



**Official Publication of Augsburg College • 2211 Riverside Avenue
Minneapolis, MN • 55454 • (612) 330-1782**

This catalog is a supplement to the Augsburg College Catalog and is published for the convenience of Augsburg Weekend College students. Weekend College is a program of Augsburg College and is subject to the policies and provisions as stated in the Augsburg College Catalog.

This catalog should answer most questions students have about Augsburg Weekend College and its curriculum. Although information was current at the time of publication, it is subject to change without notice. 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 the Academic Advising Center, a faculty adviser, the dean of the College or the registrar. Key offices are listed on page three of this publication for correspondence or telephone inquiries.

Published February 1998



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TELEPHONE DIRECTORY

FREQUENTLY CALLED NUMBERS

Weekend College Office	330-1782
Program Coordinator, Julie Olson	330-1740
Administrative Assistant, Becki Frestedt.....	330-1782

Weekend College Admissions:

Director, Bill Kuehl	330-1414
Admissions Counselor, Carrie Carroll.....	330-1792
Admissions Assistant, Liz Williams	330-1743

Other Campus Phone Numbers:

General Information	330-1000
Academic Advising Center	330-1025
Bookstore, Christensen Center	330-1122
Business Office, Science Hall:	
Cashier 8:30 a.m.-4:00 p.m.	330-1029
Student Accounts, Jocelyn Palmer: 8:00 a.m.-4:30 p.m.	330-1790
Education Department, Sverdrup Hall	330-1130
Financial Aid Office, Science Hall	330-1046
Career Services, Memorial Hall.....	330-1162
Counseling, Memorial Hall	330-1160
Lindell Library	330-1017
Nursing Department	330-1209
Registrar, Science Hall.....	330-1036
Summer School	330-1787

Weekend College Office Hours:

Monday-Friday: 8:00 a.m. - 4:30 p.m.

Class Weekends:

Friday: 8:00 a.m. - 6:00 p.m.

Saturday: 8:00 a.m.-1:30 p.m.

Weekend College Office Location:

The Weekend College Office is located in Sverdrup Hall on the corner of 21st Avenue and 7th Street on the Augsburg College campus (see #26 on map on page 99).



GREETINGS FROM THE PRESIDENT

I hope you are looking at this catalog because you've enrolled at Augsburg College. If so—Welcome to the College! All of us hope you find, in the course of your study, a rising enthusiasm for the work, a deepening appreciation of the profession and role to which you feel called, and a confident sureness that you have rightly chosen Augsburg for the purpose.

If you are dipping into this little volume to figure out who and what Augsburg College is and what education it offers—Welcome to these pages! May they convey the fundamental proposition of our education: that we provide an education especially serviceable in the contemporary world because it has been designed in the midst of and in full contact with the critical social, economic, religious, and political phenomena of the modern city. This education, however practical and professional, will be serviceable over the long haul only to the degree that it respects and pursues certain of what Martin Luther called "the fine liberal arts," and it will be exciting only to the degree it is offered for the sake of improving both its students and the world itself.

The study you are undertaking at Augsburg—or thinking of undertaking—will occur on and at the core of the campus, with library, food services, and other facilities open and operating; will be led by permanent as well as adjunct members of the Augsburg faculty; will be organized by the identical tried and tested curriculum used in the day school; and will be conducted by a college that has declared the Weekend College an integral aspect of its core educational business.

As you join the enterprise, or consider doing so, please know that those of us who await you here find the College an exciting setting, full of diversity and yet dedicated to the cultivation of a learning community, in which you can set off in new directions and in which destinations are reachable.

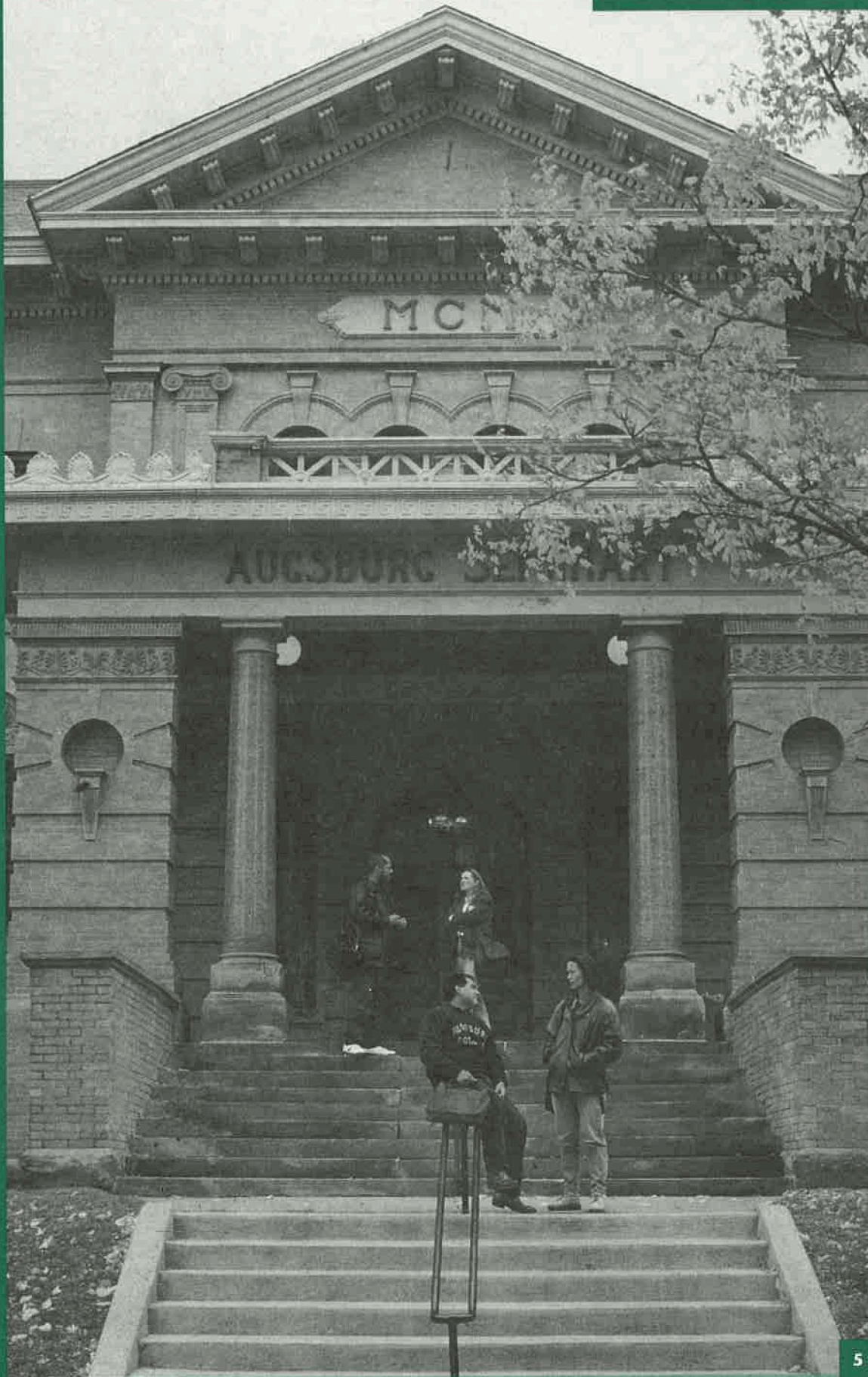
Bon Voyage!

Sincerely yours,

William V. Frame

President

Educational
Program



For over a century, Augsburg College has emphasized intellectual freedom in the search for knowledge. Augsburg's academic program builds on a liberal arts foundation to help students understand the past, interpret the present, and plan for the future.

As in the weekday program, Augsburg Weekend College offers students a unique combination of the liberal arts disciplines and professional education. Our goals are to help students develop the intellectual skills and attitudes to be lifelong learners, increase their competence in selected areas of professional work, and accomplish a higher level of personal growth.

HISTORY OF WEEKEND COLLEGE

In fall of 1982 Augsburg began Weekend College under the directorship of Dr. Richard Thoni. At that time Weekend College had three majors, 69 students, and offered eight courses in the first term.

Today with more than 1,000 students and 14 majors, Augsburg's Weekend College is the largest program of its kind in the state. Faculty in Weekend College are full-time Augsburg professors as well as adjunct professionals from the work world. The Weekend College student body is involved in student government, and Weekend College students participate in academic and extracurricular activities such as the student newspaper, travel seminars, and the Weekend College Commission.

Augsburg Weekend College continues to develop to meet the changing needs of the adult and nontraditional student of today.

PURPOSE

Augsburg Weekend College provides an educational alternative to adults who desire college experience but who work or have other commitments during the week. It is a means by which men and women may earn a baccalaureate degree, gain skills for professional advancement, prepare for career change, or pursue a personal interest in one or more areas of the liberal arts.

MISSION OF THE COLLEGE

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 to the mission of the College:

To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian Church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.

THE ADULT AS LEARNER

Augsburg Weekend College is designed to meet the needs and preferences of adult learners. The program is based on the assumption that the men and women who enroll in Weekend College will be mature, self-disciplined, and well-motivated adult learners who seek a balance of classroom experience and individualized study. Each course is therefore divided into periods of concentrated on-campus study separated by time for independent study and class preparation.

ALTERNATE WEEKENDS

To accommodate this format for learning, classes generally meet on alternate weekends for three and one-half hours on either Friday evening, Saturday morning, Saturday afternoon, or Sunday afternoon. Each course selected by the student involves commitment to one of these four class periods. Laboratory sections or additional class hours may be scheduled during the week. Weekend College students may take from one to four courses each term. Selected courses are also available on weekday evenings.

A COMMUNITY OF LEARNERS

Essential to the goals of Augsburg's Weekend College is participation in a community of adult learners. Learning can be enhanced when the student is active in a stable community that provides opportunity and encouragement for involvement both in and out of the classroom. This community will be enriched by the presence of both men and women with a variety of work and life experiences. To facilitate this kind of community interaction, Augsburg encourages Weekend College students to make use of College facilities such as the Lindell Library and the Christensen Center, to take the opportunity of having shared meals and coffee breaks, to participate in optional lunch-time seminars, and to attend other College activities such as music and dramatic presentations and athletic events.

FACULTY

The heart of any educational institution is its faculty, and Augsburg College is particularly proud of the excellence and commitment of its professors. Most faculty hold the doctorate or other terminal degree and all consider their teaching to be the focus of their activity. Faculty are involved in

social, professional, and a variety of research activities, but see these activities as supporting 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.

ABOUT AUGSBURG COLLEGE

History

Augsburg College and Seminary was founded in 1869 in Marshall, Wisconsin, and moved to Minneapolis in 1872. In 1963 the name officially became Augsburg College when the Seminary left campus as part of the Lutheran Free Church merger with the American Lutheran Church.

Location

Augsburg's 23-acre campus is in the heart of the Twin Cities metropolitan area, only blocks from downtown Minneapolis and the intersection of Interstate Highways 94 and 35W. Adjacent to the campus are the Fairview-University Medical Center, the

West Bank campus of the University of Minnesota, and the Mississippi River parkways.

Campus

Augsburg's campus consists of 16 major buildings, which include student housing towers, Christensen Center, main academic and administrative halls, Lindell Library, Music Hall, and the Foss Center for Worship, Drama, and Communication.

Accessibility

We have made a major effort to become one of the most accessible campuses in the region. Our skyway-tunnel system lets you reach any of 10 major buildings without going outside. In addition to building changes, we have a dedicated program to provide support for students with disabilities.

Church Affiliation

Augsburg is a college of the Evangelical Lutheran Church in America. Although a strong plurality of students are Lutheran, 20 percent represent other Protestant denominations and 21 percent represent the Roman Catholic Church. Several other affiliations are represented among students and faculty.

POLICIES

It is the policy of Augsburg College not to discriminate on the basis of race, color, creed,

religion, sexual or affectional preference, national or ethnic origin, age, marital status, gender, or status with regard to public assistance or disability, as required by Title IX of the 1972 Educational Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admissions policies, education programs, activities and employment practices.

Inquiries regarding compliance may be directed to the coordinators listed in the Augsburg College Catalog, or to the director of the Minnesota Department of Human Rights, Bremer Tower, Seventh Place at Minnesota Street, St. Paul, MN 55101.

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 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

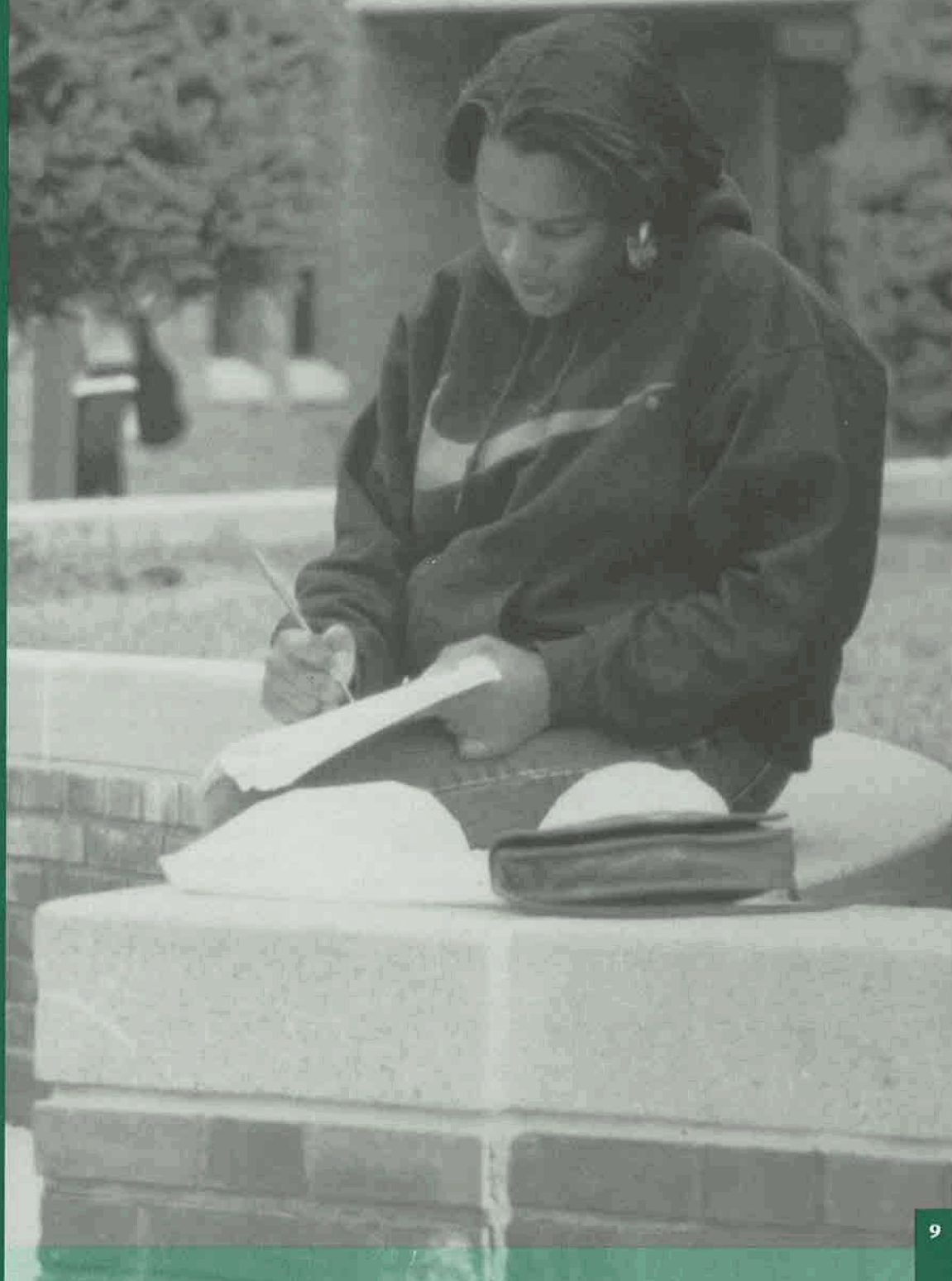
Society, the Council on Social Work Education (BSW and MSW), National Association for Music Therapy, Inc., and the National League for Nursing. Augsburg College is an institutional member of the National Association of Schools of Music (NASM), the Council of Independent Colleges (CIC), the American Association of Colleges and Universities (AACU), and the American Association of Higher Education (AAHE).

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

Augsburg College is registered with the Minnesota Higher Education Services Office. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs will meet the standards of every student, educational institution, or employer.

**North Central Association of Colleges and Schools Commission on Institutions of Higher Education, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440*

Admissions Information



You may apply for admission to the Weekend College Program if you have graduated from high school or have earned a General Education Developmental (G.E.D.) test certificate. Selection of students for Augsburg College is based on demonstrated academic ability with satisfactory performance in high school or in previous college work.

A cumulative grade point average of 2.2 (on a 4.0 scale) or better is required for previous college work. Applicants with less than one year of transferable college work or no college work must be in the upper half of their high school graduating class.

APPLICATION PROCEDURES

Application for Admission
Complete the application form and return it along with the \$20 nonrefundable application fee to the Augsburg Weekend College Admissions Office.

Transcripts

Have official transcripts from all previously attended post-secondary institutions sent directly to the Augsburg Weekend College Office. Applicants with less than one year of previous transferable college work should also have their official high school transcript sent. The G.E.D. test certificate may be presented instead of the high school transcript.

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 the admissions director. Academic recommendations may be required by the Admissions Committee before an admissions decision is made.

On occasion, the Admissions Committee may also defer on 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 admissions 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 the admissions coordinator and major sections in this catalog to see if admission to the major is necessary.

Transfer Credit

Augsburg College welcomes students who wish to transfer after completing work at other accredited colleges or univer-

sities. College credit is granted for liberal arts courses satisfactorily completed at accredited institutions. The College reserves the right not to grant credit for courses where it considers the work unsatisfactory, to grant provisional credit for work taken at unaccredited institutions, and to require that certain courses be taken at Augsburg.

Augsburg College limits transfer of credit from two-year colleges once a student has reached junior status. If all transfer work has been taken at a two-year college, a maximum of 17 Augsburg courses, or 96 quarter credits, will be accepted toward the minimum of 33 Augsburg course credits required for the baccalaureate degree.

Transfer Credit Evaluations

An evaluation of transfer credit is completed by the registrar upon admission for each degree-seeking student who is transferring previous college work. This evaluation indicates which of the student's courses have been accepted for transfer credit at Augsburg College and how many course credits the student has earned in transfer.

The registrar also determines which transfer courses may be used to fulfill general education requirements and may request that the student provide course descriptions, syllabi or other information to assist in this determination. For an evaluation of transfer courses toward major, minor, or licensure requirements, the student should consult the appropriate department chair.

ACADEMIC ADVISING

The Academic Advising Center advises all incoming students, provides information about general education requirements, administers and tracks entry level skill assessments, and advises students placed on academic probation. The Advising Center also assists students with degree planning and assigns each student to a faculty adviser during their first term at Augsburg. The Advising Center coordinates with the Weekend College Office to provide advising for New Student Orientation.

STUDENTS WHO SEEK A SECOND MAJOR OR SECOND DEGREE

If you have earned a baccalaureate degree and would like to complete a second major or a second degree at Augsburg, you must submit the application form and application fee

and have official transcripts sent to Augsburg Weekend College from your degree-granting institution along with transcripts from any subsequent colleges/institutions you have attended.

FORMER STUDENTS

Augsburg graduates and students who have not attended Weekend College for more than one academic year (three trimesters) must apply for readmission through the Registrar's Office. Students who have attended any other institution(s) during their absence from Augsburg must have an official transcript sent from each institution to the Registrar's Office.

