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AUGSBURG COLLEGE

Catalog 1984-86

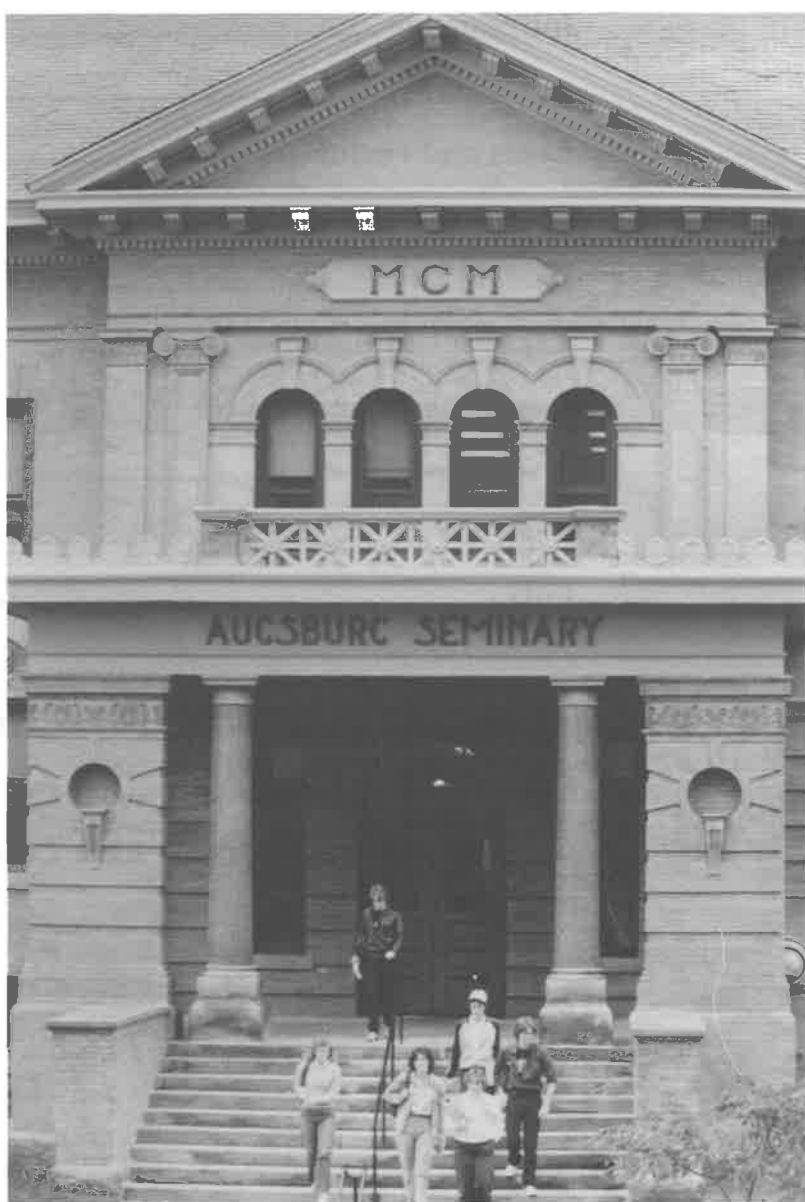
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Old Main, on the National Register of Historic Places, recalls Augsburg's heritage as the first U.S. school founded to train pastors to serve Norwegian immigrants. (Photo by John Louis Anderson)

Introducing Augsburg

Few liberal arts colleges combine the excitement and vitality of a metropolitan center with the smallness and intimacy of the rural setting. Augsburg is one of the few, very special Christian colleges which can offer you both, as indicated in the Mission Statement adopted by the Faculty and the Board of Regents in 1977.

Mission Statement

Augsburg is an accredited four-year liberal arts college of The American Lutheran Church located in Minneapolis, at the center of the Twin Cities metropolitan area. The coeducational student body of approximately 1500, while largely of Lutheran orientation, includes students of diverse ages from a wide variety of religious, cultural and ethnic backgrounds.

For over 100 years the college has emphasized intellectual freedom in the search for knowledge in its disciplines, responsiveness to the needs of society and the world, and preparation of students for service and leadership in church and society.

The mission of Augsburg College is to educate students through a distinctive combination of commitment to the Christian faith, the liberal arts and excellence in academic program.

Augsburg College is known for its people, who strive to be a supportive, informal and free community of learners involved with the metropolitan environment.

The academic program is primarily committed to providing students with a broad background in a variety of subject areas as well as encouraging personal development. Excellence in the academic programs has characterized and is a continued goal of the college.

Augsburg College:

- Challenges students with a portion of the knowledge and thought which has been formative within human history and culture through a wide variety of ideas, disciplines and selected professional and pre-professional programs;
- Assists students in developing intellectual skills as well as in selecting a career;
- Encourages within students the attitudes and skills necessary to prepare them to be learners throughout their lives.

Education at Augsburg is based on the belief that the world is God's, entrusted to us for care, exploration and understanding.

As a Christian community the college embraces a wide range of religious expression and participation. As part of its academic program Augsburg seeks to give all its students an informed understanding of the Christian faith and heritage as well as an opportunity to encounter other segments of the world's religious heritage. In addition to this intellectual task the aim of the college is to help students understand the Christian faith as relevant for their own experience and for participation in the commitment to the role of the Christian community in the modern world.

Augsburg College seeks to act responsibly within the metropolitan community.

The quality of Augsburg's education is enriched by the people, culture and educational resources provided by its location. The college is also aware that it has a responsibility to contribute to the larger community. In doing this, the college directs several of its programs specifically at the metropolitan setting, provides areas of study not available elsewhere in the area, and offers itself as an educational resource for a variety of new student populations.

History — Fjord to Freeway

Augsburg was the first seminary founded by Norwegian Lutherans in America, named after the confession of faith presented by Lutherans in Augsburg, Germany, in 1530. Augsburg opened in September 1869, in Marshall, Wisconsin, and moved to Minneapolis in 1872. The first college students were enrolled in 1874 and the first college graduation was in 1879.

The school was officially named Augsburg College in 1963 when its former sponsor, the Lutheran Free Church, merged with The American Lutheran Church. Augsburg Seminary joined with Luther Theological Seminary in St. Paul that same year. Continuing ties with this heritage are reflected in the College Center's Augsburg Room and in replication of the original sign for Old Main. *From Fjord to Freeway*, a candid history of the College and its people during the first 100 years, by Augsburg's Carl E. Chrislock, is available in the College Bookstore.

Location and Campus

Augsburg's campus is located in the heart of the Twin Cities, surrounding Murphy Square, the first of 155 parks in the "City of Lakes." The University of Minnesota West Bank campus and two of the city's largest hospitals, Fairview and St. Mary's, are adjacent to the campus. Downtown Minneapolis and St. Paul are minutes west and east via Interstate 94 which forms the southern border of the campus, or on bus routes that also connect with the suburbs.

Reaching the Twin Cities is easy. Airlines providing daily service to Minneapolis-St. Paul International Airport include American, Capitol, Continental, Delta, Eastern, Northwest Orient, Ozark, Republic, Trans World, United, USAir, and Western. Bus or train connections can be made from all areas of the United States.

Policies

It is the policy of Augsburg College not to discriminate on the basis of race, creed, national or ethnic origins, age, marital status, sex or handicap 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, educational programs, activities and employment practices. Inquiries regarding compliance may be directed to the coordinators who are listed in the Communications Directory (page 151) or to the Director of the Minnesota Department of Human Rights, Bremer Tower, 7th 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 fully accredited by the North Central Association of Colleges and Secondary 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, National Association for Music Therapy, Inc., and the National League for Nursing.

We are a member of the Associated Colleges of the Twin Cities (ACTC), Lutheran Education Council in North America, and Minnesota Private College Council, and are registered with the Minnesota Higher Education Coordinating Board (MHECB).

Facilities and Housing

Instruction facilities and student housing at Augsburg are conveniently located near each other. A tunnel/ramp/skyway system connects the tower dormitories, the five buildings on the Quadrangle, Music Hall, and the Psychology Building.

Admissions Office, located at 628 21st Avenue South, provides offices for the admissions staff and reception area for prospective students and their parents.

George Sverdrup Library, (1955) named in honor of Augsburg's fourth president, contains reading rooms, seminar rooms, work rooms, an audio-visual center, the Augsburg Archives, classrooms and faculty offices.

Science Hall (1949) houses classrooms, well-equipped laboratories, a medium-sized auditorium, and faculty offices. The **Lisa Odland Observatory** on the roof was completed in 1960.

Old Main (1900) is home for the Foreign Language and Art departments and has classrooms used by other departments. Extensively remodelled in 1980, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

West Hall (1966) is apartment housing for married and upperclass students.

Mortensen Tower, (1973), named in honor of Gerda Mortensen, dean of women from 1923 to 1964, has 104 one and two-bedroom apartments that house 312 upperclass students, plus conference rooms and spacious lounge areas.

Urness Tower, (1967) named in honor of Mr. and Mrs. Andrew Urness, who have given several generous gifts to the College, provides living quarters for 324 students. Each floor is a "floor unit," providing 36 residents, housed two to a room, with their own lounge, study and utility areas.

Augsburg College Center, (1967) center of non-academic activity, has spacious lounges and recreational areas, dining areas, bookstore, and offices for student government and student publications.

Sverdrup-Oftedal Memorial Hall, (1938) named in honor of Augsburg's second and third presidents, provides space for administrative and faculty offices.

Music Hall, (1978) newest building on campus, contains a 217-seat recital hall, classroom facilities, two rehearsal halls, music libraries, practice studios and offices for the music faculty.

Psychology Building (1964) has classrooms, offices and laboratories for the Psychology department in the former studio building.

Melby Hall, (1961) named in honor of J. S. Melby, dean of men from 1920 to 1942, basketball coach, and head of the Christianity department, provides facilities for the health and physical education program, intercollegiate and intramural athletics, chapel services, and general auditorium purposes.

Ice Arena, (1974) with two large skating areas, is used for hockey, figure skating and recreational skating for Augsburg and the metropolitan community.

Stage II Theater, formerly Old Music Hall, was redesigned in 1979 with a thrust stage as a temporary performing facility for the Theater department, which also retains space in the Little Theater building.

South Hall, **Kueffner** apartments, and annex houses, all located in or near the campus area, provide additional housing accommodations for students, faculty and staff.



Students meet at the kiosk, in the "Quad" (Photo by Scott Stensrud)

Admissions

Augsburg College seeks students who possess qualities of intellect and character which will enable the student to benefit from and contribute to the college community. Each applicant is judged on individual merit without regard for race, creed, sex, age, disability, and national or ethnic origin.

Augsburg's admissions office staff members are available to help students and parents with college planning. The Admissions Office is open weekdays from 8:00 a.m. to 4:30 p.m. Tours can be arranged for Saturday and Sunday as well. Visitors are asked to write or call the Admissions Office (612) 330-1001 prior to the visit. The admissions staff will arrange a campus tour, class visitations, and conferences with professors according to the wishes of the visitor. The Admissions Office is located on the northwest corner of 7th Street and 21st Avenue South in Minneapolis.

Application Procedures for Freshmen

1. Application for Admission

Applicants should complete an application for admission, and return it to the Admissions Office together with the non-refundable \$15.00 application fee.

2. Transcripts

An official transcript from the high school is required of freshman applicants. Freshman applicants who are still high school students at the time of application should have their most recent transcript sent, followed by a final transcript upon graduation. Graduate Examination Degree scores (G.E.D.) may be presented instead of the high school transcript.

3. Test Scores

Freshman applicants are required to submit results from the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), or the American College Test (ACT). It will suffice if test scores are recorded on the official high school transcript.

4. Additional Information

If there is personal information that may have affected the applicant's previous academic performance, it may be included with the application or discussed personally with an admissions counselor. Academic recommendations may be required by the Admissions Committee before an admissions decision is made.

5. 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.

6. Confirmation of Admission

Accepted students who are applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their financial aid notification. Extensions may be requested in writing to the Director of Financial Aid.

Accepted students who are not applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their letter of acceptance.

Early Decision for Freshmen

An Early Decision Program is offered for students who select Augsburg as a primary college choice. An Early Decision candidate must apply by **November 15** of the senior year and will receive the admission decision about December 1. The admissions decision is based upon the academic record through the junior year, test scores, and recommendations.

Students who are eligible for Early Decision will receive maximum consideration for financial assistance.

Early Decision candidates applying for financial aid are required to complete the Augsburg Early Decision Financial Aid Application, which enables our Financial Aid Office to compute a preliminary award. Candidates will be notified of their award by January 1. This application is available in the Admissions Office.

Accepted students who are applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their financial aid notification. Extensions may be requested in writing to the Director of Financial Aid.

Accepted students who are not applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their letter of acceptance.

Early Admission of Freshmen

Students of exceptional ability who wish to accelerate their educational program may be granted admission to begin full-time work toward a degree following completion of their junior year or first semester of the senior year of high school. Applicants for early admission must complete the normal procedures for freshman applicants, submit two academic recommendations from the high school faculty, and arrange a personal interview with the Director of Admissions.

Application Procedures for Transfer Students

Augsburg College welcomes students who wish to transfer after having completed work at other accredited colleges or universities. 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.

A cumulative grade point average (GPA) of 2.0 or better is required on previous college work.

Admission to a major, as well as admission to the College, is sometimes necessary. For example, registered nurses seeking a Bachelor of Science degree in Nursing must have a 2.5 GPA and complete the Department of Nursing credit evaluation tests. Please check with the Admissions Office and departmental catalog section to see if admission to the major is necessary.

1. Application for Admission

Applicants should complete an application for admission and return it to the Admissions Office together with the \$15.00 non-refundable application fee.

2. Transcripts

An **official** transcript from the college(s) you have attended is required. Transfer student applicants must have an **official** transcript from their high school sent to the Admissions Office. Students who have completed a year or more of college work will be evaluated primarily on their college performance.

3. Additional Information

If there is personal information that may have affected the applicant's previous college performance, it may be included with the application or discussed personally with an admissions counselor. Academic recommendations may be required by the Admissions Committee before an admissions decision is made.

4. 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.

5. Confirmation of Admission

Accepted students who are applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their financial aid notification. Extensions may be requested in writing to the Director of Financial Aid.

Accepted students who are not applying for financial aid are asked to make a \$100 non-refundable tuition deposit within 30 days of their letter of acceptance.

Re-Admission of Former Students

A student who has interrupted attendance at Augsburg College without requesting a leave of absence and who wishes to return applies for re-admission through the Registrar's Office. A student who has attended any other institution(s) during the absence from Augsburg must have an official transcript sent from each one to the Registrar's Office. Returning students do not pay the application fee.

Admission as a Special Student (Non-Degree)

In some circumstances, a person may be admitted as a special student (non-degree) and granted the privilege of enrolling in courses for credit. Usually a part-time student, he or she may subsequently become a candidate for a degree by petitioning through the Registrar's Office.

Students regularly enrolled at another college may take course work at Augsburg College as a special student (non-degree). A transcript must be sent to the Registrar's Office by the student's home institution.

An application form for special student (non-degree) status is available from the Registrar's Office.

Admission for International Students

International students should consult with the Director of Admissions regarding the procedures for applying as an international student. All international students transferring to Augsburg from another United States college or university must apply and be accepted for admission to Augsburg two months prior to the start of the semester: July 1 for Fall, November 1 for Spring.

To contact the Director, call (612) 330-1001 or write to:

Director of Admissions
Augsburg College
731 21st Avenue South
Minneapolis MN 55454
U.S.A.



Jogging along the (Mississippi) River Road is an activity shared by students, faculty and staff (Photo by John Louis Anderson)

Costs and Financial Policies

Students pay less than the full cost of an education at Augsburg College. The balance of instructional and operating costs comes from annual contributions from the American Lutheran Church, endowment funds, and gifts from individuals, corporations and foundations.

College Costs 1984-85

Costs listed have been approved by the Board of Regents for the 1984-85 academic year. The board reviews costs annually and makes changes as required. The college reserves the right to adjust charges should economic conditions necessitate.

Tuition (full-time enrollment)..... \$5,560.00

This rate applies to all full-time students entering in September, 1984. Students are considered full-time when they take three or more courses during the semester terms with a total of seven or more courses in the school year. The charge includes tuition, general fees, facility fees, subscription to student publications, and admission to college-supported events, concerts and lectures. The amount is payable in two equal installments at the beginning of each semester.

Tuition (part-time enrollment) per course..... 775.00

This rate applies to students taking fewer than three courses in a semester and/or an Interim only.

Audit Fee (for part-time students) per course..... 390.00

Full-time students may audit a course without charge. Part-time students taking Lifetime Sports are charged the audit rate for that course.

Room Rent (includes telephone) 1,210.00

Full Board (19 meals a week)..... 1,180.00

Other board plans are available as defined in the housing contract booklet available from the Office of Student Life. **Partial board** (14 meals a week) is **\$1,140.00**; the **point plan** is **\$920.00**.

Other Special Fees (not refundable)

Fees Billed on Student Account

ACTC Bus (Full-time students only)	\$ 5.00
Late Registration (per day after classes begin)	10.00
Registration Change after first 5 days (Cancel/add/change grade option, or combination at one time)	5.00
Introduction to Cinema Arts	35.00
Life Drawing (See Interim Catalog for fee)	
Medical Technology (Senior Fee)	775.00

Music Therapy Internship (one half course credit)	390.00
Music Lessons	
Private, per semester (14 lessons)	150.00
Class, per semester	50.00
Radio-Television Production	10.00
Theater Technical Production	35.00
Student Teaching (per course)	15.00
Study Abroad (in approved non-Augsburg programs)	125.00

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 15.00
Nursing Credit Validation Tests	40.00
Locker Rental (commuters)	5.00

Student Parking Lot Permit	20.00
Transcript Fee (per copy after first, which is free)	2.00
Special Examinations (Schedule on file in Registrar's Office)	

Books and Supplies

These costs are estimated to range between \$200 - 250 per year.

Deposits

Enrollment (non-refundable)\$100.00
 Required of all new students after acceptance. The Enrollment Deposit is credited to the student's account when his/her enrollment is terminated. Any net credit balance (after all charges and/or fines) will be refunded upon request of the student. There are three deadline dates, each providing different benefits to you. For more information, contact the Admissions Office.

Housing Damage 100.00
 Required of all resident students at the time of signing a contract, to reserve a housing assignment. This deposit is retained against damages and is returned to the student account (less all charges for damages and/or fines) at the end of the occupancy period covered by the contract. New contracts may be terminated for Fall or Spring Term by notifying the Office of Student Life in writing by the first day of registration. The resident will be responsible for all costs incurred due to late cancellation or lack of proper notification. If the new contract is cancelled prior to July 1 for Fall semester or January 1 for Spring Semester, \$35.00 will be forfeited from the \$100 deposit as a service charge. The entire deposit will be forfeited if cancellation is after these dates.

Payments

Semester Fees — Prior to the start of each semester a "Statement of Estimated Charges" showing basic charges and credits designated by the Student Financial Services Office is sent to the student from the Business Office.

Payment Options — (1) Annual payments, due August 20 as billed; (2) Semester Payments, due August 20 and January 20 as billed; (3) Payment Plan — upon application and after College approval, a three-month plan is available each semester. Details are included with the Estimate of Charges letter. (4) 10-month Payment Plan — upon application, College approval, and payment of a \$50 participation fee, the annual charges may be paid in 10 equal installments beginning June 20 and ending March 20. No finance charge will be assessed on accounts which are current. An application will be sent upon request.

A finance charge is applied at a simple rate of 1% per month on any account with an open balance of 30 days or more or on a 10-month payment plan in which payment is not current.

Tuition is set on an annual basis, payable in two equal installments at the beginning of each semester. Registration is permitted only if the student's account for a previous term is paid in full. Augsburg College will not release academic or financial aid transcripts until all student accounts are paid in full or, in the case of loan funds administered by the College (National Direct/Defense Student Loans-NDSL and the Nursing Student Loan), are current according to established re-payment schedules.

Refunds

Withdrawal from College forms are available in the Center for Student Development. They must be filled out completely, signed, and turned in to the Registrar's Office. Students who properly withdraw, drop to part-time, are dismissed, or are released from a housing contract will have their accounts adjusted for tuition and room (except for the minimum deduction of \$100.00 to cover administrative costs) according to the following schedule:

- 100% — through the first five days of classes.
- 90% — from the sixth through 10th day of classes.
- 80% — from the 11th through 15th day of classes.
- 70% — from the 16th through 20th day of classes.
- 60% — from the 21st through 25th day of classes.
- 50% — from the 26th day of classes through the mid-point of the term.

No refund will be made after the middle of the term. Board refunds are made on a proportionate basis.

If a student is forced to withdraw due to illness or accident, the refund will include the normal percentage plus one-half of the percentage adjustment, upon submission of a report from the attending physician stating the inability or inadvisability of continued enrollment.

Students who elect to omit an interim or to graduate in December are not entitled to a refund of interim tuition, room, and board charges. Students who participate in an approved off-campus interim are eligible to apply for a board refund and room sub-lease. Details and request forms are available in the Office of Student Life.

All refunds of charges will be applied to the account of the student and all adjustments for aid, loans, fines and deposits, etc. will be made before eligibility for a cash refund is determined.

Financial Aid

The financing of post-secondary education may well be one of the more significant investments that an individual or a family will make in an entire lifetime. Because this is the case, proper planning and wise choices are important, not only in the selection of an institution, but also in the methods utilized in paying the related expenses. Augsburg College, through its Office of Student Financial Services, is committed to help provide students and their families with the needed assistance, both monetary and advisory, that will protect access to a quality education in spite of increasing costs.

Financial assistance awarded through Augsburg is a combination of scholarships, grants, loans, and part-time work opportunities. The College cooperates with Federal, State, church, and private agencies in providing various aid programs. For the academic year 1983-84 approximately 85% of all students at Augsburg received scholarships, grants, loans and part-time employment totalling over \$5,800,000 from all aid sources.

The primary responsibility for financing a college education rests upon the student and family. Financial aid is intended to supplement student and family resources.

The amount of assistance for which a student is eligible is determined with the help and analysis of the Family Financial Statement (FFS) of the American College Testing Program (ACT) or the Financial Aid Form (FAF) of the College Scholarship Service (CSS). These analyses estimate the amount a student and family can provide for college expenses, taking into account such family financial factors as current income, assets, number of dependents, other educational expenses, debts, retirement needs, and special considerations.

How and When to Apply

New Students — Regular Admission

1. Apply for admission to Augsburg College. No financial aid notification is made until the student has applied and been accepted for admission.
2. Obtain the Family Financial Statement (FFS) or Financial Aid form (FAF) from a high school or college financial aid office. Complete the application and send it to the processing agency after January 1 but before March 15 for priority consideration. Minnesota residents must complete the FFS which includes the application for the Minnesota State Scholarship/Grant Program. (To be considered, use code 6500.) Augsburg's code on the FFS is 2080. For non-Minnesota residents using the FAF, Augsburg's code is 6014.
3. Within three to four weeks, Augsburg will receive the analysis. If at that time you are accepted for admission, the Financial Aid Committee will meet and review your eligibility for all the programs available. A letter will be sent to you detailing your financial aid package.
4. Acceptance of this financial aid package is required within the deadline stated. If necessary, the appropriate loan forms and/or work applications will then be sent to you.
5. Transfer students must submit a financial aid transcript from each college previously attended before financial aid will be offered.

New Students — Early Decision

This is for students who select Augsburg as their primary college choice. An Early Decision Candidate must apply by November 15 of the senior year and will receive the admission decision about December 1.

1. Early Decision Candidates applying for financial aid may wish to complete the Early Decision Financial Aid Application, available by writing or calling the Admissions Office. This enables our Financial Aid Office to compute a preliminary award before the Family Financial Statement is filed. Candidates will be notified of their award by January 1.
2. For confirmation of the financial aid award package, with any necessary revision, the FFS (or FAF for non-Minnesota residents) must be completed after prior calendar year income information is available. This is after January 1 but before March 15.

Returning Students

Eligibility for assistance must be re-established each academic year by filing the application and Family Financial Statement (FFS). Renewal is based on financial eligibility, satisfactory academic progress, and fund availability.

Kinds of Aid

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

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

Gift Assistance

Presidents Scholarships — Full tuition Presidents Scholarships and half tuition College Scholarships are awarded annually to the most academically qualified full-time freshmen students. These scholarships are awarded without regard to need. Because this is a unified program, full tuition or half tuition is assured, since the College guarantees the difference between non-Augsburg grants and scholarships (such as state scholarships, Pell grants, etc.) and the limit of the award. The award is renewable for three years based on academic performance at Augsburg. **Special application is due January 15.**

Deans Scholarships — Full tuition and half tuition Deans Scholarships are awarded for each fall to the most academically qualified full-time students who are direct transfers to Augsburg College following completion of an A.A. or A.S. degree, having maintained a 3.5 GPA on a 4.0 scale. These scholarships are awarded without regard to need and are renewable for an additional year. **Special application is due March 15.**

Lutheran Transfer Scholarships — Up to seven scholarships are awarded for each fall to full-time students who have completed the A.A. or A.S. degree at a Lutheran junior college and are direct transfers to Augsburg College without further coursework at another institution. Awards of \$500 are based on academic merit and are renewable for an additional year. **Special application is due May 15.**

Paired Resources in Ministry and Education (PRIME) Awards — Augsburg College will match the first \$300 a year of a student's scholarship or grant from a Lutheran congregation.

Augsburg Tuition Grants — Available to students who have shown academic potential and have financial need. A grant may pay up to full tuition and fees. A student's academic performance, financial need, and high school and community involvement are taken into consideration.

Minnesota State Scholarships and Grants — Awarded by the state to Minnesota residents who have financial need. For 1984-85, they range from \$100 to \$3407. All applicants from Minnesota are expected to apply.

Supplemental Educational Opportunity Grants — A federal program administered by the College. To be eligible, a person must: (1) be a U.S. citizen or permanent resident; (2) have sufficient financial need as defined by the program and demonstrated by the FFS (or FAF); (3) be capable of maintaining satisfactory academic standing at the College; and (4) be accepted for admission.

Pell Grants — Federal Pell grants are awarded to students attending eligible institutions of higher education and are based on financial need as defined by program guidelines. The maximum grant eligibility for each student for 1984-85 is \$1900 minus the amount the student and family can be expected to contribute. Application is made by filing the FFS (or FAF) and requesting on the application form that the necessary information be sent to the Pell Grant Program.

Bureau of Indian Affairs/Tribal and Indian State Scholarships — American Indian students who meet federal and state requirements may apply for Bureau of Indian Affairs, Tribal and/or Indian State Scholarship monies. Students must be $\frac{1}{4}$ degree Indian ancestry and be enrolled with a federally recognized tribe. Indian grants supplement all other sources of financial aid. For assistance in application contact Augsburg's American Indian Program Director or your tribal agency.

Loan Assistance

National Direct Student Loans (NDSL) — Joint Augsburg College-federally funded program administered through the College for students who demonstrate financial eligibility. Loans are interest free during your education. No interest accrues nor do payments have to be made on the principal at any time you are enrolled at least half-time. Simple interest of 5% and repayment of the principal (at the minimum of \$30 a month) begin six months after you leave school. Repayment may extend up to 10 years. The loan carries a teacher cancellation clause. The maximum which may be borrowed for undergraduate study is \$6,000.

Guaranteed Student Loans (GSL) and Minnesota State Student Loans — Loan funds are obtained directly from a local lender or state agency in states which provide such programs. While the student is attending at least half-time, there is no interest charge. Beginning with loans for school periods starting September 13, 1983 and after, simple annual interest of 8% on the loan balance and repayment of the principal begin six months after you leave school. Repayment may extend up to 10 years. The maximum loan is \$2500 per year with the cumulative undergraduate maximum of \$12,500. Applications are available at the college, some banks, and the Minnesota State Student Loan Office.

Nursing Student Loan — Federal program with provisions similar to the National Direct Student Loan program, but restricted to applicants accepted or enrolled in our program leading to the baccalaureate degree in nursing. Recipients must have financial need and be registered at least half time. The maximum loan is \$2500 per year.

Parent Loan Program (PLUS) — PLUS is a loan program to help parents meet college costs. Parents may borrow up to \$3,000 per year with an aggregate maximum of \$15,000. Repayment begins within 60 days of check disbursement at a simple interest rate of 12% and a minimum payment of \$50 per month. Application forms are available at Augsburg College or the lending institutions. Applications are normally filed with the bank or thrift institution with which your family has an account.

Student Employment

Augsburg College provides work opportunities for students with proven financial need who are at least one-half time students. Assignment is made on the basis of need and potential competence in performing the duties assigned. Part-time work provided by the College is considered financial aid, just as scholarships, loans, and grants. A maximum of 15 hours of on-campus employment per week is recommended.

All on-campus work is governed by policies stipulated in the work contract issued to the student employee for each placement. Payment is made monthly by check to the student employee.

College Work Study Program and Minnesota State Work Study Program — Under these programs the federal or state government supplies funds on a matching basis with the College to provide some part-time work opportunities.

Aid Association for Lutherans Work Service Program — A special program of off-campus placement in Lutheran congregations, with work assignments made at the discretion of the congregation, which will support the life and mission of the congregation.

Sponsored Scholarships

Scholarship winners are selected by the Student Affairs Committee unless otherwise specified. For departmental scholarships, winners are recommended by faculty of the department involved. Descriptions of awards are from statements of the donors' wishes.

*Indicates endowed scholarships

General Scholarships

Charles and Ellora Alliss Educational Foundation Scholarships — a number of awards of varying amounts (minimum \$500) are made each year on the basis of financial need and ability. Established in 1973 by the foundation.

Bremer Foundation Scholarships — awarded annually to students from towns and cities where Bremer banks are located.

Alma Jensen Dickerson Memorial Scholarship* — awarded annually to deserving junior/senior students. Established in 1961 to perpetuate her memory.

Oliver M. and Alma Jensen Dickerson Memorial Scholarship* — awarded annually to two deserving junior or senior students. Established in 1969 by Alma Jensen Dickerson to honor her late husband and perpetuate their memory.

Elias B. Eliason Sr. Memorial Scholarship* — awarded annually to one or more needy and deserving upperclass students. Established in 1979 in memory of their husband and father by Josie Feroe Eliason, Conrad Eliason, E. Bernie Eliason, Mrs. Elizabeth Mauseth and Mrs. Clara Hoelck.

M. J. Estrem Scholarship* — awarded annually to a worthy student. Established in 1965 by Maybelle and Malcolm Estrem.

Memorial Scholarship Foundation Scholarships* — awarded annually to an able and deserving upperclass student. Established in 1964 by undesignated memorial gifts.

Minnesota Mining and Manufacturing Company Liberal Arts Scholarships — given annually to needy students who are U.S. citizens. Established in 1972.

John G. Quanbeck Scholarship Fund — awarded annually to freshmen students who without assistance would be unable to pursue higher education. Established in 1963 by a bequest of John G. Quanbeck.

Readers Digest Endowed Scholarship* — awarded to able and deserving students. Established by the Readers Digest Foundation in 1964.

Edward Yokie Memorial Scholarship* — awarded to an able and deserving junior or senior student. Established in 1962 to honor the memory of their beloved father by his daughters, E. Lorraine Yokie and Doris E. Yokie.

Special Scholarships

Aid Association for Lutherans — awarded annually to able and deserving upperclass students who are certificate (policy) holders with Aid Association for Lutherans Insurance Company. Established in 1966.

Grace Jewel Jensen Buster Memorial Scholarship* — one or more scholarships are awarded annually to sophomore, junior, or senior Chinese students who have outstanding academic records and are preparing to work among the Chinese people. Established in 1983 by family and friends to honor the memory of Grace Jewel Jensen Buster, a 1922 alumna.

The Mildred Ryan Cleveland Memorial Scholarship* — awarded annually to able and deserving student(s) who have physical disabilities and have demonstrated financial need. Established in 1972 by her husband, Floyd Cleveland, to honor the memory of Mrs. Cleveland, Augsburg alumna, consecrated Christian leader and devoted wife.

David J. Formo Memorial Scholarship* — one or more scholarships are awarded annually to a junior or senior student who has successfully overcome adversity and achieved excellence in academic and extracurricular performance. Established in 1979 by members of his family to honor the memory of Commander David J. Formo, 1964 alumnus.

Grace Anne Johnson Memorial Scholarship* — one or more scholarships are awarded annually to upperclass international students who have overcome adversity and achieved excellence in academic and extracurricular performance. Established in 1981 by her parents, Dr. and Mrs. Einar Johnson, and other family members and friends in memory of Grace Anne (Gay) Johnson, a student at Augsburg 1971-1973.

Catha Jones Memorial Scholarship* — awarded annually to women students transferring from Waldorf College, with preference given to those in music and/or elementary education. Established in 1975 in memory of Catha Jones, 1970 alumna, by her parents, Mr. and Mrs. Kenneth Jones, other family and friends, and the Augsburg College Senior Challenge Program.

Lutheran Brotherhood Lutheran Senior College Scholarship — awarded on the basis of scholastic achievement, religious leadership and financial need. Minimum award \$500.00. The scholarship is renewable.

The Rev. Horace E. Nyhus Memorial Scholarship* — awarded annually to a senior student(s) who has successfully overcome adversity and has achieved excellence in academic and extracurricular performance. Established in 1977 to honor the memory of the Rev. Nyhus, a 1929 graduate of Augsburg Seminary who overcame the adversity of early years to earn his own education and who served his fellow men with humanity and wisdom.

Minority Student Scholarships/Grants

Aid Association for Lutherans Minority Scholarship Program — awarded annually to Lutheran American minority students who show financial need.

The American Indian Achievement Scholarship* — one or more scholarships are awarded annually to an American Indian upperclass student(s) who has a cumulative grade point average of 3.0 or better at Augsburg College. Established in 1984 by The Hearst Foundation.

Homecoming Auction Scholarships — awarded annually to two students, one of whom must be a minority student, who have demonstrated ability to facilitate discussion about issues of social concern. Established in 1977 and funded by contributions to this annual event from faculty, staff and students.

Marilyn Petersen Memorial Scholarship* — one or more scholarships are awarded annually to upperclass Oriental international students. Established in 1978 by her parents, family and friends to honor the memory of Marilyn's devotion of sharing and loving people, especially her service to students.

National Scholarship & Grant Program for Minority Students (sponsored by the American Lutheran Church) — members of American racial and ethnic minorities who are either seeking admission to an American Lutheran Church (ALC) college OR are members of an ALC congregation may be considered.

Marlys Johnson Simengaard Memorial Scholarship* — awarded periodically to a Black American student. Established in 1964 in memory of Marlys Johnson Simengaard and her Christian concern for the problems of social injustice.

Religion & Christian Service Scholarships

The Norman and Louise Bockbrader Scholarship* — awarded annually to students preparing for full-time service careers in the church. Established in 1981 by Rolland H. Bockbrader to honor the lifelong devotion that his parents have given to the family, congregation, Augsburg College, and the community.

Andrew and Constance Burgess Scholarship* — available to both North American and international students to encourage men and women to enter full-time Christian service. Awards are based on demonstrated academic ability, moral character, and potential for Christian service. Established in 1983 by the Rev. and Mrs. Andrew S. Burgess.

Thorvald Olsen Burntvedt Memorial Scholarship* — awarded annually to a student(s) in the senior class who is preparing for the ministry. Established in 1960 by family and a churchwide offering to honor the memory of Dr. T. O. Burntvedt, president of the Lutheran Free Church, 1930-1958.

Henning and Sellstine Dahlberg Memorial Scholarship* — awarded annually to an upperclass student preparing for a Christian vocation. Established in 1982 to honor the memory of Henning and Sellstine Dahlberg.

Iver and Marie Iverson Scholarship* — awarded on the basis of need, character and interest in Christian service. Established in 1957 by Iver Iverson.

Gerda Mortensen Memorial Scholarship* — one or more scholarships are awarded annually on the basis of scholarship, service, and devotion to the Christian faith. Established in 1975 by the family and Augsburg College in memory of Gerda Mortensen for five decades of service to Christian higher education at Augsburg College.

Onesimus Scholarship* — awarded periodically to students preparing for the Christian ministry. Established in 1962 by Mr. and Mrs. James Helleckson.

Johan H. O. Rodvik Memorial Scholarship* — one or more scholarships are awarded annually to Augsburg students preparing for a professional career in Christian service. Established in 1976 by Mr. and Mrs. Luther H. Rodvik in memory of Johan J. O. Rodvik and his deep personal dedication to his calling as a minister as well as his scholarly research and pioneer thought concerning the Apostle Paul's traditionally misunderstood attitude toward the question of equal rights and equal status for women.

The Rev. Olaf Rogne Memorial Scholarship* — awarded on the basis of need, scholarship and interest in Christian service. Established in 1958 to honor the Rev. Olaf Rogne, business administrator of the college, 1940-1952.

The Rev. Lawrence and Gertrude Sateren Scholarship* — One or more scholarships are awarded annually to a junior or senior preparing for a full-time vocation in the church. Established in 1980 by their children, families and friends to honor the lifelong devotion that the Rev. and Mrs. Lawrence Sateren gave to the church, Augsburg College, and Augsburg Seminary over a period of 60 years.

Marguerite Hamilton Storley Memorial Scholarship — awarded annually to an able and deserving junior/senior student recommended by the scholarship committee. Semi-finalists are interviewed and selected by the donor, the Rev. Calvin J. Storley. Established in 1965 to honor the memory of Marguerite Hamilton Storley and her interest and concern in the mission work of the Christian church.

Morris G. C. & Hanna Vaagenes Missionary Scholarship Fund* — awarded annually to a junior/senior student preparing for service as a missionary through the World Mission Department of The American Lutheran Church. Established in 1969 by the Rev. and Mrs. Morris G. C. Vaagenes.

Departmental Scholarships

Art

The Crown Prince Harald Scholarship — Established by authorization of the Augsburg College Board of Regents in 1965 on the occasion of the visit by Crown Prince Harald, this annual scholarship provides full tuition for a freshman student from Norway. The winner is selected from competition held in Norway by the Norge-Amerika Foreningen.

The Crown Princess Sonja Art Scholarship — Established by authorization of the Augsburg College Board of Regents in 1978 to honor the Crown Princess of Norway. Awarded annually to a talented art student with financial need.

August Molder Memorial Art Scholarship* — One or more scholarships are awarded annually to upperclass students majoring in art. Established in 1982 by his wife, family and friends in memory of August Molder, accomplished artist and teacher for more than 20 years at Augsburg College.

Allen Russel Olson Memorial Scholarship* — Awarded annually to an upperclass student(s) majoring in Studio Arts, on the basis of need and artistic excellence. Established in 1984 by the family and Albert Hoffmeyer and friends, to honor the memory of Allen Russel Olson, an alumnus who was an accomplished artist, designer, photographer and writer.

Athletic

The Carl Bloomberg Memorial Scholarship — Awarded annually to a needy student(s) participating in the Augsburg College hockey program whose cumulative grade point average is below 3.2. Established in 1983 by friends in memory of Carl Bloomberg, a talented young hockey player.

Paul Dahlen Memorial Scholarship* — Awarded annually to an able and deserving student on the basis of Christian purpose, athletic and academic achievement. Established in 1966 by his parents, the Rev. and Mrs. Lester Dahlen, in memory of their son, a senior student at Augsburg College.

Paul Dahlen/Gerald Pryd Memorial Scholarship* — Awarded annually to an able and deserving male student on the basis of personality, character, athletic and academic achievement. Established in 1966 by the Rev. and Mrs. Lester Dahlen and friends to honor the memory of these two Augsburg College students.

David Gronner Memorial Scholarship* — Awarded annually to two or more students, participating in athletics or music, who have demonstrated financial need and/or high Christian character. The athletic scholarship is for a male candidate only, with a preference in basketball. Established in 1975 by Mrs. David Gronner and children Richard, Carol, and Paul, and Mrs. Ethel Gronner to honor the memory of David Gronner, an Augsburg College alumnus.

Keith Hoffman Memorial Scholarship* — Awarded annually based on academic achievement, personal character, and ability in athletics. Established in 1945 by Mr. and Mrs. Charles S. Hoffman to honor their son who gave his life in the conquest of Okinawa.

Rory Jordan Memorial Scholarship* — One or more scholarships are awarded annually to upperclass students participating in intercollegiate sports, with preference for students in the wrestling program. Established in 1980 by the William Jordan and Charles Schulz families in memory of Rory Jordan, an Augsburg graduate and nationally recognized wrestler.

