells and barriers, the harmonic oscillator, and the hydrogen atom. (Three one-hour lectures. Prereq.: PHY 245, 351. Spring)

Internships and Independent Study Courses

PHY 199 Internship

PHY 299 Directed Study

PHY 399 Internship

PHY 499 Independent Study/Research

Open to juniors and seniors with departmental approval.

Political Science—POL

Students studying political science at Augsburg College are provided with the intellectual tools for understanding and taking effective action in regard to the pressing political issues of the day. The role and significance of authority and power in human affairs establish the focus of political science. Augsburg political science students have the benefit of experienced faculty that teach courses in all major areas of political science, and also possess special expertise in campaigns and elections, immigration and ethnic politics, urban and environmental politics, economic development, comparative and international politics, mass communications and other information technology, and American public law. Grounded in the diverse and international community around our college, the department directly engages the world and issues around us.

Political scientists use systematic inquiry and analysis to shed light on the dynamics of a whole range of phenomena, including elections, wars, poverty, human rights, regime change, and migration. Our majors explore political ideas and values, investigate political cooperation and conflict, analyze and compare political systems, and develop perspectives on international relations. In the process, our students are encouraged to relate insights from other liberal arts disciplines such as philosophy, psychology, economics, history, and sociology to the study of politics.

Providing work in several subfields of political science, the major supplies the breadth appropriate for graduate work in political science, public administration, public policy analysis, law, and other professions. It also serves as a foundation on which to develop careers in public service, business, communications, and other fields. Legislative and other internships, as well as significant independent research projects, are within easy reach of Augsburg political science students in the Twin Cities area. Combined with broad, balanced, and flexible course offerings, these special opportunities enhance the student's potential for graduate study and a successful career.

Political Science Faculty

Joseph Underhill (Chair), Andrew Aoki, Sarah Combellick-Bidney, Milda Hedblom, Elizabeth Klages, Norma Noonan

Degree and Major Requirements

Political Science Major

Ten courses:

| | |
|---------|----------------------------------|
| POL 158 | Political Patterns and Processes |
| POL 483 | Political/Statistics/Methodology |
| POL 484 | Political Analysis Seminar |

Required elective—one of the following:

| | |
|---------|----------------------------------|
| POL 121 | American Government and Politics |
| POL 122 | Metropolitan Complex |
| POL 160 | World Politics |
| POL 170 | Law in the United States |

Also at least five other upper division courses in four out of five political science areas. A seminar

in one of the five areas may be counted for that area. Only one internship may count for an upper division area. Also one other political science course in any area, upper or lower division.

The Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skill in Speaking (S) is met by completing one of the following courses:

S: POL 325, POL 326, or POL 380

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Pre-Law Concentration in Political Science

Major: 11 courses required

Specific Required Courses — six total

POL 121

POL170

POL 483

POL 484

Two of the following three courses:

ENL 223 or 220 (cannot use both ENL 223 and ENL 220)

PHI 230

COM 111

Electives—five total

Three courses from the choices below:

POL 350

POL 370

POL 371

POL 380

POL 381

Plus two additional upper level courses in Political Science (can come from the list above, or be any other upper level Political Science course).

Public Policy and Political Change Concentration in Political Science

Major: 11 courses required.

Six Specific Courses:

ECO 112 or 113

POL 121 or 122

POL 325 OR 326

POL 399 (internship must be approved by political science adviser)

ECO 490, POL 483, or SOC 362 (only one can be used for this requirement)

POL 484

One Course from the Following:

POL 121

POL 122

POL 124

POL 140
POL 158
POL 160
POL 170

Four Courses from the Following:

POL 241
POL 325
POL 326
POL 342
POL 370
POL 371
POL 381
POL 421
POL 461
ECO 312, 313, 413 (only one of these can be used for this requirement)
SOC 381

Notes

1. POL 140 can be substituted for POL 122, with adviser approval.
2. If both POL 121 and 122 are completed, one can count for section I and one for section II. The same course cannot fulfill requirements in both sections.
3. If both POL 325 and 325 are completed, one can count for section I and one for section III. The same course cannot fulfill requirements in both sections.
4. Only one economics course (either 312, 313, or 413) can be counted toward the four courses required in Section III.

Departmental Honors

The honors major in political science includes the requirements listed above, plus the following: The student's GPA must be 3.50 in the major and 3.00 overall; the student must take an honors independent study and a seminar, and must submit an honors thesis to be defended before a faculty committee. Students may work with any member of the department on their honors thesis. For specific requirements, consult the department chair. Students should apply for the honors major no later than the junior year.

Minor

Five courses, including POL 121 or 122 or 170; POL 158; and at least three upper-division courses in three out of five political science areas. POL 483 may not usually be used for a minor.

Pre-Law Minor: six courses required

Four Required Courses:

POL 121
POL170

Two of the following three courses:

ENL 223 or 220 (cannot use both ENL 223 and ENL 220)

PHI 230
COM 111

Two Electives:

Two courses from the choices below:

POL 350
POL 370
POL 371
POL 380

When necessary, substitutions can be approved by the chair (e.g. if a required course has to be canceled).

Public Policy and Political Change Minor: Six courses required

Three Specific Courses:

POL 121 or 122.
POL 325 OR 326
POL 399 (internship must be approved by adviser)

Three Courses from the Following:

POL 241
POL 325
POL 326
POL 342
POL 381
POL 421
POL 461
ECO 312, 313, or 413
SOC 381

Notes

1. POL 140 can be substituted for POL 122, with adviser approval.
2. If both POL 325 and 325 are completed, one can count for section I and one for section II. The same course cannot fulfill requirements in both sections.
3. Only one economics course (either 312, 313, or 413) can be counted toward the three courses required in Section II.

Teaching Major in Political Science and Economics

Total of 12 courses required: five courses in economics, five courses in political science, and two courses in education. ECO 112 or 113 and POL 121 also fulfill requirements for the social studies core; education courses also fulfill licensure requirements for secondary education.

Economics Courses:

ECO 112 Principles of Macroeconomics (elective for social science core)
ECO 113 Principles of Microeconomics (elective for social science core)
ECO 312 Intermediate Macroeconomics
or ECO 315 Money and Banking

ECO 313 Intermediate Microeconomics
One other upper division economics course

Education Courses:

EDC 200 Orientation to Education (required for licensure)
ESE 310 5-12 Methods: Social Studies — Capstone course (required for licensure)

Political Science Courses:

POL 121 American Government (social science core course)
Two upper-level political science courses (must be in two different areas)
Two other political science courses

In addition, in order to graduate with this major, a student must have been admitted into the Department of Education. To be licensed in social studies, additional education courses and the social studies core are required.

Political Science Areas

(I) American Government and Politics, (II) Comparative Politics and Analysis, (III) International Politics, (IV) Public Law, and (V) Political Theory and Analysis. Any course listed in more than one area may be counted in only one area toward major or minor requirements.

Note: Students interested in secondary education may take a political science major or the teaching major in economics and political science. Either option requires that the student also take courses required for the social studies core. For more information, see the department chair.

See the class schedule for precise listing of terms in which courses are offered.

Political science Courses

I. American Government and Politics

POL 121 American Government and Politics

Surveys major parts of American national government—including Congress, the presidency, and the courts—as well as campaigns and elections, federalism, interest groups, and political parties.

POL 122 Metropolitan Complex

Examines politics in metropolitan areas, emphasizing central cities and focusing on influences on urban public policy. Includes case studies of the Twin Cities metro area.

POL 124 American Women and Politics

Investigates the roles women play in the political system. Political, economic, and social issues will be explored from contemporary and historical perspectives.

POL 241 Environmental and River Politics

This course explores the politics of the communities and ecosystems of the Upper Mississippi River watershed, including controversies about river pollution, the lock and dam system, regional water supply, flood control, and farming practices. Includes 10-day canoe trip down the river to see how local policy-makers and stakeholders are trying to achieve sustainability in the watershed.

POL 323 Social and Political Change

Examines interaction between cultural, social, and political change, looking primarily, but not exclusively, at the United States. Also looks at how individuals can try to effect political change. (Prereq.: one previous course in political science, or junior or senior status or consent of instructor)

POL 325 Politics and Public Policy

The domestic policy making process, emphasizing how elected officials, bureaucrats, and interest groups shape government policies in various areas, including taxes, the environment, and social welfare policy. How public policies are formulated and implemented.

POL 326 Political Parties and Behavior

Emphasizes study of public opinion and political parties in the electoral process. Field work with political parties, interest groups, and media in presidential elections (optional in non-presidential election years). (Prereq.: one course in political science or consent of instructor. Fall term of election years)

POL 342 Mass Communication in Society

Studies effects of new information technology (such as the Internet) and of the traditional electronic media. Covers uses of technology and media for newsmaking, selling, entertainment, and public affairs. (Prereq.: Sophomore, junior, or senior standing)

POL 370 Constitutional Law

(See Section IV for description.)

POL 375 Media Law

(See Section IV for description.)

POL 421 Topics in American Politics

Topics include legislative, executive, or judicial politics, public policy, and leadership. Can include focus on national, state, or local level. (Prereq.: one course in political science or consent of instructor)

II. Comparative Politics and Analysis

POL 158 Political Patterns and Processes

An analysis of basic patterns in the political system and decision-making process with some comparison of major political systems and discussion of contemporary issues.

POL 350 Topics In European Politics

Study of the political behavior, institutions, and processes of European states. The course will focus on either European community law and politics or domestic politics in European states. (Prereq.: one course in political science or consent of instructor)

POL 351 Topics In Communist/Post-Communist Systems

Analysis of the former Soviet Union and/or other communist/post-communist states in terms of political behavior, evolution, institutions, and political processes. (Prereq.: one course in political science or consent of instructor)

POL 359 Topics: Women in Comparative Politics

Various aspects of women in comparative politics will be explored. Themes and countries vary. (Prereq.: one course in political science or consent of instructor)

POL 459 Topics in Comparative Politics

Selected themes including interpretations of political systems and comparisons of political processes such as political participation, political development, political change, and revolution. Topic to be included in subtitle. (Prereq.: one course in political science or consent of instructor)

III. International Politics

POL 160 World Politics

Introduction to the processes and issues of international politics, including the dynamics of the international system, theories of international relations, and a focus on recent problems.

POL 363 Russian and Chinese Foreign Policies

Analysis of theory and policy in the foreign policy process in Russia (and the former USSR) and China. (Prereq.: one course in political science or consent of instructor)

POL 368 Model United Nations

This course provides students with in-depth understanding of the United Nations and international diplomacy through the process of preparation for attending the National Model United Nations Conference which is held each spring in New York City. Students research a country and set of issues for the committee on which they will serve. (Prereq.: POL 160 or equivalent and consent of instructor.)

POL 461 Topics in International Politics

Selected themes including interpretations of international politics, foreign policy decision-making, simulations of international problems. Topic to be included in subtitle. (Prereq.: one course in political science or consent of instructor)

POL 490 Seminar in International Relations

Capstone seminar for students majoring in international relations; analysis of some methods for studying international relations; analysis of major trends; senior thesis. Open to other students by consent of instructor. This course satisfies the Keystone requirement for International Relations majors. (Prereq.: four courses in the international relations sequence and ENL 111 or 112 or HON 111)

IV. Public Law

POL 170 Law in the United States

A survey of American law and legal process. Theories of law; law and society; roles of courts, police, lawyers, and juries; the United States Constitution as "supreme" law; law as politics; historic and contemporary legal issues.

POL 370 Constitutional Law

The legal-political-philosophical role of the Supreme Court in the American political system

in significant decisions affecting the allocation of powers in the national government and in the federal system. (Prereq.: POL 170 or at least junior status and one previous course in political science)

POL 371 Topics in Constitutional Law

Selected topics in constitutional law. Content will vary, defined by the subtitle of the course. (Prereq.: POL 170 or consent of instructor)

POL 375 Media Law

Study of key issues and contemporary conflicts in media law and regulation, including the uses of law to settle disputes about media content, access, ethics, and ownership. (Prereq.: one course in political science, POL 342, or consent of instructor)

V. Political Theory and Analysis

POL 140 Social Justice in America

Examines social justice in urban policies such as housing and education (issues may vary). Students develop their own arguments about social justice. Emphasis on class discussion; substantial participation required.

POL 158 Political Patterns and Processes

(See Section II for description.)

POL 282 Understanding Asian America

Asian Americans and their place in American politics and society. Includes some coverage of Asian American history and looks at the struggle to define Asian Americans.

POL 380 Western Political Thought

A study of influential political philosophers, emphasizing the values, goals, and assumptions that continue to inform and to rationalize human governance. (Prereq.: one course in political science or consent of instructor and ENL 111 or 112 or HON 111)

POL 381 Topics in Democratic Theory

Selected topics including the emergence of political democracy in comparative perspective and American political thought. Topic to be included in the subtitle. (Prereq.: one course in political science or consent of instructor, ENL 111 or 112 or HON 111, and pass CT assessment or GST 100)

POL 484 Political Analysis Seminar

An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study. Major research is required. This course satisfies the Keystone requirement. (Prereq.: POL 158 and two upper division courses, or consent of instructor)

VI. Seminars, Independent Study, and Internships

POL 295 Lower Division Seminar

Special topics. Consult department chair concerning terms and subject matter. (On demand)

POL 483 Seminar in Political Statistics and Methodology

Introductory survey of political science methods. Covers experimental design, descriptive and inferential statistics, computer methods, and issues in the construction and execution of political surveys. (Prereq.: MPG 3)

POL 495 Seminar

Selected topics. Consult department chair concerning terms and subject matter.

Internships and Independent Study Courses

POL 199 Internship

P/N grading unless internship supervisor grants exception.

POL 299 Directed Study

POL 399 Internship

POL 499 Independent Study/Research

Psychology—PSY

Psychology is an exploration of behavior and mental processes. As an integral part of a liberal arts education, psychology contributes to the understanding of individual and group behavior. The study of psychology equips students to understand and use the scientific method to think creatively and critically beyond the classroom. To prepare students for graduate study and work in psychology, the major emphasizes the complementary components of a strong foundation in research and theoretical work with the application of knowledge and skills in coursework, research experiences, and internships within the community. The curriculum's emphasis on the experiential dimensions of learning and the integration of liberal arts and professional domains prepares students for careers in many settings including business, education, social services, research, law, government, church, and medicine.

Faculty members in the Department of Psychology have varied professional specializations including clinical, counseling, physiological, developmental, social, cognitive, and industrial/organizational psychology as well as expertise in psychological applications to health, law, and public policy. Students may tap this expertise through a variety of learning experiences including group and individual projects, Psi Chi Honor Society, and faculty-student research teams.

Psychology Faculty

David Matz (Chair), Grace Dyrud, Stacy Freiheit, Bridget Robinson-Riegler, Nancy Steblay, Henry Yoon

Degree and Major Requirements

Major

The major is 10 courses.

Foundations of Psychology

| | |
|---------|------------------------------------|
| PSY 105 | Principles of Psychology |
| PSY 215 | Research Methods and Statistics I |
| PSY 315 | Research Methods and Statistics II |

At least one course from the following:

| | |
|---------|----------------------|
| PSY 325 | Social Behavior |
| PSY 354 | Cognitive Psychology |
| PSY 355 | Biopsychology |

At least one course from the following:

| | |
|---------|------------------------------|
| PSY 491 | Advanced Research Seminar |
| PSY 493 | Seminar: Contemporary Issues |

Professional Perspectives

| | |
|---------|---------------------|
| PSY 400 | Keystone Internship |
|---------|---------------------|

At least one course from the following:

| | |
|---------|--------------------------------------|
| PSY 201 | Health Psychology |
| PSY 235 | Psychology and Law |
| PSY 263 | Sports Psychology |
| PSY 357 | Behavioral Analysis |
| PSY 359 | Assessment |
| PSY 373 | Industrial/Organizational Psychology |
| PSY 385 | Counseling Psychology |
| PSY 410 | Clinical Neuropsychology |

Electives (three courses in psychology)

Majors are encouraged to take more than the minimum 10 required psychology courses.