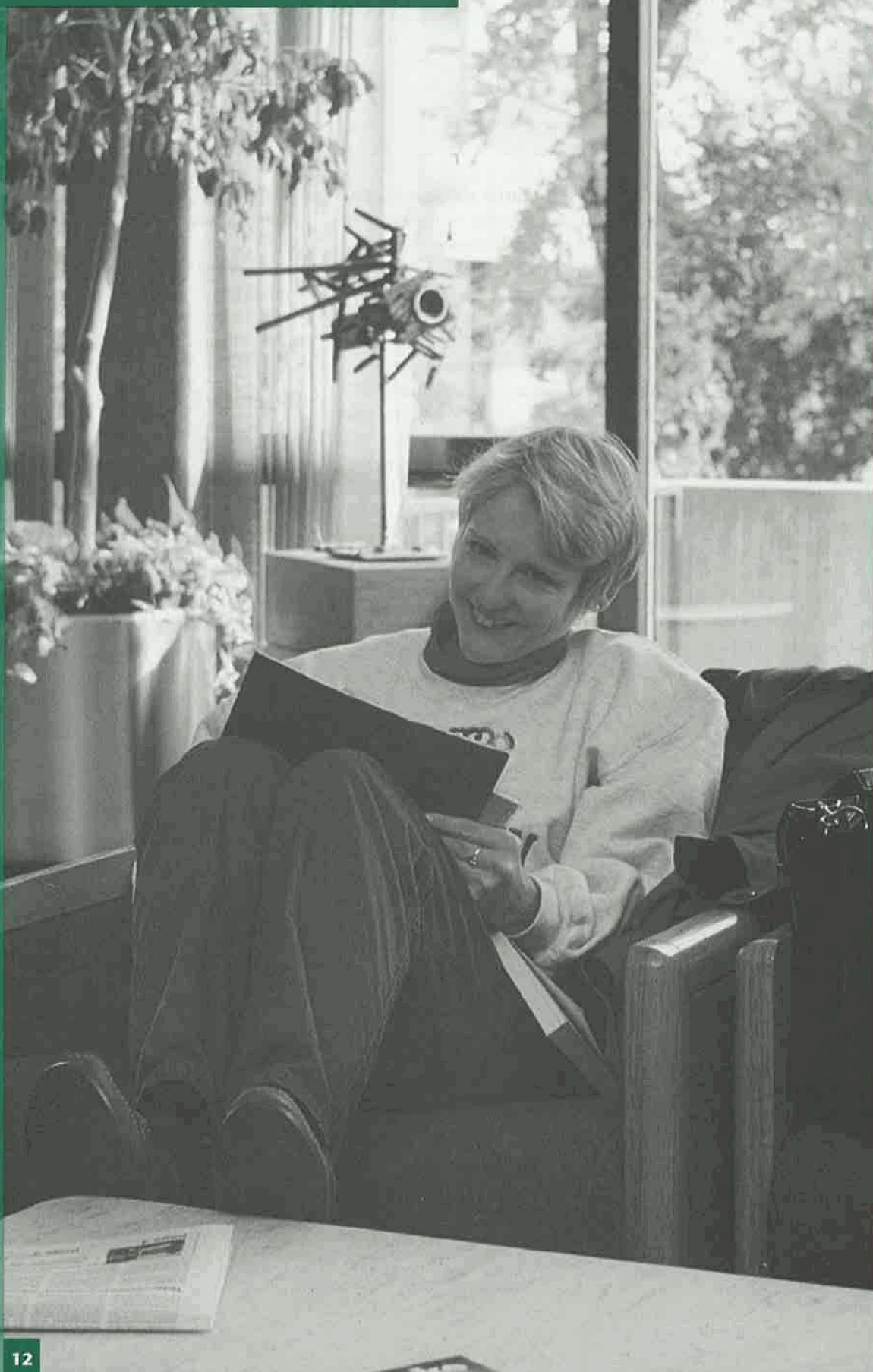
INTERNATIONAL STUDENTS

Augsburg welcomes students from countries around the world. International students should contact the Admissions Office for information on the application procedure. Applications must be received two months prior to the start of the trimester.

For more information on the admissions process, please call (612) 330-1743 or write to:

Augsburg Weekend College
Campus Box #65
2211 Riverside Avenue
Minneapolis, MN 55454

Tuition and Financial Aid.



Tuition is set on an annual basis. Tuition is charged per trimester course. Courses with values of .5 or .25 are charged one-half or one-fourth of the per course tuition. Therefore a student registering for 2.5 course credits would be charged as follows: Per course tuition x 2.5 courses.

Weekend College students may register for day school program courses on a space available basis. A Weekend College student crossing over to attend one day schedule course will be charged the current part-time per course tuition for day school. A student with a combination schedule (day and weekend) carrying 3.0 or more course credits will be charged full day school tuition for that trimester. Some weekday evening courses are available to either day school or Weekend College students. Tuition for these cross-listed courses is determined according to the student's home program.

FEES AND PAYMENT SCHEDULE

For the exact tuition and fees amounts, please refer to the Catalog Supplement covering the current academic year of enrollment.

FEES

Fees are set on an annual basis and are payable in the trimester in which they are incurred. Fees are charged according to the following:

Application Fee

Payable once, nonrefundable

Activity Fee

Per trimester

Late fee

Charged per day, up to five working days for late completion of registration

Lifetime Sports Fee

Payable upon course registration or completion of Assessment of Previous Learning

Nursing Clinical Fee

Payable upon course registration

Registration Change

After first class meeting for a cancel/add/change grade option, or a combination at one time

Student Teaching Fee

Per student teaching course, payable upon registration

Transcript Fee

Per copy after first, which is free

Payment Schedule

Confirmation in classes is permitted only if the student's account for a previous term is paid in full as agreed. Augsburg College will not release diplomas or academic transcripts until a student's account is paid in full. This also applies to student loans administered by the College (e.g., Perkins Student Loan). They must be current according to established repayment schedules.

Augsburg offers the following payment options:

1) *Trimester payments in full.*

2) *Three Payment Plan*

A three-payment plan is available each trimester. Payment plans will be approved only if previous plans have been satisfactorily completed.

3) *Company Reimbursement Plan*

Students whose employers have tuition reimbursement plans are allowed the following payment terms:

- \$100 per course deposit payable in order to confirm classes.
- Balance in full due 50 days after the end of the term.

- Employer reimbursement verification form on file in Business Office for current academic year.
- Responsibility for payment of balance should employer not reimburse for whatever reason.
- Finance charge of 1% per month on unpaid balance.

A non-sufficient fund check used for payment at registration will declare that registration invalid and could affect further credit extended by the College.

TUITION REFUND POLICY

Students are responsible for cancelling courses with the Registrar's Office in order to be eligible for the tuition refund. Students who unofficially withdraw (stop attending) and 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.

Augsburg College will determine the appropriate refund calculation based on the student's circumstances and federal guidelines. The refund calculation options are the Augsburg Refund Policy, the Pro-Rata Refund Policy, and the Federal Refund Policy.

Augsburg Refund Policy

Applies to new and returning Augsburg students who drop a portion of their scheduled course load. Also applies to students who completely withdraw from college and do not receive financial aid.

Through the first class weekend—
100% of tuition

(less a \$75 administrative fee if withdrawing from current term entirely)

Prior to the second scheduled class meeting—
80% of tuition

Prior to the third scheduled class meeting—
60% of tuition

No refund after the third scheduled class meeting.

The Augsburg Refund Schedule is effective whether or not a student has attended classes. All refunds of charges will be applied to the account of the student and all adjustments for aid, loans, fines, deposits, etc. will be made before eligibility for a cash refund of any resulting credit balance is determined. Please allow two weeks for a refund.

Note: The refund is a percentage of the full tuition charged, not a percentage of any deposit made toward tuition (e.g., deposits made under the company reimbursement payment plan).

Pro-Rata Refund Policy

Applies to new Augsburg students who withdraw from all courses during their first term at Augsburg and receive Federal Title IV financial aid. (Federal Title IV financial aid includes the Pell Grant, SEO Grant, Perkins Loan, Stafford Loan, and PLUS Loan.)

Tuition, fees, and room costs will be calculated based on the pro-rated portion of the term completed. The student may be eligible for a pro-rata refund up to the 60 percent point in time of the term. The student account will be credited for that portion of tuition and room for which he or she was not enrolled. This calculation will use federal government guidelines.

Federal Refund Policy

Applies to returning Augsburg students who withdraw from all courses for the current term and receive Federal Title IV financial aid. (Federal Title IV financial aid includes the Pell Grant, SEO Grant, Perkins Loan, Stafford Loan, and PLUS Loan.)

Augsburg College is required by federal regulations to complete two refund calculations for students who have completed at least one full term at Augsburg and receive Title IV funds. Refunds will be based on the calculation

that provides for the greatest refund of tuition, fees, and room charges to the student's account and the greatest refund of financial aid dollars to the fund from which they were awarded. The refund calculations used are the Augsburg College Refund Policy as stated above and the Federal Refund Policy as stipulated by federal guidelines stated below.

<i>Refund Amount</i>	<i>Refund Period</i>
100%	Through the first day of classes (less \$100 administrative fee)
90%	After the first day of classes through the 10% point in time of the term
50%	After the 10% point in time through the 25% point in time of the term
25%	After the 25% point in time through the 50% point in time of the term

Students may appeal refund decisions through the Petition Committee.

Medical Refund Policy

If a student is forced to withdraw because of accident or illness, whether a physical or mental health problem, the refund may include the normal percentage plus one-half of the percentage adjustment.

Requests for this additional refund must be made to the Petition Committee and must be accompanied by a written report from the attending health professional stating the inability for, or inadvisability of, continued study.

Students charged on a single-course fee basis who have completed payment of assessed tuition may choose between this partial tuition refund and a tuition-free course retake credit. A retake credit may be used only to repeat the same course from which the student withdrew. This choice between refund and tuition-free retake credit must be made at the time of the request to the Petition Committee, and the choice of monetary refund or retake credit may not be changed subsequently.

Students should be aware that their choice of refund or retake credit may adversely affect their financial aid eligibility and that they bear full responsibility for the effects of their choices. Retake credits must be used within one academic year or the next time the course is offered if that is longer than one year.

FINANCIAL AID

COMPANY TUITION ASSISTANCE PROGRAM

Many companies, agencies, and corporations offer full or partial tuition assistance to employees who participate in work-related or degree-oriented college programs. Augsburg provides a payment plan by which employees may handle tuition reimbursement.

Students should contact the Business Office to make payment arrangements using the company reimbursement payment plan

GRANTS AND SCHOLARSHIPS

Federal Pell Grant

This is a federal aid program, based on need. Awards ranged from \$400 to \$2,700 in 1997-98.

Minnesota State Scholarship and Grant Program

The Minnesota State Scholarship and Grant Program is available to Minnesota residents, based on financial need. Awards ranged from \$300 to \$6,180 in 1997-98.

Bureau of Indian Affairs, Tribal and State Indian Scholarships

American Indian students who meet federal and state requirements may apply for these scholarships. Indian grants generally supplement other sources of financial aid. For assistance in application please contact Augsburg's American Indian Student Support Program director at (612) 330-1138 or your tribal agency.

Augsburg Tuition Grant

Augsburg College may provide grants and scholarships to Weekend College students who show academic potential and have financial need.

LOAN ASSISTANCE

Federal Stafford Student Loans

Subsidized and Unsubsidized Stafford Loan funds are obtained directly from a local lender or state agency in states that provide such programs.

Subsidized Stafford loans are need-based loans that the federal government subsidizes by paying accrued interest while in school and during the grace period. Therefore, the borrower is not responsible for interest accrued while in school or during the six-month grace period.

Interest begins accruing on the date of disbursement for the Unsubsidized Stafford Loan,

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 be capitalized (added to the balance of the loan).

The interest rate for borrowers through the Subsidized and Unsubsidized Stafford Loan is variable with a cap of 8.25 percent and changes annually based on the 91-Day Treasury Bill. The following borrowing limits apply to the Stafford Loan program:

Freshmen: \$2,625 annually (\$6,625 combined Subsidized & Unsubsidized Stafford)

Sophomores: \$3,500 annually (\$7,500 combined Subsidized & Unsubsidized Stafford)

Juniors/Seniors: \$5,500 annually (\$10,500 combined Subsidized & Unsubsidized Stafford)

Aggregate maximum: \$46,000

Note: Unsubsidized Stafford loans are available only to independent students and dependent students who do not meet the criteria for the Subsidized Stafford loan.

Student Educational Loan Fund (SELF)

This is a Minnesota state loan program. SELF Limits—freshmen and sophomore students may borrow up to \$4,500 per year, juniors and seniors up to \$6,000 per year with an undergraduate maximum of \$25,000 (\$500

annual minimum). There is a \$40,000 combined maximum for undergraduate and graduate study. Interest rates are variable, paid by the borrower quarterly while in school. Principal and interest payments begin 12 months after leaving school. Students must apply for financial aid and be enrolled at least half-time.

TO APPLY FOR FINANCIAL AID

Financial Aid application materials are available from the Weekend College Admissions Office. Applicants must be admitted to Augsburg as regular students or be returning students in good academic standing.

The Financial Aid application will be processed when the following documents are received:

- 1) The Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA
- 2) Augsburg Financial Aid Application
- 3) Federal income tax return(s) and W-2(s)

Student Resources



Augsburg College provides a number of student services to assist adults in making educational and career plans, accomplishing the academic tasks of a college education, working on their own personal development, and participating beyond the classroom. These services include academic planning and support services, college services, and student life. More detailed information on these services is provided in the Student Guide, which is available to every student.

ACADEMIC ADVISING

The Academic Advising Center advises all incoming Weekend College students, provides information on matters of general education, and administers and tracks all entry level skills requirements. The center also advises students who have been placed on academic probation or are re-entering Augsburg after an academic suspension. The center coordinates advising for the orientation program and provides inservice training and development for faculty advisers.

ACADEMIC ENRICHMENT PROGRAM

The Academic Enrichment Program is designed to offer students study skills assistance so they may achieve their best from studying. The program includes four components: the Learning Center, the Tutor Center, the Learning Laboratory, and the Center for Learning and Adaptive Student Services (CLASS).

The Learning Center

Located in Foss Center, Room 17, the Learning Center assists students in improving their skills in such areas as time management, note taking, text-

book reading and comprehension, test-taking, and concentration, and memory improvement. Diagnostic testing is also available to assess skills in reading, vocabulary, spelling, study strategies, and learning styles. The staff will assist students in developing effective and efficient study skills.

The Karen M. Housh Tutor Center

Located in Foss Center, Room 18, the Tutor Center arranges for students to meet with tutors for content tutoring in most freshman- and sophomore-level courses.

The John Evans Learning Laboratory

Located in Foss Center, Room 18, the Learning Laboratory offers students the opportunity to improve skills in reading, writing, and mathematics through the use of computer software.

CLASS—The Center for Learning and Adaptive Student Services

Learning disabled students have average or above average intelligence but have difficulty achieving their full potential. Services available to such students include educational

planning, learning aids, and remedial instruction. If students are concerned that difficulties in school are more than just temporary problems, they can discuss their learning style with the coordinator of disabled students or the learning disabilities specialists and arrange assessment and structure assistance to increase their potential for academic success.

Physically challenged students also are served through this office. Individualized attention and services are provided for and/or coordinated to meet the mobility needs of students. For more information, please contact the CLASS office at (612) 330-1053 to request a copy of the CLASS brochure and/or schedule an informational appointment with a specialist.

CENTER FOR SERVICE, WORK, AND LEARNING

The Center for Service, Work, and Learning is a comprehensive center incorporating an educational focus emphasizing the importance and value for all students to engage in service and work-based learning experiences and design of a four-year career plan integrating their education with a vocation and life plan.

The programs of the Center link employers, community organizations, and the academic program in a way that enriches and expands a student's educational experience and personal development. An underlying assumption is that a liberal arts education is an effective preparation for careers and citizenship. The integration of 'knowing and doing' adds breadth and depth to the liberal arts curriculum and assists students in making more informed academic, career, and personal decisions.

The College's metropolitan location makes possible a wide range of opportunities. Students have gained valuable learning experiences in small and mid-range companies, large corporations, nonprofit organizations, schools, government agencies, and community-based organizations.

Cooperative Education

Cooperative education is a college supported and monitored, paid, work-learning experience that is closely related to a student's major or career objective. The goal is to combine theory with practice in work or service-based settings.

Students also earn money to help defray educational costs while gaining important on-the-job experience. Cooperative

education jobs are flexible and can begin and end anytime. Cooperative education is not credited in and of itself, but a non-credit cooperative education transcript entry is available during the academic terms the student is employed. Cooperative education students are encouraged to complete at least one internship for credit in conjunction with their cooperative education participation. Cooperative education is available to Augsburg students who have completed their freshman year and are in good academic standing.

Academic Internships

An internship for academic credit is a carefully planned, work-based learning experience where a student focuses on specific academic and individual learning objectives. A learning agreement plan—negotiated with a faculty supervisor and work supervisor, outlining the internship objectives, strategies, and evaluation methods—is required. 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. Upper division internships are numbered 399 and lower division internships are numbered 199.

Information on registering for internships may be obtained from the Center for Service, Work, and Learning.

Internships are available in all majors and can be taken during a Weekend College trimester or summer session. For extension of an internship beyond one term see the section of the catalog under grading.

Community Service-Learning

Augsburg's Community Service-Learning program combines response to human needs in the community with a conscious awareness and understanding of issues, reflection, and educational growth. Augsburg students learn from and about the community and society in which they live by participating in orientation sessions, direct service-learning activities, and seminars or class discussions. Through direct service, such as volunteering at a homeless shelter, tutoring, building housing for low income people, or working with environmental groups, students engage in a dynamic and interactive educational approach that employs reciprocal learning between the student(s) and the

community. Service-learning includes course-imbedded community service, tutoring, internships, cooperative education, and a wide range of volunteer options.

Career Services

The Career Services Office is committed to assisting all students with their career planning. To aid students in this process, Career Services offers students the opportunity to participate actively in career seminars, career assessments, one-on-one counseling, self-paced computer career planning modules, and use of the Alumni Resource Network for informational interviews.

CONTINUING EDUCATION

The mission of Augsburg College Continuing Education 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. Adult students who wish to earn traditional course credit that may be applied toward an undergraduate academic degree should contact the Weekend College.

DAY PROGRAM

The day program offers a wide variety of majors and courses. Weekend College students interested in taking courses in the day program must follow the cross-over guidelines.

Some weekday evening courses are open to both Day School and Weekend College students. See the class schedule for details on the current term.

THE CENTER FOR GLOBAL EDUCATION

The Center for Global Education, founded at Augsburg in 1982, facilitates cross-cultural learning experiences that prepare people to think more critically about global issues and to work toward a more just and sustainable world. The center's programs explore a diversity of viewpoints and are grounded in the perspectives of the poor and of others struggling for justice and human dignity. Students may participate in courses offered at the center's program sites in Mexico, Namibia, Norway, Central America, South Africa, and Southeast Asia.

GRADUATE PROGRAMS

Augsburg College offers two graduate degree programs: the Master of Arts in Leadership and the Master of Social Work. These programs require separate admission.

LIBRARY AND INFORMATION TECHNOLOGY SERVICES

The James G. Lindell Family Library opened at the start of the 1997-98 academic year. The new, four-level, 73,000-square-foot facility houses all library and information technology functions of the College. In addition to the 165,000 volume main collection, the Lindell Library includes the Gage Family Art Gallery, special collections and archives, a curriculum library and instructional technology lab, library instruction classroom, and facilities for media viewing and listening. A bridge will link the new building to Sverdrup Hall (the former library), which will be renovated to house additional computer labs and multimedia classrooms as well as a lounge and a vending area.

Library Resources

A service oriented staff provides students and faculty alike with assistance to meet diverse information needs, including instruction in the use of the library, reference service, and guidance in pursuing research.

Arrangements are made for access by students with physical limitations and special needs. Students can search a wide variety of local, regional, national, and international databases. Electronic access to the world of scholarship is also available through the Internet, and a computerized on-line catalog and daily courier service provide access to the library holdings of the seven private liberal arts colleges in the Twin Cities. Appropriately equipped laptop computers can be connected to any of several hundred data ports throughout the building to access these resources.

Information Technology Resources

Augsburg College has been a member of the National Science Foundation's Internet since 1990 and has built a reputation as a leader in its

commitment to provide students with the best access to information technology and training. In Newsweek magazine's Cyberscope section on Aug. 1, 1994, for example, Augsburg was cited as one of two first-rate sources for information about the Internet. Visit Augsburg's Web site (<http://www.augsburg.edu>) for more on IT at Augsburg.

Computing

Students have access to over 180 on-campus personal computer systems. There are desktop machines in three computer labs and four computer classrooms, as well as a suite of laptops that can be checked out at the IT Service Center. Other machines are available for student use within academic departments. A campus-wide network offers a full range of network services including printing, electronic mail, newsgroups, the World Wide Web, and access to resources available via Gopher, Telnet, and FTP. Appropriately equipped student-owned machines can also be connected to the network to provide access from dormitory rooms.

Media

The Media Center provides a large collection of sound recordings, video tapes and films as well as equipment for instructional use. Audio and video tape duplication within the limits set by copyright law is available. The Center supplies TV sets, VCRs, video cameras, video editing, tape recorders, microphones, slide-overhead-, filmstrip- and movie projectors as well as screens and carts. Film bibliographies and advice on materials selection are available. Facilities for classes in broadcasting are located near the Department of Communications in Foss Center.

3M AUGSBURG COOPERATIVE PROGRAM

Admission, advising, and coordination services for 3M cooperative chemistry, computer science, and physics majors are provided through the Weekend College and the Continuing Education Offices.