Magnus and Kristofa Kleven Scholarship* — Awarded annually to students on the basis of achievement, personal character, and promise in the field of physical education. Established in 1958 by their children in memory of their parents.

Biology

Biology Scholarships — Established in 1972 by the faculty of the Biology Department to honor outstanding students who intend to major in Biology, Natural Science or Medical Technology.

Augsburg Business Alumni Scholarship Fund* — Awarded annually to sophomore, junior or senior students majoring in any of the areas encompassed within the Department of Business Administration and Economics and based on academic excellence and financial need. Established in 1984 by Augsburg business alumni and other alumni and friends within the business community.

Gamble-Skogmo Foundation Scholarship* — Awarded annually to one or more upperclass students interested in the field of business. Established in 1965 by The Gamble-Skogmo Foundation.

Gertrude S. Lund Memorial Scholarship* — One or more awards are made annually to a junior or senior student(s) majoring in business administration. Established in 1980 by members of the family in memory of Gertrude S. Lund, Augsburg College alumna and dedicated teacher at the College.

Reid Scholarship — Awarded annually to one or more upperclass students who are interested in business and/or education as a career. Established in 1970 by Harvey T. Reid.

Chemistry

Ellen and Courtland Agre Chemistry Award — Given annually to a chemistry major, preferably one going into graduate studies to earn the doctorate in chemistry. Established in 1980 by Dr. and Mrs. Courtland Agre.

Chemistry Scholarships* — Awarded annually to junior and senior students whose academic record indicates promise of achievement in the field of chemistry. Established in 1968 by family, friends, and the Augsburg College Chemistry Department to honor:

Manivald Aldre

Carl Fosse

Frederick C. and Laura E. Mortensen

Dr. W. M. Sandstrom

Walter E. Thwaite, Jr.

Covey Hendrickson

Minnesota Mining and Manufacturing Chemistry Scholarship — Awarded to Chemistry majors who are citizens of the U.S. Established in 1979.

Conrad Sunde Memorial Chemistry Scholarships* — Awarded annually to junior/senior students majoring in Chemistry who have a GPA of 3.0 or above and, preferably, graduate or professional school goals. Established in 1984 through the Conrad Sunde estate in memory of a 1915 alumnus who was the first Augsburg College graduate to earn a Ph.D. in chemistry. His professional career as educator, researcher and consultant included many inventions, of which the development of lanolin oil was his outstanding work.

Education

David Mathre Scholarship* — Awarded annually to qualified full-time student(s) in need of financial assistance during the term in which they are student teaching.

English

Anne Pederson English Scholarship* — Awarded annually to junior/senior students who are majoring in English, with preference given to those who plan to teach English as a career. Established in 1971 by faculty members of the English Department to honor the 37 years of service of Anne Pederson as English teacher at Augsburg College.

Prof. P. A. Sveeggen Memorial Scholarship* — Awarded annually to an outstanding student in the field of English. Established in 1959 by Gerald Sveeggen in memory of P. A. Sveeggen, professor of English at Augsburg, 1915-1952.

Foreign Language

Mimi Baez Kingsley Modern Language Scholarship* — Awarded annually to junior/senior students who are majoring in modern language, with preference given to those who plan to teach language. Established in 1969 by Mr. and Mrs. James Kingsley.

Health-Related

Ellen and Courtland Agre Pre-Medicine Award — Given annually to a student of any major who is planning on entering medical school to earn a doctorate in medicine. Established in 1980 by Dr. and Mrs. Courtland Agre.

Augsburg Nurses Alumni Association Scholarship* — Awarded annually to a registered nurse seeking a baccalaureate degree in nursing. Established in 1983 by The Augsburg Nurses Alumni Association.

Eleanor Christensen Edwards Memorial Scholarship* — Awarded annually to upperclass student(s) preparing for a career in medicine or health. Established in 1978 in memory of Eleanor Christensen Edwards' devotion and service in health care by members of her family, Bernhard Christensen, Elsie Christensen Schroeder, Jessie Christensen, Nadia Christensen and Theodore Christensen.

History

Dr. Carl H. Chrislock History Scholarship — Awarded annually to a history major. Established in 1980 by Gregory M. Fitzloff to honor Carl H. Chrislock.

The Rev. and Mrs. O. J. Haukeness History Award — Awarded annually to a senior student for excellence in history. Established in 1980 by Helen Ranck to honor her parents, the Rev. and Mrs. O. J. Haukeness.

H. N. Hendrickson History Scholarship* — Awarded annually to students majoring in history with preference given to those who plan a career in the field. Established in 1969 by Dr. and Mrs. Carl H. Chrislock and augmented by other contributions to honor the memory of H. N. Hendrickson, professor of history at Augsburg College, 1900-1952.

Library Science

Library Science Scholarship — Established in 1972 by library and library science instructional staffs to honor junior or senior students intending to enter the library profession.

Mathematics

Mathematics Scholarship — Awarded annually to an able and deserving student in the field of mathematics. Established in 1980 by the Mathematics department.

Minnegasco Scholarship — Awarded annually to able and deserving junior/senior students majoring in mathematics or the sciences on the basis of need and academic ability. Established in 1969 by Minnegasco.

Metro-Urban Studies

Joel and Frances Torstenson Scholarship in Urban Affairs* — One or more scholarships are awarded annually to upperclass students who actively contribute toward the fulfillment of Augsburg's Mission Statement relating to the College's urban involvement. Established in 1982 by colleagues, former students, and friends to honor the service and leadership of the Torstensons in community development and urban affairs.

Music

Peggy Christensen Benson Memorial Scholarship* — Awarded annually to a student of choral music. Established in 1965 by Thomas I. Benson in memory of Peggy Christensen Benson, an Augsburg College alumna.

Freshman Performance Studies Scholarships — Entering freshman music majors who evidence marked ability in their major instrument or voice will receive free lessons in that major medium during the first two semesters of performance studies.

David Gronner Memorial Scholarship* — Awarded annually to two or more students participating in athletics or music, who have demonstrated financial need and/or are of high Christian character. Established in 1975 by Mrs. David Gronner and children Richard, Carol and Paul, and Mrs. Ethel Gronner in memory of David Gronner, Augsburg College alumnus.

O. I. Hertsgaard Scholarship* — Awarded annually to junior/senior students who have demonstrated proficiency in choral and/or instrumental music, interest or potential in conducting, and promise of overall academic success. Established in 1966 by O. I. Hertsgaard.

Leonard & Sylvia Kuschel Scholarship* — Awarded annually to upperclass students seeking to acquire musical and performance skills in instrumental music with preference given to those who have shown proficiency in keyboard instruments. Established in 1975 by Leonard & Sylvia Kuschel to honor the beautiful message of music.

Edwin W. and Edith B. Norberg Scholarship* — One or more scholarships are awarded annually to upperclass student(s) preparing for careers in church music. Established in 1980 by Edwin W. Norberg to honor his wife's lifelong career in the teaching and conducting of piano, organ and choral music.

Henry P. Opseth Music Scholarship* — Awarded annually to a sophomore/junior student of outstanding promise in the field of music. Established in 1953 by his family to honor Henry P. Opseth, chairman of the Augsburg Music Department, 1922-1951.

Senior Performance Scholarships — Senior music majors who have attained a cumulative GPA of 3.0 in their major instrument or voice will be awarded a Senior Performance Scholarship which provides for free lessons in that major medium during the two semesters preceding graduation.

Marilyn Solberg Voice Scholarship* — Awarded annually to an Augsburg student who has music as a major/minor and who shows outstanding promise for achievement in the art of singing. Established in 1955 by her parents, Mr. and Mrs. Iver Solberg, and her brother Dorvan to honor Marilyn Yvonne Solberg, member of the Augsburg choir from 1950-53.

String Scholarships — awarded to entering students who demonstrate ability on violin, viola, cello, or bass and who intend to pursue their study through performance studies, string ensemble, and orchestra.

John & Vera Thut Scholarship* — One or more scholarships are awarded annually to upperclass students who have achieved excellence in music. Established in 1980 by John and Vera Thut, their family and friends. The Thuts cherished lifelong careers in the teaching of music, three decades of which was at Augsburg.

Stuart West Memorial Scholarship* — awarded annually to a student on the basis of skilled performance or aptitude in instrumental music. Established in 1983 by Mrs. Joan West and children, Kristine, Dale, David, and James.

Physics

Theodore J. Hanwick Physics Scholarship* — Awarded annually to an upperclass student majoring in physics. Established in 1976 by the Augsburg College Physics Department and friends to honor Dr. Hanwick on his 20th anniversary as a member of the Augsburg faculty.

Political Science

Political Science Scholarship* — One or more scholarships are awarded annually to upperclass students pursuing careers in Political Science. Established in 1980 by Professors Norma Noonan and Myles Stenshoel.

Scandinavian Studies

Iver and Myrtle Olson Scholarship* — Awarded annually to an upperclass student(s) with academic ability, in the pursuit of a degree with concentration in Scandinavian languages, literature, history and/or culture. Established in 1983 by their children and their families and friends to honor Iver and Myrtle Olson on the occasion of their golden wedding anniversary.

Sociology

Adolph Paulson Memorial Prize* — Awarded annually to a student in the general field of Christian sociology. Established in 1936 by members of his family to honor the memory of Professor Adolph Paulson, who taught social science at Augsburg from 1930-35.



'Day in May' is a traditional break before final exams

Student Life

Your experiences in the classroom are an important part of your college life, but learning and development also occur in formal and informal activities of the College and the metropolitan area. Whether you are a resident or commuter student, you will find the climate for learning and living at Augsburg will add dimension to your education.

Campus Ministry

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

Since our campus is comprised of individuals from many different religious and cultural backgrounds, our worship life is characterized by a similar diversity and richness of tradition. Bible studies, fellowship groups, Gospel teams, planning committees, retreats, Peace and Justice forums, Hunger conferences, concerts, plays and movies are examples of the wide variety of activities on campus.

This ministry finds its most visible expression in chapel worship where students, faculty and staff gather each Monday, Wednesday, and Friday to give thanks and hear the Gospel proclaimed by a number of speakers. Each Wednesday night students gather for Holy Communion.

We seek to develop a free and open environment where people are encouraged to gradually change and discover the gifts that God has given them. As a college of the church, we encourage students to form their own values which will be the basis for the kind and quality of life that reaches beyond one's years at Augsburg.

The College Pastor has an office in the College Center to be readily available for counseling, consultation or information on ways to get more involved in the campus ministry.

Student Government

Student government is the vehicle through which students can secure a closer relationship and better understanding with 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 discussions 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. Elections are held in the spring, except for freshmen who elect their representatives in the fall of their first year. Many kinds of involvement are possible from program planning to writing or editing to service opportunities. If you want to get involved, contact the President or Vice President of the student society in their offices in the College Center.

Social, Cultural, Recreational

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, special dinners, name entertainment, and visiting personalities in various fields.

The College Center is the focus of leisure-time activity on campus. Offices for the College newspaper, the *Augsburg Echo*, and the yearbook, the *Augsburgian*, are on the lower level. Many of the clubs that unite classroom or non-classroom related interests meet in the Center. KCMR, student-operated non-profit radio station serving the needs of Augsburg and the surrounding Cedar-Riverside community, is located in the Mortensen Tower.

Fine Arts

There are several opportunities for participation in music and drama. In addition to appearing on campus and in the city, the Augsburg Choir, Concert Band, and Orchestra perform on national and international tours. Many other ensembles are available to cover the entire range of musical styles and previous musical experience. Several plays are given on campus each year under the direction of the theater arts department.

Intercollegiate Athletics

Augsburg is affiliated with 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, track, and golf. Women annually compete in volleyball, cross country, gymnastics, basketball, track & field, and softball.

Intramurals

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

Student Activities

A variety of interests are served by groups and clubs and by events sponsored by the student government. If you need information or wish to initiate a new group or activity, contact the Student Activities Director.

Student Services

Augsburg College is concerned with educating the whole person and recognizes that the context in which learning takes place is a critical factor in achieving optimal growth. Knowledge grows from more than intellectual endeavors. Expanding relationships, exploring values, identifying life styles, developing autonomy and interdependence, finding purpose and commitment — all combine with intellectual content and skills to produce the desired educational impact of the college on its students.

The Division of Student Affairs has been created to support this task. During the summer before your freshman year, or at the time of transfer, you will receive a copy of *Augsburg Guide*. This book will help you assess the possibilities in your education, choices to make, directions to consider and different destinations for which to plan. *Augsburg Guide* was designed to act as a sort of road map.

Center for Student Development

The Center for Student Development provides a variety of services to help make your journey as rich and meaningful as possible. Some of the opportunities you may wish to participate in are listed below.

Summer Orientation. You can plan your first academic year and pre-register for classes. You and your parents get acquainted with classmates, faculty, and staff as well as with the campus. You stay in the dormitory, attend events in the metropolitan area and seek answers to your many questions about college life.

Career Planning and Placement. You may be uncertain about where you want to be when you finish your undergraduate experience, whether your life style will be a balanced one, or how work will provide opportunity for service and fulfillment. Augsburg has a four-year career development plan to help you assess yourself, explore possibilities, test realities, and prepare for entry into the next phase of your life. All new students will have a chance to review their interests with a counselor.

Job Service. Augsburg College maintains a referral service in the Placement Office, Center for Student Development, to help students find part-time, temporary, and summer employment off campus. Job Service initiates contact with employers in the area and the State Employment Service and acts as a clearinghouse to help match students and jobs.

Human Development Seminars. A series of informal "mini-courses" are offered each year to help you grow in understanding of yourself and your relationship to others. Such topics as PEER (Positive Educational Experiences in Relationships), Choosing a Major, Issues in Men's and Women's Identity, Assertiveness, Job Seeking, and Sexuality are available. Information on current offerings and opportunity to register are provided several times during the year.

Academic Enrichment. You may want to improve your skills in such areas as reading, studying, note-taking, and testing by attending one or more of the workshops offered. You also will have an opportunity to meet with a counselor to diagnose your needs. If a particular course proves difficult, you can arrange for tutoring through the Center.

Counseling and Guidance. Sometimes students find it difficult to cope with relationships or situations which they encounter during their college experience. Counselors are available to help students who are experiencing personal/interpersonal difficulties by providing individual and group counseling and a variety of personal growth groups.

Learning for Living. A series of mini-classes designed for the person who has a desire to explore new interests, enhance leisure time, and meet others doing the same. This is a non-profit effort of the Student Activities program.

Intercultural Center

As a College in the city, committed to the values and insights of cultural diversity, Augsburg offers special advocacy and counseling for all minority students in close cooperation with administrators, faculty and community. At the present time these efforts concentrate in two major areas:

American Indian Program. This program provides direct services and assistance in such areas as: recruitment and retention, admissions and financial aids procedures, orientation and registration, coursework selection and career counseling, tutoring, personal and crisis counseling, referrals and followup. The program provides advocacy in areas of health, child care and housing, input into the implementation of American Indian courses and liaison with the Intertribal Student Union.

Black Student Program. Augsburg offers a Black student program which provides counseling, administrative support, and assistance with the admissions process. Black History Month, contact with the AfricanAmerican Museum of Art, and the Black Student Union are student affairs programs emphasizing Black heritage and participation.

The other facet of Augsburg's Intercultural Center focuses on students who are from or are interested in studying in other countries, and in planning activities and events to increase intercultural awareness of students, faculty and staff.

Foreign Study. If you are interested in study abroad, consult the faculty member who serves as Director of International Programs to check on the many opportunities available.

International Students. Augsburg enjoys the academic and cultural participation of its students from countries outside the U.S. The Office of the International Student Adviser helps to orient and advise any student on a student visa, exchange program, or permanent resident status. The adviser handles information on immigration, work permits, and temporary status and arranges an American host for international students. See *Augsburg Guide* for information about the Cross-Cultural Club.

Health Service

Your health needs will be met by the staff of Smiley's Point Clinic located on Riverside Avenue across the street from the campus. Visits are free except for special testing or service, and prescriptions are available through the Fairview Pharmacy at cost. Be sure to check your family health coverage to determine if you are included; if not, a student health insurance plan is available.

Food Service

The Commons, situated on the top floor of the College Center, is the main food service facility for students, faculty and staff. This pleasant room features small table units for easy conversation and overlooks the College Quadrangle and Murphy Square. The portions are generous and modestly priced. Students on board plan who live in residence halls eat their meals in the Commons.

The Chinwag, located on the ground floor of the Center, features short orders and is open through the noon hour and in the evenings.

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

Residence Life

Because Augsburg recognizes that a student's ability to respond to the learning environment depends, in part, upon his or her living conditions, a variety of housing alternatives is provided. The residence hall program is designed to promote student growth through relationships with other students and being an active participant in group decision-making. Each residence unit has one or more Resident Staff who are able to facilitate the process of group living as well as to discuss personal concerns with individual students.

All freshmen and sophomores not living at home are required to live in college-operated housing. Married student housing is available in annex housing and South Hall. Students engage a room at the beginning of the fall term for the entire school year. New students receive room assignments during the summer before they arrive at Augsburg. Upperclass students make housing arrangements in the spring. All resident students must sign housing contracts.

Freshmen and transfer students are urged to make the tuition deposit by June 1 in order to secure housing. Students who deposit after June 1 will be provided housing only if space is available.

All students living on campus are required to pay an advance payment when they sign the housing contract. The fee is credited to the students' accounts when they move into the residence.

All new freshmen and some upperclass students live in **Urness Tower**. This eleven story high-rise houses 324. Each floor is considered a house unit providing 36 students, two to a room, with their own lounge, study and utility areas.

Mortensen Tower, the newest residence hall, is an alternative to traditional residence hall living. It contains 104 one- and two-bedroom apartments to accommodate 312 upperclass students.

South Hall contains 12 apartments housing 34 upperclass students.

West Hall contains 12 one-bedroom apartments housing 24 upperclass students.

Zeta House is a special interest house for sophomores, juniors or seniors interested in living in a chemically-free environment. Residents have either successfully completed chemical dependency treatment, are interested in chemical dependency issues, or simply desire to live in a house free of alcohol and drugs. A chemically-free section of Urness Tower is available for freshmen.

Another alternative option is **Annex Housing** which provides a unique opportunity to try group living. Groups of upperclass men or women share living space, house responsibilities, and cooking. Houses are located in the campus area. One way to maximize the living-learning aspects of your housing situation is to avail yourself of the opportunity to bid for a house as a Special Interest House. Groups of students have created exciting projects by writing and implementing educational impact proposals on such topics as Environmental Concerns, Men's and Women's Awareness, International Living, Simplified Life Styles, and Scandinavian Studies.

Mortensen Tower is carpeted, air conditioned, and contains kitchen units. It is otherwise unfurnished. In other residence halls or houses, rooms are furnished except for bed linens, towels, blankets, bedspreads, and lamps. Laundry facilities are available in each residence.

Student Rights

The College has adopted a statement of student rights and responsibilities and has provided for due process in matters of disciplinary action, grievances, and grade appeal. The Judicial Council is elected by students and faculty and serves to conduct hearings and review matters of concern. Any student who wishes to identify appropriate procedures for complaint should contact the Vice President for Student Affairs.

The College operates in compliance with the Family Rights and Privacy Act and Title IX. Students have the right to inspect all official records, files and data which pertain to them and which are maintained in the Office of the Registrar and the Placement Office and to challenge inaccurate or misleading information. Exceptions are parents' financial records and confidential letters and statements placed in the record before January 1, 1975, or placed under conditions where students have signed a waiver of right of access. Students have the right to experience education free from discrimination based on sex, race, ethnic, or cultural background, handicap, creed, marital status or age.

Persons seeking additional information on these topics should contact the Center for Student Development or the appropriate coordinator as listed in the Communication Directory on page 151.



George Sverdrup Library is a favorite place to study (Photo by John Louis Anderson)

Academic Information

Requirements for a degree from Augsburg College provide students with a broad liberal arts background — in the humanities, the natural sciences and the social sciences — and concentrated major study in one or more fields. Students are encouraged to plan their own course of study with the help of faculty advisers.

Augsburg graduates are expected to be able to write effectively, to be knowledgeable about urban concerns, and to have some understanding of cultures outside the United States. General recreational activities courses acquaint students with and equip them for lifetime sports. Courses in religion assist in reflection on the meaning of the Christian Church through study of its beliefs, scripture, and mission.

Degrees Offered

Augsburg offers the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science degrees. The B.S. degree is awarded to graduates with majors in Medical Technology, Music Therapy, Nursing and Social Work. The B.M. degree is awarded to graduates with majors in Music Performance. Majors in Music Education are awarded the B.M. or B.A. degree. Graduates with majors in other fields receive the Bachelor of Arts degree.

Academic Calendar

Augsburg follows the 4-1-4 calendar, with Fall and Spring semesters of approximately 14 weeks separated by a 4-week January Interim. Students normally take four courses each semester and one course during Interim. A maximum of three courses can be earned in the two annual summer sessions, one of four weeks and one of six weeks.

The calendar is coordinated with those of the four other colleges of the Associated Colleges of the Twin Cities, so students can take courses on another campus during the regular term. (See Registration).

January Interim is particularly intended to be a time for both students and faculty to employ styles of teaching and learning and to investigate questions and topics in places and ways not possible during the regular term. The Interim catalog, published in the fall of each year, is distributed to all students and is available by contacting the Interim Office. In addition to classes offered on campus, there are a variety of travel opportunities within the United States and abroad. Independent or directed study and internships are among the many Interim options.

Augsburg Weekend College follows a trimester calendar (see Augsburg Weekend College).

Faculty

Augsburg has an able faculty with a long-standing tradition of taking a personal interest in their students. The student-faculty ratio is approximately 15.9 to 1.

Faculty members serve as academic advisers and are available for help on individual problems. All students are assigned a faculty adviser to help in planning their programs and approving their choice of courses. Faculty members are listed in each departmental listing, with further information in the Augsburg College Faculty section of the Registers.

Library and Audio-Visual Services

A relaxed atmosphere, a helpful staff and friendly student library assistants make the library a favorite place to study. The main library houses over 160,000 books, periodicals, records, tapes and films. Music, Chemistry, and Art History slide libraries are located within the departmental areas.

A service-dedicated staff provides students with assistance to meet diverse information needs including instruction in the use of the library, standard reference service, guidance in pursuing term paper topics, and directions to other local sources of information. Special arrangements are made for access by students with physical handicaps.

The Library Audio-Visual Center houses audio-visual materials and equipment and provides access to materials for rent or loan. Assistance with production of slides, transparencies, filmstrips and audio/video tape recordings is available for faculty and students. Equipment such as movie and slide projectors and tape recorders may be borrowed for limited periods. Film bibliographies and other advice on materials selection are available. Facilities for classes in broadcasting are located in the Center.

Access to over 1,000,000 volumes is available via daily interloan and courier service among seven private liberal arts colleges and the Hill Reference Library. Through Minitex, the statewide network, the additional resources of Minnesota and Wisconsin libraries are accessible to Augsburg faculty and students.

Computer Resources

Augsburg has a PDP 11-60 with numerous terminals at several campus locations. The College also has numerous microcomputers, including Apple II's, CDC 110's, Osborne I's, KIM-1 laboratory microcomputers, and a Tektronix 4051 graphics microcomputer. Augsburg also has access to large computers through the University of Minnesota.

Academic Organization and Programs

Divisions and Departments

The college curriculum is offered by 20 departments which are grouped into four divisions for administrative and instructional purposes.

Humanities — Eugene Skibbe (Chairperson)

Art, English, Foreign Languages, Philosophy, Religion, Speech, Communication and Theater Arts

Natural Science and Mathematics — Kenneth N. Erickson (Chairperson)

Biology, Chemistry, Mathematics and Computer Science, Physics

Social and Behavioral Sciences — Norma Noonan (Chairperson)

Business Administration and Economics, History, Political Science, Psychology, Sociology

Professional Studies — Roberta Metzler (Chairperson)

Education, Health and Physical Education, Music, Nursing, Social Work

Majors and Minors

Majors, or concentrations of study, may be within one department, within one division, or cross academic disciplines. Some students decide on a major or majors before they enter college. Others test a variety of disciplines before deciding. Normally a major should be elected by the end of the fourth semester and earlier in some disciplines. Details of majors and minors are in the course description section. Unless otherwise indicated, majors are part of the B.A. degree.

Majors available at Augsburg are:

Art History
Biology
Business Administration
 (Accounting, Finance, International Business, Management, Management Information Systems, Marketing)
Chemistry
Communication
Computer Science
East Asian Studies¹
Economics
Economics-Business Administration
Elementary Education
Engineering²
English
Foreign Languages
 French, German,
 Norwegian, Spanish
Health Education
History
Humanities
International Relations

Mathematics
Medical Technology³ (B.S.)
Metro-Urban Studies
Music
Music Education (B.A. or B.M.)
Music Performance (B.M.)
Music Therapy (B.S.)
Nursing (B.S.)
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Russian Area Studies¹
Scandinavian Area Studies
Social Science
Social Work (B.S.)
Sociology
Speech
Studio Art
Theater Arts
Transdisciplinary

Minors available at Augsburg are:

Art History
Biology
Business Administration
Chemistry
Communication
Computer Science
East Asian Studies
East and Southeast Asian Studies
Economics
English
Foreign Languages
 French, German,
 Norwegian, Spanish
Health Education
History
Library Science

Management Information Systems
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Russian Area Studies¹
Scandinavian Area Studies
Social Welfare
Sociology
Speech
Studio Art
Theater Arts

It is possible for students to complete other majors through the ACTC. Students who wish to complete a major offered at one of the other ACTC colleges must apply through the Augsburg Registrar's Office.

1 — Cooperative Program of the Associated Colleges of the Twin Cities and agreements with the University of Minnesota. It is possible for students to take beginning and intermediate courses in Chinese, Japanese and Russian.

2 — Dual degree programs with the University of Minnesota Institute of Technology, Washington University School of Engineering and Applied Science, and Michigan Technological University.

3 — Cooperative program with Metropolitan Medical Center and Abbott-Northwestern Hospital

Teaching Licensure

Teaching Licensure programs are offered at Augsburg in Kindergarten-Elementary Education and the following fields in Secondary Education: English-Language Arts, French, German, Health, Life Science, Mathematics, Physical Science (Chemistry or Physics), Science (Grades 5-9), Social Studies, Spanish, Speech, Theater Arts, and in the special areas of Art (K-12), Band (K-12) and Classroom Music (Grades 5-12), Orchestra (K-12) and Classroom Music (Grades 5-12), Vocal and Classroom Music (K-9), Vocal and Classroom Music (Grades 5-12), and Physical Education (K-12). Students planning to teach on the secondary level have advisers both in the Education Department and the area of their academic major(s).

Certification Programs

Special programs certifying skills and knowledge have been established at Augsburg to increase vocational possibilities and/or enhance personal growth:

Certificate in Art — requires eight courses, one of which must be in art history. Special professional or avocational concerns of those wanting to teach art in less formal circumstances than a college are addressed. For further information, contact the Art Department Chairperson.

Church Staff Work Certification — is designed to prepare for full-time specialized lay work in the Lutheran Church. It consists of nine courses for a Church Staff Worker major in Religion plus additional specialized courses in psychology, sociology, speech and physical education. The program is designed to meet or exceed criteria used in The American Lutheran Church certification program. Interested students should contact the Religion Department Chairperson.

Program Evaluation Certification — provides the background for performing systematic assessments of programs for social improvements. Students are required to complete a group of five psychology and sociology courses, including an internship. For further information, contact the Psychology or Sociology Department Chairperson.

Women's Studies Certification — may be earned by completing six courses focusing on women's perspectives. Each individually planned program should include courses in the social sciences, humanities, or other academic areas focusing on women. Interested students should contact the program chairperson.

Pre-Professional Programs

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

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

Pre-Dentistry — These courses are recommended to fulfill the minimum requirements of the School of Dentistry at the University of Minnesota: ENG, 2 courses; BIO 111, 112; PHY 121, 122; CHM 115, 116 (or 105, 106), 351, 352; MAT 124; PSY 105. Requirements at other universities may vary.

Pre-Engineering — This program provides a course of study which enables students to complete introductory core requirements in mathematics, science and the liberal arts necessary for engineering. Some students in the program choose to transfer after two years to an institution granting degrees in engineering, while others elect to participate in a dual-degree program. Augsburg College has cooperative arrangements with three universities to allow the student to earn a Bachelor of Arts degree from Augsburg College and an engineering degree from either the University of Minnesota Institute of Technology, Minneapolis; Washington University School of Engineering and Applied Science, St. Louis, Missouri; or Michigan Technological University, Houghton, Michigan. The dual-degree programs afford students the opportunity to combine a strong background in the liberal arts, including an elected major, with the study of engineering.

Pre-Law — Students planning to pursue a career in law should consult the handbook published by The Association of American Law Schools, and consult the Augsburg pre-law adviser, Dr. Myles Stenshoel. Students may wish to take the political science course, Law in the United States, to help determine whether they possess an interest in law. Since law schools encourage students to maintain a high grade point average, the pre-law student should be aware that many graduate schools consider the grade P given for a course as a C.

Pre-Medicine — Many medical schools are encouraging a liberal arts education to prepare for study in medicine. At Augsburg, the biology and chemistry departments have majors specially designed for pre-medical students. Both require CHM 115, 116 (or 105, 106), MAT 124, 125; and PHY 121, 122. The Chemistry major also requires CHM 353, 361, one advanced course, seminar, and two or more biology courses. The Biology major also requires BIO 111, 112, 491 and one from each of three groups (351, 353, 361), (355, 473, 474), (440, 471, 476), with 353 and 355 especially recommended for medical school. Designed to meet the University of Minnesota (Minneapolis) requirements, both programs also encourage courses in the behavioral sciences and humanities, including psychology and sociology. The University of Minnesota (Minneapolis) requires a year of English. Requirements at other medical schools may vary. Students are encouraged to consult with the faculty adviser early in the freshman year.

Pre-Pharmacy — Augsburg has a program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: BIO 111, 112; CHM 115, 116, 351, 352; ECO 122; ENG 111 and a second course; MAT 124, 125; PHY 121, 122; electives from humanities, literature and the arts to fulfill the semester hour requirements. Requirements at other universities may vary.

Pre-Seminary — A student may enter a theological seminary with any of several different majors, such as history, philosophy, English, psychology, sociology, or religion. Recommended preparation includes REL 111, 221; at least two semesters of history (Western Civilization); one or more courses in the history of philosophy; and Greek in the junior and/or senior year.

Pre-Veterinary Medicine — To meet minimum requirements of the College of Veterinary Medicine at the University of Minnesota, these courses are recommended: ENG, 2 courses; MAT 124; public speaking, 1 course; CHM 115, 116 (or 105, 106), 351, 352, 353; BIO 111, 112; PHY 121, 122; economics, 1 course; 2 courses in art, literature, music, humanities, theater, or upper division foreign languages; and anthropology, economics, geography, history, political science, psychology or sociology courses to fulfill the rest of the distribution requirements. Requirements at other universities may vary.

Inter-Institutional Programs

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

Augsburg's library works with a collection of education materials including approximately 160,000 books, periodicals, records, tapes, scores and films. **Library and Media Center** — Through CLIC, the Twin Cities private colleges library consortium, and MINITEX, the statewide library network, the Augsburg community has access to over 5,000,000 volumes.

Associated Colleges of the Twin Cities — Full-time students at Augsburg and the St. Paul colleges of Hamline, Macalester, St. Catherine and St. Thomas may elect a course each semester at one of the other campuses. No additional fee is required for such an exchange, except for private instruction in music and some independent studies. See Independent Study for further details. Students may elect to participate in the cooperative program to gain new perspectives, to get better acquainted with the other schools, or to undertake a specific course or major not offered on the home campus. The colleges have coordinated calendars. The interim term may also be taken on another campus. A regularly scheduled bus shuttles students between the campuses.

Augsburg College also cooperates with other colleges in planning study opportunities for the January interim.

Fairview Deaconess Hospital Affiliation — Students in the Fairview Deaconess Hospital School of Nursing receive instruction in biology, chemistry and other basic courses at Augsburg. Applications for admission should be made directly to the hospital.

The Higher Education Consortium for Urban Affairs (HECUA) — This group is composed of colleges and universities in Minnesota, South Dakota and Wisconsin. Planned activities include innovative curricular programs for students, interchange and sharing of academic personnel and other college resources, cooperative research projects, foreign study, joint sponsorship of a metro-urban affairs conference, and development of programs consistent with the needs and resources of the community organizations of the Upper Midwest.

Chemical Dependency Program — A cooperative effort between Augsburg College and Minneapolis Community College in downtown Minneapolis has resulted in the establishment of a four-year program in social work, sociology or psychology with a chemical dependency specialty. The program is designed to train specialists to help professional people in dealing with chemical dependency problems. Courses are taken both on the Augsburg and Metropolitan campuses.

Conservation of Human Resources (CHR) — These co-learning classes bring together Augsburg students, prison inmates, mental hospital patients, guards, and students at rehabilitation centers. Classes are held at such places as the Shakopee Institution for Women, Stillwater State Prison, Trevilla of Robbinsdale (a center for the severely physically handicapped), or on the Augsburg campus. The classes offered through several departments give students first-hand views of the prisons, hospitals and rehabilitation centers. The response of students involved in the courses, both from Augsburg and the institutions, has been extremely favorable.

Computer Programming — Augsburg and Control Data Institute have an arrangement whereby students may transfer the equivalent of three courses in computer programming taken at CDI to Augsburg College.

Air Force ROTC — Augsburg students may participate in the Air Force ROTC program at The College of St. Thomas under the ACTC consortium agreement. Students are eligible to compete for 2- and 3-year AFROTC scholarships. For more information, contact the Dean of the College.

Naval ROTC — Augsburg students may participate in the Naval ROTC program at the University of Minnesota under an agreement between Augsburg, the University of Minnesota, and the program. For more information, contact the Dean of the College.

Opportunities for Study Abroad

Several types of international experience are available to Augsburg students. Some of them are briefly described below. For application procedures and further information, request the special brochure on International Study at Augsburg from the Director of International Programs. Since there is a limit on the number of students who may study abroad each year it is wise to apply in the fall prior to the year one wishes to participate in an international program. The deadline is March 1 of the preceding year.

Associated Colleges of the Twin Cities Programs — Students may participate in the ACTC program in Germany and Vienna, spending January and February in intensive language study in Germany, and March through May in a regular semester program in Vienna, where a variety of course offerings is available.

Higher Education Consortium for Urban Affairs — Augsburg students may take part in the Scandinavian Urban Studies Term (Oslo), the South American Urban Semester (Bogota), or the Literature Ideology, and Society in Latin America. All are interdisciplinary and stress cross cultural comparison in development and planning, including study tours to other nations in their respective regions.

Interim — Study abroad during the interim is planned for each year. See listings under the Augsburg Interim Catalog and in the brochure on Interims Abroad issued in spring for the following January. Augsburg is affiliated with the Upper Midwest Association for Intercultural Education (UMAIE).

International Business Program — Augsburg College International Business Program offers students the opportunity to spend a year of study in London, Paris (American College), Cairo (American University), or Heidelberg. A major concentration in international business requires Business Administration courses taken at Augsburg and international core courses studied at one or two of the campuses abroad. See Business Administration-International Business.

Program in Global Community — Augsburg's 3½ month living/learning program based in Cuernavaca, Mexico, focuses on the study of issues related to global justice and human liberation in the light of Christian proclamation. Includes intensive Spanish instruction, group trips, home stay with a family, and cultural activities. The cost, including travel, is equivalent to full room, board, and tuition for one term at Augsburg. Application and interview required, enrollment limited.

Student Project for Amity Among Nations — Augsburg participates in the SPAN program. This is a joint venture of the University of Minnesota and several colleges in the state. Each year three or four countries are selected, and qualified students are granted partial scholarships to enable them to spend a summer in informal study in one of the countries chosen. Applications to the program are made in the spring of the freshman or sophomore year. The SPAN program consists of three stages: language study and group meetings during the school year before departure, independent study abroad on a topic of one's choice during the following summer, and the writing of a paper upon return.

Semester or Year Abroad — Arrangements have been made under which Augsburg students may spend their sophomore or junior year in study at a number of foreign educational institutions. Among them are the University of Oslo, Norway; Schiller College in London and Heidelberg; the University of York, England; the University of Dundee, Scotland; the University of Seville, Spain; and the Institute for American Universities in Avignon, France.

Summer School — There is a wide variety of possibilities for those who wish to spend a summer studying abroad. Recently Augsburg students have spent summers in Norway, Spain, Mexico, France, Greece, Germany, and England. Those interested in further information should contact the Director of International Programs.

Honors Program

The Honors Program at Augsburg provides opportunities for qualified students to pursue an enriched and distinctive course of study. Special seminars, colloquia, social events and options in completing the general education requirements are all parts of the Honors Program. Inquiries should be addressed to Dr. Diane Pike, Honors Director.

Internships and Cooperative Education

These are college-wide programs that provide students in almost all fields of study an opportunity to gain practical on-the-job experience that can be related to their academic program or personal interests. Placements are available with a variety of companies, agencies and community organizations. For further information, contact Patricia Anne Parker, Associate Academic Dean, for internships, or Garry W. Hesser, Director of Cooperative Education.

Augsburg Weekend College

Augsburg Weekend College provides an educational alternative for adult students who work or have other commitments during the week. It is a means by which men and women may earn a college degree, complete a second major, or pursue a personal interest or skill.

Weekend College classes meet on alternate weekends and there are three trimester terms during the early September through June academic year. Students may take from one to four classes each term.

While Augsburg Weekend College program involves the same courses as the day school program, the curriculum is limited to selected liberal arts courses and the following majors: Business Administration (concentrations in management, marketing, finance, accounting, and management information systems), Communication (concentrations in public relations/advertising, human relations and supervisory management), Nursing, and Social Work.

Continuing Education Program

Augsburg College offers a number of courses, both credit and non-credit, through its Continuing Education Program. Classes are generally in the evening. Since continuing education courses are offered on a semester-hour basis, the courses vary in length from four weeks to fourteen weeks. Students wishing to know more about Augsburg's continuing education offerings should call or write the Office of the Associate Dean.

Academic Policies and Procedures

Registration

A student must be registered for a course to receive credit for it.

Students normally register for four courses a semester and one course in the interim. Students registered for three or more courses in a semester are classified as full-time students. To register for more than 4.5 courses, students must contact the Registrar's office to petition the Committee on Student Standing for permission.

Although a student may register up to two weeks after the semester begins, registration is encouraged at the regularly scheduled time. Special fees are charged for late registration. Special fees also are charged for cancelling or adding courses or changing grading option after the first five days of a semester.

A joint class schedule is published each Spring by the Associated Colleges of the Twin Cities, listing courses and their location at the five colleges for the following semesters.

Separate catalogs of courses are published by the Interim Office, Summer School Office, and Weekend College Office for those sessions at Augsburg, listing registration times and procedures.

Specific information on registration and help with registration on another campus are available from these offices:

Office of the Registrar — Science 114, for Fall and Spring terms

Interim Office — Memorial 230, for Interim

Summer School Office — Memorial 230, for Summer School

Weekend College Office — Memorial 329, for Fall, Winter and Spring trimesters of Weekend College.

Pre-Registration

Freshmen and transfer students may pre-register during summer for courses in the fall. All currently enrolled students may pre-register during the fall for the spring and during the spring for the fall. All students must confirm their registration at the beginning of each semester and complete financial arrangements.

Withdrawal from College

Students are urged not to abandon courses for which they are registered, since this results in a failing grade on the official record. Cancellation of courses or withdrawal from College must be done in the Registrar's Office. Withdrawal from college cannot occur during final examination week unless a petition is approved by the Student Standing Committee. Withdrawal from college and resulting adjustments in accounts are effective as of the date the completed Withdrawal from College form is returned to the Registrar's Office.

Leave of Absence

Students may request a Leave of Absence for academic or personal reasons. A request form must be picked up from the Office of the Dean of the College. It must be signed by the Dean of Students, or authorized representative, and by the Dean of the College, or authorized representative. The completed form must be turned in to the Registrar's Office.

A Leave of Absence may be granted for one term or one academic year. If an extension of a Leave of Absence is needed, it should be requested in the same manner as the original Leave of Absence, and the completed form must be turned in to the Registrar's Office before the expiration of the previous Leave of Absence, or readmission will be required.

Students on leave are responsible for keeping the Registrar's Office informed of their mailing address. All deadlines for financial aid and housing must be observed by returning students. A Leave of Absence does not defer repayment of loans or extend incomplete deadlines.