Note: A minimum of five courses must be from Augsburg. No more than two courses from among PSY 199, 299, 399/396, 400 and 499 may be counted.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. Transfer students should consult an adviser about potential adjustments to their course requirements to fulfill each of these skills. All psychology majors must have an adviser in the psychology department.

Transfer-course policy for majors and minors: All transfer courses, including ACTC courses, must be approved by the chair. Only those psychology courses successfully completed (2.0 or above) within the last 10 years will be considered. In general, courses that meet the transfer guidelines may only be applied to elective or PSY 105 credit for the major.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Concentration in Clinical Psychology

The clinical psychology concentration is designed to prepare students for careers and graduate education in mental health care fields. Students will learn about the biological, psychological, and social factors related to defining, understanding, and treating abnormal behavior. Emphasis is placed on developing knowledge and skills related to both the science and practice of psychology. Experiential learning opportunities include collaborating on faculty-student research projects and completing an internship in a real-world mental health setting. See the department chair for specific requirements.

Concentration in Psychology and Law

The field of psychology and law involves the application of scientific and professional aspects of psychology to questions and issues relating to law and the legal system. This field encompasses contributions made in a number of different areas — research, clinical practice, public policy, and teaching/training among them — from a variety of orientations within the field of psychology, such as

developmental, social, cognitive, neuropsychology, and clinical. Students in this concentration will participate in at least three experiential learning venues: laboratory research, a community-based internship, and study tours to Hennepin County Courts. See department chair for specific requirements.

Concentration in Social Psychology

Both the sociology and psychology departments offer courses relevant to students with interests in social psychology. The intent of the social psychology concentration is to provide students with a solid disciplinary foundation along with specific coursework to strengthen a cross-disciplinary social psychological perspective. Coursework will emphasize research skills, theoretical analysis, and applied work in areas intended to prepare students for careers in law, consulting, research, and social policy, as well as many other areas. In addition, the social psychology concentration is ideal for graduate school preparation. See department chair for specific requirements.

Departmental Honors

GPA of 3.50 in the major and overall, and completion of a high-quality research project. Formal application must be made during the junior year. Consult the department chair for more detailed requirements.

Minor

Five courses, including PSY 105, and four electives. A minimum of two courses must be from Augsburg. No more than two courses from among PSY 199, 299, 399/396, 400 and 499 may be counted.

Psychology Courses

PSY 105 Principles of Psychology

An introduction to the methods and principles of psychology. Applications of psychological concepts to everyday situations are emphasized. Research participation is required.

PSY 201 Health Psychology

Consideration of the impact of psychological, behavioral, social, and biological interactions on health. (Prereq.: PSY 105)

PSY 215 Research Methods and Statistics I

Part I of a two-term sequence. See PSY 315. PSY 215 may be taken for one course credit without taking PSY 315. Scientific method as practiced in psychology. This sequence emphasizes skills of bibliographic research, research design and data collection, statistical analysis and interpretation, and APA-style presentation of research findings. (Prereq.: PSY 105, MPG 3, and sophomore status; pass CT assessment or GST 100)

PSY 235 Psychology and Law

Application of psychological principles and research to legal processes, policy, and problems. Emphasis on three content areas: eyewitness memory, courtroom procedures, and forensic clinical practice. (Prereq.: PSY 105)

PSY 250 Child Development

Theory and scientific methods of examining development and behavior. Practical implications of data and theory are stressed. (Prereq.: PSY 105)

PSY 252 Adolescent and Young Adult Development

Consideration of research and theory related to development during the adolescent and young adult years. (Prereq.: PSY 105)

PSY 253 Aging and Adulthood

Development through middle and older adulthood. Consideration of positive and negative aspects of aging. Content is especially relevant to those who study and work with the largest growing segment of our population—the elderly. (Prereq.: PSY 105)

PSY 256 Environmental Psychology

This course uses a cultural-ecological viewpoint to study the influence of both the natural and built physical environment on human behavior. (Prereq.: PSY 105)

PSY 261 Personality/Cultural Context

Current scientifically-based approaches to description, dynamics, and development of personality. Includes study of gender, social position, and cross-cultural behavior. (Prereq.: PSY 105)

PSY 262 Abnormal Psychology

Applying psychological science to understanding the causes and treatments for psychological disorders. Topics include depression, anxiety, schizophrenia, substance use, and eating disorders. (Prereq.: PSY 105)

PSY 263 Sports Psychology

Foundations of sports psychology. Psychological concepts applied to sports and enhancement of athletic performance. Topics include motivation, team development, leadership, psychological skills training, and goal setting. (Prereq.: PSY 105)

PSY 271 Psychology of Gender

Emphasis on the social construction of gender and its impact on the lives and behavior of individuals. (Prereq.: PSY 105)

PSY 295 Topics in Psychology

Specific topic will be published prior to registration; e.g., Positive Psychology, Close Relationships, Psychology and Religion. (Prereq.: PSY 105)

PSY 315 Research Methods and Statistics II

Part II of a two-term sequence. See PSY 215. Ideally PSY 315 should be taken in the term immediately following PSY 215. (Prereq.: PSY 215 with a grade of 2.0 or higher and ENL 111 or 112 or HON 111)

PSY 325 Social Behavior

Social factors that influence individual and group behavior in natural and laboratory settings. Topics include social cognition, group behavior, social influence, attitudes formation, and change. (Prereq.: PSY 215, or PSY 105 with consent of instructor)

PSY 354 Cognitive Psychology

Theory, data, and practical applications relevant to the following topics: attention, perception, pattern recognition, memory, mental imagery, problem-solving, decision-making, and language. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 355 Biopsychology

Relationship between biology and behavior. Considers biological bases of learning and cognition, emotions, abnormal psychology, personality, normal and altered states of consciousness. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 357 Behavior Analysis

Principles of learning/behavior change and their application to self-management, family, work, school, and clinic settings. Individualized projects. (Prereq.: PSY 215 or PSY 105 with consent of instructor and ENL 111 or 112 or HON 111)

PSY 359 Assessment

Theory and scientific methods of assessing human aptitudes, achievement, personality, abnormal behavior, vocational interests, and impacts of the environment on behavior. Examination of a variety of tests, concepts of reliability and validity, and legal and ethical issues. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 360 Psychology Laboratory (.5 credit)

Laboratory research experience under the supervision of a faculty member. Concurrent or previous enrollment in a full credit course in the faculty member's area of expertise and approval by that faculty member are required. (Prereq.: Psy 215)

PSY 373 Industrial/Organizational Psychology

The theoretical and applied study of organizations. Topics include: the individual, group and organizational structure/process and change. (Prereq.: PSY 105)

PSY 381 Historical Perspectives

Focus on the people in psychology's history, their questions and positions, from the early Greek period to the present. Emphasis on the 20th century, inclusions of women and minorities, and contextual history. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 385 Counseling Psychology

Discuss therapeutic approaches and interventions in counseling (e.g., psychoanalysis, person-centered therapy, cognitive behavioral therapy, and post-modern approaches). Topics include counseling diverse clients, evidence based practice, and ethical guidelines for the counseling relationship. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 390 Special Topics in Psychology

Specific topic will be published prior to registration; e.g., Individual Differences, Evolutionary Psychology. (Prereq.: PSY 215 or PSY 105 with consent of instructor)

PSY 400 Keystone Internship

Students work 80 hours at an internship site of their choosing and attend weekly (or weekend) class sessions. A series of papers/assignments address career and personal

goals as well as the relationship between the internship work and concepts learned in the psychology major. PSY 400 satisfies the Keystone requirement but must involve an off-campus internship to satisfy the Augsburg Experience requirement. (Prereq.: PSY 315)

PSY 410 Clinical Neuropsychology

The exploration of human behavior when the brain is altered by traumatic brain injury and diseases such as stroke, epilepsy, and dementia. Learn human neuroanatomy in order to relate brain systems to attention, perception, memory, language, personality, and awareness. Address clinical issues, including neuropsychological assessment and interviewing. (Prereq.: PSY 315 or consent of instructor)

PSY 490 Current Topics in Psychology

Specific topic will be published prior to registration. (Prereq.: PSY 315 or consent of instructor)

PSY 491 Advanced Research Seminar

Research team experience in a seminar format. Designed to extend students' knowledge of statistical and methodological techniques and to explore contemporary professional issues and implications for social policy. Recommended for students headed for graduate school and those electing an honors major. (Prereq.: PSY 315 or consent of instructor)

PSY 493 Seminar: Contemporary Issues

Discussion and exploration of contemporary, theoretical, professional, and social policy issues from a psycho-logical viewpoint. (Prereq.: PSY 315 or consent of instructor)

Internships and Independent Study Courses

PSY 199 Internship

(Prereq.: PSY 105 and one other psychology course)

PSY 299 Directed study

(Prereq.: PSY 105)

PSY 399/396 Internship

PSY 399 involves an off-campus internship; PSY 396 involves an on-campus internship. (Prereq.: PSY 315 and ENL 111 or 112 or HON 111)

PSY 499 Independent Study/Research

(Prereq.: PSY 315)

Religion, Youth and Family Ministry—REL, YFM

In today's complex world, issues and conflicts are increasingly influenced by deeply-held religious beliefs and values. The study of religion at Augsburg College invites students on a search for meaning, challenging them to explore their own religious beliefs and those of their neighbors, gain a broader view of the role of faith in public life, and better understand our global context.

As an academic discipline, religion probes many of life's critical questions:

- Who are we as human beings and where did we come from?
- Why do bad things happen?
- How can we live meaningful lives?
- What happens after we die?
- How do our values shape our choices?
- What is our responsibility to others?
- What texts are sacred and how should we read them?
- How can we encourage cooperation and respect among people of different faiths?

Students begin their search for meaning in the AugCore courses REL 100, 200, or 300. Here they learn to articulate their own beliefs and understand that what they believe really matters. Students engage in a close reading of the Bible and other sacred texts, study their historical contexts, and apply these insights to contemporary social issues. They also explore their own gifts and how they might be used in service of the broader community as they pursue a life of vocation. Students are invited to deepen their pursuit of these questions by choosing a major or minor in religion, which offers a wide range of courses in theology, biblical studies, and world religions.

As a college of the Evangelical Lutheran Church in America (ELCA), Augsburg faculty and staff are eager to engage in dialog with Christians from all denominations, with people who practice other faith traditions, and with those who claim no particular beliefs. Faculty in the Religion Department represent several Christian denominations and model respectful dialogue with students from a variety of faith perspectives. We challenge all of our students to respect and learn from one another and to think critically about matters of faith and reason in our lives together.

Religion Faculty

Philip Quanbeck II (Chair), Lori Brandt Hale, Bradley Holt, Russell Kleckley, Lynne Lorenzen, Mary Lowe, Beverly Stratton, Mark Tranvik, Hans Wiersma, Karl Jacobson, Matthew Maruggi, Jeremy Myers

General Requirements

Majors

The Religion Department offers two majors: Religion (REL) and Youth and Family Ministry (YFM).

Prerequisites

Religion 100 (or 300 for advanced transfer students) is prerequisite to all other courses.

Graduation Requirements

Courses designated REL and YFM are offered by the religion department. A maximum of 13 total REL and YFM courses may be applied toward the 32-course requirement for graduation. Taking extra electives in REL or YFM may require students to complete more than the minimum 32 courses required for graduation.

Transfer Courses

All transfer courses for majors and minors, including ACTC courses, must be approved in writing by the chair. Only courses successfully completed (2.0 or above) within the last 10 years will be considered. In general, courses that meet the transfer guidelines may only be applied to elective credit for the major. Students who have taken an approved introductory course in Bible and/or Christian theology at another college may take REL 300 in place of the College REL 100 and 200 requirement; consult the registrar's office.

Advising

All majors must have an adviser in the department.

Departmental Honors

GPA of 3.50 in the major and 3.00 overall, research project approved by the department, and colloquium with the department. Application must be received by the department by Dec. 30 of the student's senior year.

Religion—REL

A religion major provides a strong foundation in the liberal arts and prepares students for professional work and graduate studies in a wide range of fields. Since the major requires only eight courses, students are encouraged to double-major in a related field. Students considering seminary should attend two Bible courses, and one course in theology or church history. Students planning on graduate studies in Religion ought to complete one Bible course, a world religions course, and the Philosophy of Religion course. A religion major also provides strong preparation for graduate studies in theology, religious studies, sacred scripture, church history, and related fields. The major prepares students to think critically, read analytically, write clearly, and speak confidently, skills that make our graduates attractive to graduate schools.

Degree and Major Requirements

Bachelor of Arts

Religion Major

Eight courses including:

REL 200 Christian Vocation and the Search for Meaning II
or REL 300 Bible, Christian Theology, and Vocation

REL 210 Research Methods in Religion

REL 495 Religion Keystone

Five additional electives

Note: Keystone, especially for majors, should be taken in the junior or senior year. One New Testament Greek course may be applied to the major.

Graduation Skills

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Quantitative Reasoning (QR), Speaking (S) and Writing (W) are met by completing the following courses:

QR: GST 200, MAT 145, MAT 146, or PHI 230; or by the QR requirement for a second major

S: REL 302, 386 or consult with your adviser for an approved course outside the major

W: REL 495 and one of the following: REL 362, 370, or 481

Transfer students must consult a Religion adviser about potential adjustments to their course requirements to fulfill each of these skills.

Religion Minor

Five religion courses including REL 100 and 200. (Advanced transfer students take REL 300 and four electives.)

Note for majors and minors: Students are required to have at least a 2.00 GPA in courses counted toward the major or minor. One or two courses in youth and family ministry (YFM) may count toward the religion major or minor.

Religion Courses

REL 100 Christian Vocation and the Search for Meaning I

This introductory course examines how people of faith—Jewish, Christian, and Muslim—understand their faith and live out their spiritual commitments. In particular, it explores some of the biblical and theological resources that the Christian tradition, seen through the lens of vocation, brings to the search for meaning. Not accepted for credit for students who have taken REL 300 or 331. REL 100 or 300 is a prerequisite for all religion and youth and family ministry courses.

REL 120 Religion and Science in Popular Culture

This course explores the relationship between religion and science through issues that emerge in public discussion through news and popular media. Examples of topics include evolution and intelligent design, genetic engineering and stem cell research, and the social role of science and science as vocation, along with historical and philosophical development of science in its relationship to religion.

REL 200 Christian Vocation and the Search for Meaning II

This course focuses on articulating students' own theological questions and positions and on recognizing and evaluating religious claims in the areas of biblical interpretation and the historical, cultural, and global contexts of Christianity and other world religions. (Prereq.: REL 100)

REL 205 Exploring Topics in Religion

This course introduces students to various topics within the field of religion. Students will explore primary texts on topics such as gender, economics, and politics and investigate and analyze the contemporary debates involving these complex issues. Students will develop their own perspectives on the topic under investigation. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)

REL 210 Research Methods in Religion

An introduction to the study of the main disciplines within the academic study of Christianity (Bible, theology, and church history), including methods and research skills. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)

REL 260 Self, Sex, and Sin in Christian and Modern Thought

We face complex question about human beings, sexuality, and sin. The Bible and Christian thinkers have reflected on these topics, but it often seems like traditional claims disagree with modern views. This course explores how the Christian tradition and modern anthropology define self, sex, and sin. Prerequisites REL 100 and 200 or 300.

REL 300 Bible, Christian Theology, and Vocation

This foundational course for advanced transfer students explores the Bible, Christian tradition, and vocation. Students will articulate their own theological questions and positions and begin to recognize and evaluate religious claims in a world of many religions. Open only to advanced transfer students. Not accepted for credit for students who have taken REL 100, 111, 221, or 331.