AMERICAN INDIAN STUDENT SERVICES

The American Indian Student Support Program, located at 620 21st Avenue South, is a multifaceted office established to recruit and retain American Indian students. Components of the program are as follows:

American Indian Student Services

This program assists in admissions procedures, financial aid procedures (including BIA), tribal and Minnesota Indian State Scholarship applications, orientation and registration, coursework selection, Individual Education Plans, academic advising, career counseling, employment, community and professional referrals, internships, student housing, and crisis intervention. This program also supports the Inter-tribal Student Union (ITSU).

Inter-tribal Student Union
ITSU serves as a peer support group for incoming and currently enrolled American Indian students. ITSU also organizes and cosponsors cultural events.

Minnesota Indian Teacher Training Partnership

MNITTP is a cooperative effort between Augsburg College and the Minneapolis and St. Paul public school districts, intended to increase the number of American Indian teachers in the Minneapolis/St. Paul public schools. Funded by the Minnesota State Legislature in 1990, this project is designed as a special grant and loan forgiveness program. Students who are awarded state teaching licensure may then apply for loan forgiveness. For each year the student teaches, one-fifth of the loan will be forgiven.

Anishinabe Library Project

The Library houses a variety of journals and scholarly publications, research materials, American Indian magazines and newspapers, and over 125 VHS video tapes. The library project offers both a historical and contemporary perspective on the cultures of various tribal nations in the United States.

PAN ASIAN STUDENT SERVICES

The Pan Asian Student Services Program was created to recruit and retain Asian American students and to enhance the quality of their total experience while at Augsburg College. The program provides assistance in the admissions and financial aid application procedures, orientation, registration and coursework selection, career development, academic and nonacademic difficulties, and employment and placement referrals.

The Pan Asian Association is affiliated with the Support Program. The association carries out various activities during the academic year to increase the network of friendship and support for Asian American and other students at Augsburg.

PAN-AFRIKAN STUDENT SERVICES

The Pan-Afrikan Student Services Office, located at 620 21st Avenue South, is committed to enhancing the

educational and personal development of students of African descent, and to promote cultural and historical awareness, academic achievement, and social interaction. It sponsors events and activities, such as celebrating Martin Luther King's birthday, Afrikana History Month, Ujima Mentoring Program, and Augsburg Black Alumni Council gatherings.

The Pan-Afrikan Student Union (PASU) provides support to students, including a schedule of social and cultural activities. The headquarters is in the Pan-Afrikan Student Services Office.

HISPANIC/LATINO STUDENT SERVICES

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

This program assists students with admissions and financial aid procedures, career counseling, housing, internships, and employment and placement referrals.

The program advises the Latino Student Association and supports academic, social, cultural, and other events and activities to improve the academic and personal development of Hispanic/Latino students. The program also provides awareness of the unique aspects of the Hispanic culture through events such as Latino Week and Hispanic Heritage Month.

WEEKEND COLLEGE OFFICE

The Weekend College Office provides a variety of services for current and prospective students including: registration for Weekend College students, coordination of mail registration, orientation of new students, seminars, and special events.

The Weekender is a newsletter published each class weekend by the Weekend College Office for Weekend students.

OFFICE OF THE REGISTRAR

The Office of the Registrar maintains the primary academic record of all Augsburg students. Services provided include: processing loan deferments, enrollment verification, providing copies of the official transcripts, sending out grade reports, and processing Weekend College and day school program cross-registration.

BUSINESS OFFICE

Services provided by the Business Office are: check cashing, change of billing address, student account information, adjustments to student accounts, account payments, account history copies, credit refund requests, and collection.

FINANCIAL AID

Student Financial Services provides the following financial assistance: processing grants, loan checks, loans, financial aid advising, and scholarships.

CAMPUS MINISTRY

As a college of the church, Augsburg is concerned about spiritual as well as academic

and social growth. The College's concern for spiritual growth is evident in many opportunities for students to explore their own faith.

Because the campus is comprised of individuals from many different religious and cultural backgrounds, worship life is characterized by a diversity and richness of tradition. Bible studies, growth groups, outreach teams and community outreach opportunities, retreats, peace and justice forums and projects, concerts, and gatherings are examples of the wide variety of activities on campus.

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

CENTER FOR COUNSELING AND HEALTH PROMOTION

Counseling

Counseling provides a supportive environment where students have many opportunities to gain self-awareness through personal exploration with the assistance of trained,

experienced counselors.

Counselors serve as advocates providing support and assistance with direction. Services include individual counseling, group counseling, assessment and referral, workshops, and consultation and outreach.

Through a relationship with a skilled counselor, a student may discuss personal issues such as stress, depression, family problems, motivation, transitions, etc. Counseling is an educational process in which students learn to think objectively about themselves and learn methods of understanding themselves and others.

Health Promotion

Health Promotion offers a wide spectrum of activities and events that increase awareness of health issues and assist students in adapting new behaviors for a healthier lifestyle. Health Promotion also works with various campus departments to foster positive change within the campus environment.

Professional staff offer private consultations and group workshops to accommodate the needs of students.

Health Service

Smiley's Family Practice Clinic serves as the Augsburg College Health Service and is a family practice residency clinic affiliated with the University of Minnesota. The clinic is located five blocks from campus at 2615 Franklin Avenue South. Many services are free for all Augsburg students and are listed in the *Student Guide*.

Students must check their family's health coverage to determine if they are included; if not, they should contact the health service coordinator for information regarding student health insurance and other services available through Smiley's.

FITNESS CENTER

Located on the lower level of Melby Hall, the Fitness Center is equipped with stationary bicycles, stair steppers, a treadmill, and other aerobic workout machines. It includes a weight room with universal and free weight systems.

FOOD SERVICE

The Commons

Situated on the top floor of the Christensen Center, this is the main food service facility for students, faculty, and staff.

Murphy's

Located on the ground floor of the Christensen Center, Murphy's features sandwiches, grill items, pizza, soups and salads, desserts, and beverages, and is open weekdays and during class weekends.

GRAPHIC CENTER

Located on the ground floor of the Christensen Center, Graphic Center services for students include offset printing and photocopying.

STUDENT LIFE

Fine Arts

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

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, hockey, wrestling, baseball, tennis, track and field, and golf. Women annually compete in volleyball, cross country, soccer, basketball, track and field, softball, golf, tennis, and ice hockey.

Intramural Sports

Students may participate in activities for recreation and relaxation. The 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, fitness center, ice arena, and the air structure, which offers a place to walk or run during winter months.

Social, Cultural, Recreational Activities

Throughout the year, a variety of social and cultural activities takes place on campus as well as in the Twin Cities. These activities include dances, films, theme events, name

entertainment, and visiting personalities in various fields.

Weekend College Commission

The Weekend College Commission (WECC) is a student organization that plans educational and social programs for Weekend College students and their families. Membership is open to all students.

Academic and Learning Services

The Academic and Learning Services Division is comprised of the academic programs, services, and activities dedicated to supporting students' educational experience at Augsburg College.

Student Government

Through student government students secure a closer relationship with and better understanding of the administration and faculty, and provide input into the decision-making process at Augsburg. Student government also sponsors and directs student activities, protects student rights, and provides the means for discussion and action on all issues pertaining to student life at Augsburg.

Student government is organized into the executive branch, the legislative branch, and the judicial branch.

Representatives from the Weekend College are elected each year. Eleven Weekend College representatives and the Weekend College president comprise the Weekend College delegation.

Many kinds of involvement are possible—program planning, writing, editing, or service opportunities. Students who are interested should contact the president or vice-president of the student body in their offices in the lower level of the Christensen Center.

Student Guide

Augsburg publishes its policies and procedures in the *Student Guide*, which is available to every student. Included are the Academic Honesty Policy, Policy on Sexual Harassment and Violence, Disciplinary Policy and Procedure, and the Grievance Policy and Procedure. Students wishing to obtain a *Student Guide* may contact the Student Life office.

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 disciplinary action, grievances, and grade appeal.

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, which are maintained in the Office of the Registrar and the Placement Office, and to challenge inaccurate or misleading information.

Persons seeking additional information on these topics should contact the associate dean for student affairs.

Academic Information



Augsburg College constructs its curriculum upon the premise that students must be educated fully as human persons—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, natural sciences, and social sciences, the liberal arts perspectives introduce students to the breadth and complexity of knowledge and culture.

Required courses in religion are designed to acquaint students with the Christian tradition and encourage them to reflect upon the importance and meaning of spirituality in their lives. Recreation courses offer students the opportunity to develop skills for participation in exercise and sporting activities.

Students are encouraged to consult frequently with their advisers to ensure that all requirements are met for graduation. A comprehensive explanation of the General Education Curriculum may be found in the Augsburg College general catalog.

GRADUATION REQUIREMENTS

The following are the requirements for a baccalaureate degree:

- 1) Fulfillment of entry level skill requirements in these areas: Math Placement, Critical Thinking, and Writing (ENG 111 Effective Writing or equivalent)
- 2) Completion of a major
- 3) Completion of courses that fulfill the following Liberal Arts Perspective requirements:
 - Human Identity (one course)
 - Aesthetics (one course)
 - Social World (two courses from different departments)
 - Western Heritage (two courses from different departments)
 - Intercultural Awareness (one culture course and two courses in a modern language)
 - Natural World (two courses from different departments, except a two-course sequence)

- Christian Faith (three courses, or as adjusted for advanced transfer status)
- The City (one course or community service/internship experience)

A single course may fulfill one perspective only.

Only one course from a department may be used to fulfill a single category, except Christian Faith, language, and a year long science sequence for Natural World.

No more than three courses from any one department may fulfill perspectives.

- 4) Completion of courses that fulfill the following Graduation Skills:
 - Writing (two courses, one within the major)
 - Critical thinking (one course)
 - Speaking (one course)
 - Quantitative reasoning (one course)

These courses must be completed with a minimum grade of 2.0 or P.

Note: A course may satisfy both a major or minor requirement, a perspective, and a graduation skill requirement.

- 5) Demonstration of proficiency in two Lifetime Sports
- 6) Achievement of a Math Placement Group score of 3 (College algebra level)

The following requirements also must be met to graduate:

- 1) *Completion of 33 course credits*
11 of these must be upper division (numbered 300 and above); no more than 13 courses may be in any one department with the exception of accounting and social work.
- 2) *Maintenance of a minimum grade point average*
A minimum GPA of 2.0 for most majors is necessary to graduate. A grade point average of 2.0 is required both in overall courses taken and in courses that apply toward the major. Some majors, licensure, and certification require higher grades in each course or a higher grade point average. (For example, see Licensure in Education, Nursing, Social Work.) See departmental section for details.

- 3) *Residency*
Seven of the last nine course credits must be completed at Augsburg. No less than a total of nine course credits are to be taken at Augsburg College. Contact the registrar if an official interpretation is needed.

- 4) *Maximums—no more than:*

- Two course credits by independent/directed study
- Four course credits of Internship
- Eight course credits with a grade of Pass (P)
- Nontraditional grading (P) also has these limits: two in the major, except elementary education (two in the major plus student teaching) and nursing (no P/N grading is permitted); one in the minor, if approved by the department chairperson.

Students who have completed a four-year degree at an accredited college or university may complete a second degree at Augsburg College.

Depending on the student's previous degree, completion of a second major (non-degree)

may also be an option. 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 the previous degree.

The responsibility for meeting all degree requirements rests with the student.

Academic advisers, department chairpersons, the Advising Center, and the registrar are available for counsel and assistance in program planning.

Each student must apply for graduation. Students should apply at the start of their last academic year to confirm remaining graduation requirements. Application forms are available in the Registrar's Office.

All degree and course requirements must be completed and verified in the Registrar's Office prior to the anticipated date of graduation (there may be no incomplete courses or open courses on the academic record).

POLICIES AND PROCEDURES

REGISTRATION

Registration consists of two parts:

- **Scheduling (choosing classes)**—A student reserves a space in classes for each trimester by completing a schedule form. Scheduling can be done in advance of payment.
- **Payment (confirmation of schedule)**—A student who has scheduled courses must then confirm that schedule by paying. Dates and deadlines for scheduling and payment are listed in the Weekend College Catalog Supplement.

SOME IMPORTANT POINTS ON REGISTRATION:

- A student must be registered for a course in order to receive course credit for it.
- A student in Weekend College is considered full-time if he or she registers for two courses per trimester

(or 2.5 if receiving a Minnesota State Student Grant).

- Students are responsible for obtaining registration materials from the Weekend College Office.
- A student who has not paid or made partial payment prior to the first day of classes is not registered for their course(s). The student may register and confirm the first class weekend, but late fees will apply and their space in the course(s) will not be held.

CROSSOVER POLICY

It is expected that Weekend College students complete their degree requirements in the Weekend College schedule; however, students may take a course in the day schedule as a crossover. A Weekend College student wishing to attend a day schedule course, or a day student wishing to attend a course in Weekend College, must schedule at the Office of the Registrar. Students taking courses in both the day program and Weekend

College program schedules that total three or more courses on any given date will be charged comprehensive day program tuition. A Weekend College student taking one day schedule course and who has fewer than three total courses will be charged the current part-time tuition for day school.

Students will also follow these guidelines:

- Students may cross over for one full course credit per term.
- The course selected must have space available.
- Weekend College students may not cross over to attend ACTC (Associated Colleges of the Twin Cities) courses, except when required by the major to do so.

Courses cross-listed in the Weekend College schedule and the day schedule are not subject to cross over policy. Contact the Office of the Registrar for more information on the crossover policy.

WITHDRAWING FROM COURSES

Students may drop (also referred to as canceling or withdrawing) a particular course by completing a Cancel/Add/Change of Registration form at the Office of the Registrar before the deadline (published in the Weekend College Catalog Supplement). Dropping a class will result in a W for withdrawal on an official academic record. Students are urged not to abandon courses for which they are registered because this may result in a failing grade on their official academic record. The refund schedule is listed on page 14. Note: A student may withdraw after the refund schedule has expired.

WITHDRAWAL FROM COLLEGE

Students who do not intend to continue at Augsburg must file a Withdrawal from College form at the Office of the Registrar. This is not necessary if the student is taking a term off; however, Weekend College students who do not attend courses for three consecutive trimesters (excluding summer) are considered inactive and must file an Application for Re-admission form with the Office of the Registrar in order

to resume their academic program. Students are responsible for keeping the Office of the Registrar informed of their mailing address.

SYLLABUS

A syllabus is a course outline written by the instructor that may include a course description and objectives, required text(s), course schedule, grading criteria, and assignments. A syllabus is especially important in Weekend College because it advises the student of any assignment due the first class weekend. Students are responsible for picking up the course syllabus at the times published in *The Weekender*, the Weekend College informational publication.

EVALUATION AND GRADING

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 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. 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.
- P-graded courses do not count toward the requirement that 14 traditionally graded course credits be earned at Augsburg in order to be considered for graduation with distinction. Transfer students should be especially aware of this requirement.
- See P/N limitations under Graduation Requirements on page 29.

Note: Certain courses are offered on one grading system only (e.g., Lifetime Sports are graded P/N only).

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. A fee is charged for any changes made after the published deadline for dropping without record notation.

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 N (No credit) are not computed in the grade point average.

An incomplete grade (I) may be given only in the case of extreme emergency. To receive an incomplete grade, a student must receive permission of the instructor and must file a form with the Registrar's Office stating the reasons for the request, the work required to complete the course, the plan and date for completing the work, and comments from the instructor. The necessary work must be completed in enough time to allow evaluation of the work by the instructor and filing of a grade before the final day of the

following trimester. If the work is not completed by that date, the grade for the course becomes a 0.0.

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 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 option of not giving an X where satisfactory progress is not demonstrated.

REPEATING COURSES

A course in which a grade of 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 and grades earned each term

remain 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.

AUDITING COURSES

Students who wish to take courses without credit or grade may do so by registering for Audit (V). The charge for auditing is listed in the current year's Weekend College Catalog Supplement. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor two weeks prior to 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 (Withdrawn).

Courses for which transfer credit has been awarded may not be repeated for credit at Augsburg. This includes courses that are substantially similar despite different titles or emphases.

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 course
credits attempted.*

* Using traditionally graded
course credits only.

CLASSIFICATION

Student classifications are
updated in August and at the
end of the fall trimester.

Sophomores—Seven course
credits completed.

Juniors — 16 course credits
completed.

Seniors—24 course credits
completed.

ACADEMIC PROGRESS, PROBATION AND DISMISSAL

The College requires that
students maintain the
following cumulative grade
point averages (GPA):

Freshman—A student who has
taken fewer than seven credits
with a cumulative GPA of 1.6
or higher

Sophomore—A student who
has taken fewer than 16
credits with a cumulative GPA
of 1.7 or higher

Junior—A student who has
taken fewer than 24 credits
with a cumulative GPA of 1.9
or higher

Senior—A student who has
taken 24 or more credits with
a cumulative GPA of 2.0 or
higher.

It should be noted that a
minimum GPA of 2.0 is
required for graduation with
certain majors requiring a
higher minimum GPA.

Students whose academic
achievement falls below these
guidelines will either be placed
on scholastic probation at the
end of the term, will be
continued on probation, or will
be dismissed from the College.
In addition, a freshman who
receives two zero grades or a
sophomore who receives three
zero grades will be considered
for probation or dismissal.
However, dismissal from the
College is not automatic. Each
case is reviewed by the
Committee on Student
Standing. Evidence of the

student's commitment to acad-
emic progress is the major
consideration in deciding
whether or not to dismiss a
student. Those on probation
who voluntarily withdraw from
the College, as well as those
who are dismissed, must have
special permission to re-enroll.

Students may be removed
from probation when the
cumulative GPA reaches the
minimum level stated above.
Students placed on probation
as freshmen for having earned
two zero grades may be
removed from probation if
their classification changes to
sophomore, if they have not
earned additional zero grades,
and if their cumulative GPA
reaches 1.7. Students placed
on probation as sophomores,
juniors, and seniors for having
earned three zero grades may
be removed from probation if
their classification changes to
junior and their cumulative
GPA reaches 1.9.

The College reserves the right
to dismiss any student who
does not meet the guidelines
stated above. Once a student is
dismissed, he or she may
appeal the decision within 10
days to the Committee on
Student Standing.

DEAN'S LIST

The Dean's List is compiled after each trimester, listing students whose grade point average for a trimester is 3.5 or better. Students must be full-time (a minimum two full course credits for a Weekend College student), graded on the traditional grading system, with no incompletes in courses offered for credit. If permission is given by the student, an announcement is sent to the hometown newspaper of each student on the Dean's List.

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 compose the academic program of a liberal arts college. The Assessment of Previous Learning (APL) program 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 baccalaureate 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 course work 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:

The College Level Examination Program (CLEP)

This is a series of standardized tests which have been developed by the College Board and are offered to students for a small fee at regional testing centers. (The regional testing center for this area is the University of Minnesota.) Students who score at or above the 65th percentile on a subject examination may

receive academic credit for that subject at Augsburg College. Additional information about CLEP tests is available from the Office of the Registrar.

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 instrument 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 pass/no credit basis only, and there is a charge per exam of one-half of tuition 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 and/or systematic study of content material found within liberal arts course work.
- 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 four course credits of academic work at

Augsburg College with a cumulative Augsburg GPA of at least 2.5. It is strongly recommended that the process not be used when four or fewer courses remain for graduation. There is an application deposit to initiate the credit assessment process and a charge for each semester credit applied to the student's transcript if credit is approved.

Transcript credit will be granted on the basis of semester credits, and the total number of credits granted will be divided by four to determine the number of course credits applied to graduation. These credits will be recorded with the course number of APL 2xx. Application of this credit toward the Liberal Arts Perspective requirements, upper division requirements, and academic majors and minors may be subsequently addressed by the associate academic dean in response to a formal request by the student.

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 places a maximum of eight course credits (about one-fourth of a baccalaureate degree) on transcript credit that is obtained through previous experiential learning. In compiling the eight courses of credit for previous experiential learning, the student may use any combination of assessment processes available in the APL program: CLEP exams, departmental exams, and credit granted through portfolio assessment.

Lifetime Sports— Assessment of Previous Learning (APL) Program

Students in the Weekend College may complete one of the two required graduation skills of Lifetime Sports through the APL process. The Lifetime Sports graduation skills are non-academic courses and no credit is earned by their completion; however, fulfillment of two Lifetime Sports is necessary to graduate. There is a fee for each Lifetime Sport completed by APL. Additional information about Lifetime Sports APL is available from the Weekend College Office.

Academic Majors.



Augsburg Weekend College students may select from 14 separate majors, several of which offer a number of career concentrations. A minor is available in several of these academic areas as well as in Sociology, American Indian Studies and Women's Studies (see page 55 for details).

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 CPA (Certified Public Accountant) focuses on external reporting; a CMA (Certified Management Accountant) 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. Designations 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 during their last semester.

Accounting Core:

14 courses are required for this major (an exception to the 13-course limitation): (It is recommended that students take the courses in the sequence given below.)