Graduation Requirements

The responsibility for seeing that all degree requirements are satisfied rests with the student. Academic advisers, department chairpersons, the Academic Dean and the Registrar are available for counsel and assistance in program planning.

Each student must apply for graduation at the time specified by the Registrar. 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 incompletes or open courses on the academic record).

1. Completion of 35 courses.

At least 11 courses must be upper division, numbered in the 300s and 400s. Not more than 13 may be in one department, except in certain approved majors — 17 (Music Education) or 20 (Music Performance) for the Bachelor of Music degree, and 18 for the Bachelor of Science (Music Therapy) or Bachelor of Science (Nursing) degree. The course total must include three Interims for students whose complete academic work is at Augsburg. For transfer students, the course total must include one less interim course than the number of years at Augsburg.

No more than these maximums may be applied toward the 35 total courses required: 4 Conservation of Human Resources (CHR) courses; 2 courses by independent/ directed study; 4 courses of internship; and 8 courses with a grade of Pass (P). Non-traditional grading (P) also has these limits: 2 in the major except Elementary Education and Nursing; 1 in the minor if approved by the department chairperson.

Students who enter an academic program with a baccalaureate or higher degree should contact the Registrar's Office about specific requirements for a second baccalaureate degree or for the equivalent of a major.

2. Completion of a major.

Requirements for each major are listed under the departmental headings. A minor or double-major is not required, but is encouraged.

3. Grade Point average — 2.0 for most majors.

A grade point average of 2.0 is required in all courses taken and in courses which 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, music education, music performance, music therapy, nursing, social work.) See the departmental section for details.

4. Residence

The last year of full-time study or equivalent (minimum of 7 courses for part-time students) must be at Augsburg. Contact the Registrar if an official interpretation is needed.

5. Distribution requirements (See below)

Distribution Requirements

Writing — A course in writing (English 111) or certification of demonstrated proficiency by the Department of English. Exemption tests are given during the summer and fall orientation periods.

Liberal Arts

An approved course from each of these seven areas:

Mathematics-Physics	Psychology-Sociology
Chemistry-Biology	Economics-Political Science
English-Speech, Communication & Theater Arts (devoted to the study of literature)	History-Philosophy Art-Music

A list of approved courses is available from advisers and the Registrar's Office.

Foreign Languages — Two courses (111 and 112) of one foreign language at Augsburg. Students who test above the 111 level of a foreign language will take one additional course at placement level in that language or two courses (111 and 112) of another foreign language.

Religious Studies — Three approved courses in religious studies, of which not more than one may be an interim course. For transfer students, the number required is one for each year of study or equivalent at Augsburg.

Urban Concerns, or Women's Studies, or Minority Studies — One course. Courses approved to meet this requirement are published each term. Information is available at the Registrar's Office.

Lifetime Sports — Two lifetime sports or demonstrated proficiency in two lifetime sports.

Evaluation and Grading

Student achievement in courses is measured primarily by final examinations. Shorter tests, written papers, oral reports, and other types of evaluation also are used.

Most courses are offered with grading options — traditional grading on a 4.0 to 0.0 scale or the Pass/No Credit system, in which P means a grade of 2.0 or better and N means no credit and a grade of less than 2.0. Students are cautioned to use the P/N grade option with care since some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a "C". See P/N limitations under Graduation Requirements.

Certain courses are offered on one grading system only. Sociology 383 and several interim courses are graded only on the P/N grading system. Some education courses are graded only on the P/N system or only on the traditional system. English 111 is graded P or N, or 2.0-4.0/N. Some other courses are graded only P, 1.0, N. Chemistry Seminar and Lifetime Sports are graded P/0.0.

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 after the first five days of classes.

Explanation of Grades

Number 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. A grade of P represents work at or above the 2.0 level; N represents work at the 1.5 or below level.

An incomplete grade may be given only in the case of extreme emergency. To receive it, a student must file a petition with the Committee on Student Standing stating the reasons for the request, the plan and date for removing it, and comments from the instructor. If permission is granted, the incomplete must be removed during the following semester, or it becomes the grade submitted by the teacher along with the incomplete.

A grade of X may be given for an independent or directed study course or internship that is to be spread over more than one semester. Such a course must be completed during the second semester or the grade of X will remain on the record. If X is given, the course must be registered for as 1X in the following term in order that credit and a grade may be assigned.

A course in which a grade of 0, 0.5, 1.0, 1.5, N, I, or X has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit, but may be audited. All courses taken remain on the academic record. Only the credits and grades earned the second time are counted toward graduation and in the grade point average.

A course is given a grade of W when it is dropped after the deadline for dropping classes without a notation on the record.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V). Full-time students may audit a course without charge. The charge for part-time students is listed under College Costs. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance and any other requirement. 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).

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.

Classification

Sophomores — 7 courses completed with at least 14 grade points.

Juniors — 16 courses completed with at least 32 grade points.

Seniors — 25 courses completed with at least 50 grade points.

Advanced Placement

Advanced placement in courses beyond the beginning level is granted to students with scores of 3, 4, and 5 on the CEEB Advanced Placement Program Test. Additional credit or placement is at the discretion of the department. Inquiries should be addressed to the Office of the Registrar.

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 APL program (Assessment of Previous Learning) 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 coursework in a field of study within the Augsburg liberal arts curriculum and 2) it can be objectively demonstrated either by comprehensive examination or committee evaluation.

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

The College Level Examination Program (CLEP) 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 are available for students to use in obtaining credit for previous learning if the following conditions are met:

- A. There is a departmental instrument available for subject area in question.
- B. There is a faculty member designated by the department to administer the exam.
- C. The Student Standing Committee 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.

The Credit Assessment Program (CAP) is a credit assessment alternative in which a faculty committee completes a credit evaluation of a learning portfolio submitted by the student. The faculty committee is composed of the Registrar and two faculty members from fields of study directly related to the student's previous learning. Informational meetings and consultation are provided for students who wish to prepare a portfolio of previous learning for credit assessment. This may include a personal meeting with the CAP Committee. In completing the evaluation of a student's previous learning, the CAP Committee applies the following criteria:

- A. 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 coursework.
- B. The learning has been objectively verified by individuals in addition to the presenting student.
- C. The learning lends itself to both qualitative and quantitative measurement.
- D. The learning relates well to the student's educational goals.
- E. 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 courses of academic work at Augsburg College with a cumulative Augsburg GPA of at least 2.5. There is an application deposit (applicable to transcript charge) to initiate the credit assessment process, and a charge for each semester credit applied to the student's transcript.

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 courses applied to graduation. These credits will be recorded with the course number of CAP 2xx. Application of this credit toward distribution requirements and academic majors and minors may be subsequently addressed by the departments involved 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 nine courses (one-fourth of a baccalaureate degree) on transcript credit that is obtained through previous experiential learning. In compiling the nine courses of credit for previous experiential learning, the student may use any combination of the three assessment processes available in the APL program: CLEP exams, departmental exams, and credit granted through CAP Committee assessment.

Probation and Dismissal

A student will be placed on scholastic probation at the end of the term if his or her achievement is unsatisfactory. A student who has been on probation two or more consecutive semesters is subject to dismissal at the end of the term. Dismissal from the College is not automatic. Each case is reviewed by the Committee on Student Standing. A student who has a poor academic record may be strongly advised to withdraw before the end of the term. A student who has been on probation for two terms and withdraws from the College voluntarily must have special permission to re-enroll.

A student will be placed on probation under these conditions:

Freshman — below 1.6 cumulative GPA or 2 zero grades, having taken fewer than 7 courses.

Sophomore — below 1.7 cumulative GPA or 3 zero courses, having taken 7 but fewer than 16 courses.

Junior — below 1.9 cumulative GPA having taken 16 but fewer than 25 courses.

Senior — below 2.0 cumulative GPA having taken 25 or more courses.

A student will be removed from probation when the cumulative GPA reaches the minimum levels above. Students placed on probation as freshmen for earning 2 zero grades will be removed from probation if their classification changes to sophomore, they have not earned additional zero grades, and their cumulative GPA reaches 1.7. Students placed on probation as sophomores for earning 3 zero grades will be removed from probation if their classification changes to junior and their cumulative GPA reaches 1.9.

Dean's List

The Dean's List is compiled after each semester, listing students whose grade point average for a semester is 3.5 or better, based on a minimum of three full courses, or equivalent, graded on the traditional grading system, with no incompletes in courses offered for credit. Each student on the Dean's List receives a certificate and, if permission is given, an announcement is sent to the hometown newspaper.

Graduation with Distinction

Graduation with distinction is determined as follows:

Summa cum laude 3.8 to 4.0 cumulative GPA

Magna cum laude 3.6 up to but not including 3.8 cumulative GPA

Cum laude 3.3 up to but not including 3.6 cumulative GPA

To qualify for graduation with distinction, transfer students must have completed two years (14 traditionally graded courses) of work at Augsburg.

Independent/Directed Study

Many departments offer opportunities for conscientious students who demonstrate sufficient background and preparation in a given field to carry out upper division level work on an independent basis. Some departments also offer an opportunity for directed study on a lower division level. A student who registers for directed or independent study should normally expect to complete it in one semester but may extend it into the next term by permission of the instructor. In such cases, a grade of X is given at the end of the first term, and the student will register again for the course to receive the final grade.

Students interested in registering for directed or independent study must first secure permission from the faculty who will direct the study. A maximum of two courses in Independent Study and/or Directed Study may count toward the 35 courses required for the degree.

Students may cross-register for independent studies at another ACTC school only when the major field in which the independent study is proposed is not available on their home campus, and will be charged by the host campus for any special costs attached. Requests for exception to this policy should be made directly to their own academic dean.

Veterans of Military Service

Augsburg is approved by the State Approving Agency for Veterans Training. Veterans should consult with the Office of the Registrar about completion of the enrollment certificate and the forwarding of other information to the Veterans Administration.

Veterans will be referred to the State Approving Agency after any period of two consecutive terms in which they did not earn at least three courses per term, the minimum for classification as full-time students. It is the responsibility of each veteran to report any change in registration and/or academic load to the Office of the Registrar, as it is for all students.

If less than full-time, veterans will be referred to the State Approving Agency after any period of two consecutive terms if they did not earn the equivalent of what they had been certified for.

A non-punitive grade which brings a veteran's academic load for the term below three courses will be reported to the Veteran's Administration. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.



Students use computers for many courses (Photos by John Louis Anderson)



At Augsburg, a business major can take an art class (Photo by John Louis Anderson)

Departments, Course Descriptions

Course descriptions are listed by department or interdisciplinary program. The descriptions are brief summaries of topics to be considered. For a more precise description and clarification of content and requirements for individual courses, students should consult the instructors.

Courses and terms listed are subject to change. In general, classes are offered Fall and/or Spring terms, unless another frequency is specified. The Schedule of Classes published each spring lists offerings and locations for Fall and Spring terms. Descriptions and schedules for courses offered in January Interim, Summer School and Augsburg Weekend College are published in separate catalogs.

A full course is offered for one credit. A few fractional courses, for one-half or one-quarter credit, are offered in the Division of Professional Studies. A full course has the approximate value of 4 semester credits or 6 quarter hours.

Most courses meet for three 60-minute periods or two 90-minute periods a week, in addition to laboratories.

Numbering

Courses numbered below 300 are lower division courses. Courses numbered 300 and above are classified as upper division. In general, courses in the 100s are primarily for freshmen, 200s sophomores, 300s juniors, and 400s seniors.

Prerequisites

Courses that must be taken before enrolling in a higher level course are listed in the course description. A student may enroll in a course when a prerequisite has not been fulfilled if there is prior approval of a professor teaching the course and of the academic adviser.

Art (ART)

Philip Thompson (Chairperson), Lynn Bollman, Robert Friederichsen, Norman D. Holen, Dorothy J. Williamson

Majors in Studio Art, Art History and Teaching Licensure are taught by a faculty committed to teaching, creativity and research in the field. Among the programs available are departmental honors, art exhibitions, independent study and internships in museum and gallery work, communications, graphic design and community cultural arts.

Facilities include large work areas; two exhibition galleries, an art history slide library, a curatorial room and a stained glass studio.

Students are encouraged to acquire broad experience in general education along with a wide variety of art studies and one or more selected areas of concentration.

Studio Art Major: 9-13 studio courses with Foundations 102, 107, 225; 3 art history courses including 240. One course must be in 2-dimensional art (118, 223, 360) and one in 3-dimensional art (150, 221, 250). Majors are required to begin their programs with the Foundations, although advanced placement is possible with portfolio on approval by the Art faculty.

Teaching Licensure Major: Foundations 102, 107, 225; Studio 118, 132, 150, 221, 223 and 250 plus a second course in two areas; 240 and two other art history courses. Consult with Department of Education for requirements in education for teacher licensure.

Art History Major: 8 art history courses including 240 and 388; 2 studio courses including one from 102, 107 or 225 and 118 or 221.

Honors Majors: GPA of 3.5 in the major and 3.0 overall, general growth and development and/or special projects such as senior exhibition and research. Application should be made to the department chairperson before the last term of the senior year.

Studio Art Minor: 4 studio courses including 107; 240.

Art History Minor: 5 art history courses including 240.

Certificate in Art: 8 art courses, including one in art history. Up to four courses may be taken in one studio area or in art history.

Foundations in Studio Art Courses

102 Environmental Aesthetics

Fine arts in the urban and world setting. Concern for the visual content of experience in the environment leading toward appreciation and criticism. Individual and group projects exploring design problems in representation, symbolism and abstraction.

107 Drawing

Drawing in pencil, charcoal, ink, and pastels. Subjects include still-life, figures, building interiors and exteriors, and experimental work.

225 Visual Communications I

The theory and practice of visual perception and communication using elements such as color, line, shape, texture, and pictorial images.

Studio Art Courses

100, 300 Special Topics

Occasional courses dealing with subjects not usually offered by the department.

118 Painting I

Introduction to painting media and technique in acrylic and oil.

132 Photography

The camera used as a tool for visual creativity and expression with attention to black and white photographic process. Need access to 35 mm. camera. (Spring)

150 Jewelry

An introduction to the casting of jewelry in pewter and silver.

199 Internship

Lower division internship.

221 Sculpture I

An introduction to sculpture. Choice of media: clay, welded steel and bronze, plaster, stone, and plexiglass. You learn to model, carve, cast, weld and assemble the respective media.

223 Print Making I

Principles and methods of print making in a variety of media including etching, silk-screen and woodcut.

242 Film Making

Film making through practical laboratory experience. Discussion and observation of the expressive and structural elements of film. (On Demand)

247 Life Drawing

See Interim Catalog

250 Ceramics I

An introduction to the making of pottery with an emphasis on handbuilding and glazing.

299 Directed Study

Independent study for lower division credit.

330 Visual Communications II

A study of visual communications in magazines, television, film, advertising symbols, and other mass media. Practice in areas of photography, typography, and illustration. (Prereq.:225)

351 Ceramics II

Advanced work in ceramics with an emphasis on throwing or handbuilding and a continuation of glazing. (Prereq.:250)

355 Painting II

Advanced study of painting. (Prereq.:118)

360 Watercolor Painting

Design concepts using descriptive and experimental techniques in transparent watercolor. (Alternate years)

368 Print Making II

Advanced work with color and composition in various media, including silk-screen, etching, and woodcut. (Prereq.:223)

399 Internship

Consult chairperson or internship director to determine project.

478 Sculpture II

Advanced work in sculpture. Choice of media: clay, welded steel and bronze, plaster, stone, and plexiglass. (Prereq.:221)

499 Independent Study

Advanced study in area of the student's choice, intended for senior art majors.

Art History Courses

240 Art History Survey

A survey of art from prehistoric to modern times. Includes reading, research, viewing of slides, visits to museums.

Note: The following courses are offered intermittently, usually two or three sections a year.

352 Women's Art History

A study of women's image in the visual arts in relationship to women's place within the cultural, economic, and sociological environment of each period.

382 Scandinavian Arts

Survey of the visual arts in Scandinavia from pre-history to modern times. (Spring 1985)

385 Prehistoric and Ancient Art

The art of the Ice Age through the Roman period to the 4th Century A.D. (Alternate years, Spring 1985)

386 Medieval Art

Early Christian through late Gothic and proto-Renaissance painting, sculpture, and architecture in Europe.

387 Renaissance and Baroque Art

European painting, sculpture, 14th to 18th century. (Alternate years, Fall 1984)

388 19th and 20th Century Art

European painting, sculpture, and architecture from Neoclassicism through the present. (Alternate years, 1985-86)

389 American Art

A study of early colonial art through contemporary American art, with specific emphasis on 19th and 20th century art and its relationship to European art as well as indigenous movements. (Alternate years, 1985-86)

Biology (BIO)

Neal Thorpe (Chairperson), Robert S. Herforth, Roberta Lammers, Erwin Mickelberg, Ralph Sulerud

The department offers programs to equip students for graduate and professional study as well as for a variety of career opportunities presently available to the biologist. Complementing the course offerings, the department possesses an impressive array of sophisticated laboratory instruments including a gas chromatograph, a scintillation counter, and an electron microscope.

The proximity of Science Hall to the University of Minnesota enables both students and faculty to have access to extensive library and research facilities and seminars discussing the frontiers of biological research.

Major — Option 1: 7 courses, including 111, 112, 491 and at least one course from each of three groups: (I) 351, 353, 361, 481; (II) 355, 473, 474; (III) 440, 471, 476; CHM 115, 116 (or 105, 106), 351, 352; MAT 124, 125; PHY 121, 122. Students intending to enter graduate school should ordinarily choose this major.

Major — Option 2: 9 courses, including 111, 112, 491 and at least one course from each of five groups: (I) 351, 353; (II) 355, 474; (III) 361, 481; (IV) 471, 473; (V) 440, 476; CHM 115, 116 (or 105, 106), 351 and 352. Students who plan to teach in secondary schools often select this major. Licensure for teaching in Minnesota also requires three courses in earth and life sciences. Students planning to teach are advised to consult with the Education Department early in their planning.

Pre-Medical Biology Major: Option I major. In addition, medical schools usually require CHM 353.

Honors Major: GPA of 3.5 in biology and 3.0 overall, active participation in seminar, one course of approved independent study with an oral defense of the research report. Application should be made no later than the first term of the senior year.

Minor: 5 courses, including 111, 112 and three upper division courses; CHM 115, 116 (or 105, 106).

101 Human Biology

Basic biological concepts from an anthropocentric point of view. An attempt to answer such questions as: What makes man just another member of the biotic fold? Does man have a niche in the ecosystem? What influence does man have on the environment? What influence does the environment, especially the urban environment, have on man? (3 hours lecture, 1-1/2 hours discussion section. A student may not receive credit for both 101 and 103. Does not apply to the major or minor, Spring)

103 Human Anatomy and Physiology

A professional course in the structure and function of the human body. Lecture and laboratory. (Fall for nursing and certain other paramedical students, or consent of instructor; Spring for Physical Education, Music Therapy and other interested students. A student may not receive credit for both 101 and 103. Does not apply to the major or minor)

105 Biology and Society

What are some of the biologically-based problems with which our society must deal? What threats are posed by pollution, the prospect of war, and by shortages of food, water and non-renewable resources? What are the implications of genetic research, scientific racism, sociobiology, and inequities in the delivery of health care? (3 hour lecture. Does not apply to the major or minor.)

108 Microbiology

Basic microbial features are considered as well as applications of microbiology to the fields of medicine and sanitation. (3 hours lecture, 3 hours laboratory. For student nurses, health majors, or consent of instructor. Prereq.: CHM 109 and concurrent registration in CHM 110 or consent of instructor. Spring. Does not apply to the major or minor)

109 Special Topics in Biology

Offered periodically through Augsburg's Conservation of Human Resources (CHR) program. Generally conducted off campus with community people taking the course together with college students in a co-learning model. Topics will vary depending upon needs and interest. Does not apply to the major or minor.

111, 112 General Biology

A comprehensive introduction to biological science for biology and other science majors. The course includes an introduction to molecular biology, cellular biology, genetics, developmental biology, evolutionary mechanisms, anatomy, physiology, ecology, and phylogenetic relationships of organisms. Must be taken in sequence except by permission of instructor. (3 hours lecture; 4 hours laboratory. 111, Fall; 112, Spring)

199 Internship

Lower division internship.

299 Directed Study

Independent study for lower division credit.

323 Experimental Human Physiology

A laboratory-based course in which the principles of human function are learned by experimentation and class discussion of the theory and results. Clinical applications will also be considered. Intended for students in nursing, medical technology, corrective therapy, health, physical education and related programs as well as biology majors (primarily Option II). (3 hours lecture-discussion, 4 hours laboratory. Prereq.: 103 or 112. Alternate years, Fall 1984)

351 Invertebrate Zoology

A study of the invertebrate groups stressing classification, morphology, behavior, life history, and evolutionary relationships. (3 hours lecture, 4 hours laboratory. Prereq.: 112. Alternate years, Spring 1986)

353 Comparative Vertebrate Zoology

A comparative study dealing with the classification, morphology, distribution, evolution, behavior and population dynamics of the vertebrates. (3 hours lecture, 4 hours laboratory. Prereq.: 112. Spring)

355 Genetics

The principles of heredity with emphasis on recent advances in human genetics. Laboratory work stressing *Drosophila* genetics. (3 hours lecture, 4 hours laboratory. Prereq.: 112, Spring)

361 Plant Biology

A survey of the major divisions of the plant kingdom including the study of anatomy, physiology, life histories, taxonomy and ecology. (3 hours lecture, 4 hours laboratory. Prereq.: 112. Alternate years, 1985-86)

367 Biochemistry

An introductory consideration of the chemistry of proteins, carbohydrates, lipids and nucleic acids including intermediary metabolism. (3 hours lecture. Prereq.: 112, CHM 352 or consent of instructor. Fall)

399 Internship

Upper division internship.

440 Plant Physiology

A consideration of the chemical and physical mechanisms involved in photosynthesis, respiration, growth and development, and water relations in vascular and nonvascular plants. The relationships of these processes to plant structures. (3 hours class, 4 hours laboratory. Prereq.: 112. Alternate years, Spring 1985)

471 Cellular Biology

A study correlating cell function with ultrastructure. Laboratory work includes micro-technique, cytological studies, cell physiology and tissue culture. (3 hours class, 4 hours laboratory. Prereq.: 112, 367 or consent of instructor. Alternate years, Fall 1984)

473 Animal Physiology

A study of animal function with emphasis on the vertebrates. Wherever possible, functions are explained on the basis of physical and chemical principles. (3 hours class, 4 hours laboratory. Prereq.: 112; CHM 106 or 116; PHY 103 or 122 or consent of instructor. Alternate years, Fall 1985)

474 Developmental Biology

A consideration of the physiological and morphological changes which occur during the development of organisms with emphasis on the vertebrate animals. Experimental as well as descriptive studies are included in the laboratory work. In addition to embryonic development, the topics of malignancy, aging, and regeneration are discussed. (3 hours class, 4 hours lab. Prereq.: 112. Spring)

476 Microbiology

An introduction to the study of microorganisms with emphasis on bacteria and viruses. Microbial taxonomy, morphology, physiology, genetics, and pathogenicity are considered as well as certain methods. (3 hours class, 4 hours laboratory. Prereq.: 112. Alternate years, Fall 1985)

481 Ecology

A survey of representative biological communities; the study of reciprocal relationships between organisms and their environments. (3 hours class. 4 hours laboratory, some Saturday field trips. Prereq.: 112, 361 or consent of instructor. Alternate years, Fall 1984)

491 Seminar

Oral presentations and written papers relating to recent biological literature and research. (For seniors majoring in biology, Fall)

499 Independent Study

Individual laboratory, field, or library research under the direction of an instructor. Intended for biology majors who are juniors or seniors. (Prereq.: 112, and previous arrangement with instructor)

Business Administration & Economics

Amin Kader (Chairperson), Roger Allerson, Walter Anastas, James E. Billings, John Cerrito, John Cosgrove, Anne Fosse, Satya Gupta, Gary Hovind, Robert Kramarczuk, Roy H. LaFayette, Thomas Morgan, Mohammed Nouri, Edward M. Sabella

The department is committed to developing within the student a blend of theoretical and practical tools necessary for successful entry and advancement in the business and academic communities. To this end, the department affords specialization in a variety of areas including: Accounting, Economics, Finance, International Business, Management, Management Information Systems, and Marketing.

Each of these areas is dependent upon a strong foundation in the liberal arts with an emphasis on solid communication and analytical skills. Recognizing the occupational realities of the business and economic disciplines, the department is equally committed to maintaining an application oriented balance. This is achieved in part by fostering close ties with the corporate community, which in turn provides a wealth of practical expertise and a wide variety of internship opportunities as well as future job prospects.

We believe we can best serve both the community and the student by providing training that is ethically based, technically competent and socially aware.

Business Administration (BUS)

Major in Accounting: 9 Business Administration courses (101, 102, 131, 261, 262, 263, 379, 381, and 483 or 484); 4 Economics courses (122, 123, 251, and one from 258, 391, 392). At least three upper division courses are required. For those planning careers in accounting, completion of the two remaining courses in the sequence 381, 382, 483, 484 is recommended. Courses in data processing and computer programming are strongly recommended.

Major in Finance: 9 Business Administration courses (101, 102, 131, 261, 262, 373, 379, 478, and one from 381, 382, 483); 4 Economics courses (122, 123, 251, and one from 258, 391, 392). At least five upper division courses are required. ECO 392, MAT 114 and courses in data processing and computer programming are strongly recommended.

Major in Management: 10 Business Administration courses (101, 102, 131, 145, 250, 261, 340, 379, 440, and 373 or 478); 5 Economics courses (122, 123, 251, 340, 445); PHI 120; PSY 371, 373; SOC 241 and 375 or 383; SPC 111 or ENG 223; SPC 354 or 355. MAT 114 is strongly recommended.

Major in Management Information Systems (MIS): 8 Business Administration courses (101, 102, 145, 250, 261, 375, 475, 479); 4 Economics courses (122, 123, 340 or 445, 379); MAT 174 or CSC 170 (170 would require MAT 124); 4 Computer Science courses (240, 340, 350, 352).

Major in Marketing: 9 Business Administration courses (101, 102, 131, 135, 250, 261, 330, 379, 430); 5 Economics courses (122, 123, 251, 258, 445); PHI 120; SPC 351 or 352 and also 353. MAT 114 is strongly recommended.

Major in International Business: 8 Business Administration courses (101, 102, 131, 135, 261 and 399 or 499 and two from 381, 382, 484); 3 Economics courses (122, 123, 379); POL 160; 3 language courses (or demonstrated proficiency) from one of the following: Arabic, Chinese, French, German, Greek, Italian, Japanese, Norwegian, Russian, Spanish; 1 History course (coordinated with the foreign language courses) from 103, 104, 222, 322, 323, 324, 331, 332, 440, 474; 8 International Core courses, including internship or independent study. Core courses must be taken abroad. Exceptions may be permitted with department approval. General descriptions follow. Students who plan to major in International Business should contact the department's international adviser, Amin Kader, as soon as possible to carefully plan their program of study.

International Core Courses — Required

Comparative Business Law — Advanced discussion of business law including the comparison of U.S. and European laws governing corporations, partnerships and foreign investment; European business regulations; tax laws; etc.

European Marketing — Factors affecting consumer demand and methods of satisfying it; structure of the European market; market analysis and sales management; pricing policies; distribution systems; planning of marketing operations. Emphasis will be placed on comparison with marketing activities in the U.S.

Import-Export Operations — The practical, technical and procedural aspects of import and export business operations. The successive steps in the promotional, organizational and financial development of international sales and purchases, including an analysis of international trade terms, sales terms, documentation and governmental regulations.

Multinational Corporation — Comparative study of the methods of organizing and managing the multinational enterprise. Topics include: organization structure; subsidiaries and parent company; organizational behavior; management policy; comparative industrial relations; comparative tax laws; optimization principles in the international setting.

International Core Courses — 3 to be Elected

Economics of the Developing Countries — Source of economic backwardness and obstacles to economic growth. Analysis of specific problems such as population pressure, land reform, lack of capital, foreign trade imbalance, foreign investment, colonialism.

European Common Market — EEC; political will: objectives, implications; forms of economic integration; freedom of factor movements; agricultural policies; European path to monetary integration; energy, regional, and social policy; regulation of transport; industrial policy; current membership negotiations.

International Economic Institutions — Regional economic integration and the relation of domestic and international policies. International monetary cooperation.

International Economic Policies — The economic factors in diplomacy; tariff techniques and problems; commercial bargaining; foreign investment problems; economic aspects of economic development; regional integration techniques and problems; foreign aid policies; exchange rate policies.

Theory of International Finance — The relevance of international finance; participants in the international payments scene; balance of international payments; spot market and forward market for foreign exchange; exchange rate systems; international liquidity; the impact of international payments on the domestic price level; employment and the performance of monetary policy.

Honors Major: GPA of 3.50 in the major and 3.0 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

Minor in Business Administration: 6 courses, including 101, 102, and one of 261, 373, 379, 478 and one of 262, 379, 381; ECO 122 and 123. Other configurations for the Business Administration minor may be permitted on consultation with the department chairperson.

Minor in Management Information Systems (MIS): 8 courses, including 101, 250, 261, 375, 475; ECO 123; MAT 174 or CSC 170 (170 would require MAT 124; CSC 240).

C.P.A. Certification: Graduates who wish to take the Certified Public Accountants (C.P.A.) examination prior to fulfilling the experience requirement must have completed the major in Business Administration-Accounting and taken all accounting and business law courses offered. Students who have completed the above requirements are qualified under the rules of the Minnesota State Board of Accountancy to sit for the examination immediately after graduation.

Notes: Students who plan to major in the department are strongly encouraged to select a department adviser as soon as possible, in order to carefully plan their program of study.

In addition to the courses listed below, these have been offered under BUS 295, 495 Topics: Research Methods for Economics and Business, Computer Simulation for Business, Income Taxes for Individuals, Computer Applications, and Discrete Event Simulation.

101 Principles of Financial Accounting

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

102 Principles of Managerial Accounting

Introduction to business activities, basic concepts and fundamentals of managerial accounting. Planning and controlling processes, decision-making and behavioral considerations. (Prereq.: 101)

131 Business Law

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

135 Introduction to 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. (Fall)

145 Fundamentals 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. (Fall)

199 Internship

Lower division internship.

250 Data Processing, COBOL and FORTRAN

An introduction to COBOL and FORTRAN programming.

261 Fundamentals of Finance

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.: 102)

262 Intermediate Accounting I

An analysis of accounting theory pertaining to financial statements, income concepts, current and non-current assets. (Prereq.: 101, Fall)

263 Intermediate Accounting II

A continuation of Intermediate Accounting I. An analysis of accounting theory pertaining to investments, tangible and intangible assets, liabilities and stockholders' equities. Additional emphasis on income determination considering price level changes. (Prereq.: 262, Spring)

299 Directed Study

Independent study for lower division credit.

330 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.: 135, Spring)

340 Personnel Administration

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.: 145 or consent of instructor. On Demand)

373 Financial Management: Theory and Cases

Advanced financial theory: a systems approach to financial structure and policy. Emphasis on decision-making, presentation through literature, readings, lectures and case material. (Prereq.: 261)

375 Information Systems in the Organization

Design and implementation of organizational structure and structural change. An informational processing point of view to examine design of communication, decision making and task systems. (Prereq.: 250)

379 Quantitative Methods for Economics and Business

An introduction to quantitative reasoning, descriptive measures, probability, sampling distributions, inference and estimation with emphasis on their use in applied problems in business and economics. (Prereq.: High School Algebra.)

381 Managerial Cost Accounting

Accounting tools for planning and control of economic activities. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: 101, 102, Junior or Senior, or consent of instructor)

382 Tax Accounting

The more common and important provisions of federal income taxes for individuals and various forms of business enterprises. (Prereq.: 101, 102, Junior or Senior, or consent of instructor. Spring)

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 some industrial organization. In addition the student will write a report on his or her activities. (Prereq.: consent of instructor)

430 Marketing Management

Integration of marketing with other business functions; marketing management and decision making, planning marketing programs, channels of distribution, pricing, product selling and promotion policies. (Prereq.: 330, Junior or Senior, or consent of instructor. Spring)

440 Operations Management

Concepts and principles related to the management of operating functions. Examples from service industries, non-profit organizations and manufacturing. Taught from a managerial point of view. Topics include: an overview of operations, planning operation processes, productivity measurement, standards, forecasting, concepts of quality, inventory management, principles of scheduling, and operational control information systems. (Prereq.: 145, Junior or Senior or consent of instructor)

475 Information Systems Analysis and Design

The process of defining information requirements, construction of a logical model of information system and the preparation of a general design. Discussion of the procedures to define program specifications, documentation, and plan implementation.

478 Investments and Financial Institutions

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.: 261. ECO 392 is strongly recommended. Junior or Senior or consent of instructor. Fall)

479 Intermediate Quantitative Methods for Economics and Business

Provides the opportunity to become familiar with statistical research methods through use of the electronic computer. This course stresses the understanding of statistical methods and computer programming techniques. The materials to be presented in the course are: Computer Programming Techniques; Statistical Methods: General Linear Models, Analysis of Variance, etc. (Prereq.: 379 or equivalent, Junior or Senior or consent of instructor. On demand)

483 Auditing

Internal and external auditing procedures. Emphasis on internal checks and controls for accounting systems. (Prereq.: 263. Junior or Senior or consent of instructor. Fall)

484 Advanced Accounting

Accounting for business combinations, governmental accounting, partnership accounting and fund accounting. (Prereq.: 263, Junior or Senior or consent of instructor. Spring)

295, 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of Accounting, Finance or General Business. (Prereq.: consent of instructor)

499 Independent Study

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

Economics (ECO)

Major in Economics: 8 Economics courses (122, 123, 251, 258, 454 and three other upper division); BUS 101, 102, 379; MAT 114. MAT 373 may be substituted for BUS 379. The complete calculus sequence is very strongly recommended for those planning graduate study in economics. In addition, courses in data processing and computer programming are strongly recommended.

Major in Applied Economics: 9 Economics courses (122, 123, 251, 258, 454 and 445 or 453 and three other upper division); BUS 101, 102, 379, 479; PHI 130; MAT 124, 125, 215, 224, 314. MAT 211 is strongly recommended. MAT 373 may be substituted for BUS 379. The student is strongly encouraged to take other Economics courses in addition to those listed above.

Combined Major in Economics — Business Administration: 5 Economics courses (122, 123, 251, 258 and one upper division); 6 Business Administration courses (101, 102, 261, 373, 379 and one upper division). Courses in data processing and computer programming are highly recommended. The student is very strongly encouraged to take additional courses both in business administration and economics.

Honors Major: GPA of 3.50 in the major, and 3.0 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

Minor in Economics: 122, 123, 251, 258 and one upper division course. Other configurations may be permitted on consultation with the department chairperson.

Notes: In addition to the courses listed below, these topics have been offered under 295, 495 Topics: Consumer Economics, History of Economic Thought, Research Methods for Economics, and Business Advanced Economic Theory and Decision-Making with Finite Markov Chains.

ECO 120, 122 and 123 will satisfy general education requirements. ECO 120 will satisfy the urban concerns requirement.

Students who plan to major in the department are strongly encouraged to select a department adviser as soon as possible in order to carefully plan their program of study.

120 Economics of Urban Issues

Study of economic implications of many problems facing a metro-urban environment. Some of the topics to be discussed are: Population "Crisis", Crime Prevention, Ecology and Income Distribution; Distributing Free Bread; Mass Transit Systems, etc. Fundamental microeconomic tools introduced to facilitate discussion of the above-mentioned topics. (This is a basic course designed for those students who do not plan to major in Economics or Business Administration. It does not apply toward an Economics major or minor. Students who plan to major in Business Administration and/or Economics should instead enroll in 122 and 123, which also are open to non-majors.)

122 Principles of Economics (Macro)

An introduction to macroeconomics; national income analysis, monetary and fiscal policy, international trade, economic growth. Application of elementary economic theory to current economic problems. May be taken independently of 123 or 120. 122 and 123 may be taken in either order, or may be taken in the same term for the student to progress more rapidly to the other courses.

123 Principles of Economics (Micro)

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 122 or 120. 122 and 123 may be taken in either order, or may be taken in the same term for the student to progress more rapidly to other courses.

199 Internship

Lower division internship.

251 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.: 123)

258 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 business cycle. (Prereq.: 122. Fall)

299 Directed Study

Independent study for lower division credit.

340 Managerial Decision Making

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.: 123, BUS 101 and high school algebra or equivalents. Spring)

379 Quantitative Methods for Economics and Business

An introduction to quantitative reasoning, descriptive measures, probability, sampling distributions, inference and estimation with emphasis on their use in applied problems in business and economics. (Prereq.: High School Algebra.)

391 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.: 122, 123. Fall)

392 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.: 122. Spring)

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 some time working with some organization. In addition, the student will write a report on his or her activities. (Prereq.: consent of instructor)

442 Labor Economics

Analysis of labor markets; labor as a factor of production; determination of wage collective bargaining; labor legislation and effects upon society. (Prereq.: 251 or consent of instructor. On Demand)

445 Managerial Economics

Integrates economic theory and corresponding practices in business. Among the topics considered are theories and practices in forecasting, estimation of demand and cost functions, price and non-price competition, production and cost considerations, and an analysis of economic problems of relevance to management. (Prereq.: 251 or equivalent or consent of instructor. Spring)

453 Mathematical Economics

Mathematical economics with emphasis on the application of mathematical tools to the areas of micro and macro economic theory. (Prereq.: 251, 258 and at least MAT 122 or equivalent or consent of instructor. On Demand)

454 Welfare Economics

Basic concepts and propositions; Pareto optimality, economic efficiency of alternative market structures; social welfare functions; normative concepts of economic theory. (Prereq.: 251 or consent of instructor. On Demand)

479 Intermediate Quantitative Methods for Economics and Business

Provides the opportunity to become familiar with statistical research methods through use of the electronic computer. This course stresses the understanding of statistical methods and computer programming techniques. The materials to be presented in the course are: Computer Programming Techniques; Statistical Methods: General Linear Models, Analysis of Variance, etc. (Prereq.: BUS 379 or equivalent or consent of instructor. On Demand)

295, 495 Topics

Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international economic problems and policies. (Prereq.: consent of instructor.)

499 Independent Study

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

Chemistry (CHM)

Earl R. Alton (Chairperson), Arlin Gyberg, John R. Holum, Sandra Olmsted

The goal of the department is to have our students develop into better scientists. Therefore, significant changes must occur in what they understand and know in the field of chemistry, how they think and approach scientific problems, and how they act in experimental work, in communicating their results, and in interacting with others.

The department is on the list of approved schools of the American Chemical Society, which has approved its total program. Students who complete the ACS major are competitive with their peers of the same ability in graduate school, chemical positions, or medical school. The approved program also meets the requirements for the chemistry background required by many related fields.

The department provides opportunity for widening students' intellectual horizons, for developing insight into a field of science for non-majors, and for learning in an atmosphere which encourages students to remain lifelong learners.

Graduation Major in Chemistry: 115, 116, (or 105, 106) 351, 352, 353, 361, 363 and one advanced course which may include Biochemistry; participation in seminar; PHY 121, 122; MAT 124, 125. Since upper division courses have mathematics and physics prerequisites, students should plan to take MAT 124, 125 in the freshman year and PHY 121, 122 in the sophomore year.

American Chemical Society Approved Major: 12 courses including 115, 116 (or 105, 106) and all chemistry courses above 350 (except 399, 497, 499), Chemistry Seminar participation; MAT 224; PHY 121, 122 (which should be taken during the sophomore year). Reading ability in German equivalent to one semester and computer proficiency are also required.

Teaching Major: Physical Science Emphasis — Chemistry Major: Recommendation for licensure in Physical Science requires general chemistry (115, 116 or 105, 106); 3 courses in earth and life sciences; CHM 351, 352, 353, 361, 363, 364, 482, 491 (BIO 367 may be substituted for 364); PHY 245. Students are advised to consult with the Education department early in their planning.

Pre-Medical Chemistry Major: The same as the graduation major. In addition, medical schools expect at least two courses (and usually more) in biology. Students should consult members of the Chemistry department for assistance in planning a course program early in their college career.

Honors Major: Full ACS major; average of 3.5 in chemistry, mathematics, and physics, 3.0 over-all; one summer or course of approved research; participation in seminar.

Minor: 5 courses which must include 115, 116 (or 105, 106), 353 and two other chemistry courses above 300 (except 399). BIO 367 may be one of the courses.