REL 301 Interpreting the Old Testament

An investigation of the Torah, Prophets, and Writings, including forms, genres, historical contexts, portrayal of God, and interpretation of these texts by ancient and modern Jewish and Christian communities. (Prereq.: REL 100 or 300 and pass CT assessment or GST 100)

REL 302 Interpreting the New Testament

Historical, literary, and theological interpretation of Paul's letters, the gospels, and other New Testament writings as persuasive literature for ancient and modern communities.

REL 306 Non-Western Christianity

A study of Christian belief and practice in a variety of cultural settings different from those of Western Europe and North America. In addition to introductions to forms of this faith on other continents, the course will explore the deep questions of the relationship of culture and religion, and the ethnic and cultural location of Christianity.

REL 309 Religion at the Movies

Religious themes such as good and evil, morality and ethics, human nature, holiness, faith and belief, salvation and redemption, and forgiveness and mercy will be explored through the medium of popular film.

REL 313 Environmental Theology and Ethics

An overview of contemporary theology and theologically-based approaches to environmental ethics using studies of environmental problems in South, Central, and North America.

REL 324 Liberationist, Feminist, Queer & Postcolonial Theologies in Latin America

Study the range of Latin American liberation theologies that have developed since the 1960s, when Catholic theologians first asserted that God has a "preferential option for the poor" and therefore linked their faith to revolutionary social movements against political and economic oppression. Recently, Latin American theologies have expanded to include feminist, queer, and postcolonial struggles against sexism, heterosexism, and imperialism. Not accepted for credit for students who have taken REL 366. (Taught only in Mexico)

REL 343 Theology of Marriage and Family

An examination of the nature of modern marriage and family relationships within the context of the faith and practice of the Christian church.

REL 346 Religion and Social Change in Southern Africa

This course examines the changing role of the church in the midst of political transformations of Southern Africa. Students will meet with people representing a variety of religious perspectives and roles within churches and religious organizations. Taught in Namibia.

REL 353 Finding Your Religion/Spirituality

A study of the beliefs and worship practices of the major Christian denominations and of the world religions as practised in America. Some controversial religious movements will also be considered.

REL 356 World Religions

An introductory survey of some of the major living religions of the world, including Hinduism, Buddhism, Confucianism, Taoism, Shinto, and Islam.

REL 357 Giants of Christian Faith

Christian history is examined through the lives and theology of notable figures. Thinkers who may be studied include Augustine, Martin Luther, Dorothy Day, and Martin Luther King, Jr.

REL 362 Martin Luther and the Reformation

An introduction to the theological thought of the Protestant reformers of the 16th century. Special attention to the writings of Martin Luther and other representative figures. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)

REL 363 Religion in America

A study of the history of religion in America. This course explores religion as force for personal transformation, community and social change. In the journey from Puritanism to pluralism, special attention is given to the quest for religious freedom and the search for meaning in history.

REL 366 Latin American Liberation Theologies

A study of the dominant theological perspectives that have shaped Latin American culture and politics. Focuses on the relationship between theology and social/political transformation. (Prereq.: Pass CT assessment or GST 100)

REL 370 American Indian Spirituality and Philosophical Thought

Religious beliefs, spiritual customs, and philosophy of North American Indians are studied. Tribal similarities and differences are explored as are tribal relationships with nature, religious oversight of life cycles, sacred ritual ceremonies, and beliefs in an afterlife. (Prereq.: ENL 111 or 112 or HON 111, junior standing, and REL 100 or 300)

REL 378 Medieval Church

(See description under HIS 378)

REL 383 Process Theology

Influences of the relational world view of process philosophy on Christian faith and ethical deliberations (including killing, abortion, human sexuality, and euthanasia).

REL 386 Speaking of Genesis

An investigation of scholarship on Genesis and the role of interpretation through study of the characters and values portrayed in Genesis and related biblical texts.

REL 390 Theology of Death and Dying

A study of death and dying from the viewpoint of Christian theology and ethics, taking into account also what other religions and the biological, psychological, and social sciences have had to say on the subject. Special emphasis on medical ethics brought on by modern medical technology.

- REL 405 Christensen Scholar Seminar I (.5 course)**
This course will study the Bible and Christian tradition in order to help participants discern a call in Christian ministry. This course is open to participants in the Christensen Scholar program only.
- REL 406 Christensen Scholar Seminar II (.5 course)**
This course will study the Bible and Christian tradition in order to help participants discern a call in Christian ministry. This course is open to participants in the Christensen Scholar program only.
- REL 425 Christian Spiritual Practices**
A practical forum on “habits of the heart” that sustain Christian service. Students explore and critically reflect on the value and practice of spiritual disciplines such as prayer, meditation, journaling, and service to the poor.
- REL 441 Feminism and Christianity**
Attention will be given to religious influences on societal roles for women and men, feminist interpretation of the Bible, and the impact of feminism on Christian theology, especially in terms of language and metaphor.
- REL 471 Jesus and His Interpreters**
Consideration of the New Testament documents, particularly the Gospels, dealing with their context, literary structure, and relationships. Attention to the variety of interpretations given the person of Jesus.
- REL 472 Paul the Apostle**
A study of the apostle Paul including his historical background, his relationship to the early church, and some of the themes found in his writings. (Prereq.: REL 100 or 300 and pass CT assessment or GST 100)
- REL 475 Judaism**
An introduction to the Jewish faith as the tradition has developed, as well as attention to current issues facing the Jewish community.
- REL 480 Vocation and the Christian Faith**
This course will examine vocation in the Bible, the Christian tradition, and contemporary culture. Students will be challenged to make vocation the lens through which they view their lives and communities. This course satisfies the Keystone requirement. (Note: some majors, including REL, may still require a particular keystone course in that discipline.)
- REL 481 Contemporary Theology**
An introduction to some representative trends in Christian theological thought today, as seen from the systematic perspective, in the light of the continuing theological task of the Christian church. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)
- REL 483 Christian Ethics**
The course will focus on the understanding of ethics from a Christian as well as an interreligious perspective, examining the theological and social science context of both

individual and social ethics. Students will probe their own definitions of what it means to live a moral life and the processes one uses to make moral decisions.

REL 490 Topics in Religion

Selected topics in religion.

REL 495 Religion Keystone

This course is required for the major, and enrollment is normally restricted to students who have nearly finished their coursework. Selected topics vary by instructor. Students will improve writing abilities through writing a major research paper. (Prereq.: REL 210 and ENL 111 or 112 or HON 111)

Internships and Independent Study Courses

REL 199 Internship

Limited to special cases.

REL 299 Directed Study

REL 399 Internship

REL 499 Independent Study/Research

For religion majors only.

See department listing for a description of the following approved electives:

PHI 350 Philosophy of Religion

SOC 260 Religion and Society

Youth and Family Ministry—YFM

Youth and Family Ministry Major

In keeping with Augsburg's mission to nurture future leaders in service to the world, the major in youth and family ministry prepares persons for faithful work as youth and family ministers in Christian congregations and other ministry settings. This major is interdisciplinary, combining a core study of theology, Bible, and ministry with supporting coursework in the social sciences. A distinctive element of the major is the combination of practical and theological training: students will have many opportunities to apply their knowledge and discernment skills in specific ministry contexts, including a supervised internship. Students must declare the YFM major and receive faculty approval before participating in off-site field work. A youth and family ministry minor is also offered.

Graduation Skills

The Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

Course Maximums

A student majoring in YFM may take apply up to 15 courses from the religion department toward graduation if they are required to take REL 100 and 200, and the 15th course is a REL or YFM study abroad course or the Lilly Scholar Seminar. If the student is required to take REL 300, they may apply up to 14 courses if the 14th course is a REL or YFM study abroad course or the Christensen Scholar Seminar.

Associate in Ministry (A.I.M.)

Course work completed with the major fulfills part of the requirements for Associate in Ministry (A.I.M.) status within the Evangelical Lutheran Church in America. Students interested in A.I.M. certification should consult with their home synod and with a YFM adviser no later than their second year.

Youth and Family Ministry Major

Fourteen courses including:

Theology core (6 courses):

| | |
|---------|-----------------------------------|
| REL 210 | Research Methods in Religion |
| REL 301 | Interpreting the Old Testament |
| REL 302 | Interpreting the New Testament |
| REL 362 | Martin Luther and the Reformation |
| REL 481 | Contemporary Theology |
| REL 495 | Religion Keystone |

Youth and family ministry core (4 courses):

| | |
|---------|--|
| YFM 208 | Vocational Formation I [required non-credit experience] |
| YFM 209 | Vocational Formation II [required non-credit experience] |
| YFM 235 | Foundations for Ministry with Youth and Families |
| YFM 305 | Ministry Practices |
| YFM 358 | Life and Work of the Church |
| YFM 399 | Internship |

Youth and family ministry electives (2 courses):

| | |
|---------|---|
| YFM 205 | Exploring Topics in Youth and Family Ministry (students will choose two topics courses from a list of 0.5 credit courses) |
|---------|---|

One REL or YFM course from the following list:

| | |
|---------|---|
| YFM 232 | Peer Ministry |
| YFM 316 | Church and Culture in Context |
| REL 343 | Theology of Marriage and Family |
| REL 345 | The Lutheran Heritage (required for A.I.M. certification) |
| REL 353 | Denominations and Religious Groups in America |
| REL 356 | World Religions |
| REL 357 | Giants of Christian Faith |
| REL 425 | Christian Spiritual Practices |

And three supporting courses:

| | |
|---------|---|
| SOC 231 | Family Systems: A Cross-Cultural Perspective |
| PSY 105 | Principles of Psychology |
| PSY 250 | Child Development |
| | or PSY 252 Adolescent and Young Adult Development |
| | or SWK 260 Humans Developing |

Note: A student with a youth and family ministry major or minor may not also major or minor in religion.

Youth and Family Ministry Minor

The minor consists of the following five courses:

| | |
|---------|--|
| YFM 235 | Foundations for Ministry with Youth and Families |
|---------|--|

One youth and family ministry course from:

| | |
|---------|-----------------------------|
| YFM 305 | Ministry Practices |
| YFM 358 | Life and Work of the Church |

One Bible survey course from:

| | |
|---------|--------------------------------|
| REL 301 | Interpreting the Old Testament |
| REL 302 | Interpreting the New Testament |

One theology course from:

| | |
|---------|---------------------------|
| REL 362 | Theology of the Reformers |
| REL 481 | Contemporary Theology |

and one course from the theology core, YFM core, or YFM electives as listed in the major.

Youth and Family Ministry Courses

REL 100 or 300 is a prerequisite for all religion and youth and family ministry courses.

YFM 205 Exploring Topics in Youth and Family Ministry (0.5 course)

Exploring Topics in Youth and Family Ministry features a selection of half-credit courses in which students may further focus upon ministry topics introduced in YFM 235 and elsewhere. Special ministry topics will vary from year to year and include such subjects as Outdoor Ministry, Service Learning, Program Administration and Planning, Youth Culture and Religion, Communications, Media, Music and Ministry, and Ministry with Youth on the Margins.

YFM 208 Vocational Formation I (.0 course)

A non-credit requirement for all students majoring in youth and family ministry that is to be completed by the end of the student's second year. Students will complete an entrance process into the major, participate in monthly cohort groups, monthly roundtables, attend multiple spiritual direction sessions, and attend a vocational formation retreat.

YFM 209 Vocational Formation II (.0 course)

A non-credit requirement for all students majoring in youth and family ministry that is to be completed by the end of the student's final year. Students will complete a professional portfolio, participate in monthly cohort groups, monthly roundtables, have multiple meetings with an assigned mentor from the field, and attend one approved professional conference or workshop. (Prereq.: YFM 208)

YFM 232 Peer Ministry: Principles and Leadership

Students learn to train college, high school, and junior high youth to serve as peer ministers in their congregations and communities. They will learn and practice communication skills, facilitate small groups, and learn the role of a listener/helper. Peer ministry integrates the act of caring and serving others within a Christian belief system.

YFM 235 Foundations for Ministry with Youth and Families

An introductory level study in which the biblical, theological, and historical foundations of ministry with youth and families are explored. Students will also be introduced to the principles of practical theology and learn the skills and sensibilities necessary for discerning what faithful ministry might look like in a specific location.

YFM 305 Ministry Practices

This course emphasizes the day-to-day sensibilities, skills, and practices needed for the grounding and guiding of ministry professionals. An exploration of the history and development of the spiritual practices of the Christian tradition, combined with modern practices used for effective ministry, make up the major themes of this course. (Prereq.: YFM 235)

YFM 316 Church and Culture in Context

A study of culture, church life, and the contemporary religious situation in another country. An exploration of the roles of households, congregations, and other ministry organizations

in shaping and nurturing faith as compared to the United States. Short-term travel seminar, available as offered.

YFM 358 Life and Work of the Church

This course features an overview of the manner in which Christianity has carried out its mission throughout the centuries, as well as an exploration of the issues and challenges facing modern and “post-modern” churches. A central element of this course will be a research project that studies the methods and strategies of congregations and other ministry organizations in their efforts to introduce, nurture, and shape the Christian faith. (Prereq.: YFM 235)

YFM 399 Internship

The internship centers around 150 hours of supervised leadership practice focused on youth and families, fulfilled in partnership with a congregation or other approved ministry setting. A formal learning agreement as well as the development of a professional portfolio round out the internship experience. (Prereq.: YFM 235 and YFM 305 or 358)

Social Studies Teaching Licensure

Students preparing to teach social studies at the secondary level must complete, in addition to the professional requirements to be met within the Department of Education, a program designed to provide a broad foundation in the social sciences.

Coordinators

Don Gustafson, degree-seeking students.

Anne Kaufman, licensure only and MAE graduate students.

Social Studies Teaching Licensure

Broad base requirements:

- ECO 113 Principles of Microeconomics
- ESE 220 Introduction to Human Geography
- HIS 120 America to 1815
 - or HIS 121 19th-Century United States
 - or HIS 122 20th-Century United States
- POL 121 American Government and Politics
- PSY 105 Principles of Psychology
- SOC 121 Introduction to Human Society
- ANT 141 Cultural Anthropology

Plus a major in one of six fields—economics, history, political economics, political science, psychology, or sociology. Geography and anthropology are also acceptable fields, although they are not offered as majors on the Augsburg campus.

An interdisciplinary social studies major is available for persons holding a bachelor's degree and seeking licensure only. Consult with Anne Kaufman for details.

Students considering a career in social studies education should consult, as soon as possible, the Augsburg Department of Education and the social studies coordinator.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. Students should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Social Work—SWK

Students in social work are preparing to engage in professional practice with individuals, families, groups, communities, and organizations. Students learn to become skilled at designing change strategies with clients that promote individual change, social justice, and empowerment. The curriculum includes classroom instruction, agency practicum, social work skills development, history of social work and social welfare in the United States, analysis of social welfare policy, and social science research. In and out of the classroom, students study privilege and oppression and engage with diverse communities. In the end, our students are prepared to practice in multi-cultural settings.

Those graduating with a social work major receive a Bachelor of Science degree in social work and are eligible to apply for licensure as a generalist social worker. Students interested in a graduate degree in social work (MSW) are encouraged to apply to our Master of Social Work program. The undergraduate degree provides transferable credits toward the foundation year of an MSW program, reducing the number of credits needed. Both the baccalaureate and graduate social work programs are accredited by the Council on Social Work Education.

Social work graduates embody the Augsburg College motto, “Education for Service.” One example of this motto in action is the extensive service learning and practica assignments embedded in the social work curriculum. Students begin service learning early in their major and engage in over 400 hours of agency based training, supervised by licensed social workers. The Twin Cities offers a variety of innovative and professional programs and agencies. Students are encouraged to train with and learn from these local, regional, and national leaders in social work.

