

AUGSBURG COLLEGE



Catalog 1986-88

Official Publication of Augsburg College • Fall 1986

731 21st Avenue South • Minneapolis, MN • 55454 • 612/330-1000

This Catalog should answer most questions students have 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 in this publication. If you have questions about anything in this Catalog, consult a faculty adviser, the Dean of the College, or the Registrar. Key offices are listed at the back of the catalog for correspondence or telephone inquiries.

Facts & Figures about Augsburg College

- **Location** — Minneapolis, Minnesota, since 1872. Founded in 1869.
- **Religious Affiliation** — The American Lutheran Church. 59% of students are Lutheran, 14% other Protestant, 19% Roman Catholic, 8% other.
- **Accreditation** — North Central Association of Colleges and 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 Association of Schools of Music, 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** (1985-86) — 1,802 from 22 states and 24 nations.
- **Graduates** — from 1870 through May 26, 1985 — 9,231.
- **Student/Faculty Ratio** — 15.9 to 1. Class size averages 20-30.
- **Campus** — 14 major buildings. Major renovation 1979-80 with special emphasis on accessibility. 9 major buildings are connected by a skyway/tunnel/enclosed walkway system.
- **Library** — Over 145,000 volumes, access to over 5,000,000 through the Twin Cities private college consortium and Minitex.
- **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.
- **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 cooperative education program.
- **Athletic Affiliation** — Minnesota Intercollegiate Athletic Conference (MIAC), 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.
- **Financial Aid** — Approximately 85% of the students receive some form of financial aid from the college and many other sources.

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Augsburg College

Education
in a Real World



Students commonly speak of graduating from college as a way of getting into "the real world." In fact, Augsburg College provides students with an education in a real world. The diversity of the faculty, staff, and student body, the structure of the curriculum, and the academic environment mirror the complexity of life in contemporary society.

The college's location in and involvement with a metropolitan setting offer continuous access to cultural opportunities, career experiences, and social realities that enrich students' educations. Augsburg's commitment to the liberal arts recognizes that the reality in which contemporary persons live and the persons themselves have been shaped by the tradition and history from which they come. The real world was not made this morning, and it is not simple. Only a broad education can present our world as it is and give persons the ability to deal with it. Similarly, Augsburg College's continuing dedication to its heritage as a college of the church affirms a belief that the world is the creation of a loving God and that human persons are inescapably spiritual beings.

The College Mission Statement

These qualities of an Augsburg education flow from its mission statement which declares that the college exists to provide high quality educational opportunities which are based in the liberal arts and shaped by the faith and values of the Christian church and by the context of a great metropolitan center.

Augsburg's location in the heart of the city represents the loom on which the multi-colored fabric of its identity has been woven. While students are prepared to take a place in and make a contribution to the world in which they live, they are educated to be critical of the quality of life in their society and to be reflective of their own values as they respond to it.

" . . . based in the liberal arts "

The academic program emphasizes the continuing validity of the liberal arts as a foundation for developing the life of the mind. Augsburg College's faculty are dedicated to challenging their students to achieve the highest academic standards while supporting them in that endeavor with excellent teaching and individual attention.

Students are expected to develop their abilities in critical thinking and communication and to gain sensitivity to and appreciation for their own and other cultures. Each student is encouraged to contemplate the eternal philosophical and

spiritual questions of human life and of personal values and ethics. At Augsburg the great scholars, thinkers, writers, and artists of the past and present are studied and valued.

Augsburg College considers an understanding of the content and method of science, a recognition of the place of technology, and an understanding of ways to maintain a sound body as important elements of a complete education.

This insistence on the breadth of a traditional liberal arts education reflects a firm belief that human beings are more than their ability to perform a job. It reflects further a concerted attempt to direct students toward a full development of the many facets and capacities of the educated person.