Notes: Credit will not be granted for both 105 and 115, or for both 106 and 116.

Most courses in this department have prerequisites, courses that must be completed before enrolling in the given course. A prerequisite must be completed with a grade of 2.0 or higher to count. Otherwise, permission of the instructor is necessary. These requirements also must be met when using the first term of a two-term course in registering for the second term.

Placement in 105 or 115 is determined by the score on the Mathematics Placement Examination. High school chemistry is a prerequisite for 115.

105, 106 Principles of Chemistry

Somewhat less rigorous than 115, 116; designed especially for students who will not major in chemistry, although students may go from 106 to 351, 353. Concepts and laws underlying chemistry illustrated by a variety of examples including organic and environmental systems. (3 one-hour lectures, 3 hours of laboratory. Prereq.: math placement. 105, Fall; 106, Spring)

109, 110 General, Organic and Biological Chemistry

Designed for students who need a survey of the fundamental principles of general, organic and biological chemistry for careers in allied health areas such as nursing (including Augsburg's Upper Division Program), inhalation therapy, histotechnology, physical education, and others. Open also to students in the humanities and social sciences. First term, general chemistry principles and an introduction to organic chemistry. Second term, organic and biological chemistry with special applications to human physiological chemistry. (3 one-hour lectures, 2 hours of laboratory. This course does not apply toward the major or minor in chemistry. Credit cannot be earned for both 109 and 105 or 115, nor can credit be earned for both 110 and 351. Prereq.: High school chemistry within the last 3 years. 109, Fall; 110, Spring)

115, 116 General Chemistry

An intensive course for pre-medical students and future chemists. First semester includes chemical equations and calculations, energetics, and bonding theory with examples from inorganic chemistry. The second emphasizes equilibrium and solution chemistry including kinetics and electrochemistry. (3 one-hour lectures, 3 hours of laboratory. Prereq.: High school chemistry, math placement. 115, Fall; 116, Spring)

199 Internship

Lower division internship.

299 Directed Study

Independent study for lower division credit.

351, 352 Organic Chemistry

Important classes of organic compounds with special emphasis on mechanisms and multi-step synthesis. Descriptive material is correlated by means of modern theories of chemical bonds, energy-relations, and reactor mechanism; many applications of organic chemistry to biological, environmental and industrial fields. (3 one-hour lectures, 1 four-hour laboratory. Prereq.: 106 or 116; 351, Fall; 352, Spring)

353 Quantitative Analytical Chemistry

Covers gravimetric and volumetric analysis and solution equilibrium in detail and gives an introduction to spectrophotometric techniques of analysis. The laboratory involves quantitative analysis of a variety of samples, and includes trace analysis. (3 hours of lecture, 1 four-hour laboratory. Prereq.: 106 or 116. Fall)

361, 364 Physical Chemistry

The basic theoretical concepts of chemistry: thermodynamics, kinetics, quantum theory, and states of matter are studied in the first semester. Applications of these concepts to areas of molecular structure, equilibria and electrochemistry in the second semester. (3 one-hour lectures. Prereq.: 106 or 116; PHY 121, 122; MAT 124, 125. 361, Fall; 364, Spring)

363, 365 Physical Chemistry Laboratory (1/2 course each)

Physical Chemistry Laboratory introduces students to techniques of data collection and experimental application of concepts presented in Physical Chemistry lecture. 363 is to be taken the first half of the spring semester and involves experiments related to 361. 365 is to be taken the second half of the semester by all persons taking 364.

399 Internship

Opportunity for off-campus experiences as a chemist.

464 Advanced Organic Chemistry

Organized around the problems of identifying organic compounds in the laboratory. Lecture topics include structure-spectra correlations for IR, UV, NMR, and mass spectroscopy; use of the literature (including Beilstein); and further study of organic reactions. Infrared, nuclear magnetic resonance, and ultraviolet spectra routinely used. (3 hours of lecture, 6 hours of laboratory. Prereq.: 352, 353, 361 or consent of instructor; some reading knowledge of German. Fall)

481 Advanced Analytical Chemistry

Emphasis upon advanced equilibrium theory and principles of atomic and molecular spectroscopy as applied to analytical methods as well as chromatographic and electroanalytical techniques of analysis. (3 hours lecture, 1 four and one-half-hour laboratory. Prereq.: 353, 361, or consent of instructor. Spring)

482 Advanced Inorganic Chemistry

Correlation of inorganic reactions using the electrostatic, valence bond, and molecular orbital models. Coordination chemistry is discussed in terms of ligand field theory. The laboratory involves preparations of inorganic compounds using a variety of techniques. (3 one-hour lectures, 1 three-hour laboratory. Prereq.: 352, 361, or consent of instructor. Fall)

483 Quantum Chemistry

Presents quantum theory in terms of Schrodinger's wave equation and uses the equation to solve the problems of the harmonic oscillator and the hydrogen atom. Approximate solutions are introduced and used to develop molecular orbital theory for molecules. Includes commutators, electron spin, angular momentum and group theory. (3 one-hour lectures. Prereq.: 361 or consent of instructor. Spring)

491 Chemistry Seminar

This seminar, which has no course credit, is a weekly meeting of chemistry majors under the direction of the Augsburg Chemistry Society. Juniors and seniors are expected to participate, with seniors presenting papers. Outside visitors are occasionally invited to participate.

497 Introduction to Chemistry Research

Chemistry majors planning research careers need research experience before graduation. Such experience may be obtained by working on a summer research project in the department (not counted as a course) or by research participation during the academic year (which may be counted as a course). (Junior standing)

499 Independent Study

Chemistry majors who are interested in non-laboratory research such as theoretical or historical chemistry may pursue their interest via independent study. (Junior Standing)

East and Southeast Asian Studies

Khin Khin Jensen (Director)

This program offers two options:

1. Major or minor in East Asian Studies through Augsburg and the other Associated Colleges of the Twin Cities (ACTC). This is an inter-college, interdepartmental program which provides a foundation for careers in international business, government, teaching, global ministries, work with social and recreational agencies, or graduate study.

Two years of Japanese are taught on one of the five ACTC campuses, or Augsburg students may take Chinese courses at Hamline University. There also is a contractual arrangement with the University of Minnesota East Asian Studies Department for Chinese and Japanese language courses.

Opportunities for language study abroad are available in Japan, China, Taiwan, Korea, Hongkong and Singapore. Summer institutes are available in the People's Republic of China and in the U.S. See the director for information and procedure to register for any of these courses or travel.

Non-majors in the program are eligible to take the Chinese or Japanese language courses, which may be taken for distribution requirement.

Major in East Asian Studies — 10 courses, including 4 courses (2 years) of basic college Chinese or Japanese, or equivalent competencies; 2 courses in History; 2 courses in cultural specialization or comparative studies; and 2 courses from a list of approved electives.

Minor in East Asian Studies — 5 courses, including 2 courses (1 year) of basic college Chinese or Japanese or equivalent competencies; 1 course in history of East Asia; and 2 upper division courses in cultural specialization from a list of approved electives.

2. Minor in East and Southeast Asian Area Studies is an area concentration at Augsburg College that does not include a language component. It is designed to be useful for a variety of careers when combined with other majors.

Minor in East and Southeast Asian Studies — 5 courses, 2 from HIS 322, 323, 324; one from PHI 355, REL 356, SOC 241; one from HIS 474, POL 351, 363, 382; and one from HIS 226, 399, 495, 499. HIS 104 is strongly recommended.

Note: Interim courses related to the East and Southeast Asian Studies program may be substituted when appropriate, with the consent of the Director.

226 Asian and Asian-American Women in Public Life in the 20th Century

(See under Department of History)

299 Directed Study

(See Director of program)

322 Modern Southeast Asia

(See under Department of History)

323 Modern China

(See under Department of History)

324 Modern Japan

(See under Department of History)

351 Communist Political Systems

(See under Department of Political Science, Comparative Politics and Analysis)

363 Communist Foreign Policies

(See under Department of Political Science, International Politics)

382 Marxist Visions: Past, Present, and Future

(See under Department of Political Science, Political Theory and Analysis)

399 Internships

(See Director of program for guidelines to apply for an internship)

474 The World and The West

(See under Department of History)

495 Seminar

(See Director of program)

499 Independent Study

(See Director of program for guidelines)

Economics (ECO)

See Business Administration and Economics

Education

Barry Franklin, Chairperson, Sheldon P. Fardig, Marie McNeff, Laretta E. Pelton

Augsburg College offers programs leading to licensure in Kindergarten-Elementary Education and Secondary Education. Students interested in attaining licensure in any of these areas or in pursuing the study of education as a liberal discipline will find opportunities in the department, where programs combine the study of educational theory with practice in actual school settings.

Students wishing to become licensed teachers are advised to consult with the Education Department for licensure requirements. For students transferring to Augsburg College from other institutions of higher education, it is within the jurisdiction of the Education Department and/or other appropriate departments to determine essential equivalency of course content taken at other institutions as applicable to requirements of the approved teacher licensure programs at Augsburg College.

Students who wish to register for student teaching must have been admitted to the Education Department. Students are advised to apply for admission in the spring semester of the sophomore year, during or after the Orientation course. Students transferring from an education program at another college must be readmissible to that program.

Elementary Education (EDE)

Marie McNeff (Coordinator)

Kindergarten-Elementary Major and Licensure Requirements: 255, 341, 351, 352, 381, 382, 383, 384, 386, 481, 482, 483; HPE 114, 115; SWK 260; a college level mathematics course; academic minor (major recommended); GPA of 2.0 overall and 2.5 in major and academic minor and grades of P in student teaching courses required for licensure; fulfill requirements of Minnesota Board of Teaching 5 MCAR 3.041 in Human Relations. The professional semester, for juniors, includes 341, 352, 381, 382, 384, 386. (341, 381, 382, 383, 384 are 1/2 courses)

199 Internship

Lower division internship.

- 255 Orientation to Education in Urban Setting (Kindergarten-Elementary)**
Investigation of various aspects of the teaching profession and opportunity for in-school work. Open to all students. (Prereq.: sophomore standing or above)
- 282 Introduction to Special Education**
(See Special Education)
- 295, 495 Topics in Education**
Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.
- 299 Directed Study**
Lower division independent study.
- 341 Media Technology (1/2 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. (Spring)
- 351 Techniques of Teaching Reading**
The study and utilization of a variety of techniques and resources in the reading and the diagnosis and correction of reading difficulties. (Fall)
- 352 Creating Learning Environments: Kindergarten-Elementary**
The study of strategies and methods of teaching and learning in the contexts of educational, psychological and sociological theories. (Prereq.: 255 or EDS 265 or consent of instructor. Spring)
- 381 Kindergarten-Elementary Curriculum: Art, Music (1/2 course)**
Examination and preparation of materials and resources for art and music taught at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265, concurrent registration in 352. Spring)
- 382 Kindergarten-Elementary Curriculum: Mathematics (1/2 course)**
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265, concurrent registration in 352. Spring)
- 383 Kindergarten-Elementary Curriculum: Physical Education, Health (1/2 course)**
Examination and preparation of materials and resources for physical education and health at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265. Fall)
- 384 Kindergarten-Elementary Curriculum: Social Studies, Science (1/2 course)**
Examination and preparation of materials and resources for social studies and science at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265, concurrent registration in 352. Spring)
- 385 Discovery in the World of Kindergarten**
A study of the kindergarten program, exploration of materials, and review of teaching approaches. The course requires laboratory experience. (Prereq.: a teaching license at the elementary level. Summer I)
- 386 Kindergarten-Elementary Curriculum: Children's Literature, Language Arts**
Examination and preparation of materials and resources for Children's Literature and Language Arts at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265, concurrent registration in 352. Spring)
- 399 Internship**
The student may select from a variety of situations for professional work experience. A learning contract must be developed and must have education faculty approval.

478 School and Society

(See Secondary Education)

481, 482, 483 Student Teaching I K-6

Observing and facilitating learning at the kindergarten and elementary levels under the supervision of college and elementary school personnel. (Prereq.: Admission to student teaching and program approval)

484 Student Teaching II K-6

Additional experience in teaching. (Prereq.: 481, 482, 483)

491 Practicum and Seminar in Special Education

(See Special Education)

498 Independent Study (1/2 course)

Study of specific areas in education as determined by candidate seeking licensure in a teaching area. May be taken more than once for credit (by permission).

499 Independent Study

Opportunity for advanced and specialized research projects not otherwise provided for in the departmental curriculum. A projected program must be outlined and approved by the kindergarten-elementary education faculty.

Prekindergarten Education (EDE)

This program is under review. Contact the department chairperson.

Licensure Requirements: Elementary Education requirements plus 325, 425, 160 hours of student teaching; PSY 351; SOC 231. For a Prekindergarten license with other than an education major, consult with the department chairperson.

325 Contemporary Influences in Prekindergarten Education

Focus on the young child as a person and the importance of the early years in relation to the effects of present day society and culture on the child. Current developments include innovations, Head Start, implementation of planned variations, and other interventions and compensatory programs. Class sessions and two hours per week of lab experience in a day care center and/or nursery school. (Spring)

425 Prekindergarten Curriculum

Learning about and demonstrating knowledge and skills of teaching the young child. The course concentrates on details essential to the organization of a good program for children: records, reports, physical facilities, equipment, parental involvement, and working with children who have uniquely different needs. Class sessions and two hours per week of lab experience in a day care center and/or nursery school. (Fall)

Secondary Education (EDS)

Sheldon Fardig (Coordinator)

It is the responsibility of each student to meet all specific requirements of the Education Department. Secondary Education students are advised to consult with Education faculty regarding state requirements for teacher licensure, in addition to conferring with the student's major field adviser.

Licensure Requirements of the State of Minnesota for teaching in secondary schools are met through the Augsburg College Education Department licensure program: Baccalaureate degree; academic major in an approved teaching area; 265, 354, 388, 478, methods course(s) in major area, 481, 482 (and 483 for Art, Music, and Physical Education teaching majors); HPE 114, 115; PSY 105; GPA of 2.0 overall, 2.0 in education courses, 2.5 in academic major and P in student teaching. Application for and acceptance into the Augsburg licensure program required.

Art, Music and Physical Education Licensure: A person preparing for licensure in one of these areas follows the secondary education program even though he or she plans to teach at the elementary school level. A person with a major in one of these special areas will take three courses in student teaching and do some student teaching at both the secondary and elementary levels. In addition to 354, the art major will register for 361, 362; the Physical Education major for 365; and the music major for 373.

Art and Physical Education teacher education programs lead to licensure for grades K-12. Music teacher education programs lead to licensure in the following areas: 1-Band (K-12) and classroom music (5-12); 2-Orchestra (K-12) and classroom music (5-12); 3-Vocal and classroom music (K-9); or 4-Vocal and classroom music (5-12).

Foreign Language Licensure: For foreign language teachers (French, German, Spanish), achievement of at least "good" in the listening, speaking, and reading parts of the Modern Language Association proficiency tests is required. The candidate will take the MLA tests before undertaking student teaching. Results will be recorded in the candidate's permanent file in the Department of Education.

The Professional Term: School and Society and Student Teaching are taken jointly in one full-time term in professional education. Attendance at special afternoon or evening seminars is also required. A student who elects to take just two courses in student teaching may take one course in independent study at this time. All students are expected to be involved full-time in the activities of the professional term.

199 Internship

Lower division internship.

265 Orientation to Education in an Urban Setting (Secondary)

Investigates various aspects of the teaching profession, with opportunity for in-school work. Open to all students. (Prereq.: Sophomore Standing)

282 Introduction to Special Education

(See Special Education)

295, 495 Topics in Education

Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.

299 Directed Study

Independent study for lower division credit.

341 Media Technology (1/2 course)

(See Kindergarten-Elementary Education)

351 Techniques of Teaching Reading

(See Kindergarten-Elementary Education)

354 Creating Learning Environments: Secondary

The mastery of theories and their application for teaching in learning settings. Laboratory experiences. (Prereq.: 265, PSY 105)

355 Music Methods (K-12)

Trends and issues in music education. The development of music skills and teaching procedures for school music K-12. Workshops and laboratory experience. (Spring)

356, 357, 358 Music Methods: Brass and Percussion, Woodwinds, Strings (1/2 course each)

Study and application of instructional methods, materials, and techniques.

361 Art Methods (Elementary and Junior High School)

Procedures, materials and issues relating to the teaching of art in the elementary, middle, and junior high schools. For art teaching majors only. (Fall)

362 Art Methods (Senior High School) (1/2 course)

Procedures, materials and issues relating to the teaching of art in the senior high school. (Fall)

364 English Methods (1/2 course)

Materials and methods suitable for students in secondary schools. Emphasis on the preparation of lesson and unit plans. Teaching in a local high school. (Spring)

365 Physical Education Methods (K-12)

(See Physical Education Department)

366 Foreign Language Methods (1/2 course)

Language learning theory. The theory and practice of language teaching. (Consult with the Foreign Language Department.)

374 Natural Science Methods (K-12) (1/2 course)

Course structures, goals, and procedures in science education. Consideration of ability levels of students. Survey and assessment of classroom textbooks and materials. Development of a file of teaching materials and references. (Fall)

375 Social Studies Methods (1/2 course)

Introduction to the teaching of social sciences and history in secondary school classrooms. Emphasis on instructional strategies and curriculum development. (Spring)

376 Speech and Theater Arts Methods (1/2 course)

The teaching of basic speech, interpretative reading, discussion, and theater and the directing of co-curricular speech and theater activities. (Spring)

377 Mathematics Methods (1/2 course)

Study of the basic techniques and materials for teaching secondary school mathematics, and the consideration of trends and issues in mathematics education. (Spring)

388 Human Relations (1/2 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.

399 Internship

The student may select from a variety of situations for professional work experience. A learning contract must be developed and must have education faculty approval.

410 Health Methods

(See HPE 410 Administration and Supervision of the School Health Program)

478 School and Society

The emphasis in this course is on the school in relation to society with particular attention to urban education. Introduced by a study of educational philosophy and the development of American education, current major issues in education will be studied. (Prereq.: senior standing)

481, 482, 483, 484 Student Teaching

Observing and directing learning at the secondary level under supervision of college and secondary school personnel. (A minimum of two courses, except three courses required of Art, Music, Physical Education majors. Prereq.: Admission to student teaching and program approval)

498 Independent Study (1/2 course)

Study of specific areas in education as determined by candidate seeking licensure in a teaching area. May be taken more than once for credit (by permission).

499 Independent Study

Opportunity for advanced and specialized research projects not otherwise provided for in the departmental curriculum. A projected program must be outlined which meets the approval of education faculty.

Special Education (EDE, EDS)

Barry Franklin (Coordinator)

Minor: Minimum of 6 courses (282, 491; PSY 351, 357; one course chosen from HPE 354, MUS 110 (Interim) or 395, PSY 362, EDS 385 (Interim), or SWK 304 (CHR); and one course chosen from LIN 289, PSY 352 or 359, or EDS 388. BIO 103 is recommended as an additional course.

282 Introduction to Special Education

Introduction to the field of 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. (Spring)

491 Practicum and Seminar in Special Education

A supervised field placement in a facility for an exceptional population plus on-campus seminar. Prereq.: Completion of courses for special education minor or consent of instructor. Students planning to take this course should consult with the special education coordinator about a placement prior to registering for the course. (Fall)

Library Science (LIB)

This program is under review. Contact the department chairperson.

Minor: Minimum of 4½ courses, including 341, 345, 358, 359, 475.

341 Media Technology (1/2 course)

(See under Elementary Education)

345 The Media Center: Organization and Administration

Organization of materials, including acquisition, cataloging, classification, and processing. Services of the media center and methods of evaluation. (Fall)

358 The Elementary School Library: Materials Selection and Guidance

Characteristics and purposes of an elementary school library. Evaluation of materials related to curriculum support and recreational needs. Study of selection sources and guidance in use of print and non-print materials. (Fall)

359 Reference Sources and Services

Study of basic English language reference sources. Students learn how to select and evaluate reference books for home, school and other libraries; how to find information and use libraries effectively. (Spring)

399 Internship

Open to juniors and seniors. An opportunity to do field work in a variety of library situations in the metropolitan area.

475 The High School Library: Materials Selection and Guidance

Survey and evaluation of library materials on the secondary school level, with attention to their use in relation to curricula as well as for personal interest and needs of adolescents. (Spring)

499 Independent Study

Independent study and research on some topic of interest in the field of library service, worked out in consultation with a faculty adviser. Open to juniors and seniors, with department approval.

Engineering

Ken Erickson (Adviser)

Augsburg College has cooperative arrangements with three universities to allow the student to earn a Bachelor of Arts degree from Augsburg College and an engineering degree from either the University of Minnesota Institute of Technology, Minneapolis; Washington University School of Engineering and Applied Science, St. Louis, Missouri; or Michigan Technological University, Houghton, Michigan. Because of the special requirements and opportunities of these programs, early consultation with the Augsburg Engineering Adviser is necessary. Applications for these programs require the recommendation of the Augsburg Engineering Adviser.

University of Minnesota — The Institute of Technology and Augsburg cooperative arrangement provides for two dual degree engineering programs:

1. Bachelor of Arts/Bachelor of Engineering (B.A./B.E.) which enables students to receive a Bachelor of Arts degree from Augsburg College and a Bachelor of Engineering degree from the University of Minnesota. The program typically involves three years at Augsburg and two years at the Institute of Technology.

Students may apply for the program after completing the sophomore year. At that time, they will be informed of their status in the program and any further conditions necessary for final acceptance into the program. Formal application to the Institute of Technology may be completed during the second semester of the junior year at Augsburg.

2. Bachelor of Arts/Master of Engineering (B.A./M.E.) which enables students to receive a Bachelor of Arts degree from Augsburg College and a Master of Engineering degree from the University of Minnesota. This program involves four years at Augsburg and, typically, two years at the Institute of Technology.

The curriculum is the same as the B.A./B.E. curriculum with the addition of several extra courses that are completed at Augsburg during the senior year to minimize the number of undergraduate courses, if any, that students must take at the University before proceeding through the graduate curriculum. The number of such courses varies by IT department and area of emphasis within a department.

Application for admission into the B.A./M.E. program should be initiated during the second semester of the junior year at Augsburg. Formal application for the program may be completed during the senior year. Those admitted will receive special counseling from the Institute of Technology staff regarding courses that should be taken during the senior year at Augsburg. Participants in the B.A./M.E. program are not guaranteed admission to the Institute of Technology.

Washington University — Three-Two Plan

Michigan Technological University — Dual Degree Plan

These programs enable students to receive a Bachelor of Arts degree from Augsburg and a Bachelor of Engineering degree from Washington University School of Engineering and Applied Science or Michigan Technological University in a five-year period.

The first three years are spent at Augsburg followed by two years at the affiliated university. Students accepted into the program are guaranteed admission to the engineering school, provided they have met course requirements, have a B average, and are recommended by the Engineering Adviser of Augsburg College.

Students are also encouraged to explore opportunities for graduate work at Washington University and Michigan Technological University. Further information on these and other graduate programs is available from the Augsburg Engineering Adviser.

Financial Aid: Students receiving financial aid who are participants in these dual degree programs will be encouraged to apply to the engineering school of their choice for continuing support. Their applications will be evaluated using need and academic performance as criteria.

Minimum Course Requirements for Admission to the Dual Degree or Three-Two Programs: CHM 115, 116; CSC 170; ENG 111; MAT 124, 125, 224, 226; PHY 121, 122; additional courses to meet general education requirements and a total of 27 courses at Augsburg. Normally MAT 124, 125 and PHY 121, 122 are taken in the freshman year. Students interested in Chemical Engineering also should take CHM 351, 352.

English (ENG)

Ronald C. Palosaari, (Chairperson), Barbara Andersen, Timothy Blackburn, John Gidmark, Walter Howerton, John R. Mitchell, Catherine C. Nicholl, Richard B. Sargent, David Wood

The English department offers courses in literature, writing, and film. Regular offerings are supplemented by topics courses and interim courses. The department sponsors the literary magazine, Murphy Square, and holds a weekly program, Words'worth on Wednesday, devoted to language and literature. Many students gain practical experience in writing and teaching through internships.

Major: 9 courses above 111, including 225; one course in American literature; one course in Western literary tradition (271 or 272); and three courses in British literature, one on literature before 1660 (for example, 331 or 438) and one that surveys a number of writers (336, 337, 423). Majors are encouraged to take ENG 245 early in their college work and 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 department.

Major for Secondary Teaching Licensure in English-Language Arts: 10 courses, including those listed for the major and a course in the English language; 2 Speech courses, one from 111, 351, 352, 354 or 355 and either 360 or 366. Courses in early American literature, Shakespeare and film are recommended. In addition to field experience and student teaching required by the Department of Education, majors will be required to gain practical experience in teaching writing, to be arranged through the department chairperson. Students are encouraged to take courses toward their major during the freshman and sophomore years, enroll in Orientation to Education in the fall term of the sophomore year and apply for teacher education not later than the fall of their junior year. In addition to planning their courses with the English department chairperson, students should consult an adviser in the Department of Education.

Honors Major: GPA of 3.5 in the major and 3.0 overall, submit program to department chairperson early in senior year, defend honors thesis before faculty committee in senior year. Honors thesis may be an independent study program.

Minor: 5 courses above 111, including one in British literature and one writing course.

Note on Concentration: In addition to meeting requirements for the major, English majors may, if they wish, develop an area of emphasis, such as British concentration, American concentration, world literature concentration, or writing concentration. A student arranges a concentration by careful selection of electives in the major, by the design of an independent study course that applies to the concentration, and by the selection of some related courses outside the department. English majors should work closely with their advisers in developing a concentration. Interim courses, special courses, and courses at other ACTC schools will often fit well into a concentration.

Note on Prerequisites: 111 is strongly recommended but not a prerequisite for a lower division literature course. Prerequisite for an upper division course is successful completion of a lower division literature course or consent of the instructor.

101 Developmental Writing

A preparatory course for Effective Writing for students identified by an examination as needing additional preparation. Instruction and practice in basic writing skills will be given. Students will write short papers based on their own observation, experience, and thought. P/N grading only.

111 Effective Writing

The study of composition with emphasis on expository writing. Attention to correct usage, logical organization, and the research paper. The grading system for this course is either P/N or 2.0-4.0/N. In order to hold a place in the course the student must either attend class the first day or personally notify the instructor that s/he cannot be present.

199 Internship

Lower division internship.

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 will be emphasized. Students will be encouraged to use material from their own areas of specialization. (Prereq.: 111 or equivalent)

225 Advanced Expository Writing

The development of essays in a variety of rhetorical modes, which may include identification, definition, classification, illustration, comparison and contrast, and analysis. Particular attention will be given to stylistic and organizational matters through the course's workshop format, in which student's papers are read and discussed. (Prereq.: 111)

226 Creative Writing

The purpose of the course is to encourage and guide, by means of appropriate models, theories, and criticism, writing in narrative and poetic modes of expression. Short stories, personal narratives, and poems may be selected by students for experimentation and development, according to the student's preference.

227 Journalism

An introduction to newswriting, with secondary emphasis on the feature and the news feature. The student is first introduced to the principles of writing the news story, what constitutes news, copy preparation, and editing practices, then goes on to write real and imagined obituaries, press releases, speech stories, and community news stories. A unit on the feature and the news feature concludes the course. Throughout the semester, attention is paid to ethics, comparisons and contrasts with the electronic media, and stylistic trends inside and outside the journalism establishment.

241 Introduction to Cinema Art

An investigation of the artistic qualities and the historical development of the film medium. The course includes the viewing and discussing of both feature length and short films. (Spring)

245 Introduction to Literature

An introduction to the study of fiction, drama, and poetry. Particular attention will be devoted to developing critical and analytical skills in reading and writing about literature. Strongly recommended for English majors and minors.

250 American Literature to 1920

Reading and analysis of some significant works of selected American writers from colonial times to the emergence of literary naturalism. Attention is also given to the writer's contribution to the historical development of American literature.

261 Modern Fiction

Significant works of selected prose writers, chiefly European, of the twentieth century.

271 European Literature: Homer to Dante

A study of major works of Greek and Roman literature, for example the epics of Homer and Virgil, the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes and Ovid's *Metamorphoses*. Dante's *Inferno* will be studied as a work in which the Christian and the classical traditions are combined. These works will be studied with reference to their mythological foundations, their cultural background, their influence on later literature, and their enduring relevance. (Fall)

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, Montaigne, Goethe, Dostoyevsky. (Spring)

282 Topics in Literature

Individual courses designed to investigate specific themes, movements, authors, or works. The subjects selected for study in any year will be listed in the class schedule for that year. Recent offerings have included Scandinavian literature, Twentieth Century Poetry, and Comedy.

299 Directed Study

Independent study for lower division credit.

331 Chaucer and His Age

While the primary study of the course will be the writings of Geoffrey Chaucer, attention will be given to the medieval literary milieu out of which Chaucer wrote. Medieval poetry, romance, and drama may be examined. (Alternate years, 1984-85)

332 Milton and His Age

A study of Milton's major poems and selected prose. In addition the Renaissance literary tradition out of which Milton created his works will be examined. (Alternate years, 1985-86)

336 British Literature, from Donne to Blake

Reading, analysis and discussion of works of selected writers from the metaphysical poets to Blake, with attention to the historical, intellectual, and social influences and the major literary movements. (Fall)

337 British Literature, the Romantics and the Victorians

A study of major writers of the nineteenth century, emphasizing Romantic poetry, Victorian poetry, Victorian prose and two or three novels of the period. Relationships among these writers and their influence on one another will be emphasized as well as their relationship to their own age and their lasting contribution to the forms of poetry and prose. (Spring)

351 American Literature Since 1920

A study of some recent and contemporary writers and literary movements. Attention is given to the dynamics of American society and its intricate relationship to the literature. Special emphasis is given to the city as setting and symbol in modern American literature.

399 Internship

The department offers on-campus internships in teaching writing and various off-campus internships. Interested students should consult the department chairperson.

423 Studies in the British Novel

A survey of the development of the novel in England from its eighteenth century beginnings up to the twentieth century. Novels studied will be selected from the works of such authors as Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Bronte, Thackeray, Eliot, Hardy, and Butler. Attention will be given to the conditions contributing to the rise of the novel and its emergence by the twentieth century as the dominant literary form. (Alternate years, 1984-85)

438 Shakespeare

Study of ten or twelve major plays — comedies, histories, tragedies — with attention to the development of Shakespeare's dramatic and poetic art. Additional plays assigned for reading analysis.

498 Independent Study — Metropolitan Resources

Open to junior or senior English majors with a grade of 3.0 or consent of department chairperson. Provides directed independent study which makes use of the resources of Augsburg's urban location, such as theaters, poetry readings, and writers' groups.

499 Independent Study

Open to junior or senior English majors with a grade of 3.0 or consent of department chairperson. Provides directed independent study in the area of the student's choice.

Foreign Languages

Mary A. Kingsley (Chairperson), Ruth L. Aaskov, Leif E. Hansen, Mary E. Johnson, Gunta Rozentals, Natalia Sich, Donald Steinmetz

The study of foreign languages breaks down barriers of space and time. It permits us to reach beyond the boundaries of the English-speaking world to communicate with other peoples, to share their experience of being human. In short, our world becomes larger, richer, and less provincial.

The study of linguistics seeks to penetrate the secrets of language, to reveal the operation of the communicating mind. It is in these ways that the study of foreign languages and linguistics is central to a humanistic education.

Placement Levels: Students with previous foreign language study must register in courses suited to their level of preparation. Placement is according to the number of semesters one has studied that language: 0-2 = 111; 3-4 = 112; 5-6 = 211; 7-8 = 212; 9 or more = 311. Students in doubt about their placement level should consult the chairperson.

Students should arrange to take the Language Placement Test if they wish to take a course above the level determined by previous studies in that language.

Students who elect to take a course below the one in which they are placed by the department may do so, but grading must be P/N only. The language requirement will be satisfied only by completion of the course in which the student was originally placed. Credit and grading for that course may be traditional.

Basic Requirements: Majors must take four of the upper division courses at Augsburg College and four abroad. Minors must take two of the upper division courses at Augsburg College. 311 is prerequisite to all upper division courses.

Transfer students intending to major or minor must take a minimum of one upper division credit per year attended. See department faculty for limits on non-Augsburg courses and career information.

Teaching Licensure: Teacher candidates in French, German and Spanish must consult with the Department of Education for specific information and enrollment in the program. Methods courses by language are joint ACTC offerings and should be taken in the fall of the senior year. A 3.0 average in Advanced Conversation and Composition is a departmental requirement for teaching majors. Licensure requires successful completion of the Modern Language Association Competency Exam. See Requirements for State of Minnesota Licensure for Teaching in Secondary Schools, under Department of Education.

Honors Major: Majors seeking departmental honors must apply early in the senior year. Requirements: 3.3 GPA in the major, 3.0 GPA overall, and honors thesis demonstrating ability in independent study for one course credit. Consult department chairperson for details.

Chinese

Chinese language studies are possible through a contractual arrangement with the ACTC East Asian Studies Program and the University of Minnesota East Asian Language department. See East and Southeast Asian Studies Director.

French (FRE)

Major: 8 courses above 212, including 311, 312, 331 or 332, 350 or 355, 351 or 353, 450 or equivalents. Study abroad required.

Minor: 4 courses above 212, including one in conversation-composition, one in civilization, and one in literature. Interim, summer, or semester in France strongly recommended.

Teaching Licensure Minor: 5 upper division courses beyond 212, including one in conversation-composition, 350, one in civilization. Study in France strongly recommended.

Recommended Supporting Courses: European History, a second language, philosophy, linguistics, English literature. Also see Interim catalog.

011 Directed Study

Conversational French, readings. Once weekly. No credit. (Spring, On Demand)

111 Beginning French

Designed to introduce the French language and culture to the student with one year or less of high school French study. Aims to develop four skills: understanding, speaking, reading, and writing. Classroom practice in understanding, speaking, and reading basic French. Four class meetings a week. Laboratory work is an integral part of the course. (Fall)

112 Beginning French

For those who have had 111 or equivalent. Through conversations, sentence practice, and readings, the study of tenses and forms is completed to make possible basic communication, beginning reading skills, and acquaintance with French culture and way of life. Four class meetings per week. Laboratory work is an integral part of the course. (Spring)

199 Internship

Lower division internship.

211 Intermediate French

20th Century selected articles and a grammar review are the basis for practice in communication, vocabulary building and developing greater ease in reading and writing. For those who have studied most of the basic structures. Laboratory work is an integral part of the course. (Fall)

212 Intermediate French

Through articles, interviews and literary readings this course works toward the goals of oral fluency, communication of ideas, and the acquisition of sufficient skills to pursue general reading in French. Completes a review of basic structures. Laboratory work. (Spring)

243 French Literature in Translation

Major representative works of French literature are read in English translation. Through individualized background reading and class discussion, students become acquainted with artistic qualities and cultural-historical significance of these works. Sophomore standing. Fulfills only literature distribution requirement. Does not count toward a French major or minor. (On demand)

299 Directed Study

Independent study for lower division credit.

311 Conversation-Composition

Explores topics of current interest in both oral and written form to build fluency, accuracy, and facility of expression. Emphasis on vocabulary enrichment, grammatical refinements, effective organization of ideas. Laboratory assignments. Post-intermediate level. A prerequisite to other upper division courses. (Fall)

312 French Expression

A two-pronged approach to coherent and correct expression in speaking and writing. Attention to grammatical structures, French turns of phrase and elementary stylistics for business and personal use. French phonology and speech group practice, study of written models. (Prereq.: 311 or consent of instructor. Spring, On demand)

331 French Civilization: Historical Perspective

A study of the diversified development of the French from their beginnings to the modern period. Special attention to cultural manifestations of French intellectual, political, social and artistic self-awareness. Readings, reports, extensive use of audio-visual materials. In French. (Prereq.: 311 or consent of instructor. Alternate years)

332 French Civilization Today

Topics in twentieth-century problems, ideas. Cultural manifestations that promote understanding of French-speaking people and their contribution to the contemporary scene. Readings, reports, extensive use of audio-visual materials and periodicals. In French. (Prereq.: 311 or consent of instructor. Alternate years)

350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing, and discussing selected works of French literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or consent of instructor. On demand)

351, 353 Survey of French Literature

The study of major French authors and literary movements in France, through the reading of whole literary works where possible. Lectures, discussion, oral and written reports in French. (Prereq.: 311 or consent of instructor. Alternate years)

355 Twentieth Century Literature

A survey of the major French literary movements since World War I, including the novel, the theater, poetry, the essay, and criticism. Classes, oral and written reports, and laboratory texts in French. (Prereq.: 311 or consent of instructor. Alternate years)

399 Internship

Upper division internship.

411 Advanced Conversation-Composition

By means of reading, speaking and writing on topics of intellectual, social, or political interest, the student acquires extensive training in the four skills at an advanced level. Attention to accuracy and effectiveness, characteristic levels of expression, refinements in style and organization as individual needs indicate. Provides for self-improvement and self-evaluation. Laboratory assignments. Required for all majors. (Prereq.: 311 or consent of instructor. On demand)

450 French Seminar: Novel, Drama, Poetry, Short Story

Study in depth of a topic or genre in French literature. Student presentations in French. For advanced students. (See also Interim offerings. Prereq.: 311 or consent of instructor. On demand)

499 Independent Study

Individual pursuit of a topic, movement, or genre at an advanced level. Designed to complete a balanced program, enhance research, or meet individual interests. In literature a major paper and its defense are included. (Consultations with French teachers required. Junior standing. Fall, Interim, Spring. Subject and plan to be clarified early with study adviser.)

German (GER)

Major: 8 upper division courses, including 311 and 411. Semester in Germany required.

Minor: 4 upper division courses, including 311 and 411. Interim, summer or semester in Germany strongly recommended.

Teaching Licensure Minor: Five courses beyond 212, including one in conversation-composition, 350, one in civilization, and two electives. All courses must be upper division courses. Study in Germany strongly recommended.

Recommended Supporting Courses: Linguistics, European History, another language, English literature.

111, 112 Beginning German

Course 111 is for students with no previous background; 112 is for students who have had 111 or equivalent or less than two years of high school 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.

199 Internship

Lower division internship.

211, 212 Intermediate German

For students with two terms (or two years high school) of previous German. Aims at developing basic skills into working knowledge of German. Review of basic structures with emphasis on extending range of vocabulary and idiomatic expression through reading and discussion of materials representing contemporary German life and literature. (211, Fall; 212, Spring)

244 German Literature in Translation

Principal works of German literature representing various periods and movements are read and discussed in English. The readings are considered not only in the particular context of German cultural history, but also discussed in terms of their relevance to perennial human problems. Credit for this course does not apply to a German major or minor. (Sophomore standing. On demand)

299 Independent Study

Independent study for lower division credit.

301 German Business Communication

German trade correspondence. (Prereq.: 212 or consent of instructor. On demand)

311 German Conversation and Composition

Aims at developing facility in the use of grammatical structures, vocabulary and idiomatic expressions most common in colloquial German. Intensive practice in speaking is supplemented with exercises in written composition. (Fall)

331 German Civilization and Culture I

The Early Background. Follows the cultural and social development of the German-speaking peoples from the prehistoric Indo-European origins (ca. 3,000 B.C.) to the Thirty Years War (1643), with emphasis on the impact of Roman civilization, the re-emergence of German cultural self-awareness during the Middle Ages, and the intellectual and religious upheavals of the Reformation. In German. (Prereq.: 311 or consent of instructor. Alternate years)

332 German Civilization and Culture II

Survey of significant currents of development which have shaped present-day Germany, Austria and Switzerland since the Age of Enlightenment. The contemporary scene is considered in view of its roots in the intellectual, geopolitical, artistic and scientific history of the German-speaking peoples. In German. (Prereq.: 311 or consent of instructor. Alternate years)

350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing and discussing selected works of German literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or consent of instructor. On demand)

351 German Literature through the 18th Century

Brief survey of heroic, courtly, Reformation, Baroque, Aufklärung and Sturm und Drang literature. Extensive readings and discussions in Classic and Romantic periods. Readings in German, supplemented by lectures on the history of German literature in its cultural and geopolitical context. Class discussions help to improve students' ability to express ideas in German. (Prereq.: 311 or consent of instructor. On demand)

352 German Literature: The 19th Century

Includes later Romanticism, Jung-Deutschland, poetic realism, Naturalism and Impressionism. The literary reaction to the decline of idealistic philosophy and the importance of the individual and the rise of materialism, technology and mass man. Readings in German. Class discussions help to improve students' ability to deal with concepts and express themselves in German. (Prereq.: 311 or consent of instructor. On demand)

353 German Literature: The 20th Century

Literary responses to the crises and upheavals of our time. Writers of international stature are discussed: Kafka, Hesse, Mann, Brecht. Readings in German with class discussions are designed to aid students' self-expression in German. (Prereq.: 311 or consent of instructor. On demand)

399 Independent Study

Independent study for upper division credit.