Social Work Faculty

Nancy Rodenberg (Chair), Anthony Bibus, Laura Boisen (MSW Field Coordinator), Lois Bosch (MSW Program Director) Mauricio Cifuentes, Ankita Deka, Christina Erickson (Field Education Coordinator), Annette Gerten (BSW Field Coordinator), Melissa Hensley, Kelly Abel Knochel, Barbara Lehmann (BSW Program Director), Terrence Lewis, Glenda Dewberry Rooney, Michael Schock, Maryann Syers

Degree and Major Requirements

The Bachelor of Science degree consists of ten upper level courses and a total of seven supporting courses. Social work courses that are open to non-majors are designated with an asterisk.

The Supporting Courses

Select one of these three courses:

- SWK 100 Introduction to Professional Social Work*
- SWK 210 Environmental Justice and Social Change*
- SWK 230 Global Peace and Social Development*

Select one of these four courses:

- ECO 112 Principles of Macroeconomics
- POL 121 American Government and Politics

POL 122 Metropolitan Complex
POL 325 Politics and Public Policy

Take these four courses:

BIO 121 Human Biology and Lab
PSY 105 Principles of Psychology
SOC 121 Introduction to Human Society
SWK 280 Diversity and Inequality in Professional Practice*

Select one of these two courses:

SOC 362 Statistical Analysis
MAT 163 Introductory Statistics

GPA Requirements for degree completion

The minimum GPA for admission to the program is 2.2 on a four-point scale. After admission to the program a minimum grade of 2.0 is required for each upper level course and a 2.00 cumulative GPA is required in the supporting program.

Graduation Skills

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the curriculum and are met by completing the major. The Quantitative Reasoning (QR) graduation skill is met by taking SWK 401 and ECO 112, MAT 163, or SOC 362.

Pass/No Credit Maximums for Majors

All social work majors must take their upper level courses with traditional grading. Social work majors are allowed to apply up to six credits with a grade of Pass (P) toward graduation, as are other majors. Students seeking Latin and Department Honors may only take two P/N credits. (See Latin Honors for additional details.)

Major Courses

Ten upper level courses:

SWK 301 History and Analysis of Social Policy*
SWK 303 Human Development and the Social Environment*
SWK 306 Social Work Practice 1: With Individuals
SWK 307 Field Work 1: Integrative Seminar
SWK 316 Social Work Practice 2: With Families and Groups
SWK 317 Field Work 2: Integrative Seminar
SWK 401 Social Work Research and Evaluation
SWK 406 Social Work Practice 3: With Communities and Policies*
SWK 407 Field Work 3: Integrative Seminar
SWK 417 Field Work 4: Integrative Seminar

Social Welfare Minor

(for non-social work majors)

The goal of the social welfare minor is to give non-majors a sense of the impact of social work on society and a means to incorporate some social welfare perspectives to their chosen career.

Six courses including:

| | |
|---------|--|
| SWK 100 | Introduction to Professional Social Work |
| SWK 303 | Human Development and the Social Environment |
| SWK 301 | History and Analysis of Social Policy |
| SWK 406 | Social Work Practice 3: With Communities and Polices |
| SOC 265 | Race, Class and Gender |

And one course from:

| | |
|---------|----------------------------------|
| POL 121 | American Government and Politics |
| POL 158 | Political Patterns and Processes |
| POL 325 | Politics and Public Policy |

No credit for non-academic work

In accordance with accreditation standards, the Social Work Department does not grant social work course credit for life experience or previous work experience.

Admission to the Major

Students must apply to be admitted to the degree program in social work. This application process, called candidacy, is subsequent to and separate from admission to Augsburg College. The candidacy application is completed in the spring term of the sophomore year or in the summer months for junior transfer students. Each social work major must complete the application materials and be officially admitted to the social work program before beginning the first field practicum in the junior year. Social work majors must have a cumulative 2.20 GPA to enter the program. Students who do not meet this minimum GPA standard will be given an opportunity to explain their GPA and may subsequently be considered for conditional admission. Admission to the program is required as a pre-requisite for those 300 and 400 level courses restricted to social work majors only. Contact the Social Work Department for details.

Departmental Honors

The Social Work Department offers students the opportunity to earn Departmental Honors through the completion of an applied or scholarly project. Students may apply for Departmental Honors if they have earned and maintain an overall GPA of 3.30 and maintain a cumulative GPA of 3.60 in all social work classes at the 300 level and above. Honors applicants may take up to two courses as P/N (pass/no credit) and must complete a minimum of 14 traditionally graded Augsburg courses. Other requirements include the successful completion of a paper or project designed to demonstrate critical understanding of one area in the field of social work or social welfare. A faculty mentor will guide and supervise work on this paper or project. Please consult with your adviser or program director for complete details and deadlines.

Social Work Courses**Social Work Entry Level Courses and SWK 280**

The social work major offers three ways to begin the B.S. degree: SWK 100 is for those students interested in the profession, SWK 210 is for students more interested in policy and advocacy, and SWK 230 is for students interested in international social work and global issues. All three courses are equal as introductions to the major.

All three courses feature an experiential learning component. Students volunteer 40 hours in a human service agency, program or institution. The placement is selected by the student, approved by the course instructor, and supervised by agency staff. These courses are also open to non-majors. The department also offers a course in human diversity, SWK 280 that is to be taken after the entry level courses.

SWK 100 Introduction to Professional Social Work

This course provides an opportunity for students to explore a possible social work major or future career in human services. Students will receive an overview of social welfare as an institution and social work as a profession. The course examines service needs associated with the unequal impact of social, economic and political structures on diverse groups in society.

SWK 210 Environmental Justice and Social Change

This course examines the relationship between environmental justice issues and principles and methods of social change. It explores the relationship between environmental damage and damage to human populations, the differential effect of environmental damage on specific populations, and the ways social change agents can mobilize action to correct these injustices.

SWK 230 Global Peace and Social Development

This course offers a framework for understanding sustainable social and economic development and non-violent social change. Case studies present examples of how social work and human services function in a global context and are vital to fostering peace, human rights, and well-being.

SWK 280 Diversity and Inequality in Professional Practice

This course explores diversity and social inequality as they relate to professional practice in social work and other helping professions. Building cultural competence in work with diverse populations, students learn through dialogue, reading, experiential exercises, and community observation.

Course Sequence and Concurrency

Social work upper level courses are taught in a two-year sequence. Courses are taught once a year. The following courses must be taken together during the same term (as indicated):

SWK 301 History and the Analysis of Social Policy

The history of social workers, social movements, and changing social norms in Europe, North America, and globally profoundly affects social welfare policy today and tomorrow. In this course, students learn how historical events, policies, and programs influenced today's social responses to human needs. (Prereq.: junior standing and pass CT assessment or GST 100) [Fall]

SWK 303 Human Development and the Social Environment

Students will focus on the theories and knowledge of human bio-psycho-social spiritual development throughout the life span. Students will study how people develop, with attention to the interaction between individuals, families, and the changing social environment. The course takes a life span perspective of human development, from birth

to death in the context of the person in the environment. Traditional approaches to life “stages” are also explored, along with less traditional issues, such as human behavior and development as a result of different cultures, sexual orientation, poverty, and differing physical or mental abilities, and the relationship between diverse statuses and the social environment. [Fall]

SWK 306 Social Work Practice 1: With Individuals

Students develop foundational social work practice knowledge, skills, and values while learning to interview, assess, set goals, and work with individual clients. Course readings, class participation, simulations, and role-plays provide learning opportunities for students to build skills necessary for generalist social work practice with individuals, families, and groups. Emphasis is on holistic practice applying the strength-based problem solving approach and working with diverse populations. (Coreq.: SWK 307)

SWK 307 Field Work 1: Integrative Seminar

Students begin applying practice knowledge and skills in their first social work practicum. Social work professionals in regional human service agencies supervise students in a full-year field placement. Students also synthesize their course-based learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the fall term. (Coreq.: SWK 306) [Fall]

SWK 316 Social Work Practice 2: With Families and Groups

Students continue to develop generalist social work practice knowledge, skills, and values while learning to interview families and facilitate groups. Emphasis is on holistic practice applying the strength-based problem solving approach and working with diverse groups and families. (Prereq.: SWK 306, 307, and ENL 111 or 112 or HON 111. Coreq.: SWK 317) [Spring]

SWK 317 Field Work 2: Integrative Seminar

This course is a continuation of SWK 307. Students apply practice knowledge and skills in their first social work practicum. Students synthesize their course-based learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the spring term. (Coreq.: SWK 316) [Spring]

SWK 406 Social Work Practice 3: With Communities and Policies

Students learn how community organizations, human service agencies, and social policies emerge in Western society. Students study how to organize communities for empowerment, how to assist human service agencies to adapt, and how to influence local, regional, and national policies. (Coreq.: SWK 407) [Fall]

SWK 407 Field Work 3: Integrative Seminar

Social work professionals in regional human service agencies supervise students in a senior year field placement. Students synthesize their advanced course learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the fall term. (Coreq.: SWK 406) [Fall]

SWK 401 Social Work Research and Evaluation

This course will provide students with an introduction to positivist and constructivist theories and related methods commonly used in both social science research and social work evaluation. Students will learn to integrate social work values and ethical principles with social science research and evaluation. Methods of program and practice evaluation will be examined. Various approaches to organizing information and interpreting data will also be examined. (Prereq.: MAT 163 or SOC 362, and MPG 3) [Spring]

SWK 417 Field Work 4: Integrative Seminar

This course is the Social Work major keystone course and a continuation of SWK 407. Social work students synthesize their advanced course learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the spring term. [Spring]

Internships and Independent Study Courses

SWK 199 Internship

SWK 295 Topics:

Special themes in social work specified in subtitle.

SWK 299 Directed Study

SWK 399 Internship

SWK 499 Independent Study/Research

Sociology—SOC

Sociology is the scientific study of society and of human social organization in groups. The sociological perspective provides a way to better understand the social world and how human beings come to think and act as they do.

The goal of the department is to guide students in gaining knowledge of the social order, an understanding of how it affects them in their daily lives, and how it can be applied to their careers. Sociology majors develop a critical understanding of the theories of society and social groups, learn to create and use scientific tools of analysis, and practice the application of sociological concepts to the solution of social problems.

Students are encouraged to select study abroad, internships, independent study, and field studies as electives. The department urges students to use Augsburg's metropolitan setting as a laboratory for learning. Internships and service learning enable majors to apply the theories and research skills of sociology while they explore career alternatives. Augsburg alumni who have majored in sociology are currently employed in research, law, management, and human resources departments of both government and private corporations, in the criminal justice field, and as professors of sociology. Others have used the major as preparation for advanced study in areas such as the ministry, social work, urban planning, and human services.

Sociology Faculty

Lars Christiansen (Chair), Nancy Fischer, Garry Hesser, Diane Pike, Tim Pippert, James Vela-McConnell

Degree and Major Requirements

Major

Sociology has a long-standing tradition as an excellent undergraduate major that applies to a number of fields from human services to criminal justice to business to public service. The foundation of the major at Augsburg is that it provides a clearly organized curriculum that is challenging, develops over the course of the major, and integrates and reinforces a challenging set of important skills; those skills include abstract thinking, writing, critical analysis, basic research, integration of theory and data, and the connection of the individual and collective perspectives in the unique way of the sociological imagination. The five core courses intentionally develop those skills in our students. The electives allow students to choose courses that add other skills related to areas of career interest.

The major includes a total of 10 courses: five required core courses and five electives, at least three of which are upper division courses from the specified list below:

Core major:

| | |
|---------|-------------------------------|
| SOC 121 | Introduction to Human Society |
| SOC 362 | Statistical Analysis |
| SOC 363 | Research Methods |
| SOC 485 | Sociological Theory |
| SOC 490 | Senior Seminar |

At least three of the following upper-division courses (Prereq.: SOC 121):

| | |
|---------|-----------------------------------|
| SOC 320 | Sociology of Law |
| SOC 349 | Sociology of Organizations |
| SOC 375 | Social Psychology |
| SOC 377 | Organizational Crime and Deviance |
| SOC 381 | City and Metro-Urban Planning |
| SOC 387 | Juvenile Delinquency |
| SOC 390 | Social Problems Analysis |
| SOC 399 | Internship |

Two additional sociology electives

Note: Majors must have a 2.0 or higher in each required course (SOC 121, 362, 363, 485, and 490) to receive credit in the major.

The Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an adviser about potential adjustments to their course requirements.

Interest Tracks

In order to focus preparation for careers and further study, the Department offers Interest Tracks within the major. These interest tracks are: City and Community; Crime and Deviance; Law; Organizations; and Social Psychology. The Interest Tracks guide majors in selecting elective courses in a way that tailors their sociological training, experiences and skills. Working with an advisor and following the guidelines and recommendations provided at the links below, sociology majors can design a pathway through the major that directs them toward careers or graduate work in criminal justice, law, organizational development, public relations, social services, and urban studies.

Students who are interested in pursuing an Interest Track should discuss this with their adviser or the Sociology Department Chair. A full description of each Interest Track may be found at the Sociology Department website <http://www.augsburg.edu/sociology/>.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Departmental Honors

To complete departmental honors in sociology, the student must have a minimum GPA of 3.50 in the major and overall. See department chair and website for specific requirements. An application for departmental honors/graduation with distinction must be completed by spring of the junior year.

Minor

Five courses including SOC 121 and at least two upper division courses taken at Augsburg College. Students are required to have a 2.0 or higher in SOC 121 and at least a cumulative 2.00 GPA in courses counting toward the minor.

Sociology courses

SOC 111 Community and the Modern Metropolis

How is community possible in the context of multicultural, social, and ideological forces that are characteristic of urban life? The cultural and structural dynamics of the Twin Cities are a basis for exploring this theme. (Fall, spring)

SOC 121 Introduction to Human Society

What is society and how does it make us who we are? Sociology offers insights into discovering the world and one's place in it. Course study focuses on an understanding of culture, social structure, institutions, and our interactions with each other. (Fall, spring)

SOC 222 Office Space: The Sociology of Work

Why does a doctor get paid handsomely, and a burger-flipper get paid poorly? Can workplaces be functional, or are they inherently conflictual? How does the current expansion of global capital (globalization) shape our work experiences in the U.S.? This course explores these and other questions through various sociological theories of work and labor in modern society. (Fall)

SOC 231 Family Systems

The term family is a universal concept, yet its membership, rituals, and functions vary dramatically across world cultures and sub-cultures in the United States. Family systems are explored with respect to cultural and historical settings, variations among families, and modern cultural and social patterns. (Fall, spring)

SOC 240 Protest and Social Change: The Sociology of Social Movements

Why do people engage in protests and join social movements? What impacts do social movements have on social institutions, the state, culture, and even personal identity? This course explores these and other questions through studying social movement theory and several social movements occurring over the last two centuries. (SOC 121 and courses on 19th or 20th century U.S. history recommended, but not required. Fall, spring)

SOC 260 Religion and Society

An examination of the interaction of religion and society with attention to secularization, race, gender, and the public role of religion utilizing sociological research on the role of religion and religious organizations in American society. (Fall)

SOC 265 Race, Class, and Gender

Who gets what, when, and how? Individuals and groups from diverse backgrounds—race, ethnicity, class, gender, and sexuality—receive unequal portions of wealth, power, and prestige in our society. This course focuses on both the collective and individual processes involved in social inequality. (Fall, spring)

SOC 266 Sociology of Sexualities

What we mean by "sex" changes over time. During different historical time periods it's been a sin, a means of forging ties between powerful families, a source of psychological perversion, a means to pleasure, a symbol of love, as well as a personal identity. This class explores how sexuality and its components (desire, pleasure, love, the body) are socially

constructed. (Spring)

SOC 277 Introduction to Criminology

What do we know about crime in American society? How can we explain crime sociologically? Patterns of crime, theories to explain crime, and analysis of the police, the courts, and the correctional system are examined.