“. . . shaped . . . by the context of a great metropolitan center”

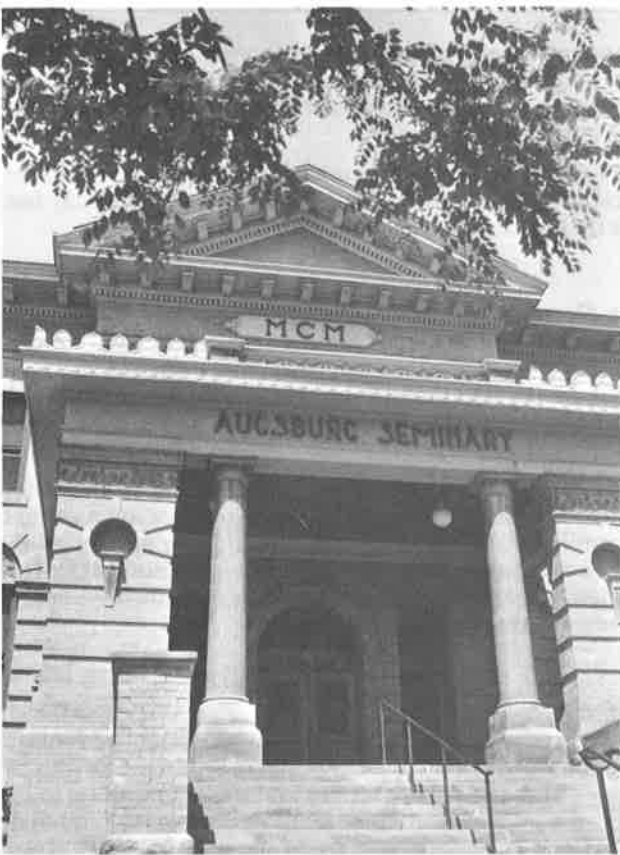
Yet, bounded as it is by an interstate freeway and the center of a vital city, Augsburg College is no ivory tower escape from the real world. The college community continually interacts with the city by attending cultural events and civic activities and by inviting city residents and visitors to the campus as lecturers, performers, and mentors. The city becomes a laboratory for experiential learning through internships, professional program field experiences, and cooperative education placements.

“. . . and shaped by faith and values.”

This involvement with the real world is a reflection of Augsburg's spiritual heritage which values all that God has created. While its tradition supports intellectual freedom in the search for truth, the college affirms its belief that all students should reflect upon their ethical and spiritual values as part of becoming educated. Students are encouraged through religion courses and through opportunities on campus for the practice and examination of spirituality to consider their relationship to others, to society, and to the world.

Traditionally Augsburg College has insisted that an aspect of these relationships is contained in the motto: "Education for Service." In these words the college expresses a belief that, whatever career they pursue, graduates should consider the duty of citizens to contribute to the common good through service to others.

Within the larger community of the city and the world, Augsburg College is its own community. It is a community of support and collegiality composed of persons of diverse talents; of varied ethnic, national, cultural, and religious backgrounds; and of complementary interests and orientations. Through a competent, committed faculty and a dedicated staff, Augsburg College builds with its students a real world in which the whole person can be educated and developed.



Augsburg College History

A College of the Church

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

Early Leaders

Establish a Direction

August Weenaas was Augsburg's first president (1869-1876).

Professor Weenaas recruited two teachers from Norway — Sven Oftedal and Georg Sverdrup. These three men clearly articulated the direction of Augsburg: to educate Norwegian Lutherans to minister to immigrants; and to provide such "college" studies that would prepare students for theological study.

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

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

Education for Service

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

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

The Focus Changes

This attitude began to change after World War I. In 1911 Georg Sverdrup Jr. became President. He worked to develop college departments with an appeal to a broader range of students than just those intending to be ministers. Augsburg admitted women in 1922 under the leadership of Gerda Mortensen, Dean of Women. She spent the next 52 years at the college as a teacher and administrator.

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

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

Accreditation for the College

Augsburg added departments essential to a liberal arts college, offering a modern college program based on general education requirements and elective majors. With curriculum change came a long effort to become accredited.