ECO 112
Principles of Macroeconomics

ECO 113
Principles of Microeconomics

MIS 175
Principles of Computing for Business *or*

MIS 370
Advanced Computing for Business

BUS 242
Principles of Management

BUS 252
Principles of Marketing

ACC 221
Principles of Accounting I

ACC 222
Principles of Accounting II

MIS 379
Quantitative Methods for Business and Economics

BUS 301
Business Law

BUS 331
Financial Management

ACC 322
Accounting Theory and Practice I

ACC 323
Accounting Theory and Practice II

ACC 324
Managerial Cost Accounting

ACC 425
Advanced Accounting

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 and Operational Audit

MIS 375
Management Information Systems in the Organization

ART, STUDIO—ART

A liberal arts college like Augsburg is an ideal setting for the study of art because it provides a constant possibility for the interaction of ideas, disciplines, and attitudes. At Augsburg, art study is further enhanced by associations with a significant number of art galleries and museums in the Twin Cities area.

Hundreds of specific careers exist in the general area of art, such as teaching in the public schools and colleges, ceramics, interior design, photography, film and video work, painting, gallery and museum work, and design.

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:

ART 118
Painting I

ART 223
Printmaking I

ART 225
Communication Design I

ART 360
Watercolor Painting

One course in three dimensional art from:

ART 221
Sculpture I

ART 250
Ceramics I

Five additional studio arts courses

ART 240
Art History Survey

And two additional art history courses

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 Education Department to identify current Minnesota teacher licensure requirements.

BUSINESS ADMINISTRATION— BUS

The major in Business Administration prepares students for professional careers in business administration or for graduate studies. The four 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.

Business Core

10 courses including:

ECO 112
Principles of Macroeconomics

ECO 113
Principles of Microeconomics

MIS 175
Principles of Computing for Business *or*

MIS 370
Advanced Computing
for Business

ACC 221
Principles of Accounting I

ACC 222
Principles of Accounting II

BUS 242
Principles of Management

BUS 252
Principles of Marketing

MIS 379
Quantitative Methods for
Business and Economics

BUS 301
Business Law

BUS 331
Financial Management

**Specialization in
Marketing**
Business core plus 3 courses:

BUS 352
Marketing Research and
Analysis

BUS 355
Marketing Communications *or*

BUS 357
Advertising

BUS 450
Marketing Management

**Specialization in
Management**
Business core plus 4 courses:

BUS 340
Human Resource Management

BUS 440
Operations Management

BUS 465
International Management

MIS 376
Project Management *or*

ECO 318
Management Science

Specialization in Finance
Business core plus 4 courses:

ACC 322
Accounting Theory and
Practice I

BUS 433
Financial Theory: Policy and
Practice

BUS 438
Investment Theory

and one of the following:

ECO 311
Public Finance

ECO 312
Intermediate Macroeconomics

ECO 313
Intermediate Microeconomics

ECO 315
Money and Banking

MIS 479
Intermediate Quantitative
Methods for Business and
Economics

**Specialization in
International Business**
Business core plus 4 courses:

BUS 362
International Business

BUS 465
International Management

BUS 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). Contact the international business coordinator for details on language equivalents or other configurations.

Minor in Business Administration

Seven courses including:

ECO 112 or ECO 113, ACC 221 and 222, BUS 242 and 252, BUS 331 and MIS 379.

The minor is automatically completed while completing a major in accounting or management information systems (MIS).

COMMUNICATION— SPC

Our quality of life, both personally and professionally, depends in large part upon the quality of our communication. A communication major at Augsburg is designed to enhance understanding of communication in a variety of contexts and to improve communication skills.

Since careers in communication demand a broad educational background, the department strongly encour-

ages a second major or two minors in fields such as business, economics, English, history, international relations, political science, psychology, religion, social work, sociology, or theatre arts.

The Augsburg communication major focuses on competency in both speech and writing as well as effective use of media. Since the study and practice of communication is grounded in both the humanities and the social sciences, majors are encouraged to include such related subjects as aesthetics, ethics, philosophy, logic, literature, statistics, and research methods in their programs.

All communication majors must complete a core group of seven required courses, supplemented by five electives in one of the following concentrations: public relations and advertising, marketing communication, human relations, or supervisory management. 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. Majors in communication are candidates for the Bachelor of Arts degree.

Communication Core

Six courses including:

SPC 111

Public Speaking

SPC 351

Argumentation

SPC 352

Persuasion

SPC 354

Interpersonal Communication

SPC 355

Small Group Communication

and at least one course from the following:

ENG 223

Writing for Business and the Professions

ENG 225

Intermediate Expository Writing

ENG 226

Introduction to Creative Writing

ENG 227

Journalism

In addition, six courses must be completed within one of the following concentrations:

Public Relations and Advertising

Students interested in the Public Relations emphasis are strongly urged to take ENG 227 (Journalism) as part of the major.

ART 132

Photography

ART 224

Publication Design

ART 225

Communications Design I

BUS 242
Principles of Management

BUS 252
Principles of Marketing

BUS 355
Marketing Communications

MIS 379
Quantitative Methods for
Business and Economics

PSY 373
Organizational Psychology

SOC 349
Complex Organizations

SPC 345
Organizational Communication

SPC 399
Internship

SPC 480
Public Relations/Promotional
Communications

POL 342
Mass Communication in
Society

**Marketing
Communications**

BUS 252
Principles of Marketing

BUS 352
Marketing Research and Analysis

BUS 355
Marketing Communications

BUS 357
Advertising

BUS 450
Marketing Management

SPC 399
Internship

SPC 480
Public Relations/Promotional
Communications

POL 342
Mass Communication in
Society

Human Relations

PSY 373
Industrial/Organizational
Psychology

PSY 485
Counseling Psychology

SOC 231
Family Systems: A Cross-
Cultural View

SOC 265
Culture: Ethnicity, Gender,
and Race

SOC 349
Complex Organizations

SOC 375
Social Psychology

SPC 329
Intercultural Communication

SPC 345
Organizational Communication

SPC 399
Internship

SPC 480
Public Relations/Promotional
Communications

Supervisory Management

BUS 242
Principles of Management

BUS 340
Human Resource Management

BUS 440
Operations Management

MIS 175
Computers for Business,
Accounting, Economics and
MIS

MIS 379
Quantitative Methods for
Business and Economics

PSY 373
Industrial/Organizational
Psychology

SOC 349
Complex Organizations

SPC 345
Organizational Communication

SPC 399
Internship

Minor in Communication

Six courses including SPC 111,
POL 342, SPC 351 or SPC 352,
SPC 354, SPC 345, or SPC 355,
and any one of the following:
ENG 223, 225, 226, or 227.

Prospective minors must obtain
prior approval from a commu-
nication faculty adviser.

Note: For transfer students, at
least three of these six courses
must be upper division courses
offered at Augsburg.

COMPUTER SCIENCE— CSC

The Augsburg Computer Science Department strives to give students a sound theoretical and practical foundation in computer science. The computer science curriculum places emphasis on networks, communications, and the use of computers as an information access tool. The coursework provides students a strong base in computer science, with emphasis on concepts rather than on applications.

Some courses may need to be taken in an evening schedule. Students should meet with a faculty adviser as soon as possible to plan their course of study.

**Computer Science
Major—Bachelor of Arts**
11 courses including:

CSC 160
Introduction to Computer
Science and Communication

CSC 170
Structured Programming

CSC 210
Data Structures

CSC 320
Algorithms

CSC 340
Introduction to Networking
and Communications

CSC 345
Principles of Computer
Organization

CSC 450
Programming Languages and
Compilers I

CSC 451
Programming Languages and
Compilers II

MAT 122
Calculus for the
Behavioral Sciences *or*

MAT 145
Calculus I

And two electives from CSC
courses above 200, at least one
of which is above 300.

Computer Science Minor
Six courses including CSC
160, 170, 210, 345, MAT 145,
and one upper division
computer science course.

ECONOMICS—ECO

The Economics Department offers a program that stresses a strong theoretical background, quantitative analysis, and an emphasis on both national and international issues. Students who graduate with a major in the Department of Economics

are well prepared to continue their education in a variety of fields or to work successfully in the business world and government because of the strong liberal arts emphasis within the major.

Economics Major

ECO 112
Principles of Macroeconomics

ECO 113
Principles of Microeconomics

ECO 312
Intermediate Macroeconomics

ECO 313
Intermediate Microeconomics

ECO 414
Welfare Economics

MIS 175
Principles of Computing for
Business

MIS 379
Quantitative Methods for
Business and Economics

MAT 114
Elementary Functions *or*

MAT 121
Finite Mathematics *or*

MAT 122
Calculus for the
Behavioral Sciences

Three additional upper divi-
sion economics courses

**Combined Major in
Economics/ Business
Administration:**

Five economics courses
including:

ECO 112
Principles of Macroeconomics

ECO 113
Principles of Microeconomics

ECO 312
Intermediate Macroeconomics

ECO 313
Intermediate Microeconomics

One other upper division
economics course

Six accounting, business
administration, and MIS
courses including:

ACC 221
Principles of Accounting I

ACC 222
Principles of Accounting II

BUS 242
Principles of Management

BUS 252
Principles of Marketing

BUS 331
Financial Management *or*

MIS 379
Quantitative Methods
for Business and Economics

One other upper division busi-
ness course

**Major in Applied
Economics**

ECO 112
Principles of Macroeconomics

ECO 113
Principles of Microeconomics

ECO 311
Public Finance *or*

ECO 312
Intermediate
Macroeconomics *or*

ECO 315
Money and Banking

ECO 313
Intermediate Microeconomics

ECO 360
International Economics

ECO 318
Management Science *or*

ECO 415
Managerial Economics

ECO 413
Labor Economics

ECO 399
Internship Program *or*

ECO 499
Independent Study

MIS 175
Computers for Business,
Accounting, Economics
and MIS

MIS 379
Quantitative Methods for
Business and Economics

ENG 223
Writing for Business and
the Professions

PHI 120
Ethics *or*

PHI 125
Ethics and Human Identity

Economics Minor

ECO 112, 113, 312, 313, and
one additional upper division
economics course. Other
configurations may be
permitted on consultation with
the department.

Note: Students who plan to
major in economics are
strongly encouraged to meet
with a faculty adviser in the
department as soon as possible
in order to carefully plan their
program of study.

EDUCATION—EDE, EDS, EDU

NOTE: Major changes in Minnesota teacher licensure will be implemented fall 1998 and beyond. As of the date of publication of this catalog, details of these changes have yet to be announced. All candidates for teacher licensure will have to meet the standards set by the State and follow the State's timeline. Teacher candidates are expected to maintain frequent contact with an Education Department faculty adviser and to stay informed about their license program requirements.

Elementary Teaching Licensure

Teaching licensure programs are offered for both K-6 and 1-6 Elementary Education through the Weekend College Program. To be admitted to the Education Department the student will have achieved an overall 2.5 GPA in a liberal arts based degree plus a 2.5 GPA in his/her major field. All professional courses with the exception of clinical experience and student teaching are available on a weekend schedule. Clinical experience and student teaching courses must be

completed during regular weekday hours in a K-6 classroom setting.

Contact an Education Department adviser for information in your field of study and for an application for admission to the Department of Education. Students wanting K-6 licensure must take EDE 375.

All students must be admitted into the Education Department prior to beginning 300-400 level courses. The State of Minnesota requires that the Pre-Professional Skills Test (PPST) be taken before beginning professional education courses (those numbered in the 300-400 level). Any education program course grade below 2.0 must be retaken.

Introductory level courses required for Licensure:

HPE 114
Safety Education (.5 course)

HPE 115
Chemical Dependency (.5 course)

HPE 116
Health Concepts for Educators (.5 course)

EDU 210
Learning and Development in an Educational Setting

EDE 263
Clinical Experience (.5 course)

EDU 264
Orientation to Education in an Urban Setting (.5 course)

One college level mathematics course

Professional level courses required for licensure (enrollment with PPST and admission to department only):

EDU 341
Media Technology (.5 course)

EDE 350
Creating Learning Environments (.5 course)

EDE 351
Techniques of Teaching Reading

EDE 375
Discovery in the World of Kindergarten (.5 course)

EDE 377
K-El Science (.25 course)

EDE 379
K-El Art (.25 course)

EDE 380
K-El Music (.25 course)

EDE 382
K-El Mathematics (.5 course)

EDE 383
K-El Health, Physical Education, First Aid

EDU 384
K-EI Social Studies, Thematic
Studies (.5 course)

EDE 386
Children's Literature (.5 course)

EDE 387
Language Arts (.5 course)

EDE 388
K-EI Health (.25 course)

EDU 388
Human Relations (.5 course)

EDE 481
Student Teaching

EDE 482
Student Teaching

EDE 483
Student Teaching

EDE 484
Student Teaching

Academic Minor or Second Major

Students must be admitted to
the Education Department
before they can be considered
for student teaching.

Applications for student
teaching must be submitted to
the Education Department by
the published due dates.

Secondary Education Licensure

Augsburg Weekend College
grants Secondary licensure in
English-language arts and in
social studies (only for
economics, psychology, and
history majors). To be
admitted to the Education
Department the student will
have achieved an overall 2.5
GPA in a liberal arts-based
degree program plus a 2.5
GPA in his/her major field.
All professional courses with
the exception of clinical expe-
rience and student teaching
courses are available on a
weekend schedule. Clinical
experience and student
teaching courses must be
completed during regular
weekday hours in a K-12
classroom setting.

All students must be admitted
into the Education Department
prior to beginning 300-400
level courses. The State of
Minnesota requires that the
PPST test be taken before
beginning professional educa-
tion courses (those numbered
in the 300-400 level). Any
Education Program course
with a grade below 2.0 must
be retaken.

Secondary Education Professional Courses

Introductory level courses
required for licensure:

HPE 114
Safety Education (.5 course)
(optional for 7-12 majors)

HPE 115
Chemical Dependency (.5 course)

HPE 116
Health Concepts for Educators
(.5 course)

EDU 210
Learning and Development in
an Educational Setting

EDS 252
Clinical Experience (.5 course)

EDU 264
Orientation to Education in an
Urban Setting (.5 course)

Professional level courses
required for licensure
(enrollment with PPST and
admission to department only):

EDU 341
Media Technology (.5 course)

EDS 350
Reading in the Content Areas
(.5 course)

EDS 353
Creating Learning Environments

EDU 388
Human Relations (.5 course)

EDS 478
School and Society

EDS 481
Student Teaching

EDS 482
Student Teaching

EDS 483
Student Teaching

EDS 484
Student Teaching

Special Methods in Licensure
Field

Students must be admitted to the Education Department before they can be considered for student teaching. Applications for student teaching must be submitted to the Education Department by the published due dates.

Licensure in Social Studies

Students preparing to teach social studies on the high school level must complete:

- The professional requirements within the Department of Education

- A major in one of five fields:
Economics
History
Political Science (available in day schedule)
Psychology
Sociology
- The social science core, a competency program designed to provide a broad foundation in the social sciences (6 courses):
ECO 112
Microeconomics *or*
ECO 113
Macroeconomics
HIS 222
20th Century U.S. History
POL 158
Political Patterns and Processes
SOC 121
Introduction to Human Society
SOC 336
Cultural Anthropology (available in day schedule)
Human Geography (not available in Weekend College or day schedule)

Students considering a career in social studies education must consult the Augsburg Department of Education and the social studies coordinator as soon as possible in order to make full use of their time at Augsburg.

Transfer students with a B.A. in history or another major in the social science field from another college must take at least two courses within their disciplinary major or the social science core at Augsburg (preferably upper division). These courses must be taken before the department can recommend a student for student teaching.

Licensure in English-Language Arts

Students preparing to teach English-Language Arts on the high school level must complete, in addition to the professional requirements to be met within the Department of Education, a competency program designed to provide a foundation in English. Specific requirements for the English-language arts licensure program are outlined under the English major in this catalog and are subject to change per the Department of Education.

ENGLISH—ENG

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 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 some others do, and understand better the world in which we live and work.

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 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 indifferent cultures.

Students with an 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 Major:

Nine courses above ENG 111, including:

ENG 225
Intermediate Expository Writing

ENG 245
Introduction to Literature

One course in European literature:

ENG 271
European Literature: Homer to Dante *or*

ENG 272
European Literature:
From the Renaissance to
the Modern Period

Two survey courses in British literature from:

ENG 331
British Literature: Medieval to Elizabethan

ENG 336
British Literature: 17th and 18th Centuries

ENG 337
British Literature: the Romantics and the Victorians

One upper division course in American literature:

ENG 350
American Literature to 1920 *or*

ENG 351
American Literature
Since 1920

One 400-level course

Two additional electives.

Majors are encouraged to consult their departmental adviser regularly. A student with a double major or special program that involves considerable work in the English Department should also work closely with an adviser in the English Department.

Note: Transfer students must take at least three of their English courses at Augsburg.

English-Language Arts Teaching Major:

10 courses, including those listed under the major, and:

ENG 345

Introduction to the English Language

ENG 399

Internship in Teaching Writing

EDS 364

English Methods

and one course with a component in non-Western literature (for example, ENG 361 Studies in Modern Fiction).

In addition, two ACTC courses—Communications Skills in the English Classroom and Teaching Mass Media—are required. Courses in early American literature, Shakespeare, and film are recommended. Some of the required courses, including the internship, are not offered on weekends. Students in this program 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 requirements in the major.

Transfer students with a B.A. in English from another college

must take at least two 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. Students should consult the English Department chair soon after enrolling.

Minor:

Five courses above ENG 111 including ENG 245; an upper division literature course; and an additional writing course.

The English Placement Test:

A writing sample is required of students to determine their placement in an appropriate writing class. Students who do not show competence in composition skills such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences are required to enroll in ENG 101

Developmental Writing, where they will receive more individual instruction than is possible in ENG 111 Effective Writing. These students must pass ENG 101 Developmental Writing before enrolling in ENG 111 Effective Writing.

Prerequisites

ENG 111 Effective Writing is strongly recommended but not a prerequisite for a lower division literature course.

Prerequisite for an upper division literature course is ENG 245 or consent of the instructor.

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 which 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 several fields, and a wide range of employment opportunities that require abilities in communication, conceptualization, and processing of information.

Degree and Major Requirements

Major

Eight courses plus one seminar. 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, U.S., and non-Western.

Minor

Five courses, at least three of which must be upper division.

Other Requirements

First-year students should enroll in one or more of the 101-104 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 is normally required before enrolling in an upper division course. See instructor for permission.

Transfer Students

Transfer students planning a major must normally take at least three of their courses at Augsburg. A minor normally requires two courses taken at Augsburg.

MANAGEMENT INFORMATION SYSTEMS (MIS)

The major in management information systems prepares students for professional careers in information systems. 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 program new systems. MIS is an extensive major (16 courses) and includes courses from computer science, mathematics, economics, business, and accounting as well as from MIS.

MIS Major

16 courses including:

A. Six courses in economics, business, and accounting:

ECO 113
Principles of Microeconomics
BUS 242
Principles of Management
BUS 252
Principles of Marketing
BUS 331
Financial Management
ACC 221
Principles of Accounting I
ACC 222
Principles of Accounting II

B. Three courses in mathematics and computer science:

CSC 170
Structured Programming
MAT 114
Pre-Calculus (for students at MPG 3)

MAT 121
Finite Mathematics *or*
any higher level math course
(for students at MPG 4)

CSC 340
Introduction to Networking
and Communications

C. Seven courses in MIS

MIS 175
Principles of Computing for
Business * *or*

CSC 160
Introduction to Computing
and Communications

MIS 370
Advanced Computing for
Business *or*

CSC 352
Data Base Management
and Design

MIS 375
Management Information
Systems in Organizations

MIS 376
Project Management

MIS 379
Quantitative Methods for
Business and Economics

MIS 475
Systems Analysis and Design

MIS 476
Information Systems Projects

* MIS 175 is waived (without credit) for students who do not take MIS 175 and pass MIS 370. Students who pass MIS 370 without receiving credit for MIS 175 (or a similar course) and who desire academic credit (P/N grading) for MIS 175 may obtain credit by applying for an APL (Assessment of Previous Learning) through the Registrar's Office.

Minor in MIS

MIS 175, ACC 221, BUS 242
or BUS 252, MIS 370, MIS 375,
and one of the following: MIS
376, 475, 479, or ECO 318.

NURSING—NUR

The Augsburg nursing program is designed exclusively for registered nurses who want to increase their opportunities in the health care field.

The scope of nursing practice is changing and expanding. Nurses are being called on to function in a variety of settings that differ from those in the past. Today nurses work in hospitals, clinics, corporations, government agencies, schools, and community organizations; some are self-employed, running their own businesses. Nurses provide health care for individuals from all cultures and socioeconomic levels throughout their life span.