SOC 290 Cultures of Violence

Street gangs and warfare. Police brutality and genocide. Domestic abuse and riots. What are the dynamics underlying different forms of violence? This course takes violence in its many forms as a topic for sociological analysis. (Fall)

SOC 295, 300, 301, 302, 303, 304, 495 Special Topics in Sociology

A variety of topics offered periodically depending on needs and interests that are not satisfied by regular course offerings. (Prereq. for 300 level courses only: SOC 121 or consent of instructor)

SOC 320 Sociology of Law

How does law in practice differ from law as it is written in the Constitution/Bill of Rights? Despite the pretense that legal language is neutral, in practice, the law constructs people in different, unequal ways based on their class, age, race, gender, and sexuality. We will explore the different ways that law is practiced and theorized. Coursework will involve observing law in practice in local courts. (Prereq.: SOC 121 or consent of instructor. Fall)

SOC 349 Sociology of Organizations

What is the nature of these modern organizations in which we spend so much of our daily lives? Organizations as corporate actors are analyzed with respect to their goals, culture, technology and structure. We will explore the consequences of living in a society dominated by organizations. (Prereq.: SOC 121 or consent of instructor, pass CT assessment or GST 100, and ENL 111 or 112 or HON 111. Spring)

SOC 362 Statistical Analysis

This course is an introduction to descriptive and inferential statistics in the social sciences; as such, it provides a foundation for understanding quantitative analysis—be it in an academic journal or a daily newspaper. (Prereq.: MPG 3. Fall/Spring)

SOC 363 Research Methods

Good research—do you know it when you see it? Can you produce it yourself? Social science research skills are learned through the practice and application of the basic tools of valid and reliable research design and data analysis. (Prereq.: SOC 362 or consent of instructor and ENL 111 or 112 or HON 111. Fall/Spring)

SOC 375 Social Psychology

How does society construct the individual? How does the individual construct society? This course examines individual identity within the social context of symbolic interaction. (Prereq.: SOC 121 or consent of instructor. Fall)

SOC 377 Organizational Crime and Deviance

The benefits of contemporary organizational life come with costs: space shuttle explosions, insider trading, chemicals dumped in lakes; nuclear accidents; corporate scandals. What are the causes and consequences of organizational crime and deviance? Case study analysis and the application of sociological models of explanation will be examined in depth. (Prereq.: SOC 121 or consent of instructor; Recommended but not required: SOC 222 and/or SOC 349. Spring of alternate years.)

SOC 381 The City and Metro-Urban Planning

Emphasis centers on alternative theories and approaches to urban planning and the shaping of metropolitan areas. Readings, simulations, outside speakers, and field study in a seminar format. (Prereq.: SOC 111 or 121 or consent of instructor. Spring)

SOC 387 Juvenile Delinquency

Why is the delinquency of juveniles seen differently from the deviance of adults? In addressing this question the social construction of deviance and delinquency as well as the historical precedents for treating juveniles differently will be examined. Topics include: sociological theories, patterns of delinquency, and the social and legal reactions to juvenile delinquency. (Spring of alternate years)

SOC 390 Social Problems Analysis

How do social problems develop? What can be done about them? This course engages the sociological imagination in an attempt to draw connections between micro-level analysis and macro-level analysis, linking our own private troubles with public issues. (Prereq.: SOC 121 or consent of instructor. Spring of alternate years)

SOC 485 Sociological Theory

An examination of the classical theoretical traditions within sociology, tracing the course of their development in the 19th and 20th centuries. (Prereq.: Two upper division courses in sociology, SOC 121 or consent of instructor, and pass CT assessment or GST 100. Fall)

SOC 490 Senior Seminar and Keystone

This Keystone experience provides the opportunity for majors to integrate the sociology program and general education, develop an understanding of the value of sociology beyond college, and articulate a sense of vocation and professional identity. Pass/No Pass grading. Senior sociology majors only. (Prereq.: SOC 485. Spring)

Internships and Independent Study Courses

SOC 199 Internship

SOC 299 Directed Study

SOC 399 Internship

SOC 498 Independent Study—Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic, and integrated utilization of resources available in the metropolitan community, supplemented by traditional College resources. (Prereq.: SOC 111 or 121 and/or consent of instructor. Fall and Spring)

SOC 499 Independent Study/Research

(Prereq.: SOC 121, consent of instructor and department chair. Fall and Spring)

Spanish

See listing under Languages and Cross-cultural Studies.

Theatre Arts—THR

The study of theatre is firmly grounded in the liberal arts, integrating knowledge and principles from many academic and artistic disciplines, including communication, art, music, history, English, literature, business, philosophy, and religion. Both the curriculum and dramatic productions by the Theatre Arts Department offer valuable cross-disciplinary connections for the campus while also providing a solid base in classical, modern, contemporary, and multicultural theatre.

Augsburg's location in the heart of a major theatre center makes it an ideal place to study theatre. At Augsburg we seek to create every opportunity for students to grow both as theatre artists and scholars by encouraging connections between our campus and the greater arts community, while also exploring connections between theory and application. Students have the opportunity to make these connections through course study, theatrical production work, participation in the Artist Series (an annual series of events featuring visiting theatre professionals from the Twin Cities community who work closely with students), and attendance at numerous professional productions in the Twin Cities. Augsburg theatre productions are treated as unique learning laboratories where students can enter into creative collaboration with faculty and professional artists-in-residence.

In addition to theatre training, students in theatre arts learn valuable skills applicable to other professions: collaboration, verbal and non-verbal communication, organization, critical thinking, leadership, creativity, and self-expression. Involvement in theatre arts can help prepare students for successful careers in law, education, business, communication, and journalism, as well as prepare theatre students for careers in professional or academic theatre, television, and film. In order to prepare students for graduate school or the workplace, the department encourages a second major or minor in such fields as art, English, education, film, music, history, sociology, or religion.

Theatre Arts Faculty

Darcey Engen (Chair), Michael Burden (Production Program Director), Martha Johnson, Sarah Myers, David DeBlieck, Karen Mulhausen, Sandy Schulte, Warren C. Bowles, Randy Winkler

Degree and Major Requirements

Bachelor of Arts

The Theatre Arts Department currently has three concentrations within the major: performance, directing/dramaturgy, and theatre design/technical theatre. Each concentration consists of the Theatre Core Curriculum supplemented by electives specific to each concentration.

Graduation Skills for Each Concentration

The theatre arts department addresses the graduation skills using the embedded model. Every course within the core curriculum and most electives as part of a specific concentration require various projects that address Critical Thinking, Writing, and Speaking. The Quantitative Reasoning (QR) graduation skill can be met by completing GST 200, MAT 145, MAT 146, or PHY 119.

Transfer students must consult an adviser about potential adjustments to their course requirements to fulfill each of these skills.

Theatre Arts Major

Eight core courses for each concentration:

| | |
|---------|--|
| THR 228 | Introduction to Stagecraft |
| THR 232 | Acting |
| THR 245 | Introduction to Asian and Asian American Theatre |
| THR 250 | Script Analysis: Foundations of Theatre |
| THR 328 | Theatrical Design |
| THR 361 | Theatre History and Criticism I |
| THR 362 | Theatre History and Criticism II |
| THR 366 | Stage Direction |

Performance Concentration

This concentration within the Theatre curriculum is designed to serve students hoping to pursue graduate studies in Theatre (M.A./Ph.D. and M.F.A.) and/or professional work as performers. Students choosing this concentration will enroll in the eight core theatre major courses taken by all theatre majors and will supplement the core with courses identified as concentration specific electives. Students in the performance concentration are encouraged to consult with their adviser when selecting electives. Advisers will assist students in identifying the year and semester elective courses are offered. Students are strongly encouraged to also complete a professional Internship at a local Twin Cities theatre.

To fulfill this concentration:

Ten THR courses — eight required core courses and two courses chosen from THR Performance Concentration electives, plus 10 theatre practicum units taken as THP courses.

Two electives from:

| | |
|---------|-------------------------------------|
| THR 226 | Movement for the Theatre |
| THR 350 | Voice for Speech, Stage, and Screen |
| THR 365 | Advanced Acting |

Ten production practicum units (THP)— See Practicum Units

Directing/Dramaturgy Concentration

This concentration within the theatre curriculum is designed to serve students hoping to pursue graduate studies in theatre (MA/PhD and MFA) and/or professional work as a director or dramaturg. Students choosing this concentration will enroll in the eight core theatre major courses taken by all theatre majors and will supplement the core with courses identified as concentration specific electives. Students in the Directing/Dramaturgy concentration are encouraged to consult with their adviser when selecting electives. Advisors will assist students in identifying the year and semester elective courses are offered.

To fulfill this concentration:

Ten THR courses--eight required core courses and two electives chosen from two categories of courses Plus 10 theatre practicum units taken as THP.

Electives:**Select and complete one (1) of the following courses:**

| | |
|---------|-------------|
| ENL 330 | Shakespeare |
|---------|-------------|

ENL 338 Readings in British and Commonwealth Drama
ENL 358 Readings in American Drama
ENL 368 Readings in World Drama
NAS 352 Modern Nordic Drama

Select and complete one (1) of the following courses:

THR/ENL 325 Playwriting
ENL 221 Expository Writing about the Arts and Popular Culture

Specific practicum requirements:

Serve as stage manager on main-stage show
Dramaturg one Main-Stage Show

Technical Design/Technology Concentration

This concentration within the theatre curriculum is designed to serve students hoping to pursue graduate studies in theatre (MA/PhD and MFA) and/or professional work as a theatre designer or technician. Students choosing this concentration will enroll in the eight core theatre major classes taken by all theatre majors and will supplement the core with at least two electives from the Art Department. Students in the emphasis are strongly encouraged to also take an Independent Study in their area of focus and to do a professional internship at a local Twin Cities theatre.

To fulfill this concentration:

Ten THR courses--eight required core courses and two electives chosen from ART electives, plus 10 theatre practicum units taken as THP.

One Elective from:

ART 107 Drawing
THR/ART 265 Computer Drafting for Theatre and Architecture
THR/FLM 230 Scene Painting

One Elective from:

ART 240 Art History Survey
ART 243 or 244 History of Architecture

Optional Supporting Courses

THR 299 Directed Study
THR 399 Internship
THR 499 Independent Study in Theatre

Curricular Planning Information

First-years planning to major in theatre arts should begin with courses THR 228, 232, or 250; sophomores: THR 226, 228, 245, 361, 362; juniors: THR 325, 328, 350, 360, 361, or 365; seniors THR 365, 366.

Note: Some courses are offered alternate years only. Incoming students should meet in the fall of the first year with a theatre adviser to ensure proper sequence of classes to be taken based on odd or even year of entry.

Departmental Honors

Designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Honors majors must maintain a 3.75 GPA in the major and a 3.50 GPA overall and, as part of their major, complete a substantial independent project of honors quality (THR 499). Honors candidates should meet with their departmental adviser early spring semester of their junior year to develop a proposal for the honors project.

Transfer Students

Transfer students should meet with a transfer adviser upon acceptance to determine what credits taken at another institution will transfer into the major. The majority of theatre core classes should however be taken at Augsburg. Additionally, transfers are required to take a minimum of three upper division theatre arts courses. Ten practicum units are also required, five of which need to be completed within the department. Transfers must also complete a minimum of five THP credits within the department. No more than five units can be credits from other schools.

Theatre Arts Minor

Five courses including:

- THR 250 Script Analysis: Foundations of Theatre
- THR 228 Introduction to Stagecraft
or THR 328 Theatrical Design
- THR 232 Acting
- THR 362 Theatre History Criticism II
- THR 366 Stage Direction

The theatre arts minors also must complete five practicum units. Students must take a minimum of one performance unit and a minimum of three production units. Refer to the practicum categories listed below the curriculum concentrations.

Theatre History and Criticism Dramaturgy Minor

Five courses:

- THR 250 Script Analysis: Foundations of Theatre
- THR 325 Playwriting
- THR 361 Theatre History Criticism I
- THR 362 Theatre History Criticism II
- THR 299 Directed Study in Dramaturgy
or THR 299 Directed Study in Theatre History and Criticism

Theatre Arts Courses

THR/HPE 002 Lifetime Sports—Introduction to Dance and Composition (.0 course)

This course offers an overview of various exercises and gives an introduction to a variety of movement styles, cultures of dance, and composition. Each class includes a rigorous, physical warm-up, mixing yoga, conditioning, and modern dance.

THR/HPE 005 Lifetime Sports—Modern Dance and Improvisation (.0 course)

Students will learn various phrases of movement incorporating floor exercises and will learn to travel through space using level, volume, and floor pattern. Improvisational techniques will be introduced and students will create short improvisational pieces. (NOTE: Students are allowed to use only one of THR/HPE 002, 003, 004, or 005 to fulfill the lifetime sports

requirement.)

THR 116 Creative Drama: Acting and Improvisation

A study of theatrical movement, voice, mime, mask, improvisation, acting and storytelling with an emphasis on active participation, creation of an original performance, and reflective writing. This course is primarily designed for non-majors and does not fulfill credit toward the theatre arts major. Attendance at theatre productions required. Students will be required to pay for theatre production tickets.

FLM 216 Film Production I

This course demonstrates the basics of 16 mm filmmaking. The student will make short films that demonstrate the art and process of shooting in B/W.

THR 222 Introduction to Theatre

Introduction to Theatre is an examination of theatre as an artistic form and focuses on the appreciation and value of theatre in society. Focus on historical periods, plays, artists, basic concepts, and techniques of the play production process. Students attend and review stage productions. This course is primarily designed for non-majors and does not fulfill credit toward the theatre major.

THR 226 Movement for the Theatre

A study of the principles of movement used in the art of acting. Students will improve their use of energy, concentration, balance, control, clarity, timing and spontaneity through practical exercises. This course uses established theory and techniques in neutral mask, Asian martial arts, and physical and vocal characterization exercises. Students will examine various performance paradigms and see professional productions.

THR 228 Introduction to Stagecraft

An introduction to the backstage world of the theatre; its organization, crafts, and creative processes. Students will execute practical projects, attend theatre tours, see professional productions, and participate on the theatre department's fall production. Open to all students. Forty-hour lab requirement.

THR/FLM 230 Scenic Painting for Stage and Film

Scenic Painting is an introductory study of the art of scenic painting for the stage, film, and faux application. Through a series of foundational painting projects, reading assignments, informal lecture, discussion, and a final cumulative painting project students will develop the required skills and understanding of what it means to be a Scenic Artist and what role the Scenic Artist plays in artistry of theatre and film.

THR 232 Acting

An introduction to the art of acting. Focus on physical, mental, and emotional preparation, and exploration of the creative approach to scene and character study in American drama, culminating in a final performance. Students attend and review local professional productions.

THR 233 Acting for Camera

An exploration of acting principles and techniques as it enhances and applies to on-camera

effectiveness. This co-taught studio course also includes technology elements which support acting on camera. (Alternate years)

THR/MUS 235 Skills of Music Theatre

An interdisciplinary approach to the topic using music and theatre techniques to develop the student's basic skills of music theatre. Concepts of diverse music-theatre forms are introduced. Course includes reading, writing, research, class discussion, exercises, small and large group participation, memorization, and public performance. Students will attend and review live productions. (Alternate years)

THR 245 Introduction to Asian and Asian American Theatre

A survey of the theatrical performance styles, aesthetic theories, and plays of traditional Asia and Asian American cultures. The course includes lectures, films, videos, and demonstrations by visiting performers. Attendance at local theatre productions required. Students will be required to pay for theatre production tickets.