The college reached full accreditation in 1954, although many alumni had entered graduate schools and teaching positions long before that time.

A study in 1962 defined the college's mission now as serving the good society as a whole first, and the interests of the Lutheran Free Church second. The Seminary moved to Luther Theological Seminary (now Luther Northwestern Seminary) in St. Paul in 1963.

A College in the City

President Oscar A. Anderson (1963-1980) continued Augsburg's emphasis on involvement with the city. He wanted to reach out to non-traditional student populations, ensuring educational opportunity for all people. During his years of leadership the college became a vital and integral part of the city. Also in these years, Augsburg added the Music Hall, Mortensen Tower, Urness Tower, the College Center, Ice Arena and Psychology Building.

Since 1980 Augsburg has been led by Charles S. Anderson. He has continued Augsburg's commitment to the value of a liberal arts education, emphasizing diversity in enrollment efforts, spiritual growth and freedom and an academic program that draws on the resources of the city as extensions of the campus and classroom.

Serving the Non-traditional Student

Augsburg's American Indian Program is recognized as successful. The program has had the highest retention rate of Indian students in Minnesota — some 85 percent. The Black Student Affairs Program, initiated in 1969, has had a growing number of students and supports a Black Student Union and a newspaper distributed by the office.

The campus is accessible to the physically handicapped with a skyway-tunnel-elevator system connecting nine major buildings. In only its second year, Augsburg's program for the learning disabled had 30 students enrolled. The program received a state award for excellence.

Weekend College, started in 1982 with 69 students, had an enrollment of nearly 500 in fall 1985. Through Weekend College, adult students can work fulltime and pursue a bachelor's degree that has a practical focus on a liberal arts base.

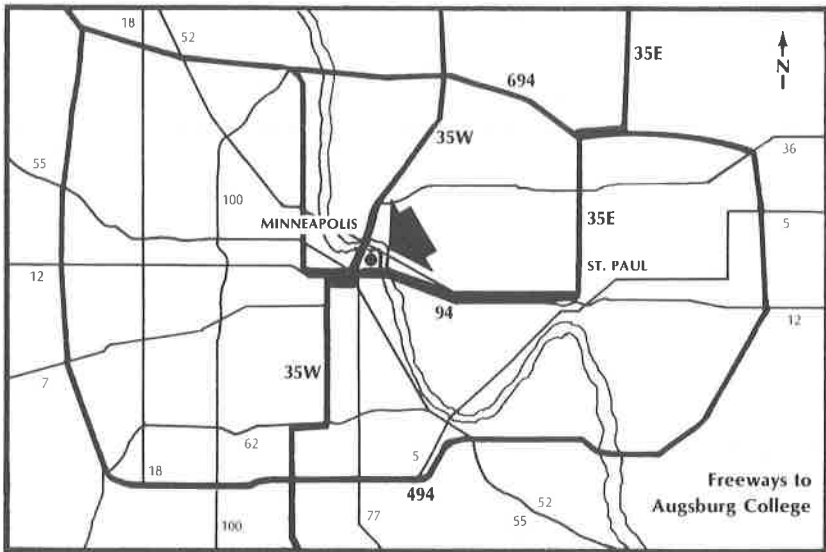
These programs bring working adults to the campus. They're complemented by the new Cooperative Education Program (begun in 1984) that sends Augsburg students into the workplace. The Co-op Education Program helps students get career experience in addition to their classroom studies.

Augsburg Today

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

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

Augsburg is a quality liberal arts institution set in the heart of a great metropolitan center. There are now more than 11,000 Augsburg alumni. In a world that has changed much since those first days of the college, Augsburg still sends out graduates who make a difference where they live and work.



Campus Location

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, Continental, Delta, Eastern, Frontier, Midway, Northwest Orient, Ozark, People's Express, Piedmont, 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 listed in the Communications Directory (p. 177) 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 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. Augsburg College is an institutional member of the National Association of Schools of Music (NASM).

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

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

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 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.