The bachelor's degree equips nurses with a working knowledge of the biological, physical, social, behavioral, and nursing sciences. The nursing program at Augsburg also provides the educational opportunities to increase skills in critical thinking, clinical investigation and decision-making that prepare nurses to handle challenging new positions in today's health care field.

Augsburg's nursing program, leading to a Bachelor of Science degree with a major in nursing, is accredited by the National League for Nursing. Graduates of the program are eligible to apply for Public Health Nurse registration in Minnesota. With two additional courses, they are eligible to apply for School Nurse certification.

Nursing Major

Ten courses including:

NUR 305
Contemporary Nursing I:
Communication

NUR 306
Contemporary Nursing II:
Paradigms in Nursing

NUR 310
Community Health Nursing I

NUR 311
Community Health Nursing II:
Practicum

NUR 330
Trends and Issues in Nursing

NUR 350
Introduction to Nursing
Research

NUR 403
Contemporary Nursing III:
Families

NUR 423
Practicum in Nursing I:
Nursing of the Family

NUR 431

Leadership and Management:
Theory and Practice

PHI 380

Ethics of Medicine and Health
Care

Courses in the nursing major,
including PHI 380, may not be
taken on a P/N grading basis.

Other requirements:

- A minimum grade of 2.0
in each nursing course
- A cumulative GPA of 2.5 at
the completion of Level I
and Level II courses of
study is required. Students
also must complete
Augsburg's residence and
General Education
requirements.

Courses in the nursing major
are offered on weekends with
clinical courses requiring addi-
tional weekday time. While
courses are designed so that
the major may be completed
within two years, more time
may be required to complete
the total course of study
depending on the number of
credits transferred from other
colleges or universities.
Students interested in pursuing
the nursing major should
consult with an adviser from
the Nursing Department for

program planning.

Nursing Honors Major:

Requires a GPA of at least 3.6
in the major and 3.3 overall;
application to the department
chairperson by Nov. 1 of the
senior year; recommendation
by nursing faculty; honors
thesis to be defended before a
faculty committee by April 15,
(Candidates register for NUR
499 to complete the thesis.)

If the practicums in nursing
are not taken concurrently
with their respective theory
courses, students are required
to consult with faculty prior to
registration regarding review
of the theoretical content.

Nursing Program Entrance Requirements

The following steps may be
taken in any order, but all
must be completed prior to
application for admission into
the nursing major:

1. Admission to Augsburg
College: Before you can
apply to the nursing
program, you must first be
admitted into Augsburg
College. All applicants must
present a high school
diploma or equivalent and a
2.0 GPA.

2. Unencumbered RN

Licensure in Minnesota:

Applicant must be a regis-
tered nurse licensed in
Minnesota or be registered
to take the State Board
Exams prior to beginning at
Augsburg.

3. Prerequisite course content:

The following courses must
have been completed with a
GPA of 2.0 or better: chem-
istry, anatomy, and
physiology, microbiology,
English composition, intro-
ductory sociology, and
introductory psychology.
These courses may be taken
at Augsburg or at another
accredited college or
university.

4. Current clinical practice:

applicants must give
evidence of current nursing
clinical practice (within the
past five years). This may
include: graduation from a
school of nursing (a
minimum overall GPA of
2.5 is required), work expe-
rience, or completion of a
nursing refresher course or
an acceptable equivalent.

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. Psychology's scientific method also equips students to understand and use scientific research and to make more informed judgments about claims in the popular media.

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 application of knowledge and skills in coursework, research experience, and internships within the community. The curriculum's emphasis on problem-solving skills and current information about human development and interaction is also relevant to careers in many related settings—business, education, social services, research, law, government, church, and medicine.

Faculty members in the Department of Psychology have varied professional specializations—clinical, counseling, physiological, developmental, social, cognitive, environmental, 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—within and outside the classroom, with group and individual projects, and through association with Augsburg's active Psychology Club, Psi Chi Honor Society, and faculty-student research teams.

Psychology Major

10 courses including:

PSY 102

Individual in a Social World *or*

PSY 105

Principles of Psychology

PSY 200

Psychological Science
Laboratory

PSY 230

Research Methods: Design,
Procedure, and Analysis I

PSY 330

Research Methods: Design,
Procedure, and Analysis II

PSY 399

Internship

And at least one course from
the following:

PSY 354

Perception and Cognition

PSY 355

Biopsychology

PSY 359

Assessment

And at least one course from
the following:

PSY 491

Advanced Research Seminar

PSY 493 Seminar:

Contemporary issues

And at least three additional
psychology courses. (Majors
are strongly encouraged to
take more than 10 psychology
courses; no more than 13
count for graduation.)

Note: A minimum of five
courses must be from
Augsburg. No more than two
courses from PSY 299, 399, or
499 may be counted.

Transfer course policy for
majors and minors: all transfer
courses, including ACTC
courses, must be approved in
writing 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.

WEC psychology courses are
offered on an alternating year
basis.

All psychology majors must
have an adviser in the
Psychology Department.

Psychology Minor

Five courses including PSY 102 or 105 and four electives. A minimum of two courses must be from Augsburg. Not more than two courses from PSY 299, 399, and 499 may be counted toward the minor.

RELIGION—REL

Religion asks fundamental questions of life and meaning. Who are we as human beings? Where did we come from? Where did the world come from? What do good and evil mean in this time and place? Students will wrestle with these questions and with responses from the Christian traditions and from the perspectives of the other major world religions.

Through this study of religion, students will learn to understand, appreciate, and articulate the Christian faith, as based in the Bible, as lived in the Christian fellowship, as embodied in the Christian Church and its history, and as interactive in the contemporary world and with other world religions. Students will also develop the ability to read and interpret the Bible, other religious texts, and various expressions and practices of

faith so that their meaning for human life in relation to God becomes evident. In addition students will develop skills for becoming leaders in the religious communities to which they belong and for living as responsible citizens with others whose religious views and practices differ from their own. A religion major encourages students to seek their future in the world and/or church through a sense of vocation, serving as pastors, associates in ministry, nurses, and youth and family ministry lay professionals in congregations, and as social service and human resource professionals in a wide variety of settings.

Religion Major

Eight courses including:

REL 111
Introduction to Theology

REL 221
Biblical Studies

REL 356
History of Religions

REL 481
Contemporary Theology

REL 495
Seminar

Three additional religion courses, two of which must be

upper division courses.

Note: Seminar, especially for majors, should be taken in the junior or senior year. (Before taking the seminar, each major must have written one formal research paper and placed it on file with the department chair.)

Department approval is necessary before courses taken at other colleges can be accepted for Religion Department course credit.

All majors must consult with the department chair.

Completion of this major may require enrollment in one or more courses offered in an evening weekday schedule.

Religion Minor

Five religion courses.

Note: Not all courses that meet the Christian faith perspective are religion courses. Only Religion Department courses count toward the religion major and minor.

SOCIAL WORK—SWK

The Social Work major prepares graduates for entry-level generalist professional practice in the field of social work. The program is accredited by the Council on Social Work Education and leads to a Bachelor of Science degree. The program is based on a generalist model of practice, enabling graduates to work with individuals, families, groups, and communities, and to develop and analyze social policy. Courses within the program utilize a student empowerment model for teaching and learning.

Augsburg's social work major also provides a strong foundation for graduate studies in a variety of fields. Augsburg also offers a full-time Master of Social Work degree on a weekend schedule.

Social Work Major

10 core courses:

SWK 301

History and Analysis of Social Policy

SWK 306

Social Work Practice I: With Individuals

SWK 307

Field Work I: Integrative Seminar

SWK 316

Social Work Practice II: With Families and Groups

SWK 317

Field Work II: Integrative Seminar

SWK 401

Research: Evaluation of Practice and Programs

SWK 406

Social Work Practice III: With Communities and Policies

SWK 407

Field Work III: Integrative Seminar

SWK 419

Social Worker as Professional

Seven supporting courses:

SWK 257

Exploring Human Services

SWK 260

Humans Developing

BIO 101

Human Biology

PSY 105

General Psychology

SOC 121

Introduction to Human Society

SOC 231*

Family Systems: A Cross-Cultural Perspective

SOC 265

Culture: Ethnicity, Gender and Race

A minimum grade of 2.0 is required for each course in the core program and a 2.0 average is required in the supporting program.

Students interested in social work should begin their program with the required supporting courses. The professional sequence will be offered when a sufficient number of students are ready for that portion of the program.

*See adviser for optional substitution of electives.

Social Welfare Minor

Six courses including SWK 257 or department approved alternative internship, SWK 260, SWK 301, SWK 406, SOC 265, and one course from SWK 465, POL 121, POL 158, POL 325.

Students may not earn both the major and minor.

ADDITIONAL MINORS

In addition to minors offered in business, communication, economics, English, MIS, psychology, religion, and social welfare (listed under each respective major), Weekend College students are able to complete minors in the following areas:

American Indian Studies

The American Indian Studies minor offers courses that encompass the range of American Indian contributions to North American culture, including art, religion, literature, and history.

Requirements: Five courses including INS 105 and at least one upper division course from the list below. Indian Studies courses may also be taken as part of majors or minors in other academic subjects or to meet general education requirements.

Courses offered include:

ART 290
Tribal Arts and Culture

ENG 216
American Indian Literature

INS 105
Introduction to American Indian Studies

INS 233
Women: A Cross-Cultural Perspective

INS 260
Contemporary American Indians

INS 264
American Indians in the Cinema

INS 320
American Indian Women

REL 370
American Indian Spirituality and Philosophical Thought

OJB 111 and 112
Beginning Ojibwe

Sociology

Sociology is the study of society as a whole 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.

Requirements: Five courses including SOC 121 Introduction to Human Society and two upper division sociology courses, at least two of which must be taken at Augsburg College.

Women's Studies

The program in women's studies provides students with the opportunity to critically examine women's contributions and experience in various historical and cultural contexts.

Requirements: Five courses which must include INS 201 Foundations in Women's Studies; three electives, one of which must be upper division; and INS 495 or 499. Each student's program must have the written approval of the women's studies coordinator.

Course options include:

ART 352
Women's Art History

ENG 236/436
Women and Fiction

INS 233
Women: A Cross-Cultural Perspective

INS 320
American Indian Women

INS 499
Independent Study

HIS 380
The History of Women in the West to 1870

HIS 381
The History of Women in the West Since 1870

POL 124
American Women and Politics

ENG 480
Criticism

WST 201
Foundations in Women's Studies

WST 495
Women's Studies Seminar

Course Description .

1st Amendment

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ATTENDANCE POLICY

It is expected that students attend every class. If more than one class meeting will be missed, the student should not register for the course. Some faculty and courses require 100 percent attendance for a student to earn a passing grade. Most Weekend College classes meet seven times during a trimester plus Finals Class Weekend. Some courses meet for the entire period on Finals Class Weekend.

Classes marked with an asterisk (*) on the Class Schedule require or recommend that students attend additional class meetings, the dates and times of which are either listed on the course syllabus or determined by the class at the first meeting.

CLASS SCHEDULE

There are three trimesters in Weekend College—fall, winter, and spring. A calendar of class weekends for each trimester and a tentative schedule of courses offered can be found in the Weekend College Catalog Supplement. Many courses are offered at least once a year; however, since some courses are offered

in 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 courses offered in the day schedule, January Interim, Summer School, the Master of Arts in Leadership, and the Master of Social Work programs are published in separate publications.

NUMBERING

Courses numbered below 300 are lower division courses. Courses numbered 300 and above are classified as upper division.

CREDITS

One course credit at Augsburg is approximately equivalent to four semester credits or six quarter credits.

The majority of Augsburg courses are one course credit. Some courses in the education, health and physical education, and music departments have .5 credit value (one-half course) or .25 credit value (one-quarter course).

PREREQUISITES

A prerequisite is a course or a specific skill level, e.g. Math Placement Level, which must be completed before the student enrolls in a higher-level course. Prerequisites are listed in the course description. When a prerequisite has not been fulfilled, a student may enroll in the course only if there is prior approval from the course instructor.

LIBERAL ARTS PERSPECTIVES AND GRADUATION SKILLS

Liberal Arts Perspectives and Graduation Skill requirements that are fulfilled by completing a course are listed in the course descriptions.

Additional courses may have been approved to meet these requirements since the publication of this catalog. See the Perspectives and Skills list available in the Registrar's Office for the most current information.

ACCOUNTING

ACC 221

Principles of Accounting I

Introduction to business activities, basic concepts, and fundamentals of accounting, the accounting cycle and preparation of financial statements.

ACC 222

Principles of Accounting II

A continuation of ACC 221. Introduction to business activities, accounting for corporations. Basic concepts and fundamentals of managerial accounting, planning and controlling processes, decision-making, and behavioral considerations. (Prereq.: ACC 221)

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, 252, MIS 379, or consent of instructor)

ACC 326

Tax Accounting

The more common and important provisions of planning and compliance for income taxes. (Prereq.: ACC 221, BUS 331, ECO 112, 113, or consent of instructor)

ACC 399

Internship Program

A student may receive course credits through an internship program which is applicable to graduation but not to the major. This program will afford the student the opportunity to spend one full term working with an organization. In addition, the student will write a report on his/her activities. (Prereq.: 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. Graduation Skills: Writing and Speaking (Prereq.: ACC 323)

ACC 424**Internal and Operational Audit**

Integrating the business arts of accounting, finance, management, marketing, and MIS to incorporate and learn the techniques of internal and operation auditing. Also integrated are the professional skills of oral and written communications, problem-solving in an unstructured environment, and team projects. (Prereq.: ECO 113, ACC 221, 222, BUS 242, 252, 331, MIS 175, 379)

ACC 425**Advanced Accounting**

Accounting for business combinations, consolidations, governmental accounting, partnership accounting, and fund accounting. (Prereq.: ACC 323)

ACC 499**Independent Study**

The student may earn independent study credits through individually supervised projects designed to afford him/her the opportunity to analyze some topic or issue in depth. (Prereq.: consent of instructor)

AMERICAN SIGN LANGUAGE**ASL 101,102****Beginning American Sign Language**

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 expression and body language needed to communicate clearly with deaf and hard-of-hearing people.

ART**ART 102****Design**

A study of design as the unifying foundation for the visual arts. Two- and three-dimensional projects demonstrating the use of the basic design elements and principles. Liberal Arts Perspective: Aesthetics; Graduation Skill: Speaking

ART 106**Calligraphy**

Introduction and practice of calligraphic writing and designing with emphasis on the broad-edged pen. Liberal Arts Perspective: Aesthetics

ART 107**Drawing**

Drawing in graphite pencils, pen, and pastel pencils. Subjects include still-life, figures, building interiors, and exteriors and experimental work. Liberal Arts Perspective: Aesthetics

ART 118**Painting I**

Introduction to painting media and technique in acrylic and oil. Liberal Arts Perspective: Aesthetics

ART 132**Photography**

The camera used as a tool for visual creativity, expression, and communication with attention to black and white photographic processes. Students need access to a 35mm, single lens reflex camera. Materials will cost approximately \$175-200. Liberal Arts Perspective: Aesthetics

- ART 221** **Sculpture I**
An introduction to sculpture in the medium of clay. Liberal Arts Perspective: Aesthetics
- ART 224** **Publication Design I**
An introduction to traditional design concerns and procedures related to publication design as well as design for desktop publishing. Theory and practice of coordinating visual images and typography with content in publications. Study of design in magazines, newspapers, newsletters, books, and miscellaneous publications. Students design and produce a publication as a group project. Liberal Arts Perspective: Aesthetics
- ART 225** **Communication Design I**
An introduction to the principles and techniques of graphic design. Students will develop visual communication skills working with typography, symbols, logos, and illustration. Liberal Arts Perspective: Aesthetics; Graduation Skill: Speaking
- ART 240** **Art History Survey**
A survey of art of the Western world from prehistoric to modern times. Includes reading, research, viewing of slides, and visits to museums. Liberal Arts Perspectives: Western Heritage, Aesthetics; Graduation Skill: Critical Thinking
- ART 250** **Ceramics I**
An introduction to the making of pottery with an emphasis on hand building and glazing. Liberal Arts Perspective: Aesthetics
- ART 290** **Tribal Arts and Culture**
The rich heritage of indigenous cultures of the Americas, particularly within the United States, is explored through the visual arts. Other content includes poetry, dance, mythology, ritual, religion, and drama of many American Indian tribes. Students will produce various art projects in weaving, basket-making, pottery, jewelry, sculpture, or prints.
- ART 306** **Calligraphy II**
Advanced work in calligraphic media and design. Liberal Arts Perspective: Aesthetics
- 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 work of Native American women. Liberal Arts Perspective: Aesthetics; Graduation Skill: Writing
- ART 478** **Sculpture II**
Advanced work in sculpture in the medium of clay. (Prereq.: ART 221)

BIOLOGY

BIO 101

Human Biology

Basic biological concepts from an anthropocentric point of view: what makes a human just another member of the biotic fold? Do humans have a niche in the ecosystem? What influence do humans have on the environment? What influence does the environment, especially the urban environment, have on humans? (Three-hour lectures. A student may not receive credit for both BIO 101 and 103.) Liberal Arts Perspective: Natural World 2

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, purpose and test theories are considered. Three hours of laboratory for each class meeting are required. Lab time is usually scheduled for an evening. Liberal Arts Perspective: Natural World 1 or 2; Graduation Skill: Critical Thinking

BIO 103

Human Anatomy and Physiology

A professional course in the structure and function of the human body. Lecture and laboratory. Additional time per class meeting is required for the laboratory, usually scheduled on an evening. (A student may not receive credit for both BIO 101 and 103.)

BIO 105

Biology and Society

A consideration of the biological basis of some of the problems facing society, such as toxic pollutants in air, water, and soil, genetic engineering, AIDS, genetic diseases, and counseling, extinction, wilderness ethics, global warming, cancer, hunger, drugs, biodiversity. (Does not apply to the major or minor.) Liberal Arts Perspective: Natural World 2

BIO 185

The Biology of Aging

At some time in our lives most of us will directly experience aging or be influenced by people undergoing age-related changes. This course will concentrate on the biological aspects of such changes. Liberal Arts Perspective: Natural World 2

BIO 231

The Biology of Women

The objective of this course is to provide a basic understanding of the structure and functioning of the female human organism as well as to evaluate misconceptions about women that have arisen in the history of biology. Liberal Arts Perspective: Natural World 2

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 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.

BUS 254

Entrepreneurship

The process of transforming an idea into an organization that can market the idea for the benefit of all. Examines the construction of a viable business plan with attention to the resources needed for success.

BUS 301

Business Law

Legal rules relating to contracts, agency, negotiable instruments, property, and business organizations under the Uniform Commercial Code.

BUS 302

Business Ethics

Examines individual choices in business using various ethical standards. Reviews critical thinking skills in relation to moral reasoning. Analyzes and evaluates various business practices and policies. Emphasizes conceptual precision in thinking, writing, and speaking. (Prereq.: BUS 301 or PHI 120 or PHI 125, or junior/senior standing)

BUS 331

Financial Management

Theory of acquisition, allocation, and management of funds within the firm. Sources and uses of long- and short-term funds, cost of capital, capital budgeting, leverage, dividend policy, and related topics. (Prereq.: ECO 113, ACC 222, MIS 379, and MPG 3)

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)

BUS 352

Marketing Research and Analysis

Research process as an aid to decision-making in marketing management; research methodology; marketing research results; evaluation of the effectiveness of research in marketing. (Prereq.: BUS 252, 379, ECO 113, or consent of instructor)

BUS 355

Marketing Communications

Integration of advertising, public relations, sales promotion, and personal selling into a coherent promotion mix. Emphasis is placed on the design and evaluation of marketing communications programs. (Prereq.: BUS 252) Note: Either BUS 355 or 357 can be taken for graduation credit but not both.

BUS 357**Advertising**

An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. Note: Either BUS 355 or 357 can be taken for graduation credit but not both.

BUS 362**International Business**

Introduction to the problems and possibilities of doing business in an international context. Appreciation of the perspective required for successful planning and management of any enterprise operating abroad is emphasized by foreseeing both the opportunities and the difficulties inherent in international business. (Prereq.: ECO 112 or 113, and BUS 242 or 252, or consent of instructor) Graduation Skill: Writing

BUS 368**Responding to the Challenge of Japan**

An examination of current Japanese business practices using a cultural perspective. A multimedia approach will be employed, involving film, television documentaries, and readings from current periodicals in addition to text materials. A seminar model will be used with substantial participation expected on the part of students. (Prereq.: junior standing or consent of instructor) Liberal Arts Perspective: Intercultural Awareness 1

BUS 399**Internship Program**

A student may receive course credits through an internship program that is applicable to graduation but not to the major. This program will afford the student the opportunity to spend one full term working with an organization. In addition, the student will write a report on his/her activities. (Prereq.: consent of instructor)

BUS 433**Financial Theory: Policy and Practice**

A system's approach to financial structure and policy. Emphasis on decision making, presentation through literature, readings, lectures, and case material. (Prereq.: BUS 331)

BUS 438**Investment Theory**

Appraisal of the risk/return relationships of various types of securities from the viewpoint of both individual and institutional investors. Extensive coverage of capital markets and portfolio management. (Prereq.: all core courses or consent of instructor)

BUS 440**Operations Management**

Concepts and principles related to the management of operating functions. Taught from a managerial viewpoint with examples from various industries and sectors. (Prereq.: BUS 242)

BUS 450**Marketing Management**

Integration of marketing with other business functions; marketing management and decision making, planning marketing programs, channels of distribution, pricing, product selling promotion policies. (Prereq.: BUS 352 and either BUS 355 or 357) Graduation Skill: Writing

Course Descriptions . . .