THR 250 Script Analysis: Foundations of Theatre

This foundations class focuses on major principles and fundamentals of theatre literary analysis and research and uses performance, discussion, writing, and projects as ways to interpret a dramatic script for academic and artistic applications. Close readings of plays from various genres and in-depth research projects will enable students to learn and apply basic terminology for literary and artistic purposes.

THR/ART 265 Computer Drafting for the Stage and Architecture

Computer Drafting for the Stage and Architecture is an introduction to using AutoCAD LT for drafting on the computer. Students will learn how to use basic AutoCAD commands to input information, organize, layout and print 2-D drafting plates, with an emphasis on drafting for the theater and architecture.

THR 270 Black Theatre

Introduction to Black Theatre is an examination of the principles, major movements, and fundamentals of theatre by and about Black Americans. It examines the historical, political, and cultural context of Black Theater. This course will focus on and provide an overview of Black Theatre utilizing plays written by Black American playwrights.

FLM 312 Film Production II

The focus of this course builds on the lessons learned in COM 216 and adds the study of color photography and sound design. Through exercises and assignments the student will develop skills in scripting, shooting, and editing short films. (Prereq.: FLM 216)

THR/ENL 325 Playwriting

An introductory course in writing for theatre and performance. Students will learn the basics of dramatic structure, character development, and theatrical languages as well as techniques for the development of playscripts from idea to finished product. (Prereq.: ENL 111 or 112 or HON 111, and junior or senior standing, or consent of theatre department chair. THR 250 or ENL 226 recommended. Alternate years)

THR 328 Theatrical Design

Introduction to the design process for the stage. Each student will execute four design projects using a research based design process. Class will take theatre tours, host visiting artists, and have a practical involvement in two Augsburg College productions. Forty-hour lab required, materials needed. (Prereq: junior or senior status)

THR 350 Voice for Speech, Stage, and Screen

A study of vocal skills including tone production, breathing, placement, relaxation, resonating, articulating, listening, introduction to phonetics, and the vocal mechanism. This course will use established exercises and theories in several methodologies of vocal training. Theory and practice are combined in oral projects, reports and papers, voice tapes, and individual coaching. (Alternate years)

THR 361 Theatre History and Criticism I

An overview of theatre history, dramatic literature, and criticism from the classical Greek through the French Neoclassical period. Reading of plays, writing a research paper, and attendance at local theatre productions are required. Need not be taken sequentially with THR 362. (Prereq.: THR 250 and ENL 111 or 112 or HON 111. Fall: alternate years)

THR 362 Theatre History and Criticism II

An overview of theatre history, dramatic literature, and criticism from the English Restoration through contemporary performance. Readings of plays and attendance at local theatre productions are required. Need not be taken sequentially with THR 361. (Prereq: THR 250 and ENL 111 or 112 or HON 111. Fall: alternate years)

THR 365 Advanced Acting

This course provides students with performance skills and the ability to recognize differentiating clues that identify the style of a play. Through class exercises, scene study, and character analysis, students will gain insight into the performance demands of a specific style. Emphasis is on a variety of roles from the classics (Shakespeare, French neoclassicism, restoration comedy, realism, and non-realism), culminating in a public recital. (Prereq.: THR 250, THR 232, THR 362 or consent of instructor, and pass CT assessment or GST 100. Fall/Spring)

THR 366 Stage Direction

A study of the basic principles and skills of stage direction: directing concepts and methodologies, stage techniques, terminologies, script analysis; rehearsal planning and techniques; blocking, stage dynamics, working with actors, and the overall staging of a play. Theories of directing are also examined. (Prereq.: THR 362 and junior or senior standing)

FLM 420 Issues in Contemporary Cinema

This course will examine cultural, artistic, commercial, and theoretical concerns that occur in world cinema today. Our purpose is to help students both contextualize the cinema they see in appropriate and insightful ways, and to provide a sophisticated critical apparatus to help them read films as texts and to interpret the cinema's larger societal value and impact. (Prereq.: ENL 241 and junior/senior standing)

THR 495 Theatre Topics

Selected topics in theatre.

Internships and Independent Study Courses

THR 199 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 64.

THR 299 Directed Study

See description on page 65.

THR 399 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 64.

THR 499 Independent Study/Research

See description on page 65.

Theatre Practicum Courses

THP courses involve practicum teaching and learning in the context of play productions and are required for the theatre arts major/minor. All THP theatre practicum courses are taken for non-credit with Pass/No Pass grading. Evaluation by the faculty mentor will be based on: 1. successful and timely completion of practicum area for which student is registered; 2. positive and professional attitude and work ethic demonstrated by the student; and 3. demonstrated competency in practicum area. The positive evaluation of each of the areas must be sufficient enough to lead to a minimum grade of 2.0 in order to receive a P grade.

THP courses require:

- Consent and signature of instructor
- Supervision by theatre faculty
- A minimum of 30 hours of assessed participation by the student
- Registration for THP course for semester when practicum is completed
- Registration for practicum before deadline dates set by the registrar's office

Please note:

- All majors will complete at least one THP 123 unit in costumes.
- All majors will complete one THP 113 in lighting.
- THP courses may be repeated.
- Crew work required for classes/coursework does not count towards practicum.
- Work-study hours do not count towards practicum.
- Completion of THP 115 and 116 count as two and three practicum units respectively because of the extraordinary amount of time required of the student. All other THP courses count as one practicum unit each.
- Transfer students are still responsible for the full unit requirements (10 major/5 minor.) Five practicum units (major) or three units (minor) must be completed while at Augsburg, and units to be credited from previous schools should have program verification or a letter from a previous theatre adviser.

Theatre Practicum Courses—Areas

All theatre arts majors in all concentrations are required to complete 10 practicum units (THP) from the three established units.

Area One: Performance

THP 111/121/131/141/151 Theatre Practicum: Acting/Performance

1 Practicum unit (.0 course)

Participation as performer (or as orchestra member) in a main stage theatrical production; in a main stage dance performance or recital (for dance/licensure majors only); or substantial participation as an actor in a senior directing project, in final scenes for Stage Direction (THR 366), or in interpretive presentations at two Forensics tournaments (at least 30 hours coaching and competition).

Area 1 Performance

Each major will complete between one and five THPs from the performance area.

The Performance Area THPs are:

| | |
|---------|---------------------------|
| THP 111 | Fall Acting/Performance |
| THP 121 | Winter Acting/Performance |
| THP 131 | Spring Acting/Performance |
| THP 141 | Studio Acting/Performance |
| THP 151 | Misc. Performance |

Area Two: Production

THP 113/123/133 Theatre Practicum: Set, Costumes, Lights

1 Practicum unit (.0 course)

Set or costume building, light hanging, for main stage production.

THP 114/124/134 Theatre Practicum: Running Crew

1 Practicum unit (.0 course)

Work on running crew for main stage production: light or sound board operation, dresser/costume crew; stage and production manager for final scenes from Stage Direction class.

THP 115/125/135 Theatre Practicum: Stage Management—small project

2 Practicum units (.0 course)

Assistant stage management for main stage production.

THP 116/126/136 Theatre Practicum: Stage Management—large project

3 Practicum units (.0 course)

Stage management for main stage production.

Area 2 Production

Each major will complete between four and eight THPs from the performance area.

The Production Area THPs are:

THP 112, 122 or 132 House Management
THP 113, 123 or 133 Set, Lights, Costumes Crew
THP 114, 124 or 134 Running Crew
THP 115, 125 or 135 Assistant Stage Manager
THP 116, 126 or 136 Stage Manager
THP 115, THP 125 and THP 135 Stage Manager–small project counts as two units
THP 116 ,THP 126 and THP 136 Stage Manager–large project counts as three units.

Area Three: Artistic/Production Management

THP 117/127/137 Theatre Practicum: Artistic Assistance

1 Practicum unit (.0 course)

Assistant to the designer (scenery, lights, costumes, sound), assistant to the director (dramaturgy, choreography/assistant choreography for main stage production), or a substantial arts management project.

Area 3 Artistic/Production Management

Each major will complete one THP from this area.

The Artistic/Production Management Area THPs are:

THP 117 Fall Artistic/Production Assistance
THP 127 Winter Artistic/Production Assistance
THP 137 Spring Artistic/Production Assistance

Please note that all theatre practicum courses count as one theatre practicum unit.

Women's Studies—WST

The women's studies program provides students with the opportunity to examine critically women's contributions and experiences in various historical and cultural contexts. This is an inter-college program with course offerings at Augsburg College, Hamline University, the College of St. Catherine, and the University of St. Thomas. Courses are drawn from many disciplines and combine theoretical, practical, and research components that focus not only on gender, but also acknowledge that race, class, and sexual identity are crucial aspects of women's experiences. The women's studies program offers both a major and a minor, and provides students with academic preparation for careers in human services, education, and social work as well as graduate study.

Women's Studies Faculty

Jessica Nathanson (Coordinator), Kristin M. Anderson, Stephanie Barnes, Janelle Bussert, Sarah Combellick-Bidney, Cass Dalglisch, Ankita Deka, Jacqueline deVries, Grace B. Dyrud, Darcey Engen, Nancy Fischer, Doug Green, Milda Hedblom, Sophia Jacobsen, Michael Lansing, Barbara Lehmann, Lynne Lorenzen, Mary Lowe, Anita Lutterman-Aguilar, M. Elise Marubbio, Kathleen McBride, Norma Noonan, Pary Pezechkian-Weinberg, Timothy Pippert, Beverly J. Stratton, Kathryn Swanson, James Vela-McConnell, Mzenga Wanyama

Degree and Major Requirements

Major

Ten courses that must include WST 201 Foundations in Women's Studies, a mid-level course in feminist theory or feminist philosophy selected from an approved list, WST 485 (seminar), and WST 199 or WST 399 (internships). WEC majors may take WST 499 (Independent Study) with a practical application in lieu of WST 199/399; interested students should speak with the WST Director.

The remaining six electives are to be selected from approved women's studies courses, and should include one course with a racial, ethnic, or global emphasis and one course with a sexuality emphasis. At least three courses must be upper division courses. Students may take courses at any of the colleges participating in the Women's Studies program. However, at least three courses must be completed at Augsburg. Each student's program must have the written approval of the Women's Studies program coordinator. Both majors and minors are encouraged to participate in one of the gender-focused semester study abroad programs offered through Augsburg's Center for Global Education. Two programs have been pre-approved for Women's Studies credit: Crossing Borders: Gender and Social Change in Mesoamerica (offered fall semester) and Migration and Globalization: Engaging Our Communities (offered spring semester).

The Speaking, Writing, and Critical Thinking graduation skills are embedded at all levels and are met by completing the major. The Quantitative Reasoning (QR) graduation skill can be met by completing GST 200. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

Minor in Women's Studies

Five courses that must include WST 201; three electives, one of which must be upper division; and WST 485 or 499. Courses may be taken from the other ACTC colleges as well as Augsburg. Each student's program must have the written approval of the Women's Studies program coordinator.

Minor or Concentration in Sexuality Studies

(Women's Studies Majors must take a Concentration, rather than a Minor, in Sexuality Studies). The five credit minor/concentration in Sexuality Studies offers students the opportunity to explore the history, social construction, and physiology of sexuality and to examine the cultural meanings of gender, sexual orientation, and sexual practice on a global level. Students are required to take three core courses plus two electives (one of which must be upper division), as follows:

Core Courses in Sexuality Studies

WST 201 Foundations in Women's Studies

SOC 266 Sociology of Sexualities

WST 305 Issues in Queer Studies

Elective Courses in Sexuality Studies

WST 281 Topics: Sexuality and Gender: A Global Perspective

HPE 316 Human Sexuality

WST 315 Margins as Center: Feminist Theory

WST 281/481 Topics: GLBT Issues in a Global Context (in Mexico)

Minor or Concentration in Global Women's and Gender Studies

(Women's Studies Majors must take a Concentration, rather than a Minor, in Global Women's and Gender Studies). The five credit minor/concentration in Global Women's and Gender Studies offers students the opportunity to focus on women's roles, experiences, and world views in a global context. Students are required to take three core courses plus two electives (one of which must be upper division), as follows:

Core Courses in Global Women's and Gender Studies:

WST 201 Foundations in Women's Studies

WST 315 Margins as Center: Feminist Theory

POL 359 Topics: Women in Comparative Politics

Elective Courses in Global Women's and Gender Studies:

WST 281 Topics: Sexuality and Gender: A Global Perspective

WST 281/481 Topics: GLBT Issues in a Global Context (CGE)

WST 313 Environmental Issues in Latin America: Environmental Theology and Ethics (CGE)

WST 362 Walking the Truth: Culture, Gender and HIV/AIDS in Sub-Saharan Africa

WST 341 Globalization, Social Struggles and the Environment (CGE)

WST 357 Mexican History, Culture and Cosmology (CGE)

WST 359 Women, Gender and Social Change in Latin America (CGE)

WST 366 Liberationist, Feminist, Queer, & Postcolonial Theologies in Latin America (CGE)

AIS 208/408 Native American Women and Film

AIS 233 Women: A Cross-Cultural Perspective

AIS 305 Indigenous Issues of Central America
AIS 320 American Indian Women
ENL 365 Contemporary Post Colonial Fiction
HIS 195/INS 233 Promoting Justice and Seeking Equality: Globalization and Women's
Grassroots Movements in Latin America/Women in Cross-Cultural Perspective

Students are strongly encouraged to study abroad or to take at least one travel seminar.

Transfer Students

Students who transfer to Augsburg College and wish to complete a major or minor in Women's Studies are urged to consult with the director of Women's Studies immediately upon transfer. The Women's Studies program has an articulation agreement with Century College and with Inver Hills Community College that govern students from these institutions with a Women's Studies certificate who transfer to Augsburg. Transfers from other colleges and universities must consult with the director of Women's Studies for approval of courses for the major or minor.

Women's Studies Courses

WST 201 Foundations in Women's Studies

This multidisciplinary course introduces students to the contributions of women in history, religion, literature, philosophy, sciences, and the arts, and how the questions and methodologies of these disciplines differ when seen from women's perspectives. Students will also study the diversity of women's experiences in terms of race, sexual orientation, and class.

WST 281 Topics

WST 281 Topics: Gender and Islam

The course introduces students to the diversity and heterogeneity of gender relations in Muslim societies in the Arab World, Europe, Africa, North America, and South and South-East Asia. It traces Islam as a culturally lived experience, spanning from the local to the transnational. The course introduces students to feminist theoretical arguments from the Humanities and Social Sciences, and juxtaposes these to complex case studies from various locals in order to illuminate connections between Islam and rituals, ethnicities, gender, education, the media, travel, migration, citizenship, political commitments, and conflict and societal change. Concurrently the course aims to undo the many stereotypes about Islam, Muslim societies, and Muslim women.

WST 281 Topics: Sexuality and Gender: A Global Perspective

This course will explore global contemporary issues of sexuality and gender, examining social institutions and their impact on women's and men's experiences of gender and sexuality. The course will focus in depth on topics such as ritualized genital cutting; sex work and sex trafficking; sexual violence; disability and sexuality; maternal sexuality; and global LGBT movements.

WST 281/481 Topics: Introduction to Men's Studies

This course will look through a feminist academic lens at men and masculinity, particularly in relation to such topics as boyhood, health, relationships, sexualities, and violence.

WST 281/481 Topics: GLBT Issues in a Global Context.
(CGE course; taught in Mexico).

WST 305 Issues in Queer Studies

A study of basic issues surrounding sexual orientation in the contemporary U.S. culture including various disciplinary perspectives and theory. The course may include guest speakers, a service-learning component at local glbt/supporting agencies, and some travel and experiences in the Twin Cities, as well as an immersion experience outside of class time. Required experiential education fee. Prerequisites: WST 201 or prior coursework in related fields (history, sociology, psychology) or consent of the instructor(s).