Center for Global Service and Education, located at 709 23rd Avenue South, provides offices for the Global Center staff and a resource room for those interested in global issues.

Sverdrup-Ofstedal 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.

Admissions



Augsburg College is looking for students with intelligence and character. We want people who can benefit from *and* contribute to their community — the college community, and the larger community.

Freshman and transfer applicants are encouraged to visit the campus and meet with an Admissions Counselor, because first-hand appraisal of programs, facilities, and academic atmosphere is valuable. Arrangements may be made to meet with a member of the faculty and to attend classes when school is in session.

Augsburg's admissions staff is ready to help students and parents with college planning. Just call any weekday from 8:00 a.m. to 4:30 p.m. — Admissions Office (612) 330-1001. We'll answer your questions and arrange a tour for any day including Saturdays. Our office is on the Northwest corner of 7th Street and 21st Avenue South in Minneapolis (please call first).

Augsburg selects students on individual merit without regard to race, creed, disability, national or ethnic origin, sex or age.

Application Procedures for Freshmen

1. Application for Admission

Applicants should complete the application for admission and essay, and return them 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. Those students who wish to live in college housing must also submit a \$100 housing deposit.

Early Decision for Freshmen

Augsburg offers an Early Decision Program for students who select Augsburg as a primary college choice. Early Decision candidates must apply by **November 15** of their senior year and will receive the admission decision about December 1. The College bases its admissions decision on 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. Those students who wish to live in college housing must also submit a \$100 housing deposit.

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.

Students from Minnesota who are interested in the possibility of enrolling at Augsburg under the auspices of the Minnesota Post Secondary Enrollment Options Act should contact the Admissions Office for specific information.

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 sent directly to the Admissions Office from the college(s) you have attended is required. Transfer student applicants who have completed one year or less of college-level work must have an **official** transcript from their high school sent directly 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

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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.

Those students who wish to live in college housing must also submit a \$100 housing deposit.

Re-Admission of Former Students

Students who have interrupted attendance at Augsburg College without requesting a leave of absence and who wish to return, apply for re-admission through the Registrar's Office. Students who have 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, people may be admitted as special students (non-degree) and granted the privilege of enrolling in courses for credit. Usually part-time students, they may subsequently become candidates 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 Admissions Office by the student's home institution.