411 Advanced German Composition and Conversation

Aims at developing and refining the student's use of German as a vehicle for expressing his or her own ideas and opinions. Emphasis on written composition including control of style. Oral practice through use of German as classroom language. (Prereq.: 311 or consent of instructor. Fall)

451 German Prose

Reading and discussion of German prose masterpieces from Goethe to the present. Lectures treat the development of the epic genre as a mirror of cultural and geopolitical history. (Prereq.: 311 or consent of instructor. On demand)

452 German Drama

Representative dramatic works from late 18th century to the present are discussed and read as symptomatic of perennial human concerns. Lectures treat the historical development of the drama. (Prereq.: 311 or consent of instructor. On demand)

Japanese (JPN)

Japanese language studies are possible through a contractual arrangement with the ACTC East Asian Studies Program and the University of Minnesota East Asian Language department. See East and Southeast Asian Studies Director for more information.

Linguistics (LIN)

199 Internship

Internship for lower division credit.

217 ESL Workshop: Building Better English Skills

This course will assist international students in their initial linguistic and academic adjustment to college-level study in the U.S. The course is offered in five modules to meet the differing needs of students with different kinds of backgrounds. Students register for the modules corresponding to their needs as indicated by testing. The modules are: Orientation, Pronunciation, Reading, and Writing.

218 Advanced ESL

The purpose of this course is to prepare international students for college-level studies in the United States on an equal or near-equal linguistic footing with their American fellow students. The course is offered in three modules to meet the different ESL needs of different students: Pronunciation, Reading, and Writing.

289 Introduction to Linguistics

An introduction to linguistic analysis and general linguistic principles, with focus on linguistic universals (organizational principles and features common to all languages) and psycholinguistics (inquiry in to the mechanics of language learning and the structure of the mind as revealed in language). Theoretical questions will be approached by studying samples of various languages. No prerequisite. Recommended for all language majors and minors. (Fall)

299 Directed Study

Independent study for lower division credit.

311 Theories of Grammar

Comparative analysis of various views of language represented in current linguistic research with the aim of illuminating underlying philosophical assumptions, investigational criteria, and explanatory goals which distinguish them. The theories will be contrasted with those of adjacent disciplines such as anthropology, psychology, logic, and communication theory to explore ways in which each theory seeks to overcome the inadequacies of traditional grammar. (On demand)

399 Internship

Internship for upper division credit.

499 Independent Study

Independent study for upper division credit.

Norwegian (NOR)

Major: 8 courses above 211, including 311, 312 or 331, 353, 411. Study in Norway required.

Minor: 4 courses above 211, including one in conversation-composition, one in civilization, and one in literature. Study in Norway encouraged.

Recommended Supporting Preparation: A second foreign language, linguistics, European history.

111, 112 Beginning Norwegian

Introduction of the four basic language skills: speaking, listening, reading and writing. Stress on spoken rather than literary Norwegian. Laboratory work expected. (111, Fall; 112, Spring)

199 Internship

Internship for lower division credit.

211 Intermediate Norwegian

Continued conversation and composition to improve comprehension and facility of expression. Selected readings in Norwegian used as basis for class discussion and exercises. Laboratory work and some field experience expected. (Prereq.: 112 or equivalent.)

299 Directed Study

Independent study for lower division credit.

311 Norwegian Conversation and Composition

Intensive practice in spoken Norwegian with emphasis on pronunciation and original composition. Some attention given to regional variations in spoken Norwegian and to differences between the two official languages of Norway. Some laboratory work and field experience required. (Prereq.: 211 or equivalent.)

312 Old Norse

An introduction to the structure of Old West Norse through the study of selections from Old Norse literature. Some attention given to Old East Norse and aspects of the history of four modern Nordic languages. Knowledge of one of the latter is desired but not required. Norwegian language majors/minors will have special assignments. (On demand)

331 Norwegian Civilization and Culture

This study of Norwegian cultural history will include significant aspects of the contemporary Norwegian society. Through extensive readings (in Norwegian as far as possible), the domestic and foreign influences at work in the comparatively homogeneous population of Norway will be examined. Written and oral reports in the Norwegian language will be required along with some field work. (Prereq.: 311 or consent of instructor. On demand)

350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the elements of theory through reading, analyzing, and discussing selected works of Norwegian literature. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or consent of instructor. On demand)

353 Survey of Norwegian Literature

Selected readings in contemporary Norwegian literature provide a base for the study of original works from earlier periods extending back to Old Norse literature. All genres are examined, and considerable attention is given to writings in the Nynorsk language, particularly poetry. Lectures, readings, oral and written reports are in Norwegian. (Prereq.: 311 or equivalent. Alternate years)

399 Internship

Internship for upper division credit.

411 Advanced Norwegian Conversation and Composition

Further intensive practice in spoken and written Norwegian. Attention given to the other Scandinavian languages and to the historical development of the Norwegian language. Laboratory work and field experience required. (Prereq.: 311 or consent of instructor. On demand)

499 Independent Study

Independent study for upper division credit.

Russian (RUS)

One year of elementary Russian is offered at Augsburg. Russian language studies may be continued in the ACTC Russian Area Studies Program, which requires two years of language for the major. See Russian Area Studies Campus Coordinator.

111, 112 Elementary Russian

Aimed to develop reading, writing, understanding, and conversational skills through oral classroom practice, developing ease in reading, short compositions, and acquaintance with Russian culture. Extensive use of the language lab.

Spanish (SPA)

Major: 8 courses above 212, including 311, 411, 456 or 457, two of 352, 353, 354. Study in Spain or Latin America is required.

Minor: 4 courses above 212, including one in conversation-composition, one in civilization, and one in literature. Interim or summer study abroad strongly recommended.

Teaching Minor: Five courses beyond 212, including one in conversation-composition, 350, one in civilization, and two electives. All courses must be upper division courses. Study in Spain or Latin America recommended.

Recommended Supporting Courses: Linguistics, another language, Pre-Columbian civilization, Latin-American Area studies. Consult department for other supporting courses in humanities.

111, 112 Beginning Spanish

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of Spanish-speaking world. Laboratory work is an integral part of the course

199 Internship

Internship for lower division credit.

211, 212 Intermediate Spanish

Through the reading of selected Latin American and Spanish texts which stimulate intellectual growth and promote cultural understanding, students review all of the basic structures of Spanish, and build conversational skills through class discussions. Designed for students with 2-4 years of high school Spanish or its equivalent. (211 Fall, 212 Spring)

216, 316 Intensive Individualized Spanish

(See under Program in Global Community)

249 Selected Works of Spanish and Latin American Literature in Translation

Major works of Spanish and Latin American literature representing various periods and movements are read in English translation. Through background reading and class discussion in English the student is acquainted with the salient artistic qualities and cultural-historical significance of the readings. Credit in this course does not count toward a major or minor in Spanish. Sophomore standing preferred. (On demand)

261 Spanish Language

(See under Metro-Urban Studies, SAUS and LISLA)

299 Directed Study

Independent study for lower division credit.

311 Spanish Conversation and Composition

Thorough oral and written practice in correct expression with the aims of fluency and facility. Enrichment of vocabulary. Laboratory work. This course is a prerequisite for all upper division courses. (Prereq.: 212 or equivalent. Fall)

312 Spanish Expression

Intended for students who have a basic command of writing and speaking skills in Spanish and wish to expand them. Intensive practice to improve oral and written expression with emphasis on conversational facility, stressing idiomatic usage and the finer points of grammar. Readings to stimulate discussion and broaden cultural background from contemporary literary texts and magazine articles. Conducted in Spanish. (On demand)

331 Spanish Civilization and Culture

Study of the Spanish character and of Spanish contribution to world civilization through historical, intellectual, literary, and artistic movements. In Spanish. (Prereq.: 311 or consent of instructor. Alternate years.)

332 Latin American Civilization and Culture

A study of the cultural heritage of the Spanish American countries from the Pre-Columbian civilizations to the present. In Spanish. (Prereq.: 311 or 212, with consent of instructor. Alternate years)

350 Introduction to Literature for Language Students

Theory and practice of literary studies. A theoretical component (in English) treats the basic principles of literature, literary genres, and different approaches to literary analysis. In the practical component, students apply the theory through reading, analyzing, and discussing selected works of literature in Spanish. Recommended for majors and minors. Open to all qualified students. (Prereq.: 311 or consent of instructor. On demand)

352, 353 Survey of Spanish Literature I, II

A study of representative authors in Spanish literature, supplemented by lectures on the literary movements and development of Spanish literature. Lectures, discussion, written and oral reports in the language. (Prereq.: 311 or consent of instructor. On demand)

354 Representative Hispanic American Authors

An introduction to Spanish-American literature. Lectures, discussions, written and oral reports in the language. (Prereq.: 311 or consent of instructor. On demand)

399 Internship

Internship for upper division credit.

411 Advanced Conversation and Composition

Emphasis on increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, and written compositions and grammatical exercises. (Prereq.: 311 or consent of instructor. Alternate years)

456 Spanish Drama

Study of the masterpieces of dramatic literature in Spain. Oral and written reports in the language. Emphasis on the Golden Age and the Modern Period. (Prereq.: One survey course. Alternate years)

457 Spanish Novel

Study of the outstanding novelists of the nineteenth and twentieth century in Spain. Oral and written reports in the language. (Prereq.: One survey course. Alternate years)

499 Independent Study

Independent study for upper division credit.

General Studies (GST)

John A. Hill (Registrar), Garry W. Hesser, Joel Mugge, Donald Warren

Some courses help to integrate learning around topics in ways which are different from the more traditional disciplines. General Studies include specialized academic enrichment programs, an integrative pro-seminar created by cooperating faculty, and offerings of the Center for Global Service and Education.

005 Freshman or Transfer Seminar

An introduction to college academic life required of all new students at Augsburg. The seminar meets regularly through the first half of the fall term. No course credit.

107 Integrative Pro-Seminar

The seminar focuses on selected issues, utilizing the insights, theories and approaches of three disciplines for a more adequate understanding of a particular issue. Community resource persons, simulations and discussions are used to integrate the disciplines focused on the same topic. No course credit.

140, 141 Introduction to the Liberal Arts (1/2 course each)

An introduction to the philosophy of the liberal arts curriculum and to the philosophy and 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 making decisions. (140, Fall; 141, Spring)

230 Cultural Issues Seminar

(See under Program in Global Community)

Health and Physical Education

Richard A. Borstad (Chairperson), David Boots, Paul H. Grauer, Alvin L. Kloppen, Douglas Nelson, Marilyn Pearson, Joyce Pfaff, Edwin J. Saugestad, Bethany Shifflett

The department prepares students for service in two majors, offers a specialization in Corrective Therapy, and provides certification for coaching in Minnesota schools. Students interested in Developmental/Adapted Physical Education should consult with the department chairperson.

Students are advised to consult with an adviser in the department for planning purposes and with the Education faculty regarding state requirements for teacher licensure.

Men and women students interested in participating in intercollegiate sports or intramurals may inquire with departmental personnel in Melby Hall.

Health Education (HPE)

Major: 110, 114, 115, 320, 354, 410; BIO 103, 108, 111; CHM 105 or 109; PSY 105; SOC 231, 241.

Teaching Major: Same as health education major plus 355. Students wishing to become licensed teachers should consult with the Education Department for requirements.

Minor: 110, 114, 115, 320; BIO 103; SOC 231.

110 Personal and Community Health

Modern concepts and practices of health and healthful living applied to the individual and the community. (Fall)

199 Internship

Internship for lower division credit.

114 Health and Safety Education (1/2 course)

Principles and practices of safety education in school and community life. Includes information about school health programs and prevalent health needs and problems of school age children, and American Red Cross First Aid course.

115 Health and Chemical Dependency Education (1/2 course)

An analysis of chemical abuse and what can be done for the abuser. Includes information about school health programs and prevalent health needs and problems of school age children.

299 Directed Study

Independent study for lower division credit.

320 School Health Curriculum

Techniques for developing a course of study based upon growth and development for grades K-12. Special work units in nutrition and diseases. (Prereq.: All courses in the major sequence numbered in the 100 and 200 series and consent of instructor.)

354 Teaching the Exceptional Child (1/2 course)

Education of the exceptional child with special reference to the analysis of functional and organic abnormalities and the role of school health and physical education programs. (Prereq.: 350. Spring)

355 Tests and Measurement (1/2 course)

Survey of basic statistical procedures and evaluation of tests in health and physical education. (Spring)

399 Internship

Internship for upper division credit.

410 Administration and Supervision of the School Health Program

Historical background, legal bases, school health services, and relationships to community health program and resources. Methods and materials in health education with laboratory experience in classroom and community. (Prereq.: 320. Odd number years, Fall, Interim)

485 Applied Adapted Activities

Explores recreation as applied to a corrective therapy program, application of corrective exercise to the atypical, self care and ambulation, prosthetics and orthotics. Equal attention is given to physical and mental habilitation, physical education for the handicapped and recreation in rehabilitation. (Prereq.: 350, 351, 354. Summer school only)

488 Neurology (1/2 course)

A study of the nervous system and the diseases associated with it. (Summer School only)

489 Pathology (1/2 course)

The nature and cause of disease involving changes in structures and functions. (Summer School only)

491 Therapeutic Exercise

Exercise techniques as applied to various disabilities, testing muscle strength and range of joint motion and association of muscle actions as applied to various human movements. Equal attention is given to human movement, kinesiotherapy and evaluation and research applied to C.T. and A.P.E. programs (Prereq.: 350, 351, 354. Summer School only)

493 Organization and Administration of Corrective Therapy

A study of organization, administration, history, philosophy and professional ethics as applied to C.T. intertherapy relations in a rehabilitation setting. Basic supervisory and personnel management decisions and practices. Most of the course deals with organization and administration of C.T.; about one-sixth of the course deals with intertherapy relations. (Summer School only)

495, 496, 497 Professional Affiliation

Includes actual hospital experience in four areas of corrective therapy: (1) Psychiatry, (2) Orthopedics, (3) Neurology, and (4) Rehabilitation. Course 497 is study of Neurology and Pathology (Prereq.: 485, 491 and approval of department.)

499 Independent Study

Independent study for upper division credit.

Physical Education (HPE)

Major: 114, 115, 354, 355; 223, 231, 232, 243, 350, 351, 471, 472, 474, 475; BIO 103.

Teaching Licensure Major: 114, 115, 354, 355; 223, 231, 232, 243, 350, 351, 365, 471, 472, 474; BIO 103. Students wishing to become licensed teachers should consult with the Education Department for requirements.

Major with Specialization in Corrective Therapy: 114, 115, 354, 355, 485, 488, 489, 491, 493, Professional Affiliation Block 495-496-497-499; 223, 231, 232, 243, 350, 351, 365, 471, 472, 474, 475, BIO 103; PSY 105, 355, 362. All C.T. specialists must be accepted by the Education Department for teaching and student teaching in an adapted situation. Approval must be secured by the corrective therapy coordinator.

Major or Specialization in Adapted Physical Education: Consult department chairperson for individual program planning.

Minor: 114, 115; 223, 231, 232 or 472, 243.

Coaching Endorsement: 243, 351, 475, one of 476-483, and practicum in coaching (499 is an optional method for meeting the practicum requirement).

Notes: Physical education major plus coaching practicum meets the coaching requirement. Coaches entering their first headcoaching assignment in Minnesota high schools are required to have at least a coaching endorsement in the field of physical education and athletics.

002, 003 Lifetime Sports

Three hours per week. Two lifetime sports meet the general education requirement. (Part-time students should consult with department chairperson) No course credit.

199 Internship

Internship for lower division credit.

223 Team Sports

Theory and practice in skills, teaching, and officiating team sports. (Spring)

231 Individual and Dual Sports

Theory and practice in skills, teaching, and officiating individual and dual sports. (Fall)

232 Recreational Activities and Rhythms (1/2 course)

Theory and practice in performing American heritage and international folk dances. Exposure to New Games concepts and activities. Practice in teaching and performing selected social dances. (Interim and Spring)

234 Outdoor Education (1/2 course)

This course will look at a wide variety of outdoor activities that can be taught in a school setting. The following activities will be emphasized: Canoeing, back-packing, cycling, outdoor cooking, camping and water safety. Students must be prepared to spend some weekends participating in these activities. (Even number years, Spring)

243 History and Principles of Physical Education

History, principles, and philosophy of physical education. (Spring)

299 Directed Study

Independent study for lower division credit.

350 Kinesiology

Mechanics of movement with special emphasis upon the muscular system and analysis of movement. (Prereq.: BIO 103; Fall)

351 Physiology of Exercise

The major effects of exercise upon the systems of the body and physiological principles applied to exercise programs and motor training. (Prereq.: BIO 103. Spring)

354 Teaching the Exceptional Child

(See Health Education)

355 Tests and Measurement

(See Health Education)

365 Physical Education Methods (K-12)

Procedures, materials, and issues for teaching physical education at the elementary and secondary levels. (Fall)

373 Modern Dance (1/2 course)

An introductory course in modern dance technique, composition, improvisation, and problem solving. No previous dance experience necessary. (Interim)

399 Internship

Consult department chairperson.

471 Physical Education Programming

Procedures and techniques of management, leadership and decision making for physical education and interscholastic athletic programs. Curriculum analysis and preparation. (Prereq.: 243. Fall)

472 Gymnastics (1/2 course)

Theory and techniques of teaching gymnastics. Opportunity to teach and perform in all apparatus events and tumbling. Experience in spotting and skill analysis. (Fall)

474 Swimming and Aquatics

Theory and practice in teaching swimming, lifesaving, and water safety. Open only to junior and senior Physical Education majors and minors. (Prereq.: Swimming competence as determined by pre-test. Fall)

475 Prevention and Care of Athletic Injuries (1/2 course)

Emphasis placed on preventing injuries. Treatment of common athletic injuries. Practical experience in taping and training-room procedures. (Prereq.: 350. Fall, 1st half of term)

476 Coaching of Football (1/2 course)

Theory, technique and administrative aspects of coaching football. (Odd number years, Fall, 1st half of term.)

477 Coaching of Basketball (1/2 course)

Theory, technique and administrative aspects of coaching basketball. (Odd number years, Interim)

478 Coaching of Hockey (1/2 course)

Theory, technique and administrative aspects of coaching hockey. (Odd number years, Interim)

479 Coaching of Track and Field (1/2 course)

Theory, technique and administrative aspects of coaching track and field. (Odd number years, Spring, second half of term)

480 Coaching of Baseball/Softball (1/2 course)

Theory, technique and administrative aspects of coaching baseball and softball. (Odd number years, Spring, 2nd half of term)

483 Coaching of Volleyball (1/2 course)

Theory, technique and administrative aspects of coaching volleyball. (Odd number years, Fall)

499 Independent Study

Directed intensive study in an area of physical education. Open only to junior or senior majors.

History (HIS)

Orloue Gisselquist (Chairperson), Carl Chrislock, Don Gustafson, Khin Khin Jensen, Richard Nelson

History study at Augsburg College has led, for a considerable number of graduates, to careers in teaching on both the secondary and college levels. Fully as important, in the minds of the department faculty, is the value of this discipline as one of the major components of the liberal arts. History, well studied, trains the mind in a manner that contributes significantly to any career preparation, to service in community and church, and to life enrichment.

Major: 8 courses plus 1 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.

Major for Teaching Licensure: Students interested in secondary education may take a history major in combination with specified social science courses and the required educational courses, in compliance with the state requirements. For more information, see the department chairperson or the Social Studies Coordinator.

Minor: 5 courses, at least three of which must be upper division.

Honors Major: GPA of 3.6 in the major and 3.0 overall; except in special instances, application before the end of the first term of the junior year; two years of a foreign language at the college level (or its equivalent); an honors thesis (equal to one course credit) to be defended before a faculty committee.

Notes: Freshmen should enroll in one or more of the 101-104 courses. 221-222 are normally reserved for sophomore or upper division students. Lower division students are asked to take at least one lower division course before registering for an upper level course.

There are 17 upper division courses (numbered 300 and up) in this department. Five or six are offered each term, or 11 per year. Offerings depend upon faculty schedules and student registration.

101 The Beginnings 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.

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.

103 The Modern World

A study of the main currents in western civilization from the time of Napoleon to the present.

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.

199 Internship

Lower division internship.

221 U.S. History to 1877

A survey of Americans from Jamestown through the efforts to reconstruct a nation torn apart by The Civil War. (Fall)

222 U.S. History Since 1877

An assessment of the century which precedes our modern day. (Spring)

226 Asian and Asian-American Women in Public Life in the 20th Century

An exploration of the experiences and contributions of selected women in China, Japan, India, Korea, Philippines, and the state of Hawaii. Includes cross-cultural perspective, responses to impact of modernization and Western education.

299 Directed Study

An opportunity for a student to do readings or study on topics not covered in the scheduled courses. The proposed study must be approved by the directing faculty member and the chairman of the department before registration. A maximum of one course in directed study may be applied to the major.

322 Modern Southeast Asia

A study of the major historical events, personalities and political developments in this area. A comparative analysis of the nationalist movements and the process of decolonization will especially focus on Indonesia, the Philippines, Burma and Vietnam.

323 Modern China

A selective treatment of Chinese history since the Opium War of 1839. The erosion of China's isolationism and collapse of the imperial system. The Nationalist and Communist revolutions of the 20th century.

324 Modern Japan

An examination of the emergence of Japan as a major world power in the 20th century. Components of the course will include a study of the distinctive features of the Pre-Meiji era, modernization factors since 1868, interaction and encounter with China, urban development, ecological problems, role of women and Japan's trade in Asia and Africa.

331 Topics in U.S. History

Exploration in depth of selected topics in U.S. history (excluding foreign policy; see History 332). The specific topics to be offered will be announced prior to registration.

332 History of American Foreign Policy

The relationship of foreign policy to general American development is stressed.

345 Scandinavian-American Experience

(See under Scandinavian Area Studies)

347 Mexico: A Historical Perspective

(See under Program in Global Community)

353 Select Topics in Minnesota History

A survey of topics relating to the emergence of modern Minnesota: Indian-white relations; immigration and ethnic adjustments; rise of the Twin Cities; economic and political development. Primary emphasis will be on the late 19th and early 20th centuries.

360 The Ancient Near East and Greece to 338 B.C.

The development of civilization in the Near East from earliest times through its extension and elaboration by the Greeks. Emphasis is placed on the development of writing, achievement in the arts and sciences and political institutions.

361 Hellenistic Greece and Rome to 330 A.D.

A study of the development of Alexander's Empire, the Hellenistic kingdoms and the rise of Rome as the world's greatest power. Emphasis is placed on personalities, the arts and sciences and Rome's contributions in law and the political process.

370 The Late Middle Ages to 1560

A study of the scholastic tradition and the role of the Church and state through the changes forced on these institutions during the Italian Renaissance and the early years of the Reformation.

399 Internship in History

A limited number of internships may be available for qualified upper division students majoring in history. See department chairperson.

412 England in the Tudor and Stuart Periods

A study of English history from a 15th century background through 1714. The emergence of modern constitutionalism is the major theme of the course. Emphasis is also placed on 16th and 17th century aspects of England's subsequent role in the world economy and on the English literary renaissance of Elizabethan and early Stuart periods.

416 Europe in the Seventeenth Century

The study of this century as the most critical period in the rise of the modern state. Emphasis is also placed on the emergence of modern science and its effect on intellectual history. The chronological boundaries may be listed as 1560-1714.

431 European Urban History

A history of the dynamics of urban growth, the distinctive institutions, and the culture of cities in Europe from the Late Medieval to the 20th century, with focus on specific historic cities as examples. The course is designed for history students, urban study majors, and those who desire a background to enrich future travel.

440 Twentieth Century Topics in World History

This course emphasizes such topics as Hitler's fascism, the collapse of colonial empires and the rise of the third world. The emphasis will be on Western Asia, Europe, and Africa in the last fifty years.

450 Nineteenth Century Scandinavia

Emphasis is on the far-reaching changes in the political, economic, cultural and social life of Denmark, Finland, Iceland, Norway and Sweden during the nineteenth and early twentieth centuries. Attention is given to overseas emigration.

474 The World and The West

This course begins with Europe's discovery of the rest of the world, considers cultural interaction and conflict, and 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.

495 Seminar

Selected topics. Admission by permission of the instructor.

499 Independent Study

Majors with an average of 3.5 or above in history courses are encouraged to apply for directed independent study. A maximum of one course in independent study may be applied toward the major.

Humanities (HUM)

Bruce Reichenbach (Chairperson), John Benson

The Humanities major provides the opportunity to reflect across departmental lines, to experience the ways in which different academic disciplines approach similar questions and issues, and to participate in interdisciplinary learning experiences. You can, in effect, create your own major by choosing a theme or topic you wish to study, and then by taking courses in various departments relating to that theme.

The major was created especially to encourage students not majoring in the humanities but in such areas as science, business, or social science to broaden their insights and perspectives by taking a broadly-based second major.

Major: 9 courses, including 275. Six of the courses must be upper division. Courses must be selected from at least four of these seven departments — Art, English, Foreign Languages, History, Philosophy, Religion, and Speech, Communication and Theater Arts. No more than three courses from any one department can be used to satisfy the requirement.

Each student taking a humanities major will focus on some particular theme or perspective which will constitute the core of the major program. Six of the nine courses must be taken in this core. The core adopted and the courses chosen to meet the requirement will be worked out with the student's adviser in the humanities, and must be approved by the Humanities Major Committee. The theme or perspective of the core can be chosen from those listed in the Humanities Handbook or can be created by the student in consultation with an adviser in the humanities. Further information concerning the core can be found in the Humanities Handbook.

A student may not list a double major in humanities and in one of the component disciplines unless the distribution of courses selected in the humanities major is significantly different from the other major.

275 Perspectives on the Humanities

An introduction to the humanities which focuses on different themes, depending upon the instructor. The course correlates ideas, principles and values from the perspectives of several of the humanities disciplines.

Interdisciplinary Studies (INS)

(See under Metro-Urban Studies, Program in Global Community, and Women's and Minority Studies)

International Relations

Norma C. Noonan (Director)

International Relations is an interdisciplinary major which offers the student both breadth and depth. The student may focus on a discipline or geographic area of the world. The program consists of a core of seven courses and seven electives chosen from a wide list of courses offered at Augsburg and other colleges. Students are encouraged to consider foreign study for Interim or a semester. Competency in one language is required, but many students study two languages.

The goal of the program is to give students a broad exposure to international studies with considerable freedom to choose options for specialization. Students in the recent past have focused their studies on Latin America, the Middle East, Western Europe, the USSR, the Far East, Southeast Asia, and others.

Recent students have had double majors in History, Political Science, or a foreign language. Numerous combinations of majors and minors are possible with the International Relations major.

Major: 14 courses. (1) 7 required courses: ECO 122 or 123; HIS 103 or 104, 332; POL 158 or 160, 363, 461; the fourth term of college work in a modern foreign language. (2) 7 of the following electives (not more than 4 from any one discipline may be counted toward the major): HIS 322, 323, 324, 440, 474; POL 350, 351, 381, 382; SOC 241; PHI 355; REL 356; Comparative Economic Systems (ACTC course); an Economics (Topics) course on International Trade; seminar, independent study, or interim course on a relevant topic offered in the discipline of economics, history and/or political science; the fourth term of college work in a second modern language.

Note: Only the fourth or higher term of languages counts toward the major; prerequisite courses or competencies cannot be credited toward the 14 required courses. Students should confer with the program director about regional and disciplinary concentrations possible within the major, for example, a concentration in an area of the world or in one of the major disciplines in the program.

Mathematics/Computer Science

Beverly Durkee (Chairperson), Lawrence Copes, Henry Follingstad, Paul Hulse, Leo Lake, Noel Petit

The Department of Mathematics provides a diverse program for students majoring in mathematics or computer science and for students needing mathematics or computer science background for other disciplines. Within the mathematics major a diversity also exists to provide programs for those interested in pure or applied mathematics.

The computer science program has been developed to emphasize relationships to other disciplines in a liberal arts curriculum. This program uses a PDP 11/60 computer for most of its curriculum. Also available are several microcomputers such as Apple II, Osborne, PLATO and Tektronix for use by students throughout the college.

Mathematics Major: 9 courses including 124, 125, 215, 224, 314, 324. Also required: CSC 170 or 270. The following courses do not count towards this major: 104, 114, 121, 122, 131. For **teaching licensure**, courses 351, 373, 441 must be included. Students wishing to become licensed teachers are advised to consult with the Education Department for requirements.

Mathematics Major with Computer Science Concentration: 10 courses: 124, 125, 215, 224, 314, 355; CSC 170, 240, 345, 350. Also recommended, 226.

Computer Science Major: 9 courses including 240, 345, 350, 445, 450; 270 or BUS 250; 3 electives from 340, 352, 395, 495, 497, MAT 355, PHY 261, and BUS 479 or SOC 363. Also required: 170 and MAT 124, 125, 224 or MAT 174, 175; MAT 215; BUS 379 or MAT 373 or SOC 362.

Honors Major: GPA of 3.5 in mathematics and computer science, 3.1 overall. Independent study at an advanced level with participation in a department seminar.

Mathematics Minor: 5 courses, including 124, 125, 224. The following courses do not count towards the minor: 104, 114, 121, 122, 131. For a teaching minor, the two additional courses must be selected from 215, 314, 351, 373, 441.

Computer Science Minor: 5 courses, including 170 (or MAT 175), 240, 345, 350, and one course from BUS 379, any CSC course over 260, MAT 355, PHY 261, or SOC 363.

Prerequisites/Placement Test — Before enrolling in any course in this department the student must have satisfied certain course and/or placement test prerequisites. A course must be completed with a grade of 2.0 or higher to count as a prerequisite.

The Placement Test is given during college orientation sessions and at other announced times during the year. Score requirements on the test for entry to courses are: II for course 104; III for courses 114, 121, 122, 131; IV for courses 124, 174. Students whose score is V, or who have taken the College Board Advanced Placement Exam, should consult with the department about appropriate courses.

Any exceptions to course or placement test score prerequisites must be approved by the instructor.

Mathematics Courses (MAT)

104 Basic Mathematics II

A review of basic arithmetic concepts and a study of algebraic expressions including exponents, radicals, and rational expressions; algebraic processes including factoring; solving equations and inequalities in one variable, including linear and quadratic; and graphs of linear and quadratic equations and linear inequalities in two variables. Does not satisfy the general education requirement in mathematics. (Spring)

114 College Algebra and Trigonometry

A study of functions: algebraic, exponential, logarithmic, and trigonometric. Students who have completed 124 may register for credit only with consent of instructor.

121 Finite Mathematics

Topics of linearity and probability with applications to the social and behavioral sciences.

122 Calculus for the Social and Behavioral Sciences

Differential and integral calculus of a single variable with applications to the social and behavioral sciences. Students who have completed 124 may not register for credit. (Spring)

124, 125, 224 Calculus I, II, III

Topics of the elements of plane and solid analytic geometry integrated with differential and integral calculus including calculus of several variables and series with applications primarily from the physical sciences. Primarily for students in the natural sciences. (Prereq.: 124 for 125; 125 for 224. 124, 224, Fall; 125, Spring)

131 Mathematics for the Arts

An introduction to the structure of mathematical systems and mathematical models which have had a primary historical impact on the other liberal arts. Primarily for students not intending further study of mathematics. (Fall)

174, 175 Mathematical Algorithms for Computer Science I, II

A study of discrete and continuous mathematics with applications to computer science, integrated with learning a higher level programming language. (Prereq.: 174 for 175. 174, Fall; 175, Spring)

211 Number Theory

A transitional course from computational to abstract mathematics. A study of the integers and their properties. (Prereq.: consent of the instructor)

215 Elementary Linear Algebra

A study of linear equations, determinants, vector spaces, linear transformations, and matrices. (Prereq.: 224. Spring)

226 Differential Equations

Solutions of ordinary differential equations with applications; solutions by special integral transforms; systems of differential equations with matrix algebra techniques; series solutions. (Prereq.: 224. Spring)

314 Abstract Algebra

A rigorous investigation of the basic structures of algebra including groups, rings, integral domains and fields. (Prereq.: 215. Fall)

324 Advanced Calculus I

A study of the fundamental concepts of calculus for functions of several variables including the topology of Euclidean spaces, transformations, sequences and series of functions, improper integrals, differential forms and manifolds, and vector analysis. (Prereq.: 224. Spring)

351 Modern Geometry

A study of Euclidean and non-Euclidean geometries by synthetic, coordinate, vector and transformation methods. (Prereq.: 122 or 125. Alternate years, Spring 1986)

355 Numerical Analysis

A study of methods used to solve problems on computers. Analysis of computational problems and development of algorithms for their solutions, applications of a procedure-oriented programming language in numerical analysis. Topics include the general concept of iterative formulae, solution of equations, Newton's method, linear systems, interpolation, numerical differentiation and integration. (Prereq.: 224, CSC 170 or 270)

373 Probability and Statistics

An analytic study of probability and statistics, including probability distributions and densities, expectation, sampling distributions, central limit theorem, estimation, correlation and tests of hypotheses. (Prereq.: 224. Fall)

399 Internship

Consult Chairperson or Internship Director to determine project.

441 Foundations of Mathematics

Set theory, logic, axiomatic method, and development of number systems. (Prereq.: 314, 324, concurrent registration, or consent of instructor. Alternate years, Spring 1985)

481 Topics in Mathematics

Study of advanced topics selected from real or complex analysis, abstract algebra, topology, probability, statistics, or computer science. (Prereq.: 314, 324, or consent of instructor. Spring)

499 Independent Study

Topics defined through consultation between student and department.

Computer Science Courses (CSC)

145 Introduction to Computers

An introduction to computers and computer applications. Programming in a general higher level language. Primarily for students in non-science areas. Does not count toward either a computer science major or minor.

170 Introduction to Structured Programming

An introduction to computer languages and algorithms, including applications from mathematics, science, business, and other areas, programming in a higher level language such as Pascal. (Prereq.: 145, MAT 124, or BUS 250. Spring)

174 Mathematical Algorithms for Computer Science I

(See MAT 174)

175 Mathematical Algorithms for Computer Science II

(See MAT 175)

240 Elementary Computer Science

An introduction to computer organization and structure, assembly and machine languages, computer logic design, number and character representations, and functions of components of computer systems. Continued development of structured programming concepts. (Prereq.: MAT 175 or BOTH 170 and MAT 124. Fall)

261 Electronics

(See under Department of Physics)

270 FORTRAN

Study of the FORTRAN programming language. (Prereq.: 145, 170, 175, or BUS 250. Interim)

340 Digital Communications and Computer Networks

Principles and methods of data communications, distributed processing systems, network protocols and security, and general computer interfacing. (Prereq. 240. Fall)

345 Computer Systems and Assembly Language

Survey of computers, languages, systems, and applications. Development of competence in assembly language programming. Elements of computer operation, including input-output, interrupts, and an introduction to operating systems. (Prereq.: 240. Fall)

350 Data Structures and File Processing

Concepts and algorithms used in the solution of non-numerical problems. Applications to data management systems, file organization, information retrieval, list processing, programming languages, and storage devices. (Prereq.: 240)

352 Database Management and Design

Structure of database management systems, query facilities, file organization and security, including the development of an elementary database system. (Prereq.: 240. Spring)

395 Topics

Study of intermediate topics, from such areas as computer graphics, artificial intelligence, computability, and automata.

399 Internship

Consult Chairperson or Internship Director to determine project.

445 Operating Systems and Computer Architecture

Elements of operating systems, memory and process management, interactions between major components of computer systems, and a detailed study of the effects of computer architecture on operating systems will be emphasized throughout the course. (Prereq.: 345, MAT 215. Spring)

450 Theory of Programming Languages and Compilers

Structure of computer programming languages, including data types and control structures, implementation considerations for programming languages, lexical analysis and parsing, and interpretive languages. (Prereq.: 350, MAT 215. Fall)

495 Topics

Study of advanced topics, often more extensive pursuit of an area from one of the other courses.

497 Research Project

An extensive group or individual project selected in consultation with a faculty member in the areas of software-hardware interfacing. If directly supervised by a faculty member the course may be taken for credit. (Prereq.: 345, 350. Spring)

499 Independent Study

Topics defined through consultation between student and department.

Medical Technology

Neal O. Thorpe (Adviser); John O. Swanson, Director, and Dorothy K. Karlen, Education Coordinator, Metropolitan Medical Center; Nikola D. Kostich, Medical Director, and Kathleen M. Shields, Program Director, Abbott Northwestern Hospital.

This major involves the completion of three years of academic work at Augsburg College and twelve months of internship at Metropolitan Medical Center or Abbott Northwestern Hospital.

Specific recommended courses vary to some extent depending on the hospital with which the student plans to affiliate. It is important to work closely with the Medical Technology adviser. Augsburg College does not guarantee that all students will be accepted by the hospitals for the 12-month internship. Students must negotiate directly with the hospitals involved.

Students transferring to Augsburg College with an Associate of Arts degree or its equivalent should expect to spend two years at Augsburg before participating in the internship year. The Medical Technology major is not designed for persons who already have the baccalaureate degree from another institution.

Required Science Courses: 1) BIO 111, 112 and two additional upper division (usually 367 and 476); 2) CHM 105, 106 (or 115, 116), 351, 352, 353; 3) PHY 103 (or 121, 122); one mathematics course; one course in immunology.

Hospital Internship Courses: During the internship, courses are taken in clinical chemistry, clinical hematology, clinical immunology, clinical immunohematology, clinical microbiology, and clinical microscopy for a combined value of nine courses that are applied to the degree at Augsburg.

Metro-Urban Studies (INS)

Garry W. Hesser (Director), Robert Clyde, Norman Ferguson, Orloue Gisselquist, Satya Gupta, Myles Stenshoel

Metro-Urban Studies is a transdisciplinary major and minor taught by faculty in sociology, social work, history, political science, economics, psychology, business administration and education.

This faculty approves Urban Concerns courses to meet the distribution requirement, provides leadership for the College's urban mission, and assists all departments and programs in using the remarkable metropolitan resources.

Augsburg co-founded and plays a leading role in the Higher Education Consortium for Urban Affairs (HECUA), a consortium of 14 college and universities. The director is serving a second term as HECUA president. Through HECUA, Augsburg students have access to five interdisciplinary field learning programs of exceptional quality, located in Scandinavia, South America, Central America, San Francisco and the Twin Cities.

Major: 15 courses, including 10 core requirements: ECO 123, 379 or SOC 362; HIS 431; POL 122, 384 or SOC 363; SOC 111, 381; a minimum of one course of internship or independent study; two non-social science courses with an urban emphasis, at least one of which must be in the humanities (current options include ART 102, BIO 105, ENG 351, INS 233, 260, PHI 362, PHY 111, SPC 342). PSY 356 is highly recommended.

To complete the major, the student has a choice among three emphases or tracks: General/Liberal Arts, Planning or Public Administration. These five elective courses must include a minimum of three disciplines. Options include a wide variety of courses, interims, internships, independent studies, and urban courses at other ACTC colleges, as well as those offered through the Higher Education Consortium for Urban Affairs (HECUA).

Minor: To be linked with appropriate majors (such as business administration, history, political science, psychology, religion, sociology, speech). Core courses are required for the concentration: ECO 120 or 123; POL 122; SOC 111, 381; an approved Social Science Research course; an approved internship and/or independent study. Other combinations are possible and may be approved by the director.

199 Internship

Lower Division internship. Consult Program Director to determine project. (Fall, Interim, Spring and Summer)

299 Directed Study

Independent study for lower division students (Prereq.: consent of instructor and SOC 111 or 121. Fall, Spring, Summer)

399 Internship

Consult the Program Director for details. (Prereq.: consent of instructor. Fall, Interim, Spring)

498 Independent Study — Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources. The course is designed in consultation with and evaluated by a department faculty member. (Prereq.: SOC 111 or 121 and consent of instructor. Fall, Spring, Summer)

499 Independent Study

Student must present written proposal containing rationale, objectives and methodology of the proposed study according to department guidelines. (Prereq.: SOC 111 or 121 and consent of instructor. Fall, Interim, Spring)

Urban Studies Options Through HECUA

A. Metro-Urban Studies Term (MUST)

This program focuses upon the Twin Cities metropolitan area.