BUS 465

International Management

To provide the student with a private sector manager's perspective on the influence of national and international institutions on the multinational corporation and on the strategies, structures, practices, and effects of the national corporation in the world today. (Prereq.: BUS 242. BUS 362 is recommended) Graduation Skill: Writing

BUS 466

International Marketing

This course examines those issues and activities unique to marketing in an international setting. Emphasis is also placed on adaptation of a marketing mix according to the international marketing environment. (Prereq.: BUS 252, 362)

BUS 468

Contemporary Issues in International Business and Trade

Conditions and motivations for world trade, business, and industrial cooperation. Practical applications of the commercial policies of the major trading nations. Examination of the impact of systematic changes on the volume and structure of world trade. (Prereq.: BUS 465, 466)

BUS 499

Independent Study

The student may earn independent study credits through individually supervised projects designed to afford him/her the opportunity to analyze some topic or issue in depth. (Prereq.: consent of instructor)

CHEMISTRY

CHM 100

Chemistry for Changing Times I

This is a non-laboratory course based on a popular book by John H. Hill of the same title. It is not a traditional chemistry course and does not assume a science background. Most of the problems we face are molecular in nature. What then but chemistry can help us to understand ourselves, our society, our world, and our universe? Come join us as we take a molecular look at the human condition. This course does not apply toward a major or minor in chemistry nor does it meet any chemistry prerequisite requirements. (Prereq.: MPG 2) Liberal Arts Perspective: Natural World 2

CHM 101

Chemistry for Changing Times II

Designed for liberal arts students. Emphasis is on developing basic chemistry concepts, through films and articles relating chemistry to life and society. CHM 101 includes laboratory. Does not apply as prerequisite for other chemistry courses. (Prereq.: MPG 3) Liberal Arts Perspective: Natural World 1; Graduation Skill: Quantitative Reasoning

COMMUNICATION—SEE SPEECH/COMMUNICATION

COMPUTER SCIENCE

CSC 160

Introduction to Computing and Communications

An introduction to computer science topics in hardware, software, theory, and computer communications: algorithm design, logical circuits, finite automata, context-free languages, Turing machines, network concepts, and the Internet. (Prereq.: MPG 3)

CSC 170

Structured Programming

An introduction to problem-solving, algorithm development, and programming using a high-level programming language Three hours of lecture, 1.5 hours of lab. (Prereq.: CSC 160 or MIS 370 and one of MAT 114 or MAT 122 or MIS 379 or MPG 4) Graduation Skill: Critical Thinking

CSC 210

Data Structures

Data structures such as linked lists, stacks, and queues; recursion. (Prereq.: CSC 170) Graduation Skill: Critical Thinking

CSC 270

FORTRAN

Study of the FORTRAN 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 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 limitations of algorithms, Turing machines, the classes P and NP, NP-complete problems and intractable problems. (Prereq.: CSC 210 and MAT 145 or 122 or 124) Graduation Skills: Quantitative Reasoning, Critical Thinking

CSC 340

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 170, MAT 122 or 124 or 145)

CSC 345

Principles of Computer Organization

An introduction to computer architecture, processors, operating systems, instruction sets, and assembly language programming. (Prereq.: CSC 210)

Course Descriptions .

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 399

Internship

A work-based learning experience in which a student, faculty member, and site supervisor design a learning agreement which links the ideas and methods of computer science to the opportunities found in the placement. Students must consult with the Computer Science Department and Internship Office before registering for academic credit. May be taken on a P/N grading basis only.

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 340 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 320)

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 and 450)

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 when the topics vary but may not be counted more than twice as part of the requirement for the major. (Prereq.: consent of instructor)

CSC 499

Independent Study/Research

Topics defined through consultation between student and the department.

ECONOMICS

ECO 110

Economics of Urban Issues

Study of economic implications of many problems facing a metro-urban environment. Some of the topics to be discussed are fundamental microeconomic tools introduced to facilitate discussion of various topics, e.g. crime prevention, education, discrimination. (This is a basic course designed for those students who do not plan to major in economics or business administration or MIS.) Liberal Arts Perspectives: The City, Social World 1 or 2

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 2) Liberal Arts Perspective: Western Heritage

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 112. ECO 112 and 113 may be taken in either order. (Prereq.: MPG 2) Liberal Arts Perspective: Social World 1 or 2

ECO 311

Public Finance

Analysis of the principles of taxation and public expenditures; the impact of fiscal policy on economic activity; debt policy and its economic implications. (Prereq.: ECO 113)

ECO 312

Intermediate Macroeconomics

Determinants of national income, employment, and price level analyzed via macro-models. Attention paid to areas of monetary-fiscal policy, growth and the role of expectations. (Prereq.: ECO 112)

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)

ECO 315

Money and Banking

Functioning of the monetary and banking systems, particularly commercial banks, the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: ECO 112)

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, which are taken from the areas of transportation, marketing, portfolio selection, environmental protection, the shortest route, inventory models, information systems, etc. (Prereq.: ECO 113, MPG 3) Graduation Skills: Quantitative Reasoning, Writing

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)

ECO 413

Labor Economics

Analysis of labor markets, labor as a factor of production, determination of wage collective bargaining, labor legislation, and effects upon society. (Prereq.: ECO 313)

ECO 414

Welfare Economics

Basic concepts and propositions; Pareto optimality, economic efficiency of alternative market structures; social welfare functions; normative concepts of economic theory. (Prereq.: ECO 313)

EDUCATION

- EDE 263 Kindergarten-Elementary Clinical Experience (.5 course)**
Students should enroll for K-Elementary Clinical Experience in the first or second trimester of their K-Elementary course sequence. Includes 160 hours of field experience. Seminars are arranged by the instructor in the Education Department.
- EDE 350 Creating Learning Environments: Kindergarten-Elementary (.5 course)**
The study of strategies and methods of teaching and learning in the contexts of educational, psychological, and sociological theories. (Prereq.: PPST and admission to dept.)
- EDE 351 Techniques of Teaching Reading**
The study and utilization of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. (Prereq.: PPST and admission to dept.)
- EDE 375 Discovery Learning in the World of Kindergarten (.5 course)**
Study and utilization of a variety of techniques and resources for teaching kindergarten. (Prereq.: PPST and admission to dept.)
- EDE 377 Kindergarten-Elementary Curriculum: Science (.25 course)**
Examination and preparation of materials and resources for science at the kindergarten and elementary levels. (Prereq.: PPST and admission to dept.)
- EDE 379 Kindergarten-Elementary Curriculum: Art (.25 course)**
Examination and preparation of materials and resources for art at the kindergarten and elementary levels. (Prereq.: PPST and admission to dept.)
- EDE 380 Kindergarten-Elementary Curriculum: Music (.25 course)**
Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: PPST and admission to dept.)
- EDE 382 Kindergarten-Elementary Curriculum: Mathematics (.5 course)**
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. (Prereq.: PPST and admission to dept.)
- EDE 383 Kindergarten-Elementary Curriculum: Health, Physical Education, First Aid**
Examination and preparation of materials and resources for physical education and health at the kindergarten and elementary levels. (Prereq.: PPST and admission to dept.)
- EDE 384 Kindergarten-Elementary Curriculum: 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.: PPST and admission to dept.)

Course Descriptions.

EDS 375

Social Studies Methods (.5 course)

Introduction to the teaching of social sciences and history in secondary school classrooms. Emphasis on instructional strategies and curriculum development. Consult with the Education Department. Joint Day and WEC. (Prereq.: EDS 354 and PPST and admission to dept.)

EDS 390

Communication Skills in the English Classroom

This course is for English-education majors who plan to teach high school English. It is designed to improve students' skills in public speaking, oral interpretation, listening, and small group discussions as well as explore the methodologies for teaching and incorporating these skills in the high school English curriculum. (Prereq.: PPST and admission to dept.) Summer school only

EDS 478

School and Society

The emphasis in this course is on the school in relation to society. Current major issues in education will be studied. Students should enroll as closely as possible to the same term as their student teaching. (Prereq.: PPST, EDU 264, EDS 353, and Methods in Subject Area)

EDS 481, 482,
483, 484

Student Teaching and Seminar (1.0 each)

Observe and direct learning at the secondary level under supervision of college and secondary school personnel. Three courses required of all 7-12 Licensure majors. Four courses required of K-12 art, music, and physical education licensure majors. Four courses required of double majors. (Prereq.: completion of all education course work and admission to the Department) Graduation Skill: Speaking

EDU 210

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. (PSY 105 Principles of Psychology is strongly recommended.) Liberal Arts Perspective: Human Identity

EDU 264

Orientation to Education in an Urban Setting (.5 course)

Study and investigation of various aspects of the teaching profession as students evaluate their interest and suitability for a career in teaching. Open to all students. (Prereq.: ENG 111) Liberal Arts Perspective: The City

EDU 282

Introduction to Special Education

An examination of the nature, causes, and educational interventions for such exceptionalities as mental retardation, physical disability, hearing and vision impairment, learning disabilities, behavior disorders, and giftedness.

EDU 341

Media Technology (.5 course)

Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio-visual materials for teaching/learning situations. Computer training will be included in this course. (Prereq.: PPST and admission to dept.)

EDU 388

Human Relations (.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. Open to all.

ENGLISH

ENG 101

Developmental Writing

A preparatory course for ENG 111 Effective Writing, this course is required of students identified by a writing sample (the English Placement Test) as needing additional preparation in composition. Students receive course credit, but this does not fulfill the graduation requirement in writing. The minimum passing grade for this course is 2.0.

ENG 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.

ENG 216

American Indian Literature

A study of poetry and fiction by selected American Indian writers. Discussion and analysis will focus on ways in which literature reflects and illuminates American Indian culture and traditions.

ENG 223

Writing for Business and the Professions

A practical course designed to improve writing skills for those preparing for business and professional careers. The writing of reports, letters, and proposals is emphasized. Students are encouraged to use material from their own areas of specialization. (Prereq.: ENG 111) Graduation Skill: Writing

ENG 225

Intermediate Expository Writing

This course builds on the practices and methods of ENG 111 Effective Writing. Its workshop format stresses style and organization, the process of revision, self and peer evaluation, and the relationship between reading and writing. (Prereq.: ENG 111) Graduation Skill: Writing

ENG 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.: ENG 111) Liberal Arts Perspective: Aesthetics

ENG 227

Journalism

An introductory news writing course with emphasis on writing for the print and broadcast media, including practice in writing for radio and television. Students consider how to recognize news, gather and verify facts, and write those facts into a news story. An introduction to legal and ethical questions is included. (Prereq.: ENG 111) Liberal Arts Perspective: The City; Graduation Skill: Writing

ENG 245

Introduction to Literature

An initiation into the formal study of fiction, poetry, and drama, drawing on works from several periods, different cultures and races, and male and female writers. As the prerequisite for all upper level courses in literature, Introduction to Literature aims in particular to develop students' critical and analytical skills in reading literature and writing about it. Liberal Arts Perspective: Aesthetics.

ENG 236/436

Women and Fiction

A study of novels and short stories by women. Emphasis on the conditions that have affected women's writing (including race and class), the reflection of women's unique experiences in their writing, and the ways in which women writers have contributed to and modified the Western literary heritage. Upper division option includes reading of theoretical essays. (Prereq.: For ENG 436, consent of instructor.)

ENG 271

European Literature: Homer to Dante

Study of major works of Greek and Roman literature, including works by such authors as Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, Ovid, and Dante. These works are studied with reference to their mythological foundations, their cultural background, their influence on later literature, and their enduring relevance. Liberal Arts Perspective: Western Heritage; Graduation Skill: Writing

ENG 272

European Literature: From the Renaissance to the Modern Period

Study of masterpieces of literature, chiefly European, from the medieval to the modern period, including such authors as Moliere, Cervantes, Rabelais, Voltaire, and Ibsen. Liberal Arts Perspective: Western Heritage; Graduation Skill: Writing

ENG 282

Topics in Literature

Individual courses designed to investigate specific themes, movements, authors, or works. The subjects selected for study in any year are listed in the class schedule for that year. Recent offerings have included Contemporary Poetry, Women and Fiction, and Grow Old Along with Me.

ENG 327

Advanced Journalism: Interviewing and Editing

Emphasis is on interviewing, organizing, and writing the story, and editing the work of others. Students conduct interviews and critique the interview skills of others. They edit their own work and that of other writers. An brief introduction to layout and design is included. (Prereq.: ENG 227)

ENG 331

British Literature, Medieval to Elizabethan

A study of Chaucer and the medieval milieu as well as the development of English poetry and drama in the English Renaissance. (Prereq.: ENG 245 or consent of instructor)

ENG 336

British Literature, 17th and 18th Centuries

Reading, analysis, and discussion of works of selected writers from the metaphysical poets to the Pre-Romantics, with attention to the historical, intellectual and social influences and the major literary movements. (Prereq.: ENG 245 or consent of instructor)

ENG 337

British Literature, the Romantics and the Victorians

A study of major writers of the 19th century, emphasizing Romantic and Victorian poetry, Victorian prose, and two or three novels of the period. Relationships among these writers are emphasized as well as their relationship to their own age and their lasting contribution to the forms of poetry and prose. (Prereq.: ENG 245 or consent of instructor) Graduation Skill: Critical Thinking

ENG 341

Advanced Creative Writing

The purpose of this course is to help the experienced student improve creative writing in a single genre as announced in the class schedule. (Prereq.: ENG 226 or consent of instructor on the basis of submitted work)

ENG 345

Introduction to the English Language

A structural and historical overview of theoretical and social issues concerning the English language, including theories of language acquisition. Students will be introduced to the primary components of linguistics, the development of the English language, and the social impact of language. (Prereq.: ENG 245 or consent of instructor)

ENG 347

Quantitative Journalism: Computer-Assisted Reporting and Research

This course introduces students to computer-assisted informational investigation and the interpretation of quantitative data in the writing of expository essays and news reports. This course is designed for persons wishing to explore the use of computer-assisted research and those preparing to enter the communication professions. (Prereq.: ENG 225 or ENG 227 or consent of instructor, MPG 3)

ENG 350

American Literature before 1920

Reading of selected writers from colonial times to the beginning of the the 20th century. Attention given to the intellectual, social, and literary movements that stimulated the writers. The writers' continuing influence on our modern sensibility will be discussed.

ENG 351

American Literature Since 1920

Writers are selected to represent the literary variety and the regional, ethnic, and racial diversity of the men and women who have responded significantly in literary works to the changing conditions of modern American life. (Prereq.: ENG 245 or consent of instructor)

ENG 361

Studies in Modern Fiction

Emphasis is on significant works of selected prose writers, chiefly non-Western, of the 20th century. (Prereq.: ENG 245 or consent of instructor) Liberal Arts Perspective: Intercultural Awareness 1; Graduation Skill: Writing

ENG 399

Internship

The department offers on-campus internships in teaching writing and English as a Second Language and various off-campus internships in writing and editing. Interns meet with faculty advisers or seminar groups. Interested students should consult the department chair.

ENG 423

Studies in the British Novel

A survey of the development of the novel in England from its 18th century beginnings to the 20th century. Novels studied are selected from the works of such authors as Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Brontë, Eliot, Joyce, and Woolf. (Prereq.: ENG 245 or consent of instructor)

ENG 438

Shakespeare

Study of major plays—comedies, histories, and tragedies. Additional plays are assigned for reading analysis. (Prereq.: ENG 245 or consent of instructor)

ENG 445

Creative Non-Fiction: Advanced Expository Writing

Designed for the self-motivated writer, the course emphasizes the conventions of professional writing, including appropriate styles, voice, subjects, and techniques for gathering information. (Prereq.: ENG 225)

ENG 480

Criticism

The course focuses on a variety of recent critical theories and approaches with which graduate programs in English expect some familiarity. In a seminar setting, students read and discuss original theoretical essays and experiment with applications to a small group of literary and cinematic texts. (Prereq.: ENG 245 or consent of instructor)

ENG 482

Topics in Language and Literature

Individual courses designed to investigate specific themes, movements, authors, or works. The subjects selected for study in any year are listed in the class schedule for that year.

ENG 499

Independent Study

Open to junior or senior English majors with an overall GPA of 3.0 or consent of department chair. Designed to enable advanced students to pursue a topic not covered by course offerings. The student must define a topic and a tentative reading list, then seek a faculty member willing and able to supervise the project. Department chair approval required.

FRENCH

FRE 111, 112

Beginning French

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. Additional three-hour laboratory per class meeting is required, usually scheduled on a weekday evening. Liberal Arts Perspective: Intercultural Awareness 2 & 3

GENERAL STUDIES

GST 140

Introduction to the Liberal Arts

An introduction to the philosophy of the liberal arts curriculum and the student services available at Augsburg College. The course also focuses on improving those skills so important to academic success: reading rate and comprehension, note taking and textbook reading, time management, vocabulary, spelling, test taking, concentration and memorization, conflict management, assertiveness training, career planning, and decision making.

GST 200

Quantitative Reasoning

Critical thinking about statistical claims. Primary focus is on evaluating the strength of arguments involving predictions and explanations. Topics include reading and evaluating tables, graphs, and statistical models as well as traditional confidence intervals and hypothesis tests. Emphasis on interpretation, evaluation, and communication. (Prereq.: MPG 3) Graduation Skill: Quantitative Reasoning

GST 209

City Seminar: Experiential Education (no course credit)

Students engage in a minimum of 50 hours of internship/service/cooperative education and use that experience as a catalyst for learning about the Twin Cities as an urban community system. Students do a series of five or six reflective assignments designed to introduce them to a systematic way of thinking about how their particular organization interacts with the larger community. The seminar meets six times and enables the student to utilize experiential education options to meet the objectives of the City Perspective. (Prereq.: consent of instructor) Liberal Arts Perspective: The City

GERMAN

GER 111, 112

Beginning German

Aims at developing basic skills. Classroom practice in speaking, understanding and reading basic German. Goals: ability to read extended narratives in simple German, insights into German culture and participation in short conversations. Laboratory materials available. Additional three-hour laboratory per class meeting is required, usually scheduled on a weekday evening. Liberal Arts Perspective: Intercultural Awareness 2 & 3

HEALTH AND PHYSICAL EDUCATION

HPE 002 /003

Lifetime Sports (no course credit)

Two hours per week. Two Lifetime Sports meet the General Education requirements. No course credit.

HPE 101

Fitness for Life

A course designed to provide the knowledge and skills to modify personal health and fitness. Liberal Arts Perspective: Human Identity

HPE 115

Health and Chemical Dependency Education (.5 course)

An analysis of chemical abuse and what can be done for the abuser. Includes information about school health education and services.

HPE 116

Health Concepts for Educators (.5 course)

A course to prepare future teachers for their role in the school health program. Includes common childhood health problems with an emphasis on prevention.

HISTORY

HIS 101

The Beginning of the 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. Liberal Arts Perspective: Western Heritage

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. Liberal Arts Perspective: Western Heritage

HIS 103

The Modern World

A study of the main currents in Western civilization from the time of Napoleon to the present. Liberal Arts Perspective: Western Heritage

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. Liberal Arts Perspective: Intercultural Awareness 1

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 220

America to 1815

The historical evolution of America to 1815 beginning with the contact of American, African, and European cultures, then turning to the political, religious, and racial diversity of colonial life. After treating independence and the creation of a new republic, the course will conclude with the examination of the expansion and democratization of that republic. Liberal Arts Perspective: Western Heritage; Graduation Skill: Critical Thinking

HIS 221

19th Century U.S.

A historical survey of the United States during the 19th century, emphasizing the social changes brought about by immigration, expansion, sectionalism and the slavery debate. After considering the Civil War and Reconstruction, the course will conclude with an examination of political, economic, and cultural changes influenced by industrialization and urbanization. Liberal Arts Perspective: Western Heritage; Graduation Skill: Critical Thinking

HIS 222

20th Century U.S.