WST 313 Environmental Issues in Latin America: Environmental Theology and Ethics
(CGE Course. See International Studies, Social Justice, Gender and the Environment)

WST 315 Mid-Level Feminist Theory: Margins as Center

This multidisciplinary and multicultural feminist theory course focuses on the global voices often marginalized by the feminist canon. A variety of texts — including personal narratives, political statements, origin stories, and empirical studies — will be analyzed to highlight different theoretical approaches and multiple feminisms.

WST 324 Liberationist, Feminist, Queer, and Postcolonial Theologies in Latin America
(CGE Course. See International Studies, Crossing Borders: Gender and Social Change in Mesoamerica.)

WST 335 Contemporary Latin American Women: Texts and Voices.

This course examines the social construction of gender in Latin American countries and addresses key issues faced by Latin American women today. Includes analysis of poems, excerpts of novels, essays, testimonies, and interviews by and about Latin American women. Aims to help students develop an appreciation for the complexity of diversity of Latin American women's experiences. (Prereq.: SPA 311. Taught in Mexico.) (CGE Course.)

WST 341 Globalization, Social Struggles and the Environment
(CGE Course. See International Studies, Migration and Globalization: Engaging Our Communities)

WST 357 Mexican History, Culture and Cosmivision

An exploration of Latin American history from Pre-Columbian times through the conquest and colonial periods up to modern Latin America. The course will use a gendered lens to focus on Mexican history, culture and cosmivision. Additional readings and written assignments will be required for upper-division students. Taught on-site in Mexico through Center for Global Education. (Prereq.: 1 previous history course or consent of instructor required for 300-level course)

WST 359 Women, Gender and Social Change in Latin America

(CGE Course. See International Studies, Crossing Borders: Gender and Social Change in Mesoamerica.)

WST 362 Walking the Truth: Culture, Gender and HIV/AIDS in Sub-Saharan Africa

This broad-based course explores the influence of culture and gender on the HIV/AIDS pandemic in Sub-Saharan Africa. The natural history, biology, and epidemiology of AIDS in Africa, as well as socio-cultural, ethical, theological and political responses to the disease are examined. (Augsburg Abroad course, Summer)

WST 481 Topics in Women's Studies

WST 481 Topics: Research Methods

This course will introduce students to interdisciplinary, qualitative research methods. We will explore the nature and ethics of the subject-researcher relationship and practice participant observation and interviewing skills. The final product of the course will be a completed research proposal.

WST 485 Women's Studies Seminar

This advanced course will include student research and presentations that incorporate feminist theory. The seminar is required of all majors and satisfies the Keystone requirement. It is also required of minors who do not elect to do an independent study (499). It is offered at a different college each semester and may be taken in conjunction with WST 490.

WST 490 Women's Studies--Keystone (0.0 course)

This course provides a Keystone component for all WST majors. (Prereq.: WST 201 and permission of instructor)

AIS 208/408 Native American Women and Film

Beginning with issues of representation and a history of Hollywood's portrayal of Native American women as princess figures, sexualized maidens, or squaws, we will expand our conceptualization of Native American women by putting into conversation a variety of voices that talk back to or address mainstream stereotypes of Native American women. Our goal is to expand our conceptualizations of Native American women and their important roles in society by examining a variety of cultural issues as they are presented through documentary and fiction films made by and about Native American women.

AIS 233 Women: A Cross-Cultural Perspective

This course examines a variety of issues concerning the biological, evolutionary, and historical origins of women's roles and status in society. Comparative roles of women are examined in tribal contexts across various indigenous cultures. Studies include the role of women in Native American and African tribes, peasant societies of eastern Europe, Mexico, the Middle East, and China.

AIS 305 Indigenous Issues of Central America

This travel seminar explores issues faced by Indigenous peoples of Guatemala, Nicaragua, or Mexico. May be taken in conjunction with WST 490 or AIS 490.

AIS 320 American Indian Women

Through life histories of Indian women, the course examines the vital roles and contributions of women in past and present tribal cultures. It explores the continuity of women's roles over time and the changes in these roles, precipitated by the influences of Western colonialism. The course also assesses how American Indian women have crossed cultural boundaries and influenced non-tribal communities through their activism and traditionalism.

ART 352 Women and Art

A study of the creative role of women in the visual arts, including the fine arts, the traditional arts, and the arts of Native American women. (Prereq: ENL 111 or 112 or HON 111)

ENL 365 Contemporary Post Colonial Fiction

This examination of contemporary world fiction includes work by authors from Latin America, Africa, Asia, and the Middle East, and fiction written by indigenous authors worldwide. The course explores novels in relation to language, culture, and gender in an age of globalization and fragmented nationalisms, considering fictions in their literary, cultural, and social contexts. (Prereq: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 367 Women and Fiction

This course studies novels and short stories by women across cultures. Emphasis on the conditions that have affected women's writing (including race and class), the reflection of women's unique experience in their writing, and the ways in which women writers have contributed to and modified the Western literary heritage. (Prereq: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

ENL 385 Language and Power

Students will consider both spoken and written examples of language as a means of establishing, maintaining, or revoking power. They will also pay attention to gender differences in the use of language and analyze ways in which speakers and writers can both create and revise reality via the language they use. (Prereq: ENL 220 or 221 or one 200-level literature, language, or theory course, or consent of instructor.)

HIS 195/INS 233 Promoting Justice and Seeking Equality: Globalization and Women's Grassroots Movements in Latin America/Women in Cross-Cultural Perspective

HIS 282 History of Women Since 1848

This course examines in comparative perspective women's changing political, economic, social, and sexual status since the 19th century, with attention given to social, racial, ethnic, and sexual differences among women.

HPE 316 Human Sexuality

A study of the psychological, social, and biological components of human sexuality. (Prereq: HPE 110).

POL 124 American Women and Politics

Investigates the roles women play in the political system. Political, economic, and social issues will be explored from contemporary and historical perspectives.

POL 359 Topics: Women in Comparative Politics

Various aspects of women in comparative politics will be explored. (Prereq: one course in Political Science or consent of instructor.)

REL 441 Feminism and Christianity

Attention will be given to religious influences on societal roles for women and men, feminist interpretation of the Bible, and the impact of feminism on Christian theology, especially in terms of language and metaphor.

SOC 231 Family Systems

The term family is a universal concept, yet its membership, rituals, and functions vary dramatically across world cultures and subcultures in the United States. Family systems are explored with respect to cultural and historical settings, variations among families, and modern cultural and social patterns.

SOC 265 Race, Class, and Gender

Who gets what, when, and how? Individuals and groups from diverse backgrounds – race, ethnicity, class, gender, and sexuality – receive unequal portions of wealth, power, and prestige in our society. This course focuses on both the collective and individual processes involved in social inequality.

SOC 266 Sociology of Sexualities

What we mean by "sex" changes over time. During different historical time periods it's been a sin, a means of forging ties between powerful families, a source of psychological perversion, a means to pleasure, a symbol of love, as well as a personal identity. This class explores how sexuality and its components (desire, pleasure, love, the body) are socially constructed.

Internships and Independent Study Courses

(Must be approved in writing by the women's studies coordinator)

WST 199 Internship

WST 299 Directed Study

WST 399 Internship

WST 499 Independent Study/Research

Urban Studies

See Metro-Urban Studies.

Youth and Family Ministry

See listing under Religion.

Board of Regents

For additional biographical detail, go to www.augsburg.edu/regents.

Board of Regents

Andra Adolfson

Dan W. Anderson '65

Ann B. Ashton-Piper

Mark A. Eustis

Anthony L. Genia, Jr., '85, M.D.

Alexander J. Gonzalez '90

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Norman R. Hagfors

Jodi Harpstead

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Rev. Rolf Jacobson, Ph.D.

Bishop Craig E. Johnson, *ex-officio*

Ruth E. Johnson '74, M.D.

Eric J. Jolly, Ph.D.

Cynthia G. Jones '81, Ph.D.

Dean Kennedy '75

Toby Piper LaBelle '96

The Honorable LaJune Thomas Lange '68

Andre J. Lewis '73, Ph.D.

Jennifer H. Martin, Ed.D.

Marie O. McNeff, Ed.D.

Paul S. Mueller '84, M.D.

Lisa Novotny '80

Bishop Duane C. Pederson, *ex-officio*

Paul C. Pribbenow, Ph.D.

Stephen C. Sheppard

Marshall S. Stanton, M.D.

Philip Styrlund '79

Rev. David Tiede, Ph.D.

Joan Volz '68, J.D.

Rev. Norman W. Wahl '76, D.Min.

Bonnie Wallace

Rev. Mark Wilhelm, Ph.D., *ex-officio*

ELCA Program Unit for Congregational and Synodical Mission

Executive Director

The Rev. Dr. Stephen Bouman

Program Director for Schools

The Rev. Dr. Mark Wilhelm

Augsburg College Faculty and Administration

Beginning year of service of faculty and staff is indicated with parenthesis.

College Leadership

Paul C. Pribbenow (2006). President. B.A., Luther College; M.A., Ph.D., University of Chicago.

Leif Anderson (1996). Vice President and Chief Information Officer. B.A., University of Minnesota.

Barbara A. Farley (2000). Vice President of Academic Affairs and Dean of the College. B.A., College of Saint Benedict, M.B.A., Ph.D., University of Minnesota.

Ann L. Garvey (1998). Vice President of Student Affairs. B.A., College of St. Catherine; M.A., Loyola University; J.D., University of Minnesota.

Tammy McGee (2010). Vice President of Finance and Administration, Chief Financial Officer. B.S., St. Cloud State University; M.B.A., St. Thomas University.

Julie A. Edstrom (1991). Vice President of Enrollment Management. B.A., M.A., Augsburg College.

Orval J. Gingerich (2001). Assistant Vice President of International Programs. Executive Director of Center for Global Education. B.A., University of Iowa; M.Ed., University of Colorado; Ed.D., University of Virginia.

Christine M. Szaj (2008). Vice President and Chief of Staff. B.S., University of Wisconsin – Milwaukee; M.S.W., Washington University; J.D., Saint Louis University.

Andrea L. Turner (2008). Assistant Vice President of Human Resources and Chief Diversity Officer, B.A. Swarthmore College, J.D. Case Western Reserve University School of Law.

Jeremy R. Wells (2007). Vice President of Institutional Advancement. B.A., Jamestown College; M.A., Saint Mary's University.

Administration

Sheila Anderson (1991). Director, Academic Advising. B.S., Minnesota State University – Moorhead; M.A., Augsburg College.

David Benson (2005). Director of Leadership Gifts, Development. B.A., Concordia College; M.A., North Dakota State University.

Jesse Cashman (2011). Director, Public Safety. B.A., College of St. Scholastica; M.A., University of St. Thomas.

Emiliano Chagil (2000). Director, Hispanic/Latino Student Services. M.A., St. Paul Seminary School of Divinity-University of St. Thomas.

Jodi Collen (2007). Director, Events and Conference Planning. B.A., Wartburg College; M.T.A., George Washington University.

Sally Daniels (1979). Director, Parent and Family Relations. B.A., Augsburg College.

David Draus (2000). Director, Facilities and Risk Management.

James Erchul (1997). Director, Enrollment Planning. B.A., Marquette University, M.S.W., University of Minnesota – Duluth.

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Marilyn E. Florian (1980). Assistant Athletic Director. Assistant Professor of Health and Physical

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Carol Forbes (1990). Director, Sponsored Programs. B.A., Morningside College; M.A., Hamline University.

Orval J. Gingerich (2001). Assistant Vice President for International Programs. B.A., University of Iowa; M.Ed., University of Colorado; Ed.D., University of Virginia.

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Sarah Griesse (2006). Dean of Students, Student Affairs. B.A., Wittenberg University; M.A., Ohio State University; A.B.D., Loyola University-Chicago.

Nancy Guilbeault (1980). Director, Counseling and Health Promotion. B.A., M.A., Ph.D., L.P., University of Minnesota.

Nathan J. Hallanger (2008). Special Assistant to the Vice President of Academic Affairs and Dean of the College. B.A., Augustana College; M.T.S., Harvard Divinity School, Harvard University; Ph.D., Graduate Theological Union and Pacific Lutheran Theological Seminary.

Kevin Healy (2004). Director, Advancement Services. B.S., Carroll College.

Sherry Jennings-King (2002). Director of Leadership Giving, Development. B.S., University of Tennessee.

Rebecca John (2010). Assistant Vice President of Marketing and Communication. B.A., University of St. Thomas; M.A., University of Phoenix.

Wayne Kallestad (2000). Registrar. B.S., University of Minnesota; M.S., University of Southern California.

Benjamin G. Kent (1996). Director, Center for Academic Achievement. B.A., University of Wisconsin-Madison; M.S., University of Oregon.

Scott Krajewski (2000). Director of IT Services, Information Technology. B.S., Augsburg College; M.S., Iowa State University.

Mark Lester (1987). Co-site director, Central America, Center for Global Education. B.A., St. Pius X Seminary; M.A., Mt. St. Mary Seminary.

Penh Lo (2008). Director, Pan-Asian Student Services. B.S., Minnesota State University-Mankato.

Ann Luttermann-Aguilar (1993). Site director, Mexico, Center for Global Education. B.A., Earlham College; M.Div., Yale University; D.Min., San Francisco Theological Seminary.

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Regina McGoff (1992). Director of Center for Global Education. B.S., University of Minnesota; M.B.A., University of St. Thomas.

Thomas F. Morgan (1983). Executive Director of Center for Faith and Learning. Professor of Business Administration. B.S., Juniata College; M.B.A., University of Denver; M.S., University of Oregon; Ph.D., University of Minnesota.

Jane Ann Nelson (1999). Director of Library Services. B.A., University of Sioux Falls; M.A., University of Minnesota.

Aly C. Olson (2001). Director, Student Support Services/TRIO. B.A. Grinnell College; M.A., University of Minnesota.

Lois A. Olson (1985). Executive Director, Strommen Center for Meaningful Work. B.S., University of Minnesota; M.S., Mankato State University.

Lori A. Peterson (2004). Assistant Vice President and Dean of Professional Studies. Assistant Professor of Business Administration. B.S.B., M.Ed., Ph.D., University of Minnesota.

Mohamed Sallam (2006). Director, Pan-Afrikan Center. B.A., M.A., Minnesota State University, Mankato.

Patrice M. Salmeri (2002). Director, StepUP® Program. B.S., Kent State University; M.A. Saint Mary's University.

Doug H. Scott (2007). Director of Leadership Gifts. B.A., Eastern University St. Davids; M.Div., Eastern Baptist Theological Seminary.

Dixie Shafer (2000). Director, Undergrad Research and Graduate Opportunity. B.A., Moorhead State University; Ed.M., Rutgers University.

Leah Spinosa de Vega (2008). Director of Augsburg Abroad. B.A., University of Minnesota; M.A., University of Minnesota.

David St. Aubin (2008). Director, Athletic Facilities. B.S., University of Minnesota.

Kim Stone (2008) Director of Alumni and Constituent Relations. B.A., Minnesota State University-Mankato; M.B.A., Nova Southeastern University.

Jennifer R. Simon (2007). Director, American Indian Student Services. B.A., University of Minnesota; M.A., Minnesota State University, Mankato.

Jeffrey F. Swenson (1986). Athletic Director. B.A., Augsburg College; M.A., University of Minnesota.

Paul L. Terrio (1990). Director, Student Financial Services. B.A., Augsburg College.

Jim Trelstad-Porter (1990). Director of International Student and Scholar Services. B.A., Augustana College; M.A., American University.

David T. Wold (1983). Director, Campus Ministries. College Pastor. B.S., St. Olaf College; M.Div., Luther Seminary.

Karl Wolfe (2007). Director Rochester Program. B.A., Azusa Pacific University; M.Div., Asbury Theological Seminary; Ed.D., Pepperdine University.