358 Readings Seminar: Urban Issues

Reading materials are assigned to complement morning field seminar topics. Included are government and institution publications, journal articles and books.

359 Field Seminar: Twin Cities Metropolitan Area

Using the community as a classroom, students visit agencies, talk with specialists in various fields, and investigate current issues in the Twin Cities area. Topics include: geography, government, economics, historic preservation, populations, ethnic communities, transportation, planning and social services.

399 Internship

Students are placed in a variety of public and private agencies for work experience. A learning contract is developed with MUST faculty approval. Students may choose an internship of one or two courses.

B. Scandinavian Urban Studies Term (SUST)

This interdisciplinary field learning program is at the University of Oslo and examines cities and urban life in Scandinavia.

272 Norwegian Life and Culture

Language instruction emphasizes conversational vocabulary to support student course work and daily living in Oslo. An orientation to current issues in Norwegian life and society is coordinated with the language instruction.

372 Norwegian Language and Culture

Students are placed in intermediate or advanced study depending on proficiency. An orientation to current issues in Norwegian life and society is coordinated with the language instruction.

373 Growth and Development of Scandinavian Cities

Themes on the growth, function, distribution, and social organization of Scandinavian cities are approached through a combination of lectures, guest speakers, and field work. Emphasis is placed on Norwegian urban development with comparative analysis of other Scandinavian countries.

396 Urban Planning in Scandinavia

Theory and practice of Scandinavian approaches to urban development are viewed through a series of topical lectures, field trips, and guest speakers. Course focus is on the Norwegian planning system with comparative analysis of other Scandinavian countries.

499 Independent Study

In consultation with SUST faculty, student selects a specific topic for library and field research related to subjects of seminar and/or major academic interests.

C. South American Urban Semester (SAUS)

This "semester in the city" program is located in Bogota, Columbia. It focuses upon urbanization and development in the Third World.

261 Spanish Language

Spanish instruction at intermediate or advanced levels.

361 Introduction to Columbia

Overview of Columbia and economic development.

362 Proseminar: Urbanization in Latin America

Readings, discussions, and lectures in both English and Spanish, with aid of SAUS staff and visiting Columbian urbanists.

363 Field Seminar: Wealth, Poverty, and Community Development in the Latin American City

Structured field course focusing on plight and prospects of the urban poor in Bogota, with field trips to other Colombian and foreign cities for comparison. Visits to various types of barrios and to public and private agencies dealing with urban problems.

499 Independent Study

In consultation with SAUS faculty, student elects a specific topic for library and/or field research related to subjects of seminar and/or major academic interests.

D. San Francisco Summer Term (SFST)

A nine-week program integrating a field seminar, an internship, and independent study.

383 Field Seminar: San Francisco

(See MUST 359)

399 Internship

(See MUST 399)

499 Independent Study

(See SUST 499)

E. Literature, Ideology and Society in Latin America (LISLA)

This new Spring semester program is an interdisciplinary field study that provides extensive study-travel in Colombia, Nicaragua, Puerto Rico and Grenada. Immersion in Spanish language and Columbian culture are stressed.

261 Spanish Language

Spanish instruction at intermediate or advanced levels.

360 Latin American Literature: Perspectives on Social Change

Selected works of literature and theater that express writers' and artists' perspectives on Latin American society and social change. Emphasis on contemporary period with considerable field study, including interviews with community arts and "street" theater groups, writers, literary critics, composers, performers and film-makers; small-group field assignments on current arts activities; site visits to museum and gallery exhibits, movies, plays, concerts and a variety of community arts events.

364 Latin American Arts and Society

Introduces theoretical frameworks for examining the relationships among arts, ideology and society. Provides historical background through survey of Latin American thought in major artistic periods: Colonial, Republican, Romantic, Positivist, Modernist, "Indigenismo," Realist and Contemporary. Readings and seminar lecture-discussions.

367 Ideologies of Social Change in Latin America

Introduction to the study of ideology and historical overview of Latin American ideologies, especially in relation to issues of development and social change. Comparative study of current ideological debates and their impact, with special attention to diffusionism, "dependencia," Marxism and liberation theology. Field study emphasizes local resources, including interview-discussions with proponents of competing ideologies; interviews with government, business, church and community people; site visits to projects reflecting ideology-in-practice.

499 Independent Study

By special permission from LISLA faculty, students with advanced Spanish proficiency can be exempted from Spanish and conduct independent study research instead.

Music

L. L. Fleming (Chairperson), Robert Adney, Michael Brand, Laine Bryce, Stephen Gabrielsen, Thomas Gilkey, Cynthia Goetz, James D. Johnson, Robert Karlén, Merilee Klemp, Angela Wyatt Kretschmar, Nicholas Lenz, David Livingston, Paul Lohman, Steven Lund, Roberta Kagin Metzler, Elizabeth Proctor Murphy, Celeste O'Brien, Marlene J. Pauley, Pauline Sateren, Dana Skoglund, Emma Small, George Stahl, Daniel Sturm, David Tubergen, Mary Wilson

The Department of Music serves the general education needs of students and offers professional training in music. A vital component of liberal arts education is provided for students from all disciplines by participation in the various ensembles, private lessons and other course study.

Distribution requirements: The following music courses satisfy the college requirements for:

Art-Music: 4 consecutive quarter courses in a major ensemble, 130, 230, 231, 232, 330, 341-342, 432.

Religion: 432

Minority Studies: 330

Music Minor: 6 course credits: 101, 102, 111, 112; 231 or 232; 341; 342 or 344; 4 consecutive quarter courses in a major ensemble concurrent with 4 quarter courses in performance studies.

Music Majors: Students wishing to make music their life work may choose a course of study from among 5 majors in 3 degree programs. Bachelor of Arts-Music Major: this major offers the broadest education in liberal arts and prepares students for the greatest range of graduate, business and professional opportunities. Bachelor of Music-Performance Major: this major requires advanced competence and achievement as preparation for professional performance, private teaching or advanced study. Music Education Major: this program, available in both the B.A. and B.M. degrees, provides the requirements necessary for licensure and other music education possibilities. Bachelor of Science-Music Therapy Major: completion of this major prepares students for the professional certification examination and a wide variety of career opportunities. Consult Music Department Guides and program advisers for additional information, requirements and course sequence outlines.

Honors Major: Candidates for the honors program are nominated each spring from among those juniors who have attained a GPA of at least 3.0 in music courses. A faculty committee must approve the candidate's honors project proposal and certify successful completion. The following possibilities are indicative of acceptable projects: senior thesis and its defense; an additional senior recital of graduate quality; composition of a work for vocal and/or instrumental ensemble of 15 minutes duration; conducting an ensemble concert; or combinations of the above.

Entrance Procedures: Freshmen will enroll in the regular Bachelor of Arts program. Those wishing to become Bachelor of Music candidates must perform (Level II repertoire) in their major performance medium for a faculty panel. They must then apply, by petition, to the department before the end of their second semester of study. Candidate approval is necessary to register for B.M. level performance studies. Transfer students may enter the B.M. program on probation, subject to departmental approval of performance hearing and petition during their first semester in residence. Music Education majors, both B.A. and B.M. programs, must apply, by petition, to the department during the sixth term of study. Department approval and a cumulative GPA of 2.5 in all music courses is necessary for the education licensure program. All transfer students must take the theory placement examination at the first class meeting of 101 or 102. Freshmen who wish to be considered for a Freshman Performance Scholarship must perform in their major performance medium for a faculty panel. Auditions are scheduled, following application, during the senior year of high school, summer orientation sessions or at another time preceding initial registration.

Degree and Major Requirements

Bachelor of Arts

Music Major: 13 course credits: Core curriculum plus 1 course credit of music elective; Performance studies — 6 quarter courses and 2 half courses in the major instrument or voice, 2 quarter courses in the minor instrument or voice and a half senior recital 458.

Music Education Major: 13 course credits: Core curriculum plus one half course credit of music elective; Performance studies — 6 quarter courses and 2 half courses in the major instrument or voice, 2 quarter courses in the minor instrument or voice and a half senior recital 458; Keyboard proficiency and a cumulative GPA of 2.5 in all music courses;

Vocal emphasis — 251 and one of 252, 253, 254

Instrumental emphasis — 151, 155

Other requirements: 10 1/2 course credits: PSY 105; HPE 114, 115; EDS 265, 354, 355, 356, 357 or 358, 388, 478, 481, 483. Consult the Education Department, Music Department Guides and program adviser.

Bachelor of Music

Music Education Major: 17 course credits: Core curriculum plus 202, 212; Performance studies — 4 half courses, 2 full courses, and 2 quarter courses in the major instrument or voice; 2 quarter courses in the minor instrument or voice; a half junior recital 358 and a full senior recital 459; Keyboard proficiency and a cumulative GPA of 2.5 in all music courses and in the major performance medium;

Vocal emphasis — 251, 252, 253, 254, 435

Instrumental emphasis — 151, 155 and 1 course credit of music elective

Other requirements: 10 1/2 course credits: PSY 105, HPE 114, 115, EDS 265, 354, 355, 356, 357 or 358, 388, 478, 481, 482, 483. Consult the Education Department, Music Department Guides and program adviser.

Music Therapy Major: 20 course credits: Core curriculum plus 202, 212; Performance studies — 6 full courses and 2 quarter courses in the major instrument or voice; 2 quarter courses in the minor instrument or voice; full junior and senior recitals 358, 459; Keyboard proficiency and a cumulative GPA of 2.5 in the major performance medium;

Voice — 251, 252, 253, 254, 435, one course of music elective, 2 courses of French or German above the B.A. requirements

Piano or Organ — 301, 302, 436, 456, one half course credit of music elective
Instrument — 301, 302, one and one-half course credits of music electives

Bachelor of Science

Music Therapy Major: 18 course credits: Core curriculum plus one course credit of music therapy or music elective; two of 151, 155, 156; 271, 274 or 275, 372, 373, 472, 473, 474, 475, 479; Performance studies — 6 quarter courses in the major instrument or voice, 2 quarter courses in the minor instrument or voice and a half senior recital 458; Keyboard proficiency and a minimum grade of 2.0 in each music therapy course. Other requirements: EDS 282, 356, 357, 358; PSY 105, 362; BIO 103; SOC 362 or PSY 264. Graduates are eligible to take the National Association for Music Therapy certification examination.

Core Curriculum and Applied Music

Core Curriculum (Required of all Majors): 101, 102, 111, 112, 201, 211, 231, 232, 311, 312, 341, 342 or 344; 8 quarter courses in a major ensemble; Performance studies and recital requirements as given under each specific degree and major. French or German study as stated in general education requirements.

Ensembles: One quarter course credit per semester is granted to members of major ensembles (MUE 111, 112, 121, 141). Other ensembles carry no credit. Traditional grading is required for music majors and minors in ensemble courses. The general student may register for credit with either traditional or P/N grading, or may choose no credit status with audit (V) designation. A maximum of 2 course credits in ensemble may be counted toward graduation requirements.

Performance Studies: All students enrolled in Performance studies for credit are required to satisfy each of the three synergistic elements: lessons, performances, and listening. The general (non-music major or minor) student must take private lessons for no credit (P/N grading only) and is not required to fulfill the additional performance and listening requirements.

Lessons: Private instruction in voice, piano, organ and any instrument is available for all students in the following categories:

No credit — one half-hour lesson and three hours of practice per week.

One quarter course credit — one half-hour lesson and 4 hours of practice per week.

One half course credit — two half-hour lessons and 8 hours of practice per week.

One course credit (B.M. only) — two half-hour lessons and 12 hours of practice per week.

Performances: All students registered in performance studies for credit must perform at the end of each semester for a faculty panel, each year in a general student recital, and as additionally required by the instructor.

Listening: All students registered in performance studies for credit are required to attend 10 designated music events during the academic year. Failure to attend the required number of Faculty Artist Series recitals, major ensemble home concerts, or other designated music events is a factor in determining the final grade received in performance studies.

Recitals: A committee composed of the student's teacher and two other music faculty members will determine the final grade for all recitals and will conduct a prerecital hearing for senior B.M. recitals. Concurrent registration in performance studies in the major performance medium is required for recital performance.

B.A. and B.S. Candidates — one half senior recital 458 at repertoire level III.

B.M. Music Education Major — one half junior recital 358 at repertoire level III and full senior recital 459 at repertoire level IV.

B.M. Performance Major — full junior (level IV) and senior (level V) recitals 358, 459.

Keyboard Proficiency: B.M., B.S., and B.A.-Music Education candidates must demonstrate elementary keyboard familiarity by attaining a minimum grade of 2.5 in 155 or in each of two semesters of piano or organ performance studies.

Music Courses (MUS)

Theory

101 Materials of Music I (1/2 course)

Notation, scales, intervals, triads, keyboard harmony and principles of part writing. (Fall)

102 Materials of Music II (1/2 course)

Diatonic harmony, secondary dominants and simple modulations. (Spring)

111 Aural Skills I (1/2 course)

Rhythmic and melodic dictation, interval and triad recognition, sight singing and harmonic dictation to parallel progress in 101. (Prereq.: Concurrent registration in or completion of 101. Fall)

112 Aural Skills II (1/2 course)

Development of listening and reading skills to parallel progress in 102. (Prereq.: 111 and concurrent registration in or completion of 102. Spring)

201 Materials of Music III (1/2 course)

Continuation of 102 with chromatic harmony and modulation. (Prereq.: 102. Fall)

202 Form and Analysis (1/2 course)

Musical structures of common practice period and introduction to 20th Century practice. (Prereq.: 201. Spring)

211 Aural Skills III (1/2 course)

Melodic, harmonic dictation and sight singing to parallel progress in 201. (Prereq.: 112 and concurrent registration in or completion of 201. Fall)

212 Aural Skills IV (1/2 course)

Further development of listening skills to parallel progress in 202. (Prereq.: 211 and concurrent registration in or completion of 202. Spring)

301 Counterpoint I (1/2 course)

16th through 18th Century contrapuntal techniques including double counterpoint, passacaglia, fugue and canon. (Prereq.: 201, 211. Fall)

302 Counterpoint II (1/2 course)

Study of contemporary counterpoint including works of Schoenberg, Bartok, Hindemith, Stravinsky and Carter. (Prereq.: 301. Spring)

311 Composition I (1/2 course)

Study of notational systems, score layout, calligraphy, physical basis of sound, ranges of and arranging music for voices and instruments. (Fall)

312 Composition II (1/2 course)

Advanced arranging for vocal and instrumental ensembles of varying sizes and types. (Spring)

341 Basic Conducting (1/2 course)

Study of fundamental conducting patterns and baton technique. Score analysis and preparation. Rehearsal techniques. Basic nomenclature. (Fall)

342 Choral Conducting (1/2 course)

Choral literature and organization. Vocal methods and voice selection. Advanced conducting techniques with class as the choir. (Spring)

344 Instrumental Conducting (1/2 course)

Preparation of and conducting instrumental literature. Advanced conducting techniques. Organization of instrumental ensembles. (Spring)

The following courses will not be offered until the specific B.M. major in theory-composition is accredited by the National Association of Schools of Music.

401 Counterpoint III (1/2 course)

Advanced contrapuntal writing. (Prereq.: 302. Fall)

402 Counterpoint IV (1/2 course)

Continuation of advanced contrapuntal writing. (Prereq.: 401. Spring)

411 Composition III (1/2 course)

Individual and class instruction in all styles. (Prereq.: 312. Fall)

412 Composition IV (1/2 course)

Advanced compositional techniques. (Prereq.: 411. Spring)

History and Literature

130 Introduction to Music in the Fine Arts

Relationship between music of each period and the other fine arts. For non-music majors.

230 Electronics in Music

Exploration and creation of sounds heard in 20th Century music. The study and application of practical electronic technology used in music will be combined with aesthetic considerations in the creative aspects of the art. For non-music majors.

231 History and Literature of Music I

A study of the evolution of music from antiquity to 1750. (Prereq.: 102, 112. Fall)

232 History and Literature of Music II

Continuation of 231 from 1750 to the present. (Prereq.: 102, 112. Spring)

330 Ethnic Music

Hispanic, Black, Indian, Asian and other ethnic music and its cultural relationship. For the general as well as the music student. (Interim)

The following four half courses are extensive studies of special eras in the history of music. (Prereq.: 231, 232.)

331 Music of the Baroque Era (1/2 course)

(Alternate years, Fall 1985)

332 Music of the Classical Period (1/2 course)

(Alternate years, Spring 1986)

333 Music of the Romantic Period (1/2 course)

(Alternate years, Fall 1986)

334 Music of the 20th Century (1/2 course)

(Alternate years, Spring 1987)

432 Church Music and Worship

Development and influence of church music as evidenced in contemporary worship practices. Designed for the general as well as the music and theology student. (Spring)

435 Voice Repertoire (1/2 course)

Interpretation, style and programming of the song literature from the 16th Century to the present. (Prereq.: 231, 232. Alternate years, Fall 1984)

436 Piano Repertoire (1/2 course)

Study of the piano literature from the 17th Century to the present by listening, analyzing and performing. (Prereq.: 231, 232. Alternate years, Spring 1985)

498, 499 Independent Study (1/2 course each)

Advanced research and projects not otherwise provided for in the department curriculum. Open only to advanced students upon approval by the faculty.

Technique

151 Voice Class Methods (1/4 course)

Fundamentals of tone production and singing.

155 Piano Class Methods (1/4 course)

Basic keyboard familiarity, simple accompaniment and music reading skills necessary to meet specific degree requirements.

156 Guitar Class Methods (1/4 course)

Beginning techniques of classic guitar.

251 English Diction (1/4 course)

Fundamental course in correct standard English diction for singing. Familiarization with the International Phonetic Alphabet. Open to all students registered for vocal instruction.

The following three courses are continuations of 251 with application for the Italian, German and French languages.

252 Italian Diction (1/4 course)

(Prereq.: 251. Alternate years, Spring 1985)

253 German Diction (1/4 course)

(Prereq.: 251. Alternate years, Spring 1986)

254 French Diction (1/4 course)

(Prereq.: 251. Alternate years, Spring 1986)

358 Junior Recital

B.M. candidates only. Half recital at repertoire Level III for Music Education Majors or full recital at Level IV for Music Performance majors. No course credit.

456 Piano Pedagogy (1/2 course)

Principles, methods, materials and techniques for teaching piano. Survey of various pedagogical schools of thought. (Prereq.: Consent of instructor. Alternate years, Spring 1986)

458 Senior Recital

Half recital by B.A. or B.S. candidates at repertoire Level III. No course credit.

459 Senior Recital (1/2 course credit)

B.M. candidates only. Recital must be preceded by a prerecital hearing by faculty committee. Repertoire Levels IV for Music Education majors and V for Music Performance majors.

Therapy

170 Music Therapy: A Clinical Overview

A survey of the music therapy programs in the surrounding area, with field trips to various institutions. An introductory course for the freshmen and sophomores considering music therapy as a major to give students a broad background in the ways in which music is used as a therapy. (Interim)

271 Music Therapy Techniques and Materials (1/2 course)

Study of non-symphonic instruments, Orff-Schulwerk, applications of recreational music activities to clinical settings.

274, 275 Music Therapy Practicums

Volunteer work in a clinical setting, two hours per week. No course credit.

372 Psychological Foundations of Music I

An objective approach to musical stimuli and response, with an emphasis on acoustics and sociopsychological aspects of music. An understanding of the research process and development of an experimental research project. Practicum experience required as part of course work.

373 Psychological Foundations of Music II

Implementation of group and individual research projects, emphasis on a multidisciplinary approach to music therapy. Theories of learning music, musical talent, and performance. Practicum experience required as part of course work.

472 Influence of Music on Behavior

A study of human behavior as it relates to music, with emphasis on psychological, cultural, and biological aspects of musical behavior. Understanding of the theory of music therapy.

473 Music Therapy Senior Seminar

Class discussions of theories and research as they apply to therapeutic settings including discussion of professional ethics. A holistic approach to therapy with music.

474, 475 Music Therapy Practicums (1/4 course each)

Senior year, volunteer work under the supervision of a registered music therapist, two hours per week.

479 Music Therapy Clinical Internship (1/2 course)

Full-time placement in an NAMT internship setting for six months. Application for internship sites must be made nine months in advance. Sites in Minnesota are limited. (Prereq.: Completion of all other graduation requirements)

Ensembles (MUE) & Performance Studies (MUP)

Ensembles: These musical organizations exist not only for the benefit of the music student, but for any student who wishes to participate. Membership is determined by audition during the first week of fall semester. (Special circumstances may permit entering at other times.) Assignment to an ensemble is then made at the discretion of the appropriate faculty. Membership is for the entire academic year which, on occasion, includes interims.

While the department strongly encourages both formal and informal ensemble experience, only membership in Band, Orchestra, Choir or Chorale will satisfy the major, minor or distribution requirements. Instruments are available for rent.

111 Augsburg Choir (1/4 course)
 112 Chorale (1/4 course)
 113 Chamber Choir (0)
 114 Festival Choir (0)
 121 Orchestra (1/4 course)

122 String Ensemble (0)
 131 Woodwind Ensemble (0)
 141 Concert Band (1/4 course)
 142 Brass Ensemble (0)
 143 Jazz Ensemble (0)

Performance Studies: Private instruction for credit is graded traditionally. All areas of study are available to the non-music major or minor on a no credit – P/N basis only. (Group lessons, at a reduced fee, are available in some areas on the same basis.) All lessons are adapted to the individual needs of the student and those bearing credit are supplemented by accompanying, ensemble participation and other performances. Representative programs of study in private instruction are outlined in Music Department Guides. These repertoire lists are graded I-V to indicate levels of achievement and the following expectations: No-credit study has no repertoire requirements; Music Minor — Level I; B.A. and B.S. Majors — enter I and attain III; B.M.-Education Major — enter II and attain IV; B.M. Performance Major — enter II and attain V.

11x Voice
 12x Strings: Violin, Viola, Cello, Bass
 13x Woodwinds: Oboe, Bassoon, Clarinet,
 Saxophone, Flute, Recorder, Horn

14x Brass: Trumpet, Trombone, Baritone, Tuba
 15x Piano
 16x Guitar
 17x Percussion
 18x Organ

Note carefully the following provisions:

1. Instrument rental, practice room reservations and performance study registration occurs the first week of classes in the Music Department office.
2. Senior music majors who have attained a cumulative GPA average of 3.0 in their major instrument or voice will be awarded a Senior Performance Scholarship which provides for free lessons in that major medium during the two semesters preceding graduation. Similar scholarships are available to entering freshmen.
3. A semester of study is 14 weeks of lessons. Any lessons during the interim or summer are arranged privately with the teacher.
4. A student who cannot come for a scheduled lesson is required to notify the teacher at least 24 hours in advance; otherwise, except for illness immediately prior to a lesson, the student will forfeit the right to a make-up lesson.
5. The music faculty reserves the right to limit or even prohibit performance outside the department if it interferes with musical growth for the student. The department recommends, and on occasion assigns, the teacher to the student and permission is required for subsequent change. Credit is granted only for study with faculty members of the Augsburg College Music Department.

Natural Science

Kenneth N. Erickson (Coordinator)

The Natural Science Licensure Program for teachers is designed to provide strong preparation for science teaching and to satisfy Minnesota licensure requirements. In addition to the broad basic background in science, the program is designed to allow for specialization in a major and for study in the liberal arts.

Licensure Program for Teachers: The Minnesota Board of Teaching has approved the licensure program for science teachers and authorized Augsburg to recommend candidates in Life Science, grades 7-12; Life Science (minor), grades 7-12; Physical Science, Chemistry major or Physics major, grades 7-12; Chemistry (minor), grades 7-12; Physics (minor), grades 7-12; and Science (Grades 5-9).

Students planning to teach Natural Science must complete the Broad Base courses and in addition meet the requirements for a Life Science, Physical Science or Middle School Emphasis.

The program of courses is designed to provide a broad, basic background in science and allow for specialization in an area. The following programs assume that the student will meet the general education requirements of the college and, in the physical science, have at least one year of calculus. Consult with the Department of Education for requirements in Education. Early consultation with adviser is recommended.

Broad Base Courses: 7 courses, 1 in earth science (PHY 101 or 106); 2 in life science (BIO 111, 112); 4 in physical science (PHY 121, 122 and CHM 115, 116 or 105, 106). To make the program slightly more flexible, it is recommended that students with emphasis in life science have both courses in earth science and substitute PHY 103 for 121, 122.

Life Science Emphasis: Broad Base plus 8 courses, 1 cognate; 7 BIO courses, including 491 and at least one from each of the following groups: (I) 351 or 353; (II) 355 or 474; (III) 361 or 481; (IV) 471 or 473; (V) 440 or 476.

Physical Science Emphasis — Chemistry Major: Broad Base plus 7 courses and chemistry seminar, CHM 351, 352, 353, 361 and 364 (or BIO 367), 482, PHY 245.

Physical Science Emphasis — Physics Major: Broad Base plus 7 courses, PHY 245, 351, 362, 395 and three additional to be selected from 261, 270, 352, 363, 481, 486, 488.

Note: Candidates may be recommended for licensure in Physical Science upon completion of either Physical Science Emphasis-Chemistry major or Physical Science Emphasis — Physics major. The student licensed in Physical Science may teach chemistry and/or physics in grades 7-12.

Science (Grades 5-9): Broad Base plus 7 courses, 2 in earth science (PHY 101 or 106, the alternative course not taken in the Broad Base section); 2 in life science (and two biology courses above 112); 3 in physical science (CHM 353; PHY 245).

Licensure with Minor: For life science, Broad Base plus 7 courses in Biology; for chemistry, Broad Base plus 351, 352, 353, 361 and 364 or 482; for physics, Broad Base plus any four courses above 122.

Nursing (NUR)

Beverly Nilsson (Chairperson), Nancy B. Dillon, Carol Hoffman, Alice Stark, Pamela Weiss-Farnan, Helen Woelfel

Augsburg offers an upper division major in nursing leading to a Bachelor of Science degree. The program is accredited by the National League for Nursing. Graduates of the program are eligible to apply for Public Health Nurse Certification in Minnesota.

Requirements for admission to the major are: completion of an associate degree or diploma program in nursing with a minimum overall grade point average of 2.5; a current license to practice as an R.N. in the state of Minnesota; and completion of courses in inorganic chemistry, organic or biochemistry, anatomy and physiology, microbiology, English composition, introductory sociology and introductory psychology. Students must take these courses at Augsburg or another accredited college or university prior to admission to the nursing major. The prerequisite courses in sociology, psychology, English, chemistry and biology listed above may apply toward distribution requirements as well as toward admission to the major.

In addition, each applicant must successfully complete theoretical and simulated clinical performance testing prior to acceptance to the major. These tests are given at Augsburg through the Department of Nursing. Applicants must give evidence of current nursing clinical practice within the past five years. This may include 1) graduation from a school of nursing, 2) work experience, or 3) completion of a nursing refresher course or an acceptable equivalent.

Major: 11 courses (10 course credits) in nursing including 303, 304, 310, 311, 325, 330, 350, 403, 404, 423, 427; PSY 355 or an approved upper division biology course. A minimum grade of 2.0 in each nursing course and a cumulative GPA of 2.5 at the completion of the courses of study are required. Courses in interpersonal communications and ethics are supportive to the major.

Courses in the nursing major are designed so that they may be completed within two academic years. However, more than two years may be required to complete the total course of study, depending on the number of credits transferred from other colleges or universities. Students in nursing may pursue part-time study. Students interested in pursuing day, summer, or weekend part-time study should consult with an adviser from the nursing department for program planning.

Honors Major: GPA of at least 3.6 in the major and 3.3 overall; application to the department chairperson by November 1 of the senior year; recommendation by nursing faculty; honors thesis to be defended before a faculty committee by April 15. Candidates register for 499 to complete the thesis.

303 Contemporary Nursing I (1/2 course)

This course is one of the transitional courses that introduce the student to components of the professional role and begin the professional socialization process. The communication process is emphasized as one means by which the nurse-client relationship is established and maintained. Interactive and group communication theories are explored for their applicability to changing roles and professional practice.

304 Contemporary Nursing II (1/2 course)

This course introduces 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 examined.

310 Community Health Nursing I

This course focuses on systems theory, change, and concepts of health as they apply to current community health issues and the practice of nursing. Clinical application of course content will involve making a health assessment and exploring a community health issue.

311 Community Health Nursing II

This course provides a knowledge base for understanding community characteristics and cultural diversity related to health care. The nurse's role as a generalist and as a member of the health team is explored. This course is primarily a clinical course. The student will demonstrate knowledge of community health concepts in providing care to a selected caseload of clients. (Prereq.: 303, 310, 325, PSY 355)

325 Nursing Process

In this course the student learns approaches to assessment and the use of assessment tools in the nursing process. The student uses communication skills to obtain a health history and negotiate health goals. Clinical experiences provide the student with an opportunity to make a holistic health assessment within a developmental framework. (Fall-Junior year.)

330 Trends and Issues in Nursing

This course is designed to investigate the current responsibilities of the professional nurse. Contemporary social and professional trends and issues are explored in light of their implications for nursing practice.

350 Introduction to Nursing Research

The research process and methods appropriate to nursing are the focus of this course. Issues of ethics in nursing research are explored. Students critique nursing research for its applicability to nursing practice.

403 Contemporary Nursing III

This course provides a theoretical basis for family nursing care. Content includes family as a group, family and group dynamics in light of situational and developmental events. Consideration is given to the emerging role of the nurse in family health care. (Fall-Senior year. Prereq.: 304, 311, 325, 330, 350. To be taken prior to or concurrently with 423)

404 Contemporary Nursing IV

This course relates leadership and management theories and emerging professional nurse roles to primary nursing. Concepts of change, conflict, communication and system dynamics are explored. Ethics, accountability and advocacy provide the basis for role development and professionalism. (Spring-Senior year. Prereq.: 403. To be taken prior to or concurrently with 427)

423 Practicum in Nursing I

This course is a clinical practicum offering the student an opportunity to apply content from 403 in providing complex nursing care to families in a selected practice setting. (Fall-Senior year. Prereq.: To be taken concurrently with or following 403*)

427 Practicum in Nursing II

This course is a synthesis course utilizing knowledge and skills from 404. Opportunity is provided to apply leadership and management theory in a selected hospital setting. (Spring-Senior year. Prereq.: 403, 423. To be taken concurrently with or following 404*)

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 study proposals, objectives, and methods of evaluation prior to registration.

*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.

Philosophy (PHI)

Mark Fuehrer (Chairperson), Kenneth Bailey, Bruce Reichenbach

The department offers a full major in philosophical studies as well as a minor and supporting courses such as philosophy of science and political philosophy, designed to give students a philosophical perspective on other disciplines.

Four courses in the history of philosophy, spanning a period from classical antiquity to contemporary thought, give students a unique perspective on the discipline through close study of philosophical texts in their historical contexts.

The department strives to teach the principles of philosophy in their own right and stimulate their application in other areas of learning.

Major: 9 courses, including 130, 241, 242, 343, 344, and one course in the 400's (other than 499). Five of the courses must be upper division.

Honors Major: Admission to the Philosophy Honors program is by recommendation of the philosophy faculty. Such recommendations will be made at the end of the junior year. The program will consist of an honors thesis on an approved topic of the student's choice, involving research above the course level, and a defense of this thesis before the faculty of the department.

Minor: 5 courses, including two from 241, 242, 343, and 344.

Note: 110, 120, and 130 are recommended for fulfilling the general education requirement.

110 Introduction to Philosophy: Ideas and Method

Though each person has his or her own set of ideas and beliefs, rarely have they been critically analyzed or evaluated for their consistency, adequacy or truth. One reason for this is that individuals lack the needed skills. Another is that they may have had little opportunity to examine critically some of the ideas basic to western culture. The purposes of this course are to provide the student with some experience in examining ideas, and thereby to sharpen the critical and analytical skills required to evaluate and construct a system of ideas and beliefs.

120 Ethics

Sometimes you say that a certain action is right or condemn it as wrong. Why do you think it is right? Because you like it? Are there better reasons for thinking something right or wrong? This course takes a long, hard look at possible grounds for making moral decisions, and at the moral judgments about personal and social issues resulting from them.

130 Logic

Suppose someone gives you reasons, and then says you must accept a particular conclusion. Must you? When does a conclusion validly follow from premises? Here we examine the rules which govern valid arguments and work to develop your ability to recognize and construct sound arguments.

199 Internship

Internship for lower division credit.

241 History of Philosophy I: Plato and Aristotle

How did philosophy begin? Who were Socrates, Plato, Aristotle and the Stoics; what did they believe? Why did Plato think that the physical world was not overly important, and what did he value? How did Aristotle, the scientist, respond to this? The answers to these and other questions will be considered so as to reveal what these great philosophers can contribute to our contemporary problems and ideas. (Fall)

242 History of Philosophy II: Medieval and Renaissance Philosophy

The Middle Ages are often regarded as a period of darkness, whereas the Renaissance was a time of rediscovery and enlightenment. How dark were the Middle Ages; how enlightened the Renaissance? We shall attempt to discover the grandeur of the Medieval philosophers, learn how the Christian tradition was carried forward in the Age of Faith, explore the worship of the world and the individual in the Renaissance, and the new methodology of the 17th Century rationalists. (Spring. Suggested prior course, 241.)

299 Directed Study

Independent study for lower division credit.

343 History of Philosophy III: Enlightenment and 19th Century Philosophy

Where does knowledge begin? In innate ideas or with experience? What can we really know about the world? What impact did Romanticism have on philosophy? This course studies the major empiricists of the 18th century (Locke, Berkeley, Hume). Kant's synthesis of philosophy, 19th century idealism, and the reaction to idealism by men such as Marx, Kierkegaard and Nietzsche. (Fall. Suggested prior course, 241 or 242.)

344 History of Philosophy IV: Contemporary Philosophy

What lies behind 20th century philosophy's love affair with language? Is truth that which works? Can we remake philosophy as a rigorous science? These and other issues are dealt with in a study of the major representatives of linguistic analysis, pragmatism, existentialism, and phenomenology. (Spring. Suggested prior course, 241, 242, or 343.)

350 Philosophy of Religion

What is the relation between faith and reason? Does God exist, and what can be said about him if he does? Can we reconcile the goodness of God with human and animal suffering? Is man really immortal? Are miracles possible? We will conduct a systematic inquiry into these questions which form the basis of religious beliefs. (Suggested: one prior course in philosophy.)

355 Oriental Philosophy

A study of the basic concepts and philosophies which underlie Hinduism, Buddhism, Confucianism and Taoism. (Suggested: one prior course in philosophy.)

362 Political Philosophy

As residents of an urban college we are citizens of the city. What is the relation between the citizen and the city? In a larger context, what is the origin of the State and the basis for its laws? What relation holds between law and morality, and between God, the Church and the State? This course studies the key concepts of politics found in the tradition of western political thought.

365 Philosophy of Science

The scientist's knowledge of the world is purported to be profoundly different and better than that of the non-scientist. Is this true? What constitutes scientific knowledge? Are there certain real questions which science cannot answer? How certain are the methods used by the scientist to recover knowledge? In addition to dealing with these questions, students will work in researching and developing philosophical problems in the special sciences. (Suggested prior course, 130 or one course in natural science.)

370 Existentialism

Studies in the writings — both philosophical and literary — of prominent Existentialist authors. We will examine what it means to be a being-in-the-world, and explore such themes as absurdity, freedom, guilt, despair and paradox. (Suggested: One prior course in philosophy)

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, human engineering, abortion, care for the dying and euthanasia.

399 Internship

Internship for upper division credit.

410 Topics in Philosophy

Advanced studies covering a specific area of philosophy, such as studies in the thought of individual philosophers, philosophical movements, the history of an idea or specific problem, or interdisciplinary problems. Seminar format. May be taken more than once for credit. (Suggested prior courses, any from 241, 242, 343, 344 or consent of instructor.)

430 Studies in Individual Philosophers

Advanced studies in the philosophy of particular philosophers, e.g., Plato, Descartes, Marx, Hegel, Kierkegaard or Wittgenstein. Seminar format. (Suggested prior courses: 241, 242, 343, or consent of instructor.)

499 Independent Study

Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the faculty adviser.

Physics (PHY)

Kermit E. Paulson (Chairperson), Cynthia Blaha, Mark J. Engebretson, Kenneth N. Erickson

The physics department offers a traditional, rigorous major providing in-depth, undergraduate preparation for successful graduate work and scientific careers. Approximately two-thirds of our graduates have completed or are currently working toward graduate degrees at a fine selection of universities.

The department supervises the pre-engineering program at Augsburg with degree programs available at cooperating universities at both the bachelor's and the master's level.

Faculty members are all active in high quality basic research or consulting activities related to their specialties. This continues to provide outstanding undergraduate research experience for our upperclass physics majors.

Major: 9 courses, including 121, 122, 245, 351, 362 and 395 plus three courses above 122. In planning their courses of study, students are encouraged to work closely with members of the physics faculty. Normally, students should have MAT 124, 125, and PHY 121, 122 the freshman year, and MAT 224 and 226 the sophomore year.

Teaching Licensure Major: The same as the major. Students are advised to refer to the Education Department section of the catalog and consult with the Education Department early in their planning.

Honors Major: A GPA of 3.6 in physics and 3.0 overall. An independent investigation of a physics topic with an oral defense of the written research report. Application for the honors major should be made no later than the first term of the senior year.

Minor: 5 courses, including 121, 122, and three courses above 122.

Society of Physics Students: The Augsburg chapter of Society of Physics Students provides students the opportunities of membership in a national physics society and of participating in the physics community on a professional basis. Membership in SPS is open to all students interested in physics.

Sigma Pi Sigma: Membership in the Augsburg chapter of this national physics honor society is open to those students who have completed the equivalent of a minor in physics, have a GPA of 3.0 in physics and overall, and rank in the upper third of their class.

101 Astronomy

A descriptive course requiring elementary algebra. Our solar system, stars and galaxies. The necessary optical instruments are explained and use is made of a 12-inch reflecting telescope, an eight-inch Celestron, and a 3-inch Questar. Occasional night viewing. (3 one-hour lectures.)

103 Physics for the Life Sciences

An introductory course in which the applications, problems, and experiments are selected not only to illustrate fundamental principles, but also to demonstrate the relevance of physics to the life sciences. The course is designed to serve students in biology, psychology, physical education (therapy programs), medical technology and other health science programs. The course is also a very suitable elective or distribution requirement for the liberal arts student. (3 one-hour lectures, 2-hour laboratory. Prereq.: Elementary algebra. Fall)

106 Introductory Meteorology

A study of the science and wonders of the atmosphere. The course is designed to provide a working knowledge of the basic science principles required for understanding weather and climate. Attention will be given to the overall weather patterns of the earth and to the many varied aspects of weather, some of which include: Clouds and precipitation, thunderstorms, tornadoes and hurricanes, weather monitoring and forecasting, the influence of weather on pollution, fronts and cyclones, and optical phenomena of the sky. The course is designed to be an elective or to satisfy the distribution requirement for the liberal arts student. (3 one-hour lectures. Prereq.: Elementary Algebra. Spring)

111 Physics, Computers, and Society

A study of the historical development of selected topics in physical science. Attention will be given to the interaction of physics and its associated technology with philosophy, religion, and culture. Study of mechanics, electricity, and digital electronics will lead up to discussion of the meaning of twentieth century physics and of the role of electronics and computers in modern society. Microcomputers will be used extensively in the laboratory. (3 one-hour lectures, 2-hour laboratory. Fall)

121, 122 General Physics I, II

A rigorous study of classical physics including mechanics, wave motion, thermodynamics, electricity, magnetism, and optics. Designed for physics majors, pre-engineering students and other specified majors. Must be taken in sequence. (3 one-hour lectures, 3-hour laboratory. Prereq.: MAT 124 or concurrent registration. 121, Fall; 122 Spring)

199 Internship

Internship for lower division credit.

245 Modern Physics

An introduction to modern physics from a historical and experimental basis. Relativity, quantum effects, atomic and molecular physics, nuclear and solid state physics. This course indicates the need for, and develops the experimental basis of quantum mechanics. (3 one-hour lectures. Prereq.: 122. Fall)

261 Electronics

A review of AC and DC circuits and study of analog electronics comprises the first half of the semester. The second half includes study of digital electronics culminating in analysis and use of microprocessors and microcomputer systems. (Prereq.: 103, 111 or 122; and MAT 122 or 125)

270 Optical Physics

The emphasis is on physical optics, making frequent use of the complex expression for a wave: interference, diffraction, polarization, and an introduction to the electromagnetic theory. (3 one-hour lectures. Prereq.: 122. On demand)

299 Directed Study

Independent study for lower division credit.