A historical survey of the United States in the 20th century, focusing on the nation's adjustment to industrialization and urbanization, the emergence of the U.S. as a world power, the rise of a strong federal government, the implications of increasing racial and ethnic diversity, and the impact of affluence. Liberal Arts Perspective: Western Heritage; Graduation Skill: Critical Thinking

HIS 225

History of the Twin Cities

A local history course using the Minneapolis/St. Paul metropolitan area as a case study for examining large themes and issues in U.S. urban history. Topics considered include frontier urbanism, industrialization, and economic change, transportation, immigration and ethnicity, and urban politics and reform. Liberal Arts Perspective: The City

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 History 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 331

Topics in U.S. History

In-depth exploration of selected topics in U.S. history not regularly examined in other departmental offerings. The specific topics to be offered will be announced prior to registration.

HIS 380

The History of Women in the West to 1870

A thematic and comparative examination with primary focus on Europe and North America, emphasizing changing conceptions of women's work, public roles, sexuality, life cycles and familial roles in the Renaissance, early American, Enlightenment, and Victorian periods.

HIS 381

History of Women Since 1870

This class emphasizes class, racial, and ethnic differences among women, and examines the changing legal, political, economic, social, and sexual status of women in Europe and North America since the Victorian period.

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 474

The World and the West

This course begins with Europe's discovery of the rest of the world, considers cultural interaction and conflict, the building of European empires in Asia and the Americas, and concludes with the breakdown of these imperial systems at the end of the 18th century.

HIS 495

History 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. (Offered at least once each year, during the Fall term)

INTERDISCIPLINARY STUDIES/WOMEN'S STUDIES

INS 105

Introduction to American Indian Studies

This course is an introduction to the content areas of the American Indian Studies curriculum, including an overview of American Indian history and literature, federal Indian policy, land issues, reservation and urban issues, cross-cultural influences, art, music, and language. (Required for American Indian Studies minor.)

Liberal Arts Perspective: Intercultural Awareness 1

WST 201

Foundation 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, and other contemporary issues. Graduation Skill: Speaking

INS 225

Introduction to Islam

This course is designed by a practicing Muslim to present his perception of Islam to non-Muslims. The course will cover the ideological foundations of Islam, its basic concepts and tenets, Islamic law (Shari'ah), Islamic economic and political systems, and Islamic patterns of life. There will also be a consideration of the differences between the Islamic sects (Sunnis, Shi'ites, Sufis, etc.). There will also be some effort to deal with the similarities and differences between Islam and both Christianity and Judaism, including a visit to one of the mosques in the Twin Cities. Liberal Arts Perspective: Intercultural Awareness 1

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. Liberal Arts Perspective: Intercultural Awareness 1

INS 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. Liberal Arts Perspective: Intercultural Awareness 1

INS 260

Contemporary American Indians

This course examines the situation of American Indians in the United States since the Indian Reorganization Act (1934). Emphasis is on such current issues as tribal sovereignty, treaty rights, and education. The tension of cultural change and religious, traditional persistence among selected American Indian tribes today is highlighted. Liberal Arts Perspective: Intercultural Awareness 1

INS 264

American Indians in the Cinema

The course will be an historical survey of Hollywood movies that created and continue to foster images to the North American Indian in American society. Movies will include: "Drums Along the Mohawk," "Shadow Catcher, Broken Arrow," "Little Big Man," and "Pow-Wow Highway." Issues to be discussed will be authenticity, misrepresentation, stereotypes, and the use of Indian and non-Indian actors. Liberal Arts Perspective: Intercultural Awareness 1

INS 320

American Indian Women

The focus is on the roles played by women in the tribal cultures of North America. It explores the continuity of women's roles over time, as well as changes in these roles, precipitated by the influence of Western colonialism. It examines the life histories of Indian women and assesses their contributions to Indian community life today. (Prereq.: one course in Women's Studies or American Indian Studies or consent of instructor.) Liberal Arts Perspective: Intercultural Awareness 1

WST 495

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 minors who do not elect to do an Independent Study (INS 499).

INS 499

Independent Study

The student must present a written proposal containing rationale, objectives, and methodology of the proposed study according to program guidelines. (Must be approved by the Women's Studies Coordinator.)

MATHEMATICS

MPG 1-5

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 Math Placement Group 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 the Academic Advising Center. The exam is given during college registration sessions and at other announced times during the year. Practice questions and other information about the Math Placement Exam are available from the Academic Advising Center.

MAT 105

Applied Algebra

Concepts of linear, exponential, logarithmic, and other models. Emphasis on applications to the social and natural sciences, business, and everyday life. Successful completion advances students to MPG 3. Students in MPG 3 or 4 should consult the department, as should students preparing for MAT 114. (Prereq.: MPG 2 and either a year of high school algebra or consent of instructor.)

MAT 121

Finite Mathematics

Concepts from areas such as combinatorics, probability, matrices, linear programming, and graph theory. Emphasis on quantitative reasoning. Students who have completed MAT 271 may not register for credit. (Prereq.: MPG 3.)

MAT 122

Calculus for the Social and Behavioral Sciences

Concepts of differential and integral calculus with applications in the social and behavioral sciences. Emphasis on quantitative reasoning. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG 3.)

MAT 131

Mathematics for the Liberal Arts

An examination of the interaction between the development of mathematics and that of western civilization. Primarily for students not intending further study in mathematics. (Prereq.: MPG 3)

MAT 132

Numeracy for Contemporary Society

An examination of mathematics in an interdisciplinary and applied setting with an emphasis on quantitative reasoning and connections to students' life, work, and interests. Primarily for students not intending further study in mathematics. Students who have completed another Quantitative Reasoning Graduation Skill course may not register for credit. (Prereq.: MPG 3).

MAT 173

Math of Interest

Concepts from elementary financial mathematics such as annuities, loan payments and mortgages, and life insurance. Emphasis on quantitative reasoning. (Prereq.: MPG 3).

MANAGEMENT INFORMATION SYSTEMS

MIS 175

Principles of Computing for Business

An introduction to microcomputer-based information systems. Introduction to business applications, operating systems, computer hardware, and languages. Strong emphasis on spreadsheets (basic commands, functions, graphics, and database). Lesser emphasis on database. Emphasis on concepts and relation to business. (To waive MIS 175, pass either a comprehensive exam or MIS 370.) (Prereq.: MPG 3)

MIS 370

Advanced Computing for Business

An investigation of programmable systems using personal computers. Examine basic algorithms and associated flow charts. Apply these concepts by programming various applications (spreadsheets, word processing and database) and application-oriented languages such as Visual Basic. (Prereq.: MPG 3. Also, MIS 175 or CSC 170, or, with permission of instructor, extensive experience with spreadsheets, and personal computers.)

MIS 375

Management Information Systems in the Organization

Use of a systems approach in analyzing the role of information systems in organizations. Analyze various kinds of information systems in terms of their computer components and their benefits to staff and management. Introduction to a CASE tool such as Excelerator. (Prereq.: ACC 221, BUS 242 or 252, and one computer course such as MIS 175, 370, CSC 160 or 170. Recommended: ECO 113, ACC 221, BUS 242, MIS 379, BUS 331.) Graduation Skill: Writing

MIS 376

Project Management

Develops project management skills needed to define, plan, lead, monitor, and complete projects. Combines theories, techniques, group activities, and computer tools such as Microsoft Project. Emphasizes technical and communications skills needed to manage inevitable changes and problems associated with project management. (Prereq.: ACC 221, BUS 242, MIS 175 or 370) Graduation Skill: Speaking

MIS 379

Quantitative Methods for Business and Economics

An introduction to quantitative reasoning to assist students in reading and interpreting data. Topics include descriptive measures, probability, sampling distributions, estimation and hypothesis testing. Emphasis on their use in applied problems in business and economics. Computer software may be used to analyze survey data. (Prereq.: MIS 175 and either Math Placement Group III or a grade of at least 2.0 in MAT 104) Graduation Skill: Quantitative Reasoning

MIS 399

Internship Program

A student may receive credit through an internship program that is applicable to graduation but not to the major. This program will afford the student the opportunity to spend one full term working with an organization. In addition, the student prepares a written report on the activities involved. (Prereq.: consent of instructor)

MIS 475

Systems Analysis and Design

Identify the necessary steps of systems analysis and design. Investigate various representations for information, processes, and relationships. Utilize analytical tools such as data flow diagrams and CASE tools such as Excelerator. Complete a rudimentary systems design. (Prereq.: MIS 375)

MIS 476

Information Systems Projects

Using skills developed in MIS 375 and 475, generate a complete and extensive project of systems analysis and design. (Prereq.: MIS 475)

MIS 479

Intermediate Quantitative Methods for Business and Economics

Advanced modeling using computer software. Specific topics may include PATH analysis, Monte Carlo simulations, queuing models and ANOVA. (Prereq.: MIS 379)

MIS 499

Independent Study

The student may earn independent study credits through individually supervised projects designed to analyze a topic in depth. (Prereq.: consent of instructor)

MUSIC

MUS 130

Introduction to Music in the Fine Arts

Relationship between music of each period and the other fine arts. For non-music majors. Liberal Arts Perspective: Aesthetics

MUS 241

The History of Jazz

Jazz is a national treasure that has influenced our national music identity and inspired composers and performers throughout the world. This course will examine the evolution of jazz from its black secular roots to the electronically influenced contemporary idiom. Performers from each period will be analyzed as well as the influence of this art form on artists of other disciplines. Daily listening and reading assignments will supplement lectures, demonstrations, and selected films and video tapes.

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. Liberal Arts Perspective: Human Identity

NORWEGIAN

NOR 111, 112

Beginning Norwegian

Introduction of the four basic language skills: speaking, listening, reading and writing. Stress on spoken rather than literary Norwegian. Additional three-hour laboratory per class meeting is required, usually scheduled on a weekday evening. Liberal Arts Perspective: Intercultural Awareness 2 & 3

NURSING

NUR 305

Contemporary Nursing I: Communication

A course that introduces the components of the professional role and begins the professional socialization process. The communicative process is emphasized as one means by which the nurse-client relationship is negotiated. Interactive and group theories are explored for their applicability to changing professional roles and practice. Graduation Skill: Writing

NUR 306

Contemporary Nursing II: Paradigms in Nursing

An introduction to theories and conceptual thinking in the process of professional development. The function of theory in guiding nursing practice is emphasized. Selected nursing conceptual models are studied and their application to practice is examined.

NUR 310

Community Health Nursing I

This course focuses on community health delivery systems. Health care is examined within the cultural, political and economic diversity of the city. Students complete an assessment of an elderly person and an urban community and critically discuss the ethical issues of health care delivery. Liberal Arts Perspective: The City

NUR 311

Community Health Nursing II: Practicum **

This course provides a clinical experience in the practice of public health nursing in which students give direct care to culturally diverse clients and groups. Students will provide care to both disease and disability and health promotion clients. Students analyze a specific community system and the community's provision of health-related services. (Prereq.: NUR 310)

NUR 330

Trends and Issues in Nursing

This transitional course is designed to investigate the current responsibilities of the professional nurse. Current economic, social, political, and professional trends and issues are explored in relation to their implications for nursing practice. Graduation Skill: Speaking if NUR 431 is also taken

NUR 350

Introduction to Nursing Research**

The research process and methods appropriate to nursing are emphasized in this course. Issues of ethics in nursing research are explored. Students critique nursing research for its applicability to nursing practice and design a research proposal. Graduation Skills: Critical Thinking, Quantitative Reasoning

NUR 403

Contemporary Nursing III: Families

This course provides a theoretical basis for nursing interventions with culturally diverse families and explores theories related to family structure and functioning throughout the life span. Consideration is given to the role of the nurse in family health care. (Prereq.: NUR 311) Graduation Skill: Writing

*** This course involves an additional clinical fee.*

NUR 423

Practicum in Nursing I: Nursing of the Family **

A clinical practicum that offers the student an opportunity to provide complex nursing care to families in a selected practice setting. (Prereq.: NUR 403)

NUR 431

Leadership and Management: Theory and Practice **

This course 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. (Prereq.: NUR 423) Graduation Skill: Speaking if NUR 330 is also taken

NUR 432

Topics in Nursing

A course designed to provide 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

This learning experience provides the opportunity for the student to study a selected topic or issue in depth. Students consult with faculty and submit written proposals, objectives, and methods of evaluation prior to registration.

OJIBWE

OJB 111, 112

Beginning Ojibwe

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. Liberal Arts Perspective: Intercultural Awareness 2 & 3

PHILOSOPHY

PHI 110

Introduction to Philosophy

Philosophy raises some of the most basic questions that human beings can ask about meaning, ideas, beauty, and truth. The purpose of this course is to provide the student with some experience in examining these concepts, thereby to sharpen the critical and analytical skills required to evaluate and construct a system of ideas and beliefs. Liberal Arts Perspective: Human Identity

PHI 120

Ethics

Ethics studies our moral beliefs and helps students consider the bases they use to make moral judgments. The course explores the major philosophical approaches to evaluating moral actions, and then applies them to contemporary personal and social moral issues. Throughout the course Christian ethics will inform our considerations. Students taking PHI 120 may not take PHI 125. Liberal Arts Perspective: Christian Faith 3; Graduation Skill: Critical Thinking

*** This course involves an additional clinical fee.*

PHI 125

Ethics and Human Identity

This course is a philosophical study of the role of human understanding, feelings, and action with respect to the pursuit of happiness. We begin by asking what the end or purpose of human life is; assess the role of reason, will and passion with respect to this end; and then decide on the moral and intellectual virtues required to reach the end. The topic of friendship and human love is investigated next. The course ends with an analysis of human happiness. Students taking PHI 125 may not take PHI 120. Liberal Arts Perspective: Human Identity

PHI 175

Philosophy of Love and Sex

Study of some common conceptions and misconceptions of romantic love and look at some philosophers' definitions of it. What it is like to be in love with someone, and how this differs from just being friends, or desiring that person sexually. Exploration of ethical issues concerning sex. Liberal Arts Perspective: Human Identity

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 inductive reasoning. Graduation Skill: Critical Thinking

PHI 241

History of Philosophy I: The Classical Philosophers

The writings of Plato and Aristotle are the foundations of all philosophical thought in Western civilization. In this course students read and analyze some of the key works by Plato and Aristotle as well as work in Stoicism, Epicureanism and Neoplatonism. Liberal Arts Perspective: Western Heritage

PHI 350

Philosophy of Religion

What is the relation between faith and reason? Does God exist, and if so, what can be said about God? Can we reconcile the goodness of God with human and animal suffering? We will conduct a systematic inquiry into these questions that form the basis of Western religious beliefs. (Suggested: one prior course in philosophy) Liberal Arts Perspective: Christian Faith 2 or 3

PHI 380

Ethics of Medicine and Health Care

Application of ethical principles to problems which arise in the areas of health care and delivery, human experimentation, genetic engineering, abortion, care for the dying, and euthanasia. Liberal Arts Perspective: Human Identity

PHYSICS

PHY 101

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 and laboratory sessions are important components of the course. (Prereq.: MPG 2) Extra laboratory hours are required. Lab time may be scheduled for an evening. Liberal Arts Perspective: Natural World 2

PHY 106

Introductory Meteorology

A survey of the basic principles involved in understanding 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. (Prereq.: MPG 2) Three hours of laboratory per class are required. Lab time is usually scheduled for an evening. Liberal Arts Perspective: Natural World 1 or 2; Graduation Skill: Critical Thinking

POLITICAL SCIENCE

POL 121

American Government and Politics

The politics of American government including the forms of political ideas; the pattern of participation; the dynamics of congressional, presidential, and bureaucratic policy making; and current issues in American society. Liberal Arts Perspective: Social World 1 or 2

POL 122

Metropolitan Complex

Examines politics in metropolitan areas, emphasizing central cities, and focusing on actors, structures, and other influences on urban public policy. Discussion-lecture, case studies of Twin Cities' metro and meetings with public officials and activists. Liberal Arts Perspectives: The City, Social World 1 or 2

POL 124

American Women and Politics

This course investigates the roles women play in the political system as citizens, activists, and office holders. It focuses on two questions: how women affect government, politics, and public policy; and how government, politics, and public policy affect women. Political, economic and social issues will be explored from contemporary and historical perspectives.

POL 140

Social Justice in America

Development and defense of standards of social justice and examination of conditions in the United States against these standards. Involves active exchange of ideas and student involvement. Liberal Arts Perspective: The City

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. Liberal Arts Perspective: Social World 1 or 2

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. Liberal Arts Perspective: Social World 1 or 2

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. Liberal Arts Perspective: Social World 1 or 2

POL 342

Mass Communications in Society

A study of the effects of new information technology, of new communications networks such as the Internet, and of the traditional electronic media. Covers uses of technology and media for newsmaking, selling, entertainment, and public affairs. Includes issues such as ethics, censorship, and internationalism. (Prereq.: sophomore standing)

POL 495

Seminar in Communications

Selected topics. Consult department chair concerning terms and subject matter.

PSYCHOLOGY

PSY 101

Self-Identity and Values

A study of personal life and the role of the individual in the larger social context. Topics include the development of identity and gender roles. (This course does not substitute for PSY 105 as a prerequisite to upper division psychology courses.)
Liberal Arts Perspective: Human Identity

PSY 102

The Individual in a Social World

A scientific investigation of social issues, with analysis of both individual and group factors. Topics include media, prejudice, conformity, legal processes, and consumer issues. Research participation is required. (This course may substitute for PSY 105 as a prerequisite to upper division 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. Liberal Arts Perspective: Human Identity

PSY 200

Psychological Science Laboratory

An introduction to the science of psychology through problem-solving. The focus is application of psychological principles to real-world issues. Emphasis on data collection, summary, and communication. (Prereq.: PSY 102 or 105)

PSY 201

Health Psychology

Consideration of the impact of psychological, behavioral, social, and biological interactions on health. (Prereq.: PSY 102 or 105)

PSY 230

Research Methods: Design, Procedure and Analysis I

Part one of a two-term sequence. Scientific method as practiced in psychology. Emphasis on skills of bibliographic research, research design and data collection, statistical analysis and interpretation, computer-assisted data analysis, and APA-style presentation of research findings. PSY 230 must precede PSY 330. (Prereq.: PSY 200; MPG 3) Graduation Skill: Quantitative Reasoning

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, attitude formation, and change. (Prereq.: PSY 200 or consent of instructor)

- PSY 330** **Research Methods: Design, Procedure, and Analysis II**
Part two of a two-term sequence (see PSY 230). PSY 330 should be taken in the term immediately following PSY 230. PSY 230 may be taken for one course credit without taking PSY 330. (Prereq.: PSY 230 with a grade of 2.0 or higher)
Graduation Skill: Writing
- PSY 351** **Child Development**
Emphasis on normal child development and behavior. Practical implications of data and theory are stressed. (Prereq.: PSY 102 or PSY 105)
- PSY 352** **Adolescent and Young Adult Development**
Emphasis on normal development and behavior. Practical implications of data and theory are stressed. (Prereq.: PSY 102 or 105)
- PSY 353** **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 102 or 105)
- 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 230)
- PSY 355** **Biopsychology**
Relationship between brain and behavior. Considers biological bases of learning and cognition, emotions, abnormal psychology, personality, normal, and altered states of consciousness. (Prereq.: PSY 230)
- PSY 356** **Environmental Psychology**
This course uses a cultural-ecological viewpoint to study the influence of the environment, both natural and human-made, on behavior. (Prereq.: PSY 102 or 105)
Liberal Arts Perspective: The City
- 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 102 or PSY 105) Graduation Skill: Writing
- 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 230)

Personality

PSY 362

Abnormal Psychology

PSY 371

Psychology of Gender

PSY 373

Industrial/Organizational Psychology

PSY 381

Historical Perspectives

PSY 399

Internship

PSY 485

Counseling Psychology

PSY 490

Current Topics in Psychology

PSY 491

Advanced Research Seminar

PSY 493

Seminar: Contemporary Issues

Discussion and exploration of contemporary societal issues from a psychological viewpoint. Faculty-supervised student research. (Prereq.: 230 and junior standing)
Graduation Skill: Critical Thinking

RELIGION

(REL 111, 221, or 331 is a prerequisite for all other religion courses.)