Faculty (Full-time)

A

Pauline J. Abraham (2005). Assistant Professor of Nursing. A.D., Rochester Community College; B.S.N., Winona State University; M.A., Augsburg College.

Phillip C. Adamo (2001). Associate Professor of History. B.A., SUNY-Albany; M.A. and Ph.D., Ohio State University.

William Aleman (2011). Instructor of Physician Assistant Studies. Doctor in Medicine in Surgery, Universidad Central del Ecuador.

Beth J. Alexander (2000). Associate Professor of Physician Assistant Studies. B.S. and D.Pharm., University of Minnesota.

Kristin M. Anderson (1984). Professor of Art. A.B., Oberlin College; M.A., University of Minnesota; M.A., Luther-Northwestern Seminary; Ph.D., University of Minnesota.

Stuart M. Anderson (1989). Associate Professor of Physics. B.A., Augsburg College; Ph.D., University of Minnesota.

Elizabeth Ankeny (2008). Associate Professor of Education. B.A., Augustana College; M.A., Morningside College; Ph.D., Colorado State University.

Andrew L. Aoki (1988). Professor of Political Science. B.A., University of Oregon; M.A., Ph.D., University of Wisconsin-Madison.

David B. Apolloni (1989). Associate Professor of Philosophy. B.A., University of Minnesota; M.Div., Luther-Northwestern Seminar; Ph.D., University of Minnesota.

Audrey Applesies (2011). Assistant Professor of Education. B.A., Indiana University; M.A.T., National-Louis University; Ph.D. University of Minnesota.

William M. Arden (2005). Assistant Professor of Business Administration. B.S., New York University; M.S., Northeastern University; M.B.A., Boston University.

B

Jennifer Bankers-Fulbright (2008). Assistant Professor of Biology. B.A., College of Saint Benedict; Ph.D., Mayo Clinic College of Medicine.

David A. Barlow (2005). Assistant Professor of Physician Assistant Studies. B.A., University of Minnesota; P.A. Certificate, Augsburg College; M.A., University of Nebraska, Omaha.

David D. Barrett (2011). Assistant Professor of Health and Physical Education. A.A., Normandale Community College; B.A., Texas Lutheran University; M.Ed., Southwest Texas State University; Ph.D., University of Minnesota

Eric Barth (2008). Assistant Professor of Physician Assistant Studies. B.A., University of Saint Thomas; B.S., Trevecca Nazarene University; MPAS, University of Nebraska.

Bruce Batten (2008). Assistant Professory of Business, MBA. B.S., Davidson College; Ph.D., Medical College of Virginia.

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- Pavel Bělík** (2008). Associate Professor of Mathematics. Ph.D., University of Minnesota.
- Tracy A. Bibelnieks** (2002). Associate Professor of Mathematics. B.A., St. Olaf College; M.S., Ph.D., Clemson University.
- Anthony A. Bibus, III** (1992). Professor of Social Work. B.A., University of St. Thomas; M.A., University of Virginia; Ph.D., University of Minnesota.
- Susan N. Boecher** (2007). Assistant Professor, full-time, Art. B.F.A., University of Minnesota.
- Jeanne M. Boeh** (1990). Professor of Economics. B.S., M.A., Ph.D., University of Illinois.
- Laura S. Boisen** (1996). Associate Professor of Social Work. B.A., Wartburg College; M.S., University of Wisconsin-Madison; M.P.A., Iowa State University; Ph.D., University of Minnesota.
- Lois A. Bosch** (1997). Associate Professor of Social Work. B.A., Northwestern College; M.S.W., University of Iowa; Ph.D., University of Illinois at Urbana-Champaign.
- D. Kimberly Bowden** (2006). Assistant Professor, part-time, Art. B.L.A., B.S., M.F.A., University of Minnesota.
- Kevin Bowman** (2008). Assistant Professor of Economics, B.A., Indiana University-Bloomington; M.A., Ph.D., University of Illinois.
- Christopher Rhys Brown** (2003). Field Experience Coordinator/Charter School Liaison, Instructor of Education. B.S., Bemidji State University; M.Ed., University of Sydney, Australia.
- Michael Buck** (2010). Assistant Professor of Music. BME, Saint Olaf College; MME, Vandercook College of Music; Ph.D., University of Southern Mississippi.
- Eric L. Buffalohead** (1997). Associate Professor of American Indian Studies. B.A., M.A., Ph.D., University of Minnesota.
- Michael R. Burden** (1990). Associate Professor of Theatre Arts (Designer and Technical Director). B.A., Augsburg College; M.F.A., University of Minnesota.
- Ralph J. Butkowski** (2001). Assistant Professor of Biology. B.S., St. Cloud State University; M.S., Ph.D., University of Minnesota.

C

- William C. Capman** (1994). Associate Professor of Biology. B.A., University of Illinois-Chicago; Ph.D., University of Illinois at Urbana-Champaign.
- John C. Cerrito** (1983). Assistant Professor of Business Administration. B.A., Rhode Island College; M.S., University of Wisconsin-Stout; Ed.D., University of Minnesota
- Kristen A. Chamberlain** (2007). Assistant Professor of Communication Studies. B.S., Ph.D., North Dakota State University.
- Lars D. Christiansen** (2001). Associate Professor of Sociology. B.A., Clark University; M.S., Ph.D., Florida State University.
- Marucio Cifuentes** (2011). Assistant Professor of Social Work. J.D., Pontificia Universidad Javeriana; M.S.W. and Ph.D., Loyola University.
- Anthony J. Clapp** (2001). Assistant Professor of Health and Physical Education. A.A., Golden Valley Lutheran College; B.A., Texas Lutheran College; M.A., Southwest Texas State University; Ph.D., University of Alabama.
- Stephan Clark** (2011). Assistant Professor of English. B.A., University of Southern California; M.A., University of California, Davis; Ph.D., University of Southern California.
- C. Lee Clarke** (2000). Assistant Professor of Business Administration. B.A., Capital University; M.Div., Trinity Lutheran Seminary; M.B.A., University of St. Thomas.
- Sarah Combellick-Bidney** (2009). Assistant Professor of Political Science. Ph.D., Indiana University-

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Robert J. Cowgill (1991). Associate Professor of English. B.A., M.A., Ph.D., University of Minnesota.

Larry J. Crockett (1985). Professor of Computer Science. B.A., M.A., Pacific Lutheran University; M.Div., Luther Theological Seminary; Ph.D., University of Minnesota

David Crowe (2008). Assistant Professor of Biology. B.A., Gustavus Adolphus; Ph.D., University of Minnesota.

D

Cathleen A. Dalglish (1986). Professor of English. B.A., Saint Catherine University; M.F.A., Vermont College; Ph.D., The Union Institute and University.

Jill A. Dawe (1994). Associate Professor of Music. B.M., Memorial University of Newfoundland; M.M., D.M.A., Eastman School of Music.

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Benjamin Denkinger (2011). Assistant Professor of Psychology. B.A., Hamline University; Ph.D., University of Minnesota, Twin Cities.

Jacqueline R. deVries Jones (1994). Professor of History. B.A., Calvin College; M.A., Ph.D., University of Illinois-Urbana.

Douglas J. Diamond (2005). Orchestra Director, Assistant Professor of Music. B.M., M.M., The Mannes College of Music; A.B.D., University of Missouri – Kansas City Conservatory.

Suzanne I. Dorée (1989). Professor of Mathematics. B.A., University of Delaware; M.A., Ph.D., University of Wisconsin-Madison.

Grace B. Dyrud (1962). Professor of Psychology. B.A., M.A., Ph.D., University of Minnesota.

E

Wesley B. Ellenwood (2002). Assistant Professor of Communication Studies. B.A., University of Minnesota; M.F.A., Syracuse University.

Ruth C. Enestvedt (1999). Assistant Professor of Nursing. B.S.N., St. Olaf College; M.A., Ph.D., University of Minnesota.

Mark J. Engebretson (1976). Professor of Physics. B.A., Luther College; M.Div., Luther Theological Seminary; M.S., Ph.D., University of Minnesota.

Darcey K. Engen (1997). Associate Professor of Theatre Arts. B.A., Augsburg College; M.F.A., University of Wisconsin-Madison.

Carol A. Enke (1986). Instructor of Health and Physical Education. B.S., M.Ed., University of Minnesota.

Christina L. Erickson (2004). Associate Professor of Social Work. B.S., University of Minnesota; M.S.W., University of Minnesota – Duluth; Ph.D., University of Illinois – Chicago.

Joseph A. Erickson (1990). Professor of Education. B.A., M.A., College of St. Thomas; M.A., Luther-Northwestern Theological Seminary; Ph.D., University of Minnesota.

F

- Barbara Edwards Farley** (2000). Vice President of Academic Affairs and Dean of the College. Associate Professor of Business Administration. B.A., College of St. Benedict; M.B.A., Ph.D., University of Minnesota.
- Ronald L. Fedie** (1996). Associate Professor of Chemistry. B.A., University of St. Thomas; Ph.D., University of Minnesota.
- Zengqi Vivian Feng** (2008). Assistant Professor of Chemistry. B.S., Linfield College; Ph.D., University of Illinois.
- Nancy L. Fischer** (2005). Associate Professor of Sociology. B.A., Hamline University; M.A., The American University; Ph.D., State University of New York – Albany.
- Richard M. Flint** (1999). Assistant Professor of Mathematics. B.A., St. Olaf College; M.S., Iowa State University.
- Marilyn E. Florian** (1980). Assistant Professor of Health and Physical Education. Women's Athletic Director. B.A., Augsburg College; M.S., St. Cloud State University.
- Stacy R. Freiheit** (2005). Assistant Professor of Psychology. B.A., University of Central Florida; M.A., Ph.D., Case Western Reserve University.
- Mark L. Fuehrer** (1969). Professor of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.
- John A. Furia** (2004). Assistant Professor of Business Administration. B.A., Rhode Island College; M.P.A., University of Rhode Island.

G

- Annette M. Gerten** (1997). Associate Professor of Social Work. B.A., College of St. Catherine; M.S.W., University of Michigan; Ph.D., University of Minnesota.
- Keith F. Gilsdorf** (2001). Associate Professor of Economics. B.S., Moorhead State University; M.A., North Dakota State University; Ph.D., University of Nebraska-Lincoln.
- Amy Gort** (2009). Associate Professor of Biology. B.S., University of Wisconsin; M.S., Ph.D., University of Illinois–Champaign-Urbana
- Jennifer Grant** (2010). Assistant Professor of Business. B.A., Saint Olaf College; M.S., University of Minnesota; Ph.D., Northcentral University.
- Carrie Gray** (2009). Assistant Professor of Physician Assistant Studies. B.A., Central College; MPAS, University of Iowa.
- Douglas E. Green** (1988). Professor of English. B.A., Amherst College; M.A., Ph.D., Brown University.
- William D. Green** (1991). Associate Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., J.D., University of Minnesota.
- Jeanine A. Gregoire** (1996). Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.
- Robert C. Groven** (1997). Associate Professor of Communication Studies. B.A., Concordia College-Moorhead; M.A., J.D., University of Minnesota.
- Ann Grugel** (2009). Assistant Professor of Education. B.A., Saint Olaf College; M.S., Ph.D., University of Wisconsin–Madison.
- Evren Guler** (2011). Assistant Professor of Psychology. B.A., University of North Carolina; Ph.D., University of Minneapolis, Twin Cities.
- Donald R. Gustafson** (1961). Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin.
- Arlin E. Gyberg** (1967). Professor of Chemistry. B.S., Mankato State University; Ph.D., University of

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H

Matthew J. Haines (2001). Associate Professor of Mathematics. B.A., St. John's University; M.S., Ph.D., Lehigh University.

Lori Brandt Hale (1998). Associate Professor of Religion. B.A., University of Iowa; M.A., University of Chicago; Ph.D., University of Virginia.

David R. Hanson (2006). Assistant Professor of Chemistry. B.A., Ph.D., University of Minnesota.

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Milda K. Hedblom (1971). Professor of Political Science. B.A., Macalester College; M.A., J.D., Ph.D., University of Minnesota.

Peter A. Hendrickson (1993). Associate Professor of Music. Director of Choral Activities. B.A., Augsburg College; M.A., Macalester College; M.A., Columbia University; D.M.A., Manhattan School of Music.

Melissa Hensley (2010). Assistant Professor of Social Work. A.B., M.S.W., Washington University–St. Louis; M.H.A., University of Missouri–Columbia; Ph.D., Washington University–St. Louis.

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Bradley P. Holt (1978). Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.Phil., Ph.D., Yale University.

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I

Ann Impullitti (2010). Assistant Professor of Biology. B.S., Northern Michigan University; M.S., University of Wisconsin; Ph.D., University of Minnesota.

Colin C. Irvine (2003). Associate Professor of English. B.A., Carroll College; M.A., University of Notre Dame; Ph.D., Marquette University.

Gretchen Kranz Irvine (1993). Assistant Professor of Education. B.S., College of St. Teresa; M.S., University of Wisconsin–River Falls; Ph.D., University of Minnesota.

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J

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Jeffrey E. Johnson (1985). Associate Professor of Physics. B.S., M.S., M.B.A., Ph.D., University of Minnesota.

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K

Amin E. Kader (1974). Associate Professor of Business Administration. B.Comm., University of Cairo, Egypt; M.B.A., University of Michigan.

Roberta S. Kagin (1974). Associate Professor of Music (Music Therapy). B.A., Park College; B.Music Ed., M.Music Ed., University of Kansas; Ph.D., Temple University.

Kenneth S. Kaminsky (1987). Professor of Mathematics. A.B., M.S., Ph.D., Rutgers University.

Ned D. Kantar (1999). Assistant Professor of Music. B.S., M.A., University of Minnesota.

Ashok K. Kapoor (1998). Associate Professor of Business Administration. B.A., M.A., University of Delhi; M.A., M.B.A., University of Minnesota; Ph.D., Temple University.

Anne M. Kaufman (1987). Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

Michael Kidd (2008). Associate Professor of Languages and Cross-Cultural Studies. B.A., Pomona College; Ph.D., Cornell University.

Russell C. Kleckley (2002). Associate Professor of Religion. B.A., Newberry College; M.Div., Lutheran Theological Southern Seminary; D.Th., University of Munich.

Merilee I. Klemp (1980). Associate Professor of Music. B.A., Augsburg College; M.A., University of Minnesota; Ph.D., Eastman School of Music.

Kelly Abel Knochel (2010). Assistant Professor of Social Work. B.A., Albright College; M.S.W., Spalding University of Social Work; Ph.D., University of Minnesota.

Boyd N. Koehler (1967). Associate Professor, Librarian. B.A., Moorhead State College; M.A., University of Minnesota.

Gregory P. Krueger (2000). Assistant Professor of Education. B.A., Southwest Minnesota State University; M.A., Hamline University.

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L

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Suzanne W. Lagerwaard (2005). Instructor, part-time, Education. B.A., University of Florida; M.Ed., University of Minnesota.

Kevin Landmark (2010). Assistant Professor of Physics. B.S., Michigan Technological University; Ph.D., University of Michigan.

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David V. Lapakko (1986). Associate Professor of Communication Studies. B.A., Macalester College; M.A., Ph.D., University of Minnesota.

Velma J. Lashbrook (2000). Assistant Professor, full-time, Master of Arts in Leadership. B.S., Iowa State University; M.S., Illinois State University; Ed.D., West Virginia University.

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Barbara A. Lehmann (2001). Associate Professor of Social Work. B.A., Knox College; M.S.W.,

Tulane University; Ph.D., Case Western Reserve University.

Cheryl J. Leuning (1996). Professor of Nursing. B.A., Augustana College; M.S., University of Minnesota; Ph.D., University of Utah.

Terrence Lewis (2011). Assistant Professor of Social Work. B.A., Catholic University of America; M.S.W., University of Kentucky; Ph.D., Boston University.

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