351, 352 Mechanics I, II

A careful study of classical mechanics in terms of Newton's laws of motion and the Lagrangian and Hamiltonian formalisms. Topics include conservation principles, single particle motion, systems of particles, oscillatory systems, central-force motion, dynamics of rigid bodies, gravitation, kinematics of two-particle systems and noninertial reference frames. (3 one-hour lectures. Prereq.: 122, MAT 226. 351, Fall; 352 Spring)

362, 363 Electromagnetic Fields I, II

The classical electromagnetic field theory is developed using the vector calculus throughout. Electrostatics, magnetostatics, solution of Laplace's and Poisson's equations, electric and magnetic properties of materials, and the theory of electromagnetic radiation based on Maxwell's equations. (3 one-hour lectures. Prereq.: MAT 226. 362, Fall; 363, Spring)

395 Comprehensive Laboratory

An emphasis on independent laboratory investigations, including participation in physics seminars. Experiments in the area of mechanics, thermodynamics, vacuum physics, electronics, electricity, magnetism, optics, and modern physics. (2 three-hour laboratory and 1 seminar hour per week. Prereq.: Junior standing or consent of instructor.)

399 Internship

Internship for upper division credit.

481 Thermal Physics

The study of properties of systems and processes for which temperature is an important variable. The subject is developed from two independent yet complementary viewpoints; the experimental, macroscopic classical thermodynamics and the theoretical, microscopic statistical mechanics. (3 one-hour lectures. Prereq.: 351. Spring)

486 Quantum Physics I

A development from first principles, including de Broglie's postulates, the Schrodinger equation, operators, wavefunctions, expectation values, angular momentum, and approximation methods. Specific problems studied include potential wells and potential barriers, the harmonic oscillator, and the hydrogen atom. (3 one-hour lectures. Prereq.: 245, 351. Fall)

488 Quantum Physics II

The application of quantum mechanics to specific topics chosen from the areas of solid state physics, atomic and molecular physics, nuclear physics, and particle physics. (3 one-hour lectures. Prereq.: 486. Spring)

499 Independent Study

An opportunity for students to explore systematically a problem in experimental or theoretical physics, worked out in consultation with a faculty adviser. Open to juniors and seniors with departmental approval.

Political Science (POL)

Milda Hedblom (Chairperson), Mary Ellen Lundsten, Norma Noonan, Myles Stenshoel

Firmly grounded in the liberal arts, the department has roots in philosophy and history and relationship to the sciences and mathematics through its use of statistical analysis.

Strengths include the balanced expertise of the faculty, with special strengths in politics and the communications media, politics of communist systems, and the political interpretation of public law.

The major guarantees a breadth of understanding of the field and one or two sub-fields, providing a firm foundation for graduate work in political science, public administration, law and other professions.

Theoretical skills of analysis are supplemented and applied through a highly successful internship program.

Major: 9 courses, plus Statistical Analysis (SOC 362). Required: 121 or 122 or 160 or 170; 158; 384; and at least 5 other upper division courses in 4 out of 5 Political Science Areas. A seminar in one of the five areas may be counted for that area.

Honors Major: The Honors Major in Political Science includes the requirements listed above, plus the following: The student's grade-point average must be 3.5 in the major and 3.0 overall. The student must take an Honors Independent Study and a seminar, and must submit, not later than March 1 of the senior year, an Honors Thesis to be defended before a faculty committee. Students may work with any member of the department on their Honors Thesis. For specific requirements, consult the departmental chairperson. Students should apply for the Honors Major no later than the first term of the junior year.

Minor: 5 courses, including: 121 or 122 or 170; 158; and at least 3 upper division courses in 3 out of 5 Political Science Areas.

Political Science Areas: (I) American Government and Politics (II) Comparative Politics and Analysis (III) International Politics (IV) Public Law (V) Political Theory and Analysis. Any course listed in more than one area may be counted in only one area toward major or minor requirements.

Note: Students interested in secondary education may take a political science major in combination with specified social science courses, in compliance with state requirements. For more information, see the department chairperson.

See the class schedule for precise listing of terms in which courses are offered.

I. American Government and Politics

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.

122 Metropolitan Complex

Politics in the urban setting, including important issues, actors, and structures influencing public policy in the modern urban complex. Discussion-lecture, simulation, and meetings with political experts and activists.

325 Public Administration

The politics of public administration and bureaucratic policy-making in the United States; governmental regulation, promotion and management, emphasizing political and economic interaction. (Prereq.: 1 course in Political Science or consent of instructor)

326 Political Parties and Behavior

The political behavior of the electorate emphasizing public opinion and political parties in the electoral process. Field work with political parties and interest groups and media in presidential elections (optional in non-presidential election years). (Prereq.: 1 course in Political Science or consent of instructor. Fall term of election years)

342 Mass Communications in Society

Effects of mass communications on individual behavior; the uses and control of mass media for political and social purposes including a study of censorship, newsmaking, entertainment and public affairs programming.

370 Constitutional Law I

(See Section IV for description. Alternate years)

371 Constitutional Law II

(See Section IV for description. Alternate years)

421 Topics in American Politics

Selected themes, including legislative, executive or judicial process, and policy process in American politics; national, urban or state focus; topic to be included in subtitle. (Prereq.: Two courses in Political Science or consent of instructor. On demand)

II. Comparative Politics and Analysis**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.

350 Comparative Democracies

The emergence, maintenance and decline of selected democracies, focusing on political behavior, institutions, and processes. (Prereq.: One course in Political Science or consent of instructor)

351 Communist Political Systems

A comparative analysis of the Soviet Union and other communist states in terms of political behavior, institutions, processes and politics. (Prereq.: One course in Political Science or consent of instructor)

381 Democratic Theory and Practice

(See Section V for description)

459 Topics in Elite and Mass Behavior

In-depth study of the elite and/or mass participation in the political system. (Prereq.: One course in Political Science or consent of instructor. On demand.)

III. International Politics**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.

363 Communist Foreign Policies

Analysis of the motivation, formulation, and implementation of foreign policies of Communist nations with emphasis upon the Soviet Union and China. (Prereq.: One course in Political Science or consent of instructor)

461 Topics in International Politics

Selected themes including interpretations of international politics, foreign policy decision-making, simulations of international problems. Topic to be included in subtitle. (Prereq.: One course in Political Science or consent of instructor. Alternate years)

IV. Public Law**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.

370 Constitutional Law I

The legal-political-philosophical role of the Supreme Court in the American political system in significant decisions affecting the allocation of powers in the national government and in the federal system. (Prereq.: 170 or consent of instructor. Alternate years)

371 Constitutional Law II

Constitutional limitations of the Bill of Rights and of the Fourteenth Amendment as applied by the Supreme Court to the protection of human rights and civil liberties of individuals. (Prereq.: 170 or consent of instructor. Alternate years)

V. Political Theory and Analysis**158 Political Patterns and Processes**

(See Section II for description)

380 Western Political Thought

A study of influential political philosophers, emphasizing the values, goals, and assumptions which continue to inform and to rationalize human governance. (Prereq.: One course in Political Science or consent of instructor.)

381 Democratic Theory and Practice

A study of democratic theory and public policy practice with focus on the emergence of political democracy, capitalism and the welfare state in comparative perspective. (Prereq.: One course in Political Science or consent of instructor.)

382 Marxist Visions: Past, Present, and Future

Origins and evolution of Marxist theory and movements emphasizing Marxism as developed in Russia and China. Consideration of the political, social, and economic dimensions of the theories, with some focus on the preferred futures envisaged in the doctrine. (Prereq.: 158 or consent of instructor.)

384 Political Analysis

An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study; major research required. (Prereq.: Statistical Analysis; 158 and two upper division courses, or consent of instructor.)

Seminars, Independent Study and Internships**199 Internship**

Lower division internship. Consult Internship Supervisor in the department to determine project. (P/N grading only unless Internship Supervisor grants exception. Fall, Interim, Spring)

295 Lower Division Seminar

Special topics. Consult department chairperson concerning terms and subject matter. (On demand)

299 Directed Study

Independent study for lower division students. (Prereq.: consent of instructor. Fall, Interim, Spring)

399 Internship

Consult Chairperson or Internship Director to determine project. (Prereq.: consent of instructor. P/N grading only unless Internship Supervisor grants exception. Fall, Interim, Spring)

495 Seminar

Selected topics. Consult department chairperson concerning terms and subject matter. (Prereq.: consent of instructor.)

498 Independent Study: Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department. (Prereq.: consent of instructor. Fall, Interim, Spring)

499 Independent Study

Topics defined through consultation between instructor and student. (Prereq.: consent of instructor. Fall, Interim, Spring)

Program in Global Community

Joel Muge (Director)

The Center for Global Service and Education offers a Program in Global Community in Cuernavaca, Mexico. It is the setting for a spring semester academic program which brings together undergraduate students from various colleges in a living/learning community. Its primary focus is the study of issues related to global justice and human liberation in light of the Christian proclamation. Courses are offered for credit in the disciplines as listed.

SPA 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for three hours a day for six weeks of the semester. Instruction is geared to individual competency levels and is taught by Mexican instructors. (Required course. Placement level determined by program director)

INS 311 The Development Process

This seminar focuses on specific global and interpersonal developmental processes. Particular theories of development and educational approaches are critically examined. As an integrative seminar, the course attempts to pull together the many aspects of the overall program. The seminar provides students the opportunity to reflect critically on their own educational process as well. Applications from Brain-Mind Confluent Education are utilized to help integrate the scope and diversity of experiences. (Required course)

GST 230 Cultural Issues Seminar

This seminar consists of a series of eight mini-courses offered in a number of relevant topic areas related to the theme of the program. Each mini-course consists of 12 hours. Any four mini-courses fulfill the requirements of the seminar. (Either this course or HIS 347 required)

HIS 347 Mexico: A Historical Perspective

Four specific mini-courses together provide a rather comprehensive view of Mexico's historical development from pre-Columbian times to the present day. (Either this course or GST 230 required)

INS 299 Directed Study

499 Independent Study

This preferably is in a student's major or minor discipline, developed ahead of time in consultation with a departmental adviser on the home campus and the program director. The topic a student chooses should be relevant both to the discipline and the theme of global community. (Optional fourth course)

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. (Prereq.: one course in religion or theology. Optional fourth course)

Psychology (PSY)

Richard Marken, (Chairperson), Lyla Mae Anderegg, Grace B. Dyrud, Norman B. Ferguson, Duane Johnson

The department emphasizes a scientific approach to understanding human nature. Faculty expertise is diverse with interests ranging from biological bases of behavior to psychotherapy.

Psychology majors must have a firm grounding in research methods and statistics. The major program is planned in consultation with an adviser in the department and is approved by the chairperson. The overall plan is directed toward a basic understanding of the discipline of psychology and the particular educational, vocational and professional goals of the individual student. A written plan for the major should be completed and approved by the beginning of the junior year.

Practical experience is available through the department's internship program. Facilities include laboratory areas, specialized classrooms and computer facilities.

Major: 10 courses including 105, 264, 265, 381 or 399, and 493, with a minimum of 5 courses at Augsburg; PHY 103. Not more than two courses from among 299, 399 and 499 may be counted toward requirements for a major. It is recommended that psychology majors take additional course work from other areas that will complement and strengthen their particular interests in psychology; for example, developing a minor in business administration, biology, or communication.

Honors Major: GPA of 3.5 in the major and 3.0 overall, and completion of a high quality research project culminating the major program. Application for honors consideration must be made during the junior year. Please consult the department chairperson for more detailed requirements.

Minor: 5 courses including 105, with a minimum of 2 courses at Augsburg. Not more than one course from 299, 399, and 499 may be counted toward the minor.

Certificate in Program Evaluation: 5 courses including 264 (or SOC 362), 399, 450; SOC 362, 363. These courses are designed to provide background and skills to perform as a research assistant for agencies or firms which do program evaluation or self-assessment programs. See department chairperson for further details.

105 General Psychology

An introduction to the methods and approaches used in psychology for the purpose of understanding behavior. The structure of the field of psychology, including its major sub-areas, is emphasized.

199 Internship

Internship on lower division level.

251 Sensing and Perceiving

An ecologically oriented approach to the study of perceptual systems. Emphasis on the processing of environmental information and how this relates to adaptive behavior and subjective experience. Topics include: adaptation to novel environments, machine intelligence, and anomalous perception such as illusions. (Prereq.: 105, Alternate years)

264, 265 Research Methods: Design, Procedure, and Analysis I, II

A two-term sequence including experimentation in human and animal learning, problem solving, social psychology, and sensation-perception. Emphasis will be placed on both statistical and experimental design methodology. Research Methods I may be taken for credit without continuing in Research Methods II. Majors in psychology must take both terms of the two-term sequence; 264 must precede 265; 265 should be taken in the term immediately following 264. (Prereq.: 105)

299 Directed Study

Limited registration by special permission. Specific planning for the study must be completed and approved well in advance of the time of registration.

351 Developmental Psychology: Child

Emphasis on normal child development and behavior. Consideration of theoretical systems used for viewing the developmental sequence and process. Active inquiry into practical implications and applications of data and theory in respect to the development of children. (Prereq.: 105)

352 Developmental Psychology: Adolescent and Young Adult

Emphasis on normal development and behavior. Consideration of data and theory related to development during the adolescent and adult periods of life. (Prereq.: 105)

353 Developmental Psychology: Middle Adult and Older Adult

Emphasis on normal development and behavior. Consideration of data and theory related to development during the middle adult and older adult periods of life. Includes perspectives on death and dying. (Prereq.: 105)

355 Brain & Behavior

A survey of the functions of the nervous system which are responsible for behavior in animals and human beings. Major topics include: sleep & wakefulness, motivation & emotion, learning & memory, and mental disorders. (Prereq.: 105)

356 Environment and Behavior

A study of the influence which the environment, both natural and man-made, has on behavior. Major topics include: overcrowding and environmental stress, territoriality, defensible space & crime, and built environments such as rooms, buildings & cities. (Prereq.: 105)

357 Learning

Learning concepts, behavior change principles and psychology of instruction. Behavior change and individualized instruction projects. (Prereq.: 105)

359 Mental Testing

Theory, principles and examples of tests of personality and intelligence. (Prereq.: 105)

361 Personality

An introduction to the field of personality study with special attention directed toward personality theories and contemporary application of those theories. (Prereq.: 105. Fall)

362 Abnormal Psychology

An introduction to maladaptive human behaviors from the social, organic and psychological points of view. Visitation to a variety of community service agencies will accompany classroom learning. (Prereq.: 105.)

371 Psychology of the Individual: Female and Male

A study involving knowledge of materials bearing on the development of sex differences and roles, the effect of society upon values and goals, differential legal status of each sex and psychophysiological data bearing upon these differences. (Prereq.: 105 or consent of instructor)

373 Organizational Psychology

Theoretical conceptualizations of organizational behavior. Factors and practices such as management styles, evaluation and maintenance of work effectiveness, and social influences. An organizational field experience. (Prereq.: 105)

375 Social Psychology

(See under Department of Sociology)

381 Psychology in Historical Perspective

Historical development of psychological viewpoints and theoretical positions. (Prereq.: two psychology courses. Alternate years)

399 Internship

Interested students should consult with the departmental internship coordinator regarding requirements and permission to register.

450 Program Evaluation

The application of scientific research techniques and statistical analysis to programs for social improvement. Designing information systems for the ongoing monitoring of programs. Assessing community needs. Assessing program effectiveness and efficiency. The political and organizational context of program monitoring and evaluation. The role of evaluation research for social policy and program improvement. (Prereq.: 264 or SOC 362; SOC 363)

485 Counseling Psychology

Principles, methods, and attitudes involved in the counseling process. Consideration given to goals and ethical guidelines for a counseling relationship. (Prereq.: 5 courses)

490 Current Topics in Psychology

Study of selected areas and topics in psychology that are not treated extensively through current course offerings. Specific topics will be published prior to registration. (Prereq.: 105 and consent of instructor. Alternate years)

493 Seminar: Contemporary Issues

Discussion of contemporary societal issues from a psychological viewpoint. Consideration of the approaches and methods used by psychologists in studying such issues. (Prereq.: 5 courses)

499 Independent Study

Limited registration by special permission for advanced students in psychology. Students must present a written plan prior to registration including carefully considered rationale and purpose for the proposed study.

Religion (REL)

Philip Quanbeck (Chairperson), John Benson, Bradley Holt, Stephen H. Pinsky, Eugene M. Skibbe

The primary orientation of the department is to provide a series of courses which will enable students to become better acquainted with the content and character of the Christian faith and enable them to reflect theologically on their own religious commitment.

Additionally, the department offers some courses which provide the possibility for the student to be introduced to other religious traditions, and some "bridge courses" which point to the relationships between religion and other disciplines.

Major: 8 courses, including 111, 221, 356, 481 and 495, the seminar especially for majors, taken in the junior or senior year. Before taking seminar, each major must have written one formal research paper and placed it on file with the department chairperson. Only one interim course may be applied to the major. One upper division New Testament Greek course may be applied to the major.

Major in Church Staff Work: 9 courses, including 111, 221, 356, 358, 360 or 483, 362, 399, 471 or 473, 481. These together with specified courses in other departments can lead to Augsburg certification.

Program for Christian Day School Teachers: Students pursue one of the regular teacher education programs in the Department of Education to prepare for licensure by the State of Minnesota. In addition to the licensure program, five courses in religion are required: 111, 221, 362, The Christian Day School (Interim) and The Lutheran Heritage (Interim). Student Teaching experience is required in both a public school setting and in a Christian Day School.

This program prepares students who are interested in teaching in Christian Day Schools, particularly those of the American Lutheran Church, although participation is not limited to such schools.

Honors Major: GPA of 3.3 in the major and 3.0 over-all; research project approved by the department and colloquium with the department.

Minor: 5 courses. Not more than one interim course may be counted for the minor.

Certificate in Church Staff Work: 9 Religion courses (111, 221, 356, 358, 360 or 483, 362, 399, 471 or 473, 481); HPE 232; PSY 105, 351, 352 or 371, 485; SOC 111 or PSY 373, SOC 231; SPC 354 or 355. This program meets or exceeds the educational requirements of The American Lutheran Church, but certification by the church is a separate function. By adding two or three courses from appropriate departments, the student can develop special emphases in parish education, business management or diaconal work.

Notes: Religion 111 or 221 is prerequisite to all other courses. Department approval is necessary before courses taken in other colleges can be accepted for Religion Department and/or general education course credit.

All majors are urged to consult with the department chairperson.

111 Introduction to Theology

An introduction to the academic discipline of theology and to the dialogue between the church and the world which concerns Christian doctrine.

199 Internship

Internship on lower division level.

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.

299 Directed Study

Independent study on lower division level.

350 Philosophy of Religion

(See under Department of Philosophy)

353 Denominations and Sects in America

A study of the beliefs and worship practices of the major denominations and sects. Some contemporary cultic movements will also be considered. (Spring)

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. (Fall)

357 Survey of Church History

A survey of Christian history in the early, medieval, Reformation, and modern periods. Some attention to primary sources, in addition to interpretations of the periods in question. The expansion of the church, its inner life, its relation to the state, and the development of its doctrine will be major elements of the study. (Not offered 1984-85)

358 Life and Work of the Church

Congregational life in its varied character with attention directed to Christian education and curriculum, youth work and parish work.

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. (Spring)

361 Church Fathers

A study of the early Christian Church in the context of the Roman Empire, 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; also including the theology of several early Christian leaders and a special unit on the life and thought of Augustine. (Spring 1985)

362 Theology of the Reformers

An introduction to the theological thought of the Protestant reformers of the sixteenth century. Special attention to the writings of Martin Luther and other representative figures. (Fall)

363 Religion in America

A study of the development of religion in America. Special attention to the rise of religious liberty, revivalism, denominations and the responses of religion to the challenges of its envioning culture. (Fall)

364 Scandinavian Immigrant Church History

Topics and themes related to church history and Scandinavian immigration to this country. (Offered as funding permits)

366 The Church and Social Change in Latin America

(See under Program in Global Community)

399 Internship

Limited to students who have completed at least four academic courses, have at least first semester Junior standing, and satisfy department guidelines.

432 Church Music and Worship

(See under Department of Music)

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 "quest for the historical Jesus." (Fall)

472 Theology of Paul

A study of the Apostle Paul including his historical background, his relationship to the early church, and some of the themes to be found in his writings. (Alternate years, Spring, 1986)

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. (Alternate years, Spring 1985)

475 Judaism

A survey of the history of Judaism from the end of the Old Testament period to modern times, with emphasis placed upon the religious development. A special interest in such modern Jewish thinkers as Buber and Heschel. The Jewish Chatauqua Society annually makes a grant to Augsburg College in partial support of this course in Judaism offered in the religion department. (Fall)

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. (Spring)

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. (Fall)

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. (Alternate years, Spring)

495 Seminar

Selected topics. Required of majors in the junior or senior year. Others by permission of instructor. (Fall)

499 Independent Study

Limited to students who are religion majors and satisfy departmental guidelines.

Russian Area Studies

Norma C. Noonan (Campus Coordinator), Natalia Sich

Russian Area Studies is an ACTC joint major which seeks to give the student the broadest possible exposure to Russian and Soviet history, politics, literature, traditions and philosophy. The major is interdisciplinary and offers perspectives on Russia both past and present. A minimum of two years of the Russian language is offered.

This major is a good foundation for students preparing for careers in government, teaching, international business, or law, especially when combined with a second major in a field such as business, economics, history, language, political science or theology. It also is a good foundation for graduate study in history, political science, language and literature or international relations.

Major: 11 courses: 4 courses (2 years) of basic college Russian (or equivalent competencies); 2 courses in Russian history; 1 course in Marxist theory; 1 course in Russian literature; 1 course in Soviet politics; 2 other courses from approved electives.

Minor: 6 courses: 2 courses (1 year) of basic college Russian (or equivalent competencies); 1 course in Russian history; 1 course in Soviet politics; 1 course in Marxist theory; 1 other course from the approved list of electives.

Each student's major program must be approved by the coordinator.

Scandinavian Area Studies (SCA)

Foreign Language Department Chairperson

Major: 8 upper division courses.

Minor: 4 upper division courses.

Note: Major programs must contain 4 courses listed in the Augsburg Catalog or transferred to Augsburg as upper division Scandinavian Area Studies courses, i.e., courses taught by a Scandinavian language department or subdepartment regardless of their content, which may be linguistic, literary or cultural. Students graduating with a major or minor must also present the equivalent of intermediate level competence in a Scandinavian language. See Norwegian courses under Department of Foreign Languages.

Recommended Supporting Preparation: Study in Scandinavia, elective courses which may lead toward a second major such as English, history, urban studies, business administration.

272 Norwegian Life and Culture

(See under Metro-Urban Studies, SUST)

312 Old Norse

(See under Department of Foreign Languages - Norwegian)

330 Contemporary Scandinavia

A broad survey of Scandinavian culture with special emphasis on conditions and developments in the twentieth century. Knowledge of Scandinavian language desirable but not required. (On Demand)

345 Scandinavian - American Experience

The Old World Background and rise of "America Fever," adaptation to the New Land, aspects of Scandinavian - American culture. (On Demand)

351 The Modern Scandinavian Novel

Lectures provide a survey of the Scandinavian novel. Class discussion based on assigned reading of selected novels by Jonas Lie, Sigrid Undset, Selma Lagerlof, Par Lagerkvist, Knut Hamsun, Halldor Laxness and others. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in a Scandinavian language. (On Demand)

352 The Modern Scandinavian Drama

Readings include dramatic works by Ibsen, Bjornson, Strindberg, Lagerkvist, Munk and other twentieth century dramatists. Lectures provide a survey of Scandinavian drama with emphasis on Ibsen and Strindberg. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in a Scandinavian language. (On Demand)

364 Scandinavian Immigrant Church History

(See under Department of Religion)

372 Norwegian Language and Culture

(See under Metro-Urban Studies, SUST)

373 Growth and Development of Scandinavian Cities

(See under Metro-Urban Studies, SUST)

382 Scandinavian Arts

(See under Department of Art)

396 Urban Planning in Scandinavia

(See under Metro-Urban Studies, SUST)

450 Nineteenth Century Scandinavia

(See under Department of History)

495 Seminar: Ethnic/Immigration Experience

(Offered periodically under Department of History 495 Seminar)

499 Independent Study

In consultation with a faculty member, student selects a specific topic for study.

Social Science

Khin Khin Jensen

A student may not list a double major in Social Science and in one of the component disciplines unless the distribution selected in the Social Science major is significantly different from the other major.

Non-Western Major: 14 courses: HIS 104; 1 social science methodology course (ECO 379, PSY 264, SOC 362 or 365); and 12 courses, in at least 4 disciplines, from the following: ECO 122, 258; HIS 103, 322, 323, 324, 440, 474; POL 351, 363, 382, 461; PHI 355; REL 356; SOC 241; seminars, independent study or interim courses on relevant topics in History and/or Political Science. The student planning to fulfill this social science major should consult the chairperson of the Department of History in choosing a major adviser.

Social Studies

Myles C. Stenshoel (Coordinator)

Students preparing to teach social studies on the high school level must complete, in addition to the professional requirements to be met within the Department of Education, a competency-based program designed to provide a broad foundation in the social sciences.

Social Studies Teaching Licensure: 7 courses (ECO 122 or 123, HIS 222, POL 158, PSY 105, SOC 121 and 241) plus a major in one of five fields — Economics, History, Political Science, Psychology or Sociology.

Students considering a career in social studies education should consult, as soon as possible, the Augsburg Department of Education and the Social Studies Coordinator.

Social Work (SWK)

Douglas Perry (Chairperson), Maria Brown, Rosalie Clark, Edwina L. Hertzberg

"Education for Service" has long been a motto at Augsburg College and it exemplifies the philosophy of the Social Work department.

The major program prepares graduates for entry-level professional practice in the field of human services. 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.

The Social Welfare minor and electives in the department allow students to support another major with knowledge about human needs and growth, human services, and the methods of effective citizenship.

Excellent field work opportunities exist within the Twin Cities metro area, which supports a system of human services considered among the best in the nation.

Major: 9 Core Program courses: 361, 363, 364, 461, 462, 463, 465, 466, 467, 469; and 9 Supporting Program courses: 257, 260; BIO 101; PSY 105; SOC 121, 231, 365, 375, 383. (The Sociology sequence constitutes a minor in that discipline.) A minimum grade of 2.0 is required for each course in the Core Program and the Supporting Program.

Candidacy: Social work majors must apply for candidacy status before the beginning of the senior year. Certain 400 level courses list candidacy as a prerequisite. A written self-statement, reference letters, and the completion of all Core and Supporting Program courses below the 400 level is necessary for candidacy review (Exception: SOC 365 may be taken in the senior year if necessary.)

Social Welfare Minor: 6 courses, including 257 (or approved alternative), 361, 463; 260 or SOC 375; SOC 383; and one of 465, POL 121, 158, 325.

School Social Work Certification: State Department of Education-required Human Relations Certification for school social work is available through successful completion of EDS 388.

Elective courses open to all students:

257 Exploring Human Services

With faculty approval, student selects a placement for 30 hours per week as a volunteer in a social agency or institution. Opportunity to know human service professionals, social service delivery systems, and career aspects of the helping vocations. Independent study with a term paper report and weekly review conferences. Especially recommended for freshmen and sophomores.

260 Humans Developing

This course provides the knowledge basic to an understanding of human growth through the life cycle, and of the interplay of sociocultural, biological, and psychological factors which influence the growth of individuals and families in contemporary American society. Emphasized is the role of the "nurturing environment" in relation to human growth, the impact of "sustaining environment" factors, and other special stresses relevant to growth. Growth related to populations and groups which represent ethnic and/or life-style diversity is also a focus. Students will gain self-understanding through use of their own experiences.

299 Directed Study

An opportunity for students to do readings and study on topics of interest. Proposed study must be approved in advance of registration. (Prereq.: 257 and consent of instructor)

340 Policies, Program and Skills for the Aging

This course will include the study of the impact of social policy on the older population, older population impact on social policy, services planned to address needs of older population and skills needed to work with this population. Class conducted in Senior Citizen Residence. (Prereq.: Sophomore or consent of instructor)

361 Social Responses to Human Needs

This course describes the historical and contemporary systems of human service. The major assumptions and social movements which have contributed to the charitable and governmental responses to human needs will be emphasized. Guest speakers and agency visits highlight the course. (Prereq.: Sophomore or consent of instructor. Fall)

399 Internship

Provides field learning experience for the non-major and supplements the required field work of majors (Prereq.: consent of department chairperson)

463 Community Development and Organization

Locality development and social change through community organization, social planning, and social action. Emphasis on: 1) survey of historical forms of social change, 2) understanding the basic issues and strategies relevant to social protest and change, 3) examination of the role of staff, and of the functions and interrelationships of community organizations, and 4) knowledge of and actual practice in the essential principles and techniques of organizing. (Prereq.: senior or consent of instructor. Fall)

465 Social Policy: Analysis and Development

Includes the study of theories of Social Policy formulation and methods of analysis associated with needs and services, and analysis of the impact of policy on social work practice. Development and implementation will be viewed first hand through work with an elected public policy maker. One class period per week, readings, analytical paper integrating class concepts with practical experience. (Prereq.: 361, 463, and senior or consent of instructor. Spring)

468 Special Topics (1/2 to 1 course)

Current issues in social work theory or practice. To be announced. (Prereq.: consent of instructor. Offered periodically in Interim)

498 Independent Study — Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department. (Prereq.: 257 and consent of instructor)

499 Independent Study

Student must present written proposal containing rationale, objectives and methodology of the proposed study according to department guidelines. (Prereq.: 257 and consent of instructor)

Courses reserved for Social Work majors only:**363 Methods and Skills of Social Work**

Basic features of the helping process; theoretical foundations, principles and techniques of social work interventive methods, and practical experience necessary for social work practice with individuals and small groups; development of the student's repertoire of relationship building skills. Lecture-discussion sessions and/or laboratory exercises each week. (Prereq.: 361, Junior. Spring)

364 Field Work I

Beginning supervised professional experience in a social work agency focusing on interviewing experience and relationship building. Ten hours per week, plus one small group supportive/discussion seminar per week. (Prereq.: 361, Junior, concurrent with 363. Spring)

461 Advanced Methods and Skills in Social Work

Enlargement and refinement of practice skills through lecture, classroom exercise and regular class work. Enlargement of social group work skills, emphasis on development of generalist practice skills and eclectic approaches. Lectures and/or laboratory exercises each week. (Prereq.: 2.0 in 363 and in 364, candidacy status. Concurrent with 462. Fall)

462 Field Work II:

Progressively responsible supervised professional social work experience including work with individuals, families, groups and/or communities in a social service agency. Ten hours per week, plus one supportive/discussion seminar per week. (Prereq.: Candidacy status; concurrent with 461; Fall)

466 Field Work III (1/2 or 1 course)

Continuation of 462 conducted during Interim. (Prereq.: Candidacy status, 2.0 in 461, 462, 463)

467 The Social Worker as Professional

Ethical practice, bureaucratic survival, professional job attainment, personnel policies and practices, organizational theory, and resource development will be studied in the course. The field work practice becomes the laboratory for class exercises. (Prereq.: Candidacy status, 2.0 in 461, 463.)

469 Field Work IV (formerly 464)

Continuation of 466 during the spring term. (Prereq.: Candidacy status, 2.0 in 466, concurrent with 467)

Sociology (SOC)

Gordon L. Nelson (Chairperson), Jerry Gerasimo, Garry Hesser, Anita Kolman, Diane Pike, Joel Torstenson

Sociology seeks to describe and explain the many patterns which form a society or social structure, to understand the great variety of institutions within a society, and to evaluate social institutions and programs.

Sociology can be preparation for a career in law, social work, the ministry, urban planning, government or business. A sociology minor provides a better understanding of the social processes for majors in psychology, social work, and education.

The department urges students to use Augsburg's unique urban setting as a "laboratory" for learning.

Major: 10 courses including 121, 362, 363, 375, 485. Highly recommended: a Conservation of Human Resources (CHR) course, internship, independent study or upper division interim course in sociology. This recommendation is made in the hope that the student will take advantage of the variety of learning models offered through the department. Consult department chairperson concerning areas of concentration.

Honors Major: The student must have a minimum GPA of 3.5 in the major and 3.0 overall. Application for honors in sociology candidacy shall consist of submission of thesis proposal to Department Chairperson before April 1 of the junior year. Candidacy is contingent upon departmental approval of proposal by April 30 of junior year. After acceptance as a candidate, the student will register for 499 to complete work on thesis. Honors in sociology will be granted to a candidate who successfully defends the thesis before March 31 of the senior year and maintains the GPA through graduation.

Minor: 5 courses including 121 and two upper division courses (i.e., 300 and above.)

Certificate in Program Evaluation: 5 courses including 362 (or PSY 264), 363, 450; PSY 399. These courses are designed to provide the cognitive background and skill development to perform well as a research assistant for agencies or firms which do program evaluations or an employee who can develop and maintain ongoing self-assessment programs for an employer agency. See department chairperson for further details.

111 Human Community and the Modern Metropolis

The cultural and structural dynamics of the modern world viewed from the perspective of the metropolitan situation, with a focus on the possibilities of human community in the context of urban institutions and processes.

121 Principles of Sociology

Sociology is a unique way of understanding the world. As an academic discipline and a profession, sociology provides insights into culture, roles, groups, interaction, inequality, and social structure. An essential tool for discovering the world and one's place in it.

199 Internship

Lower division internship. Consult Internship Supervisor in the department to determine project. (Fall, Interim, Spring, and Summer)

231 Sociology of the Family

An examination of the family as a social institution. The process of dating, mate selection, marital adjustment and divorce. The relationship of the family to its institutional and cultural context.

241 Introduction to Cultural Anthropology

The concept of culture examined in anthropology and in the way we see and live in the world. An analysis of basic assumptions underlying the ideas of "primitive," "civilized," and "progress." The person's relation to culture. An analysis of selected aspects of Western culture.

299 Directed Study

Independent study for lower division students (Prereq.: 121 and consent of instructor. Fall, Spring, Summer)

300, 301, 302, 303, 304 Special Topics in Sociology

A variety of topics offered periodically depending on needs and interests which are not satisfied by regular course offerings. May be offered on campus in addition to regular course offerings or off campus in conjunction with Augsburg's Conservation of Human Resources (CHR) Program. (Prereq.: consent of instructor)

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 and institutions in American society.

362 Statistical Analysis

The first course in a two-course sequence introduces quantitative analysis. The fundamentals of descriptive and inferential statistics for the social sciences. Designed specifically for sociology and political science majors, but recommended for others needing a background for social science. (Prereq.: working knowledge of high school algebra and consent of the instructor. Fall)

363 Research Methods

This second course exposes students to the skills involved in research design and measurement techniques. The practice of social research is learned through class activities and individual projects. Focus on learning usable skills. To be taken immediately after 362. (Prereq.: 362 or consent of instructor. Spring)

365 Quantitative Analysis and Program Evaluation

Consumer overview of methods of organizing, comparing and interpreting quantitative information. Use of data-processing equipment for statistical analysis. Overview of commonly-used research methods, especially experimental designs and applications to program evaluations. Designed for social work majors. (Prereq.: high school algebra. Spring)

373 Crime and Corrections

An examination of the criminal and juvenile justice systems and the various theoretical components of criminology and corrections. Major attention is focused on the causation and prevention of crime and delinquency, and the various modes of treatment. (Prereq.: 121)

375 Social Psychology

An examination of the idea of "group," its relationship to individual behavior and society. An analysis of the ideas of "self" and "identity" and what part they play in understanding interpersonal relations and human behavior. A sociological view of mental health. A look at the major assumptions and processes underlying our everyday life — a look at the trivial, the ordinary and the taken-for-granted. "Symbolic interaction," an important orientation in social psychology, will be used as a way of dealing with the major issues in the course. (Prereq.: 121 and PSY 105)

381 The City and Metro-Urban Planning

The primary focus of the course is upon the major issues confronting the present and future metropolis. Particular emphasis will center on alternative theories and approaches to shaping the future metropolis. Current developments in the Twin Cities region will be compared and contrasted to urban and regional developments globally and nationally. Resources include extensive readings, simulations, films, and outside speakers in a seminar format. (Prereq.: 111 or 121 or consent of instructor. Spring)

383 Racial and Minority Group Relations

The dimensions of racial and minority group relations. Major attention is focused upon prejudice, racism, and the role of self-understanding. (P/N grading only)

399 Internship

Consult the Department Chairperson or Internship Director for details. (Prereq.: consent of instructor. Fall, Interim, Spring)

485 Modern Sociological Theory

An examination of the major theoretical traditions within sociology, tracing the course of their development in the nineteenth and twentieth centuries. (Prereq.: 2 courses in sociology including 121 or consent of instructor. Fall)

498 Independent Study — Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources, and designed in consultation with and evaluated by a faculty member of the department. (Prereq.: 111 or 121 and consent of instructor. Fall, Spring, Summer)

499 Independent Study

Student must present written proposal containing rationale, objectives and methodology of the proposed study according to department guidelines. (Prereq.: 121 and consent of instructor. Fall, Interim, Spring)

Speech, Communication and Theater Arts (SPC)

Raymond Anderson (Chairperson), Deborah Bart, Julie Bolton, Ailene Cole, Howard Liszt, Gary Parker

The communication major is a flexible interdisciplinary program which allows for different emphases — journalism, advertising and public relations, radio-television-film, human relations, and supervisory management. Program guides for each area are available from the Department Chairperson or the Office of Admissions.

Theater study is more than putting on plays. It is a serious study that combines the fine arts with many other fields. Minneapolis is an ideal place to study theater, because the Twin Cities have so many active theaters. In our program, we use the local theater scene as a learning laboratory. Also, professional theater people are regularly involved in our program as instructors and as guest directors.

Augsburg offers accredited programs leading toward certification of secondary school teachers in speech, theater arts, and a combined speech-theater major.

Honors Major: GPA of 3.25 in the major, 3.0 overall, two independent study projects of honors quality, distinguished performance in at least one of the communication arts, comprehensive examination in field of concentration. Application to be made early in the senior year.

Communication Arts

Prospective majors should contact the department as early as possible to work out a plan for the major and a personal career action plan. Freshmen should take 111, PSY 105, SOC 121 or 241.

Communication Major: 10 courses, including 342, 351 or 352, 354, 399 and ENG 225 or 226 or 227, and satisfactory performance on competency tests in writing and typing. Supporting courses required but not counting toward the major: 111; PHI 130; PSY 105; SOC 121 or 241, 375.

Communication Minor: 5 courses approved by the department.

Speech Major For Teaching Licensure: 10 courses, including 111, 241 or 343, 350, 351, 352, 354, 360; Participation in forensics, and a minor in English. Recommended: 366, courses in theater, participation in drama.

Speech Minor For Teaching Licensure: 111 and six of the following: 241 or 343, 350, 351, 352, 354, 360 and participation in forensics.

Note: Students preparing to teach speech in secondary schools may specialize in any of three majors: speech, theater arts, and speech-theater arts. Any of these must be combined with at least an English minor, preferably a major. The communication major or minor does not qualify one for teaching speech. Consult with the Department of Education for requirements in Education. 116 is strongly recommended for students in elementary education.

111 Beginning Speech

Basic problems of effective speaking and critical listening.

132 Photography

(See under Department of Art)

199 Internship

Internship for lower division credit.

227 Advanced Writing: Journalism

(See under Department of English)

225, 330 Visual Communications I, II

(See under Department of Art)

241 Introduction to Cinema Art

(See under Department of English)

242 Film-Making

(See under Department of Art)

299 Directed Study

Independent study for lower division credit.

342 Mass Communications in Society

(See under Department of Political Science)

343 Radio-Television Production

An introduction to radio and television with an emphasis on the director's role; emphasis on producing, programming, writing, acting, casting, and lighting. (Laboratory fee: \$10. Fall)

350 Voice and Diction

A study of vocal skills including tone production, breathing, resonating, articulating, and listening; introduction to speech sounds and vocal mechanism. (Alternate years. Fall)

351 Argumentation

Application of logic in public speaking, discussion, and debates. (Fall)

352 Persuasion

Theory of persuasion and propaganda, practical work in speech and promotional projects. (Spring)

353 Advertising

An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. (Prereq.: Junior, Senior. Communication major or consent of instructor. Spring)

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.