- REL 111 Introduction to Theology**
An introduction to the academic discipline of theology and to the dialogue between the church and the world that concerns Christian doctrine. Liberal Arts Perspective: Christian Faith 2 or 3
- REL 221 Biblical Studies**
The origin, literary character, and transmission of the biblical documents. The task of biblical interpretation. The history of Israel and the emergence of the church. Liberal Arts Perspective: Christian Faith 1 or 3
- REL 231 Religion in African-American History**
An examination of selected topics related to the Black experience, e.g., African backgrounds, religion under slavery, and evangelicalism. Liberal Arts Perspective: Christian Faith 3
- REL 263 World Justice and Hunger: Developing a New World View**
The course will survey and discuss the most recent reports and analysis of the current holocaust of global hunger including the root causes, the inter-connectedness of other issues, the biblical mandate, and the roles of justice, charity, oppression and liberation. The purpose will be to build greater global awareness, become sensitized to ethical choices, energize us for action and responsible living, and explore pedagogical principles for social justice. Liberal Arts Perspectives: Social World 2, Christian Faith 3
- REL 331 Foundations in Bible and Theology**
An advanced introduction to the biblical and theological foundations of the Christian faith that focuses on writing and advanced critical thinking skills. Open only to junior or senior transfer students. Not accepted for credit for students who have taken REL 111 or REL 221. Liberal Arts Perspective: Christian Faith 1, 2 or 3
- REL 339 Television and Religion**
After considering the role of television in American life, this course considers religion's relationships with television in order to understand popular perceptions of religion. Topics include news coverage of religion, religion in commercial programs, television evangelists, television influences on religious practice, and television as a religion.
- REL 353 Denominations and Religious Groups in America**
A study of the beliefs and worship practices of the major Christian denominations and of many contemporary American religious groups. Some controversial religious movements will also be considered. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3
- REL 356 History of Religions**
An introductory survey of some of the major living religions of the world including Hinduism, Buddhism, Confucianism, Taoism, Shinto, and Islam. Lectures plus some discussion of primary documents from these religious communities. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 3

REL 361

The Church in the First Four Centuries

A study of the early Christian Church, including such topics as persecution and martyrdom, the development of the creeds, Christianity in conflict with Gnosticism and mystery religions, monasticism and mysticism, early Christian worship, and theology. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 362

Theology of the Reformers

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 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2

REL 363

Religion in America

A study of the history of religion in America. Special attention to the rise of religious liberty, revivalism, denominations, and the responses of religion to the challenges of its environing culture. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 366

The Church and Social Change in Latin America

This course focuses on the relationship of the church to poverty, political oppression, and social injustice in Latin America. Central to the course is an examination of the emerging "Theology of Liberation" as articulated by prominent Latin American theologians as well as by people directly involved in local parishes and development projects in Cuernavaca. Special attention will be given to the complex interactions between women and religious institutions. Global Education travel seminar. (Prereq.: one course in religion or theology) Liberal Arts Perspectives: Christian Faith 3, Intercultural Awareness 1

REL 370

American Indian Spirituality and Philosophical Thought

Religious beliefs, spiritual customs, and philosophy of North American Indians are studied. Within these broad areas, the subjects of medicine, healing, shamanism, dreams, visions, myths, and spiritual power are also included. 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.: REL 111, 221 or 331) Liberal Arts Perspectives: Christian Faith 3, Intercultural Awareness 1

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. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 1 or 3; Graduation Skill: Speaking

REL 420

The Russian Orthodox Church

This course will explore the history, theology, and liturgical life of the Eastern Orthodox Christian Church. Theology and history will be considered primarily from the perspective of those Christians who live in Greece, Turkey, and Eastern Europe, with special attention to the Orthodox Church in Russia. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 430

Christians Seeking Unity

This course will introduce students to the effort in unifying the Christian church which began in 1910 and continues today through bilateral dialogues. The goal is for the churches to be in full communion with each other. Students will examine the current conversations and assess the gains that have been made. Churches involved include Roman Catholic, Orthodox, Lutheran, Anglican, and Reformed. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 440

Varieties of Christian Spirituality

A study of selected spiritualities from the Christian tradition and of contemporary developments, including 12-step spirituality, feminist, ecological, and non-Western Christian spiritualities. An introduction to the basic practices of spiritualities, especially prayer and meditation. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 441

Feminism and Christianity

This course will consider the central ideas of Christianity and feminism and how they might be compatible. 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. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 1, 2 or 3

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, including the "quests for the historical Jesus." (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 1 or 3

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 111, 221 or 331) Liberal Arts Perspective: Christian Faith 1 or 3; Graduation Skill: Critical Thinking

REL 473

The Message of the Old Testament

The various types of Old Testament literature. The distinctive ideas of Hebrew thought with emphasis on the message of the prophets. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 1 or 3

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. By arrangement. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 483

Christian Ethics

The bases of Christian social responsibility, in terms of theological and sociological dynamics. Emphasis on developing a constructive perspective for critical reflection upon moral action. (Prereq.: REL 111, 221 or 331) Liberal Arts Perspective: Christian Faith 2 or 3

REL 486

Psychology of Religion and Theology

A study of current psychological views of religion in the context of the traditional Christian view of human nature. Special attention will be given to the classics in the field by Freud, Jung, and William James, and to those Christian theologians who have been influenced by them. (Prereq.: REL 111, 221 or 331)

REL 495

Seminar

Selected topics. Required of major in his/her junior or senior year. Others by permission of instructor. (Prereq.: REL 111, 221 and 356 or 481) Graduation Skill: Writing

SOCIAL WORK

SWK 257

Exploring Human Services

This course is designed to help students learn about themselves in relation to a possible major or future career in social work. Students must arrange to perform 80 hours of work in a human service agency and must attend the seminar. Liberal Arts Perspective: The City

SWK 260

Humans Developing

This course provides the knowledge basic to an understanding of human growth through the life cycle and of the sociocultural, biological, and psychological factors that influence the growth of individuals and families. Growth related to diverse populations and groups or special stresses is also a focus. Liberal Arts Perspective: Human Identity

SWK 301

History and Analysis of Social Policy

This course describes the historical and contemporary systems of human service. The values and social movements that form the charitable and governmental responses to human needs will be explored. (Prereq.: junior standing or consent of instructor) Liberal Arts Perspective: Social World 2

SWK 306

Social Work Practice I: With Individuals

This course covers the basic features of the helping process, theoretical foundations, principles, and techniques of social work with individuals and small groups, and development of relationship building skills. Includes videotaping laboratory sessions. (Prereq.: previous or concurrent registration with SWK 301, junior standing)

SWK 364

Field Work I: Integrative Seminar

Beginning supervised professional practicum experience in a social work agency that focuses on interviewing experience and relationship building. A total of 120 hours, plus small group integrative seminars. (Prereq.: SWK 301, junior standing, concurrent with SWK 306)

SWK 401

Research: Evaluation of Practice and Programs

Overview of commonly-used research methods, especially experimental designs and applications to program and practice evaluations, plus use of data-processing equipment for statistical analysis. (Prereq.: MPG 3) Graduation Skill: Quantitative Reasoning

SWK 316

Social Work Practice II: With Families and Groups

Enlargement and refinement of practice skills recognizing adaptations of the problem-solving model to diverse populations through lecture, classroom exercise, and regular class work. Enlargement of social group and family work skills, emphasis on development of generalist practice skills, and eclectic approaches with a focus on diversity of professionals and client populations. (Prereq.: SWK 306, 307, concurrent with SWK 317) Graduation Skill: Writing

SWK 317

Field Work II: Integrative Seminar

Continuation of practicum begun in Field Work I. A total of 120 hours, plus integrative seminars. (Prereq.: candidacy status, concurrent with SWK 461)

SWK 406

Social Work Practice III: With Communities and Policies

This course focuses on social change through community organization, development and social action with emphasis on history, theories and issues relevant to social change, understanding of communities and human service agencies, and practice in the local community.

SWK 465

Social Policy: Analysis and Development

This course includes the study of theories of social policy formulation and methods of analysis. Development and implementation will be viewed firsthand through work with a public policy agency or official. (Prereq.: senior standing or consent of instructor) Graduation Skill: Critical Thinking

SWK 407

Field Work III: Integrative Seminar

Beginning of second practicum plus integrative seminars. (Prereq.: concurrent with SWK 406)

SWK 417

Field Work IV: Integrative Seminar

Continuation of SWK 407; 120 hours plus integrative seminars. (Prereq.: candidacy status)

SWK 419

The Social Worker as Professional

This course reviews ethical practice, bureaucratic survival, professional job attainment, strategies for agency change, and empowering clients. (Prereq.: candidacy status) Graduation Skill: Writing

SOCIOLOGY

SOC 121

Introduction to Human Society

What is society and how does it make us who we are? As a unique way of understanding, 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. Liberal Arts Perspective: Social World 1 or 2

SOC 211

Human Communities and the Modern Metropolis

The course asks a fundamental question of our times: how is community possible in the face of multicultural, economic and ideological forces that are characteristic of urban life? The cultural and structural dynamics of the Twin Cities are a basis for exploring this possibility. Liberal Arts Perspective: The City

SOC 231

Family Systems: A Cross-Cultural Perspective

The human family system is explored in its variations among world cultures and within sub-cultures in the United States. Students prepare and deliver oral reports on three topics of their choice: a world family pattern, an American sub-cultural pattern and a family process. Liberal Arts Perspective: Intercultural Awareness 1; Graduation Skill: Speaking

SOC 265

Gender, Race and Ethnicity

Who gets what, when, and how? Individuals and groups from diverse backgrounds—such as race, ethnicity, class, gender, and sexuality—receive unequal portions of wealth, power, and prestige within our society. This course focuses on both the collective and individual processes involved in social inequality. Liberal Arts Perspective: Intercultural Awareness 1

SOC 349

Complex 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, as well as corporate deviance. (Prereq.: SOC 121 or consent of instructor) Graduation Skill: Critical Thinking

SOC 360

Religion and Society

An examination of the interaction of religion and society in terms of sociological analysis, with particular emphasis on contemporary sociological research on religious movements in American society. Liberal Arts Perspective: Christian Faith 2 or 3

SOC 375

Social Psychology

How does society construct the individual? How does the individual construct society? This course analyzes the dynamic tension between the self and society, as well as the major questions, issues, perspectives and methods of the field. (Prereq.: SOC 121 or consent of instructor)

SPANISH

SPA 111, 112

Beginning Spanish (1.0 each)

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to the culture of the Spanish-speaking world. Additional three-hour laboratory per class meeting is required, usually scheduled on a weekday evening. Liberal Arts Perspective: Intercultural Awareness 2 & 3

SPA 211

Intermediate Spanish

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. Additional three-hour laboratory per class meeting is required, usually scheduled on a weekday evening. Liberal Arts Perspective: Intercultural Awareness 3

SPEECH/COMMUNICATION

SPC 111

Public Speaking

Theory and practice of effective speaking and critical listening. Students give several speeches and receive feedback from the class and the instructor. The course focuses on developing self-confidence, speech preparation and organization, audience analysis and adaptation, effective delivery, style and language, and critical thinking and listening. Graduation Skill: Speaking

SPC 329

Intercultural Communication

This course explores both the problems and potential of communication among persons of different cultural groups. Factors such as ethnocentrism, stereotyping, prejudice, role expectations, values, language, and non-verbal symbols are examined in this course. Liberal Arts Perspective: Intercultural Awareness 1

SPC 345

Organizational Communication

An examination of the dynamics of communication in organizational settings. Focuses on topics such as superior-subordinate relationships, formal and informal communication networks, management styles, power and authority, motivation of employees, organizational culture, performance appraisal, effective use of meetings, and sources of communication problems in the workplace.

SPC 351

Argumentation

Application of standards for sound evidence and reasoning in public speaking, discussion, and debates. Stresses skill in analyzing the quality of argumentative claims, understanding tests for evidence and fallacies in reasoning, and learning to apply principles of argumentation to contemporary public issues. Students enhance their skills in debate and discussion and learn to analyze and critique arguments they encounter in their daily lives. Graduation Skill: Critical Thinking

SPC 352

Persuasion

Theory of how people are influenced to change attitudes and behavior. Examines obstacles to persuasion; cultural dimensions of persuasion; the use of logical and psychological appeals; empirical research in persuasion; how persuasion is used in politics, sales, advertising and interpersonal contexts; the nature of mass movements and campaigns; the impact of the mass media on persuasion; and ethical issues related to persuasion.

SPC 354

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. This course combines theory and practice to help the student understand and manage communication problems more effectively.

SPC 355

Small Group Communication

A study of group dynamics and leadership with emphasis on factors related to decision making, styles of leadership, and conflict management. This course combines lecture with practical experiences to help the student become a more effective and productive member of a task-oriented small group.

SPC 399

Internship

(Consult faculty in area of emphasis.)

SPC 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.

SPC 495

Topics: Effective Business Speaking

Theory and practice of effective oral presentations in professional settings. Topics include developing an effective oral style, organizational patterns for complex presentations, creating and using visual aids using computer software, Q&A sessions, speaking impromptu, and dealing with hostile audiences. Students are encouraged to use actual presentations from work as the basis for speaking practice sessions. (Prereq.: SPC 111 or consent of instructor)

THEATRE

THR 222

Introduction to Theatre

An introduction to dramatic art including major historical periods, plays, artists; dramatic structure; values; basic concepts, and techniques of the play production process. Students attend and review live productions. Crew requirement. Liberal Arts Perspectives: Aesthetics, Western Heritage

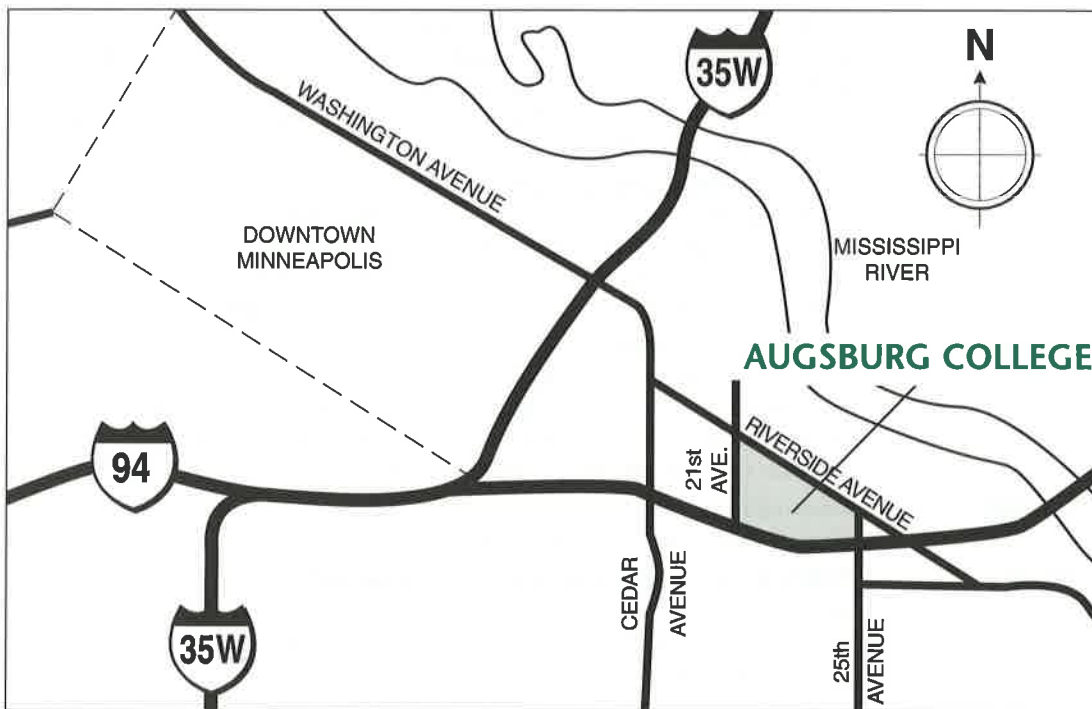
THR 360

Interpretive Reading

Basic principles of oral interpretation of prose, poetry, and drama. Study, discuss, practice and perform readings in prose, poetry, and drama before small and large groups. Liberal Arts Perspective: Aesthetics; Graduation Skill: Speaking

WOMEN'S STUDIES—SEE INTERDISCIPLINARY STUDIES/WOMEN'S STUDIES

TO FIND AUGSBURG



Directions to Campus

35W from the North—
Take Washington Avenue exit and turn left off Washington (bends right to become Cedar Avenue), turn left at Riverside Avenue, right at 21st Avenue South.

I-94 East from Minneapolis—
Take 25th Avenue exit, turn left at 25th Avenue, turn left at Riverside Avenue, turn left at 21st Avenue South.

I-94 West from St. Paul—
Take Riverside exit, turn right at Riverside Avenue, turn left at 21st Avenue South.

35W from the South—
Follow the I-94 St. Paul signs (move to right lane after each of two mergers). Take 25th Avenue exit and turn left at Riverside Avenue, turn left at 21st Avenue South.

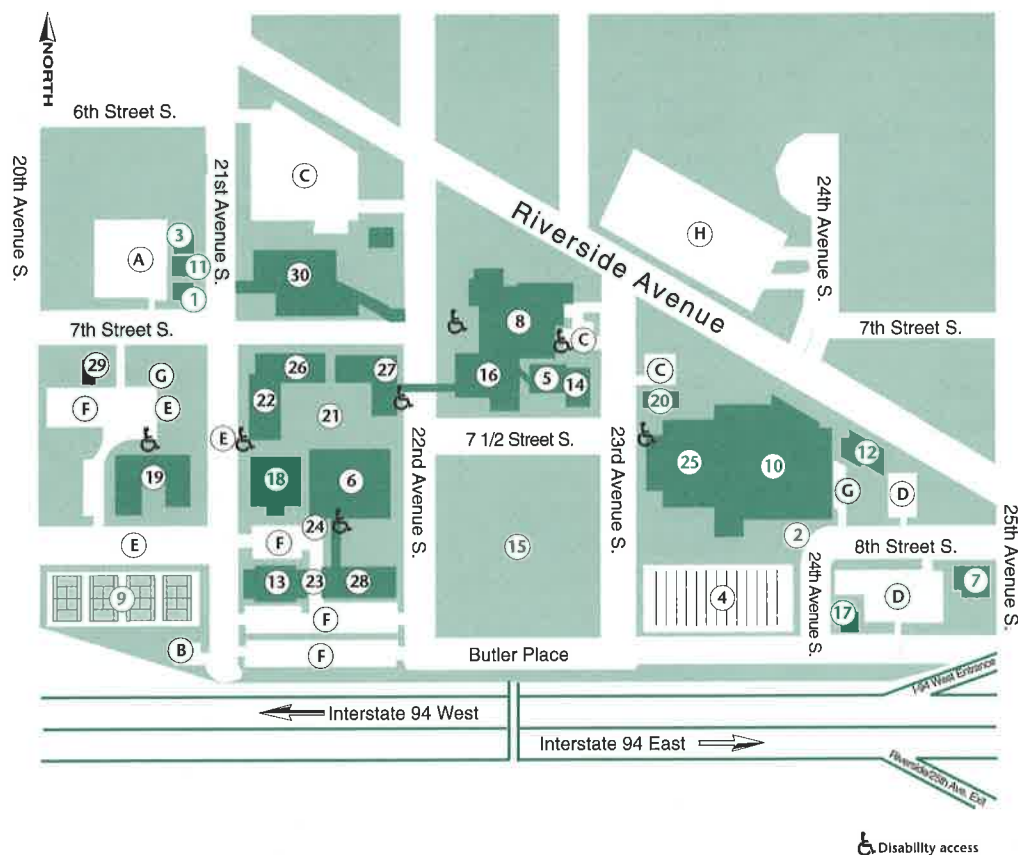
Weekend College Office Location

The Weekend College Office is in Sverdrup Hall and is located on the corner of 21st Avenue South and 7th Street.

Public Parking

All posted Augsburg College lots are free and open for use from 4:30 p.m. Friday through Sunday evening. Lots are between 21st and 22nd Avenues off Riverside and north or south of 8th Street between 24th and 25th Avenues. Most street parking is four-hour parking, seven days a week. The Fairview-University Medical Center ramp is free to Weekend College students on weekends when class is in session.

AUGSBURG CAMPUS GUIDE



College Map Information

1. Admissions Weekday Program
2. Air Structure Entrance
November through March
3. American Indian Student Support Program and Pan-Afrikan Student Services
4. Anderson-Nelson Athletic Field and Seasonal Air Structure
5. Center for Global Education and International Programs
6. Christensen Center, Information Desk
7. East Hall
8. Foss, Lobeck, Miles Center for Worship, Drama and Communication
9. Husby-Strommen Tennis Courts
10. Ice Arena
11. Jeroy C. Carlson Alumni Center
12. Maintenance and Grounds Shop
13. Mortensen Tower
14. Murphy Place
15. Murphy Square
16. Music Hall
17. Nordic Center
18. Old Main
19. Oscar Anderson Hall
20. Public Relations and Communication
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Hall
Weekend College
27. Sverdrup-Oftedal Memorial Hall
Master of Social Work Admissions
28. Urness Tower
29. Youth and Family Institute
30. James G. Lindell Family Library

Parking Lots

- A. Admissions/Faculty/Staff Parking
 - B. Faculty/Staff/Commuter/Resident Parking
 - C. Faculty/Staff Parking
 - D. Faculty/Staff/Commuter Parking
 - E. Commuter Parking
 - F. Resident Parking
 - G. Visitor Parking
 - H. Fairview-University Medical Center Ramp
- Pay parking available*

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