373 Organizational Psychology

(See under Department of Psychology)

399 Internship

(Consult the Department Chairperson for details.)

495 Independent Study in Communication

Selected topics in speech and communication, with emphasis on the use of primary sources and methodology of research.

499 Internship

Internship for upper division credit.

Theater Arts

Majors should take part in dramatic productions every year. Freshmen planning to major in theater arts should begin with courses 111, 116, and 228. 111 is not part of the major.

Theater Arts Major: 10 courses, plus 111. This major should be supported by several courses in literature including Shakespeare and Modern Drama or Scandinavian Drama.

A. Acting Emphasis: 116, 228, 232, 343, 350, 360, 361, 366, 432, and the children's theater interim. Strongly recommended: courses in movement, dance, cinema art, and dramatic literature. Performance requirements for the acting emphasis include 6 units of acting, 4 of crew work, and 1 internship.

B. Directing Emphasis: 116, 228, 229, 232, 350, 360, 361, 366, 367, plus the children's theater interim. Courses strongly recommended: courses in movement, cinema art, and dramatic literature. Performance requirements for the directing emphasis include 4 units of crew work, 3 units of acting, 2 of directing, 1 in stage management, and 1 internship.

C. Design Emphasis: 228, 229, 361, 366, 428, 429, plus 2 courses in Art. Strongly recommended: courses in cinema art and dramatic literature. Performance requirements for the design emphasis include 5 units in crew work, 2 in technical supervision, 1 in acting, 1 in assistant design, 1 in design, and 1 internship.

Theater Arts Minor: 5 courses including 228, 232, 360, 361, 366.

Theater Arts Major For Teaching Licensure: 10 courses, including 111, 116, 228, 229, 232, 241 or 343, 350, 360, 361, 366, the experience requirement specified for theater arts majors, and a minor in English.

Theater Arts Minor For Teaching Licensure: courses 111, 228, 232, 361, 366; one of the following: 241, 343, 350; and participation in dramatic productions.

Speech-Theater Arts Major For Teaching Licensure: 12 courses, 111, 228, 229, 232, 241, 350, 351, 352, 354, 360, 361, 366; participation in two activities (forensics, interpretation, theater, broadcasting); and a minor in English.

116 Creative Dramatics

A study of creative improvisation using stories, poetry, nature, concepts, the self, human relations, etc. Uses of creative dramatics in theater, school, church, recreation, therapy, and other settings. (Fall)

199 Internship

Internship for lower division credit.

228 Technical Production I

An introduction to the backstage world of the theater: its organization, crafts, magic, and art. Practical craft projects, theater tours, and production experience. Open to all students. Should be taken in freshman or sophomore years. (Lab fee. Fall)

229 Stage Design I

Introduction to scenery and lighting design; basic tools of the designer (drafting, drawing, painting, theory); practical studio projects. (Open to all students. Should be taken in freshmen and sophomore years. Spring)

232 Acting

An introduction to the art of acting. Practical work in pantomime and improvisation; participation in dramatic presentations. (Spring)

299 Directed Study

Independent study for lower division credit.

360 Interpretative Reading

Basic principles of oral interpretation of literature. Practice in reading prose, poetry, and drama. (Fall)

361 Theater History and Criticism

Overview of theater history; examination of plays from various periods. Attendance at local theater productions. Introduction to theories of drama, dramatic production, and dramatic criticism. (Alternate years, Spring)

366 Stage Direction I

Basic directorial process: choice of plays, casting, organizing rehearsals and technical production; application of play analysis, blocking, and characterization to a specific play chosen by the class. Term project: direct a one-act play. Upper division students only. (Spring)

367 Stage Direction II

In-depth analysis and practice in directing types of plays: serious, comic, experimental, musical. Term project: direct a one-act or excerpt from a longer play. (Prereq.: 366 or consent of instructor. Spring)

399 Internship

(Consult faculty in area of emphasis.)

428 Technical Production II

Advanced construction and problem-solving techniques in costume, scenery, and/or lighting. (Prereq.: 228 or consent of instructor. Lab fee. Fall)

429 Stage Design II

Advanced design projects based on Stage Design I course material. Introduction to costume design. (Prereq.: 229 or consent of instructor. Spring)

499 Independent Study in Drama

Individual projects in oral interpretation and theater.

Transdisciplinary Major

Students wishing to develop their own major by combining appropriate portions of two majors may consider the Transdisciplinary Major. The Transdisciplinary Major enables students to respond to a particular career interest. While such an individually developed major may satisfy the particular interests of a student, broad majors may not be suitable for those wishing to pursue graduate study or preprofessional programs in some academic fields.

Students wishing to develop a Transdisciplinary Major are to observe the following:

- A. The major program should include at least two-thirds of the courses required in the normal major programs of two major fields offered at the college;
- B. The student should design and sign a contract for such a major prior to the end of his or her sophomore year (contract forms are available in the Office of the Registrar).
- C. The contract must be approved by the student's adviser and by the Faculty Committee on Student Standing.

Women's and Minority Studies (INS)

Winston Minor (Director), Priscilla Buffalohead, W. Roger Buffalohead, Linda Buck Myers, Bonnie Wallace

The Women's and Minority Studies Program consists of several interdisciplinary courses which fill the Urban Concerns, or Women's Studies, or Minority Studies requirement. There are courses in several other departments which also focus on women and which also fulfill that requirement. Although no major or minor is offered, there is a certificate program in women's studies.

Certificate in Women's Studies: Individually planned program with a minimum of 6 courses oriented towards women's perspectives: 3 courses from the social sciences (including history); 1-2 courses from humanities (literature, religion, art, music, philosophy); 1-2 other courses such as biology, trans- or inter-disciplinary courses, independent study, directed study, etc. Courses may be taken from the ACTC colleges as well as Augsburg. See Winston Minor or Bonnie Wallace for further details.

226 Asian and Asian-American Women in Public Life in the 20th Century
(See under Department of History)

231 Religion in African-American History

An examination of selected topics related to the black experience, e.g. African backgrounds, religion under slavery, evangelicalism. Course content subject to change from year to year. Meets one religion requirement or the Urban Concerns, Women's and Minority Studies requirement.

232 Blacks in America: An Introduction to African-American Studies

An interdisciplinary course providing an overview of the major issues related to the Black experience in terms of the family, education, religion, art, economics and politics. It is designed to heighten the student's consciousness regarding the African retentions in Black culture, the evolution of Black culture and the impact of Black culture on American society.

This course will examine a variety of issues concerning the biological, evolutionary and historical origins of women's roles and status in human society. Emphasis will be placed on the comparative roles of women in different cultures. This comparison will include such North American models as the Navajo, Ojibwe, and Iroquois, African models such as the Pygmies and other tribal groups, and the peasant societies of eastern Europe, Mexico, and the middle East and rural China. Offered periodically through CHR and the American Indian Program office.

260 Contemporary American Indians

The situation of Indians in the United States since the Indian Reorganization Act (1934) with an emphasis upon current issues, e.g. tribal sovereignty, treaty rights, and education. Examples of the persistence of religious/cultural traditions among selected Indian tribes today.

265 Women in American Culture

Through a discussion of works by women historians and selections from women's journals, speeches, articles, short stories, poems, plays and other aesthetic creations, the class will collectively assess the position of black and white women in American culture from the founding of the colonies to the present. Contributions by Indian women, Chicanas and other "invisible" women minorities will be included.



*Living on campus provides many options, including apartments in Mortensen Tower
(Photo by John Louis Anderson)*



Augsburg College Board of Regents

The year in parentheses after each name indicates the expiration of current term.

- Charles W. Arnason** (1988). Executive Director, Minnesota Technology Corridor, Minneapolis, Minnesota
- Paul B. Batalden**, M.D. (1984). St. Louis Park Medical Center, St. Louis Park, Minnesota
- Nancy Bottemiller** (1986). Homemaker, Wadena, Minnesota
- Rodney P. Burwell** (1988). Chairman and Chief Executive Officer, Proform, Inc., Minneapolis, Minnesota
- Darrell J. Egertson** (1988). Executive Vice President of Corporate Development, Apache Corporation, Minneapolis, Minnesota
- Donald R. Grangaard** (1984). First Bank System, Inc. (Retired), Minneapolis, Minnesota
- Lawrence O. Hauge** (1986). Chairman, Suburban National Bank, Eden Prairie, Minnesota
- Harris W. Lee** (1988). Senior Pastor, Lutheran Church of the Good Shepherd, Minneapolis, Minnesota
- Gary H. Lohn** (1988). Vice President — Employment Preparation Services, Control Data Corporation, Minneapolis, Minnesota
- Arthur Naftalin** (1984). Professor, Public Affairs, University of Minnesota, Minneapolis, Minnesota
- Roselyn J. Nordaune** (1988). Partner, Nodland, Conn, Judd, Nordaune, St. Louis Park, Minnesota
- Howard E. Olson** (1984). St. Paul Park, Minnesota
- Donald G. Oren** (1988). President, Dart Transit Company, St. Paul, Minnesota
- Donald G. Padilla** (1986). Chairman of the Board, Padilla and Speer, Inc., Minneapolis, Minnesota
- Carl N. Platou** (1984). President, Fairview Community Hospitals, Minneapolis, Minnesota
- Martin O. Sabo** (1984). Member of Congress, Fifth District — Minnesota, Washington, D.C.
- Inez M. Schwarzkopf** (1988). Staff Writer — The American Lutheran Church, Minneapolis, Minnesota
- N. Stanley Stake** (1986). Honeywell, Inc. (Retired), Minneapolis, Minnesota
- Merton P. Strommen** (1986). President, Search Institute, Minneapolis, Minnesota
- Stanley W. Thiele** (1986). Senior Vice President, Administrative Services, 3M, St. Paul, Minnesota
- Mary Lou Williams** (1984). Senior Social Worker, Hennepin County Community Services, Minneapolis, Minnesota

Officers

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Darrell J. Egertson, Treasurer

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Hamlet Peterson, Rochester, Minnesota

Administration

Office of the President

President	Charles S. Anderson
Executive Secretary to the President.....	Carolyn Magnuson
College Pastor	David T. Wold
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Academic Affairs

Vice President for Academic Affairs and Dean of the College.....	Richard Green
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Minority Coordinator (Black Student Affairs).....	Winston Minor
Minority Coordinator (American Indian Program).....	Bonnie Wallace
Interim Director.....	Donald R. Gustafson
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International Student Adviser.....	Bradley P. Holt
Director of Faculty Development	Norma C. Noonan

Student Affairs and Admissions

Vice President of Student Affairs and Dean of Students	Marianne B. Sander
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Food Service Director.....	Steve Boulka
Director of Plant Services.....	James Strategier
Supervisor, Maintenance	Robin A. Curtis
Manager, Ice Arena	James J. Carey

Emeriti

Oscar A. Anderson. (1963-1980). President Emeritus. B.A., St. Olaf College; B.D., Luther Theological Seminary; L.L.D., Concordia College, Moorhead.

Bernhard M. Christensen. (1938-1963). President Emeritus. Ph.D., The Hartford Seminary Foundation.

Courtland Agre. Professor Emeritus of Chemistry. Ph.D., University of Minnesota.

Ernest W. Anderson. (1947-83). Professor Emeritus of Health and Physical Education.

Valeria Baltina. Assistant Professor Emerita of Foreign Languages. Magister der Philosophia, University of Latvia.

L. Gracia Christensen. Assistant Professor Emerita of English.

K. Berner Dahlen. Associate Professor Emeritus of English. M.A., University of Minnesota.

Edgar E. Eklof. Emeritus of Music. M.M. Manhattan Music School.

Theodore J. Hanwick. Professor Emeritus of Physics. Ph.D., New York University

Katherine Hennig. Artist in Residence Emerita. M.A., University of Minnesota.

Einar O. Johnson. Professor Emeritus of Education. Ph.D., University of Washington.

Bernhardt J. Kleven. Professor Emeritus of History. Ph.D., University of Minnesota.

Lorraine K. Livingston. Associate Professor Emerita of English. M.A., University of Minnesota.

Martha M. Mattson. Associate Professor Emerita of Education. M.A., University of Minnesota.

Edor C. Nelson. Associate Professor Emeritus of Physical Education. M.Ed., University of Minnesota.

Anne Pederson. Professor Emerita of English. M.A., University of Minnesota.

LaVonne J. Peterson. Associate Professor Emerita of Health and Physical Education. M.Ed., University of Minnesota.

Martin Quanbeck. Professor Emeritus of Education. Ph.D., University of Minnesota.

Leland B. Sateren. Professor Emeritus of Music. L.H.D., Gettysburg College, D. Mus., Lakeland College.

Paul T. Steen. Professor Emeritus of Sociology, Ph.D., University of Minnesota.

Joel S. Torstenson. Professor Emeritus of Sociology. Ph.D., University of Minnesota.

Faculty (as of September, 1983)

(beginning year of service on faculty)

*part-time

Ruth L. Aaskov (1960). Associate Professor of Foreign Languages. B.A., Augsburg College; M.A., Middlebury College; Ph.D., University of Wisconsin.

Robert W. Adney* (1979). Studio Artist/Percussion. B.A., University of Minnesota.

Roger E. Allerson* (1981). Lecturer, Business Administration and Economics. B.S.B., University of Minnesota.

Earl R. Alton (1960). Professor and Department Chairperson of Chemistry. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.

Lyla Mae Anderegg (1959). Associate Professor of Psychology. B.A., University of Minnesota; M.A., Northwestern University.

Barbara Andersen (1969). Associate Professor of English. B.A., Northwestern College; M.A., Northwestern University.

Charles S. Anderson (1976). President. B.A., St. Olaf College; M.A., University of Wisconsin; B.Th., Luther Theological Seminary; Ph.D., Union Theological Seminary, New York.

Margaret J. Anderson (1967). Associate Professor, Head Librarian. B.S., M.A., University of Minnesota.

- Raymond E. Anderson** (1949). Professor and Department Chairperson of Speech, Communication and Theater Arts. B.S., M.A., Ph.D., University of Minnesota.
- Roberta A. Anderson*** (1979). Specialist Early Childhood Education, Instructor in Education. B.S., M.S., University of Wisconsin; Education Specialist, Mankato State University.
- Kenneth C. Bailey** (1965). Professor of Philosophy. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.
- Deborah Bart*** (1980). Instructor in Speech, Weekend College. B.A., M.A., University of Minnesota.
- Joe Bash*** (1983). Lecturer in Religion, Weekend College.
- John E. Benson** (1963). Associate Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.A., Ph.D., Union Theological Seminary.
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- Gerald D. Bjelde** (1980). Vice President of Development and Public Relations. B.A., Concordia College, Moorhead.
- Timothy Blackburn*** (1980). Lecturer in English. B.A., St. John's University; M.A., Ph.D., University of Minnesota.
- Cynthia Blaha*** (1983). Instructor in Physics. B.S., University of Minnesota.
- Vern M. Bloom*** (1971). Director of CHR Program and College of the 3rd Age. B.A., M.S.W., University of Minnesota.
- Julie H. Bolton*** (1975). Assistant Professor of Speech. B.S., M.F.A., University of Minnesota.
- Lynn Bollman*** (1983). Instructor in Art. B.A., Augsburg College; M.A., University of Northern Colorado; M.F.A., University of Minnesota.
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- Richard Borstad** (1977). Instructor and Department Chairperson of Health and Physical Education. B.A., M.A., Ph.D., University of Minnesota.
- Michael Brand*** (1979). Studio Artist/Trumpet. B.S., M.F.A., University of Minnesota.
- Maria Brown** (1980). Instructor in Social Work. B.A., M.A., American University; M.S.W., University of Minnesota.
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- Priscilla K. Buffalohead*** (1983). Instructor in CHR Program and Women's and Minority Studies. B.A., M.S., University of Wisconsin-Madison.
- Roger Buffalohead*** (1983). Instructor in CHR Program and Women's and Minority Studies. B.A., M.S., University of Wisconsin-Madison.
- John Cerrito*** (1983). Lecturer in Business Administration and Economics. B.A., Rhode Island College.
- Carl H. Chrislock** (1952). Professor of History. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- Rosalie V. Clark** (1979). Instructor in Social Work. B.A.S., M.S.W., University of Minnesota.
- Robert W. Clyde** (1967). Associate Professor of Sociology, Director of Community Research and Resource Center. B.A., Coe College; M.A., Rockford College; Ph.D., University of Iowa.
- Ailene Cole** (1956). Professor of Theater Arts/Speech. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Minnesota.
- Benjamin Cooper*** (1975). Assistant Professor of Mathematics. B.S., California Institute of Technology; Ph.D., Yale University.
- Lawrence E. Copes** (1980). Assistant Professor of Mathematics. B.A., Illinois Wesleyan University; M.A., Ph.D., Syracuse University.
- John Cosgrove*** (1983). Lecturer in Business Administration and Economics. B.A., University of Minnesota.
- Nancy B. Dillon*** (1983). Instructor in Nursing. B.S., Wagner College; M.S., University of Cincinnati.
- Beverly C. Durkee** (1965). Professor and Department Chairperson of Mathematics/Computer Science. B.A., B.S.L., B.S.Ed., M.A., University of Minnesota; Ph.D., Arizona State University.
- Grace B. Dyrud** (1962). Professor of Psychology. B.A., M.A., Ph.D. University of Minnesota.
- Mark J. Engebretson** (1976). Assistant Professor of Physics. B.A., Luther College; M. Div., Luther Theological Seminary; M.S., Ph.D., University of Minnesota.
- Kenneth N. Erickson** (1970). Professor of Physics. B.A., Augsburg College; M.S., Michigan State University; Ph.D., Colorado State University.

- Sheldon P. Fardig** (1962). Associate Professor of Education. B.A., Carleton College; M.M., Ph.D., Northwestern University.
- Norman B. Ferguson** (1972). Associate Professor of Psychology. B.A., Franklin and Marshall College; M.S., Ph.D., University of Wisconsin.
- Larry L. Fleming** (1979). Associate Professor and Department Chairperson of Music. B.M., Concordia College; M.A., M.F.A., Ph.D., University of Minnesota.
- Henry G. Follingstad** (1962). Associate Professor of Mathematics. M.S., University of Minnesota.
- Anne Fosse*** (1982). Lecturer in Business Administration and Economics. B.A., University of Northern Iowa; M.B.A., University of Minnesota.
- Jo Michelle Beld Fraatz** (1983). Assistant Professor of Political Science. B.A., Bethel College; M.A., Ph.D., Yale University.
- Barry M. Franklin** (1978). Assistant Professor and Department Chairperson of Education. A.B., California State University, Northridge; M.A.T., University of Chicago; M.S.Ed., University of Wisconsin-LaCrosse; Ph.D., University of Wisconsin-Madison.
- Robert Friederichsen*** (1971). Assistant Professor of Art. B.A., Bethel College; M.A., Pennsylvania State University.
- Mark L. Fuehrer** (1969). Associate Professor and Department Chairperson of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.
- Stephen M. Gabrielsen** (1963). Associate Professor of Music. B.A., Augsburg College; M.A., University of Minnesota.
- Jerry Gerasimo*** (1971). Professor of Sociology. B.A., Lake Forest College; M.A., Ph.D., University of Chicago.
- Celia W. Gershenson** (1983). Lecturer in Psychology.
- John H. Gidmark*** (1980). Lecturer in English. B.A., Moorhead State College; H.Dip., Trinity College, Dublin, Ireland; M.A., Ph.D., University of North Dakota.
- Thomas G. Gilkey** (1979). Assistant Professor of Music. B.M., DePauw University.
- Orloue N. Gisselquist** (1956). Associate Professor and Department Chairperson of History. B.A., M.A., Ph.D., University of Minnesota.
- Cynthia Teague Goetz*** (1980). Studio Artist/Voice. B.M., University of North Carolina; M.M., University of Colorado.
- Paul H. Grauer** (1979). Assistant Professor of Health and Physical Education. B.S., Concordia College, Nebraska; M.Ed., University of Nebraska; M.A., University of Minnesota.
- Richard Green** (1980). Vice President for Academic Affairs and Dean of the College. B.A., Concordia College, Moorhead; M.S., North Dakota State University; Ph.D., University of Louisville.
- James B. Grubs** (1983). Associate Dean of Students. B.S., Colorado State University; M. Div., Luther Theological Seminary; M.A., College of St. Thomas.
- Satya P. Gupta** (1976). Associate Professor of Business Administration. B.S., M.S., Agra University, India; M.S., Ph.D., Southern Illinois University.
- Donald R. Gustafson** (1961). Associate Professor of History, Interim Director. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin.
- Arlin E. Gyberg** (1974). Associate Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.
- Brian P. Hackney** (1983). Instructor, Director of Audio-Visual Center. B.A., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-Stout.
- Leif E. Hansen** (1961). Associate Professor of Foreign Language. B.A., Concordia College, Moorhead; M.A., University of Minnesota.
- Karen Harwood*** (1980). Lecturer in Library Science.
- Milda K. Hedblom** (1971). Associate Professor and Department Chairperson of Political Science. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Robert S. Herforth** (1966). Associate Professor of Biology. B.A., Wartburg college; M.S., Ph.D., University of Nebraska.
- Edwina L. Hertzberg*** (1977). Associate Professor of Social Work. B.A., Cedar Crest College; M.S.W., University of Minnesota. (On leave Spring 1984)
- Garry W. Hesser** (1977). Associate Professor of Sociology, Director of Metro-Urban Studies. B.A., Phillips University; M.Div., Union Theological Seminary; M.A., Ph.D., University of Notre Dame.
- John A. Hill** (1980). Registrar, Coordinator of Institutional Information. B.S., University of Minnesota; M.A., George Washington University.
- John B. Hjelmeland** (1981). Director of Admissions. B.A., Augsburg College; M.Ed., Springfield College.
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- Norman D. Hosen** (1964). Professor of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa. (On leave 1983-84)
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- Walter Howerton*** (1982). Lecturer in English B.A., M.F.A., University of Iowa.
- Khin Khin Jensen*** (1955-56, 1959). Professor of History, Director of East and Southeast Asian Studies. B.A., Rangoon University, Burma; M.A., Bucknell University; Ph.D., University of Wisconsin.
- Duane E. Johnson** (1968). Professor of Psychology. A.A., North Park College B.A., Huron College; B.A., University of Minnesota; M.E., South Dakota State University; Ph.D., University of Minnesota.
- James D. Johnson** (1969). Associate Professor of Music. B.A., University of Minnesota; M.S., Juilliard School of Music.
- Mary E. Johnson** (1962). Associate Professor of Foreign Languages and International Student Adviser. B.A., Smith College; M.A., Columbia University; M.A., University of Minnesota.
- Amin Kader** (1974). Associate Professor and Department Chairperson of Business Administration and Economics. B.Comm., University of Cairo, Egypt; M.S., University of Michigan.
- Robert Karlén** (1973). Professor of Music. B.M., New England Conservatory; M.A., University of Minnesota.
- Mary A. Kingsley** (1965). Associate Professor and Department Chairperson of Foreign Languages, and Director of International Study. B.A., St. Olaf College; M.A., Middlebury College.
- Merilee J. Klemp*** (1980). Studio Artist/Oboe. B.A., Augsburg College.
- Alvin L. Kloppen** (1976). Assistant Professor of Health and Physical Education. B.S., Augustana College; M.A., University of South Dakota.
- Boyd N. Koehler** (1967). Assistant Professor, Librarian. B.A., Moorhead State College; M.A., University of Minnesota.
- Anita Sue Kolman*** (1977). Assistant Professor of Sociology. B.A., University of Maryland; M.S., Ph.D., University of Minnesota.
- Robert Kramarczuk*** (1982). Lecturer in Business Administration and Economics. B.A. College of St. Thomas; M.B.A. University of Minnesota.
- Angela Wyatt Kretschmar*** (1981). Studio Artist/Clarinet. B.A., St. Olaf College.
- Edith V. Kromer** (1983). Librarian, Weekend College.
- Roy H. LaFayette*** (1972). Lecturer in Business Administration and Economics. B.S.B., University of Minnesota.
- Leo Richard Lake** (1981). Associate Professor of Computer Science and Director of Academic Computer Center. B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Minnesota.
- Roberta K. Lammers** (1975). Assistant Professor of Biology. B.S., Iowa State University; M.S., Ph.D., University of Minnesota.
- Michael Leimbach*** (1983). Instructor in Psychology.
- Nicholas A. Lenz*** (1980). Studio Artist/Voice. B.A., Southwest State University; M.F.A., University of Minnesota.
- Howard P. Liszt*** (1979). Visiting Lecturer in Speech and Communication. B.A., M.S., University of Minnesota.
- David Livingston*** (1983). Studio Artist/Recorder. B.A., Augustana College, Rockford; M.A., University of Minnesota.
- Paul W. Lohman*** (1981). Director of Chorale. B.A., Augsburg College; M.F.A., University of Minnesota.
- Steven Lund*** (1983). Studio Artist/Trombone. B.S., University of Minnesota.
- Richard S. Marken** (1974). Assistant Professor and Department Chairperson of Psychology. B.A., University of California, Los Angeles; Ph.D., University of California, Santa Barbara.
- Jerie McArthur** (1983). Instructor in Speech, Weekend College. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Marie O. McNeff*** (1968). Associate Professor of Education. B.S., M.Ed., Ed.D., University of Nebraska.

- Roberta Kagin Metzler** (1974). Assistant Professor of Music. B.A., Park College; B. Music Ed., M. Music Ed., University of Kansas.
- Erwin D. Mickelberg** (1956). Professor of Biology. B.A., Augsburg College; M.A., University of Minnesota.
- Winston Minor** (1983). Minority Coordinator (Black Student Affairs). B.A., M.A., University of Minnesota.
- John R. Mitchell** (1968). Associate Professor of English. B.A., Maryville College; M.A., University of Tennessee.
- Thomas Morgan** (1983). Assistant Professor of Business Administration and Economics. B.S., Juniata College; M.B.A., University of Denver; M.S., University of Oregon.
- Joel D. Mugge** (1977). Assistant Professor of Speech and Communication, Director of Center for Global Service and Education. B.A., Valparaiso University; M.A., University of Minnesota.
- Elizabeth Proctor Murphy*** (1984). Studio Artist/Cello. B.A., Cleveland Institute of Music.
- Linda Buck Myers*** (1983). Instructor in Women's and Minority Studies.
- Douglas Nelson** (1977). Instructor in Health and Physical Education. B.A., Augsburg College; M.A., College of St. Thomas.
- Gordon L. Nelson*** (1967). Associate Professor and Department Chairperson of Sociology. B.A., M.A., University of Minnesota; B.D., Luther Theological Seminary; M.A., Ph.D., University of Chicago.
- Richard C. Nelson*** (1968). Associate Professor of History. B.A., University of Nebraska; M.A. Ph.D., University of Minnesota.
- Catherine Christie Nicholl*** (1973). Associate Professor of English. B.A., Hope College; M.A., University of Michigan; Ph.D., University of Minnesota.
- Beverly J. Nilsson** (1977). Associate Professor and Department Chairperson of Nursing B.S1., M.S., University of Minnesota.
- Norma C. Noonan** (1966). Professor of Political Science, Director of Faculty Development. B.A., University of Pennsylvania; M.A., Ph.D., Indiana University.
- Mohammed Nouri*** (1982). Lecturer in Business Administration and Economics. Diplome, Ecole Centrale de Paris; M.S., University of Minnesota.
- Celeste M. O'Brien*** (1975). Studio Artist/Piano. B.A., Hamline University.
- Sandra L. Olmsted*** (1979). Instructor in Chemistry. B.A., Augsburg College; M.S., University of Wisconsin-Madison.
- James F. Olson** (1975). Assistant Professor, Director of Audio-Visual Center. B.A., M.A., University of Minnesota. (On leave 1983-85)
- Ronald G. Palosaari** (1965). Professor and Department Chairperson of English. B.A., Bethel College; B. Div., Bethel Seminary; M.A., Ph.D., University of Minnesota.
- Gary A. Parker*** (1983). Instructor in Speech. B.A., M.A., University of California-Davis.
- Patricia Anne Parker** (1960). Associate Dean of the College and Director of Special Programs. B.A., Eastern Michigan University; M.A., University of Michigan; Ph.D., University of Minnesota.
- Marlene J. Pauley*** (1983). Studio Artist/Clarinet. B.A., St. Olaf College; M.M., Michigan State University.
- Kermit E. Paulson** (1968). Associate Professor and Department Chairperson of Physics. B.A., Augsburg College; M.S., University of Wisconsin.
- Marilyn E. Pearson** (1980). Instructor in Health and Physical Education. B.A., Augsburg College; M.A., St. Cloud State University.
- Wayne D. Pederson** (1969). Vice President of Finance and Management. B.S., Concordia College, Moorhead.
- Lauretta E. Pelton** (1970). Associate Professor of Education. B.A., Briar Cliff College; M.Ed., Marquette University.
- Douglas D. Perry*** (1976). Assistant Professor and Department Chairperson of Social Work. B.A., M.S.W., University of Minnesota.
- Joyce Pfaff** (1966). Assistant Professor of Health and Physical Education and Director of Women's Athletics. B.A., Augsburg College; M.Ed., University of Minnesota.
- Diane L. Pike*** (1981). Assistant Professor of Sociology. A.B., Connecticut College; Ph.D., Yale University.
- Stephen H. Pinsky*** (1983). Visiting Lecturer in Religion. B.A., Franklin and Marshall College; B.H.L., M.H.L., Hebrew Union College.
- James Porter*** (1980). Visiting Lecturer in Women's and Minority Studies.
- Alice Preves*** (1976). Studio Artist/Strings. B.S., M.S., University of Illinois.
- Philip A. Quanbeck** (1957). Professor and Department Chairperson of Religion. B.A., Augsburg College; B.D., Augsburg Theological Seminary; M.Th., Ph.D., Princeton Theological Seminary.

- Bruce R. Reichenbach** (1968). Professor of Philosophy. B.S., Wheaton College; M.A., Ph.D., Northwestern University.
- Gunta Rozentals** (1965). Associate Professor of Foreign Languages. B.A., M.A., Ph.D., University of Minnesota.
- Edward M. Sabella** (1961). Professor of Business Administration and Economics. B.S., University of Rhode Island; Ph.D., University of Minnesota.
- Marianne Sander** (1971). Vice President for Student Affairs and Dean of Students. B.A., Valparaiso University; M.A., University of Minnesota.
- Karen E. Sandness*** (1982). ACTC Lecturer in Japanese. B.A., Augsburg College; Ph.D., Yale University.
- Richard B. Sargent** (1967). Associate Professor of English. B.A., University of North Carolina; Ph.D., University of Exeter, England.
- Pauline Sateren*** (1974). Instructor in Music Education. B.A., Northwestern College; M.M.Ed., University of Colorado.
- Edwin J. Saugestad** (1959). Associate Professor of Health and Physical Education and Director of Men's Athletics. B.A., Augsburg College, M.A., University of Minnesota.
- Irene Schilling*** (1973). Assistant Professor. Librarian. B.A., University of Wisconsin; M.A., University of Minnesota.
- Linda K. Schremp-Alberg** (1977). Director of Student Life. B.A., University of Minnesota-Morris; M.A., Mankato State University.
- Bethany S. Shifflett*** (1982). Assistant Professor of Health and Physical Education, Director of Intramural Sports. B.S., Southern Connecticut State College; M.A., Ph.D., University of Iowa.
- Marjorie H. Sibley** (1961). Associate Professor, Librarian. B.A., M.A., University of Minnesota.
- Natalia Sich*** (1983). ACTC Instructor in Russian. B.A., University of Minnesota; M.A., Ph.D., University of Wisconsin-Madison.
- Eugene M. Skibbe** (1964). Professor of Religion. B.A., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., University of Heidelberg, Germany.
- Dana W. Skoglund*** (1978). Studio Artist/Piano. B.M., Augsburg College.
- Emma W. Small*** (1978). Studio Artist/Voice. B.M., M.M., Eastman School of Music.
- George Stahl*** (1976). Studio Artist/Bass. B.M., Chicago Musical College.
- Alice J. Stark** (1983). Assistant Professor of Nursing. B.S., St. Olaf College; M.S., University of California, San Francisco.
- Donald B. Steinmetz** (1968). Associate Professor of Foreign Languages. B.A., M.A., Ph.D., University of Minnesota.
- Myles Stenshoel** (1965). Professor of Political Science. B.A., Concordia College, Moorhead; Concordia Theological Seminary; M.A. Ph.D., University of Colorado.
- Daniel Sturm*** (1979). Studio Artist/Classical Guitar. B.A., University of Minnesota.
- Grace K. Sulerud** (1966). Associate Professor, Librarian. B.A., Augsburg College; M.A., University of Minnesota.
- Ralph L. Sulerud** (1964). Professor of Biology. B.A., Concordia College, Moorhead; M.S., Ph.D., University of Nebraska.
- Mary T. Swanson*** (1976). Assistant Professor of Art. B.A., M.F.A., Ph.D., University of Minnesota.
- Philip J. Thompson** (1959). Professor and Department Chairperson of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa.
- Richard J. Thoni** (1972). Director of Weekend College. B.A., St. Olaf College; Ph.D., University of Minnesota.
- Neal O. Thorpe*** (1967). Professor and Department Chairperson of Biology. B.A., Augsburg College; Ph.D., University of Wisconsin.
- David Tubergen*** (1980). Assistant Professor of Music. B.A., Hope College; M.M., Yale University.
- Donald M. Warren*** (1978). Director of Academic Enrichment. B.A., M.A., University of Minnesota.
- Pamela Weiss-Farnan** (1983). Assistant Professor of Nursing. B.S., University of Nebraska; M.P.H., University of Minnesota.
- Dorothy J. Williamson*** (1970). Instructor in Art. B.A., Asbury College; M.A., University of Minnesota.
- Mary E. Wilson*** (1969). Studio Artist/Flute. B.A., B.M., Macalester College.
- Helen A. Woelfel** (1978). Assistant Professor of Nursing. B.S., St. Louis University; M.S., Marquette University.
- David T. Wold** (1983). College Pastor. B.A., St. Olaf College; Diploma, Luther Theological Seminary.
- David Wood*** (1969). Professor of English. B.S., Wisconsin State University, Eau Claire; M.A., Ph.D., Bowling Green University.

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Communications Directory

Augsburg College
 731 21st Avenue South
 Minneapolis MN 55454

Area Code: 612

President 330-1212
 Dean of the College (Academic Affairs) 330-1024
 Dean of Students (Student Welfare) 330-1168
 Director of Admissions (Admissions) 330-1001
 Director of Financial Aid (Financial Assistance, Scholarships) 330-1046
 Director of Student Life (Housing) 330-1105
 Registrar (Academic records, transcripts, Veterans' Affairs) 330-1036
 Summer School/Interim Office 330-1025
 Weekend College 330-1640
 Career Planning and Placement (Job Counseling, Placement Services) 330-1162
 College Pastor (Spiritual life programs and activities) 330-1107
 Business Office (Fees and accounts) 330-1029
 Director of Development (Financial gifts to the College) 330-1171
 Director of Public Relations (Information Service, news and publications) 330-1180
 Director of Parent/Alumni Programs 330-1179
 College Center Manager 330-1104
 Ice Arena Manager 330-1251
 Student Government Office 330-1110
 General Information (Other office numbers; business hours only) 330-1000

The college has designated the following persons as coordinators for discrimination inquiries or grievance:

- Boyd Koehler, Assistant Professor, Library (612/330-1018) — Affirmative Action Coordinator (matters based on race, creed, national or ethnic origin)
- Vern M. Bloom, Director, CHR — Memorial (612/330-1133) -504 Coordinator (matters based on physical or mental handicap)
- Marianne Sander, Vice President for Student Affairs, CSD-Memorial (612-330-1168) — Title IX Coordinator (matters based on sex or marital status)
- Bonnie-Jean Mork, Director of Personnel, 2nd Floor Memorial (612-330-1023) — Employment

All correspondence should be addressed to the designated individual, at Augsburg College, 731 21st Avenue South, Minneapolis MN 55454. Formal grievance procedures are described in the Staff Handbook. Copies are available from the Personnel Office.

Fall Semester

Sept. 4	Registration	Sept. 3
Sept. 5	Classes Begin	Sept. 4
Sept. 18	Last day to register, add or drop class without record notation	Sept. 17
Oct. 26	Mid-term break	Oct. 25
Nov. 2	Last day to designate grading option	Nov. 1
Nov. 5-9	Interim Registration	Nov. 4-8
Nov. 19-Dec. 2	Spring Term Pre-Registration	Nov. 18-Dec. 6
Nov. 21	Last day to withdraw from a class	Nov. 20
Nov. 22-25	Thanksgiving Recess	Nov. 28-Dec. 1
Dec. 14	Classes End	Dec. 13
Dec. 17-20	Final Examinations	Dec. 16-19
Dec. 27	Incompletes due — spring and summer	Dec. 26
Dec. 28	Final Grades Due	Dec. 27

Interim

Jan. 3	Classes Begin	Jan. 6
Jan. 4	Last day to register, add or drop class without record notation	Jan. 7
Jan. 17	Last day to designate grading option	Jan. 20
Jan. 21	Last day to withdraw from a class	Jan. 22
Jan. 30	Classes end	Jan. 31
Feb. 6	Interim grades due	Feb. 7

Spring Semester

Feb. 4	Validation of registration	Feb. 4
Feb. 5	Classes begin	Feb. 5
Feb. 18	Last day to register, add or drop class without record notation	Feb. 18
Mar. 30-April 8	Mid-term/Easter Break	Mar. 22-31
Mar. 29	Last day to designate grading option	April 8
April 25	Last day to withdraw from a class	April 24
April 30-May 4	Pre-registration for Fall	April 29-May 9
May 17	Classes end	May 16
May 20-23	Final Examinations	May 19-22
May 26	Baccalaureate-Commencement	May 25
May 29	Final grades due. Incompletes due — fall and Interim	May 28

Summer School

June 3-28	Term I	June 2-27
July 1-Aug. 9	Term II	June 30-Aug. 8



AUGSBURG COLLEGE

Catalog 1984-86

This Catalog was prepared to answer most of the questions you might ask about Augsburg 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 contained in this publication. If you have questions about anything in this Catalog, you should consult with a faculty adviser, the Dean of the College, or the Registrar. Key offices are listed on page 151 for correspondence or telephone inquiries.

Facts & Figures about Augsburg College

- **Location** — Minneapolis, Minnesota, since 1872. Founded in 1869.
- **Affiliation** — The American Lutheran Church. 55.5% of students are Lutheran, 17.5% other Protestant, 21.3% Roman Catholic.
- **Accreditation** — North Central Association of Colleges and Secondary Schools, National Council for Accreditation of Teacher Education. Approved by American Chemical Society, Council on Social Work Education, National Association for Music Therapy, Inc., National League for Nursing.
- **Member** — Associated Colleges of the Twin Cities, Lutheran Education Council in North America, Minnesota Private College Council, Registered with the Minnesota Higher Education Coordinating Board.
- **Enrollment** (1983-84) — 1,542 from 25 states and 30 nations.
- **Graduates** — 1870-May 22, 1983, 8,716.
- **Student/Faculty Ratio** — 15.9 to 1. Class size averages 20-31.
- **Campus** — 14 major buildings, 8 new since 1961. Major renovation 1979-80 with special emphasis on accessibility. 9 major buildings are connected by a skyway/tunnel/enclosed walkway system.
- **Financial Aid** — More than 85% of the students receive some form of financial aid from the college and many other sources.
- **Library** — Over 139,000 volumes, access to over 5,000,000 through the Twin Cities private college consortium and Mintex.
- **School Year** — September to May, 4-1-4 calendar, with January Interim. Two summer school sessions. Augsburg Weekend College — trimesters, September to June.
- **Majors** — More than 40 in 20 departments. Special offerings include Computer Science and Management Information Systems, Corrective Therapy, International Relations, Metro-Urban Studies, Music Therapy.
- **Off-Campus Programs** — Program in Global Community, Student Project for Amity Among Nations (SPAN), Higher Education Consortium for Urban Affairs (HECUA), Study Abroad, and extensive internship program.
- **Athletic Affiliation** — Minnesota Intercollegiate Athletic Conference (MIAA), and National Collegiate Athletic Association (NCAA), Division III.
- **Policy** — Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, sex or handicap as required by Title IX of the 1972 Educational Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admission policies, educational programs, activities and employment practices.