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

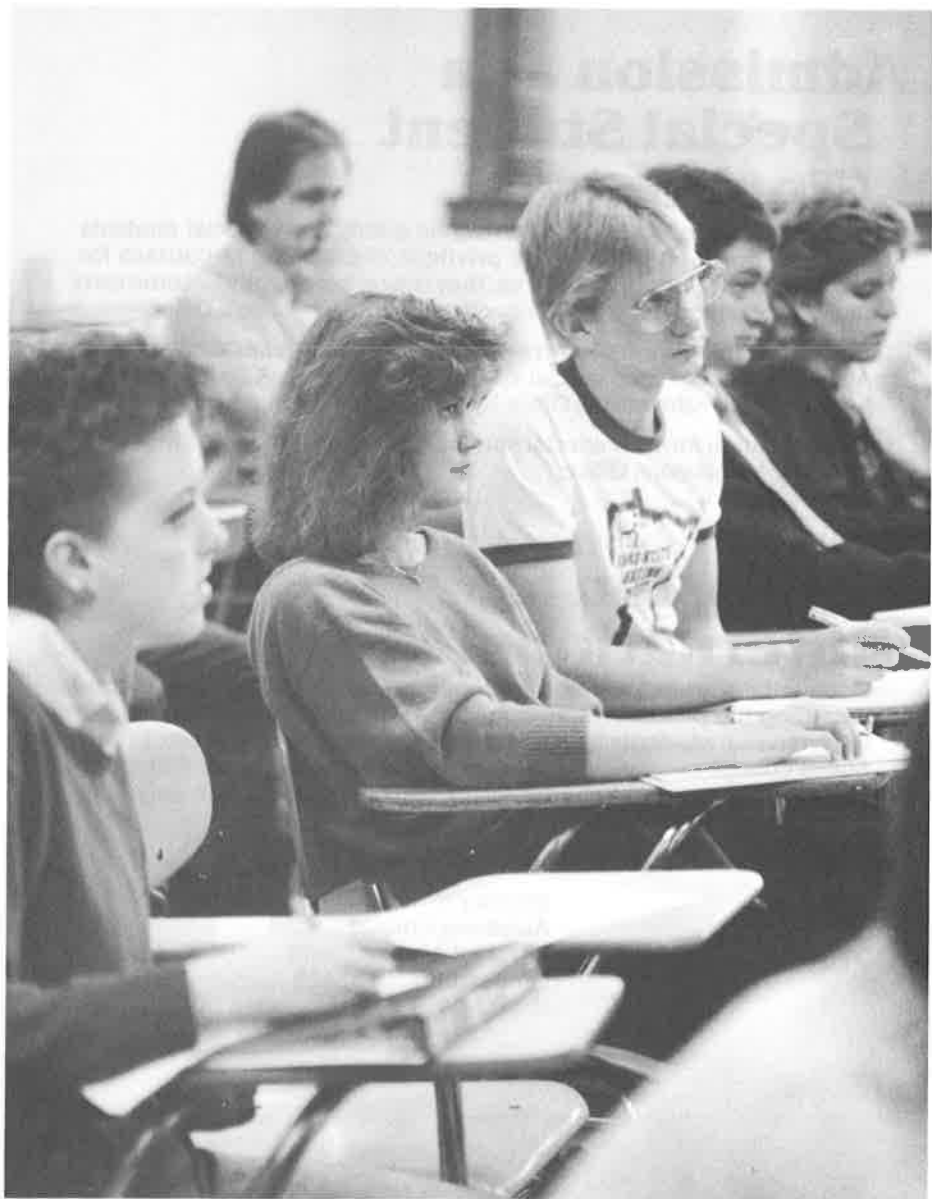
Admission for International Students

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.

College Costs, Financial Policies and Financial Aid



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

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

College Costs 1986-87

The Board of Regents has approved the costs listed for the 1986-87 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, Fees, Rent and Board

Tuition (full-time enrollment)..... \$6,780.00

This rate applies to all full-time students entering in September, 1986. 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 most college-supported events, concerts and lectures. The amount is payable in two equal installments at the beginning of each semester.

Tuition (part-time enrollment) per course 540.00

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 270.00

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)..... 1,400.00

Full Board (19 meals a week)..... 1,300.00

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 **\$1,260.00**; the **point plan** is **\$1,020.00**.

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)	
Music Therapy Internship (one half course credit)	\$270.00

Music Lessons	
Private, per semester (14 lessons)	\$175.00
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
Student Government Fee	\$ 60.00

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 15.00
Nursing Credit Validation Tests	\$ 75.00
Locker Rental (commuters) \$	5.00
Student Parking Lot Permit — car	\$ 40.00
— motorcycle	\$ 20.00

Transcript Fee (per copy after first, which is free)	\$ 2.00
Special Examinations, Cap & Gown Costs (Schedule on file in Registrar's Office)	

Books and Supplies

These costs are estimated to range between \$250 - 300 per year.

Deposits

Enrollment Deposit (non-refundable) \$100.00

Required of all new students after acceptance. The Enrollment Deposit is credited to the student's account only when his/her enrollment is terminated. Any net credit balance (after all charges and/or fines) will be refunded upon request of the student. 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/or fines and is returned to the student account (less all charges for damages and/or fines) at the end of the occupancy period covered by the contract. New contracts may be terminated 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 administrative 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 student transcripts until all student accounts are paid in full or, in the case of student loan funds administered by the College (National Direct/Defense Student Loans-NDSL and the Nursing Student Loan), are current according to established repayment schedules.

Refunds

Students fill out withdrawal from College forms 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, change 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
(less \$100.00 administrative fee).
- 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 class day 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 doctor 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

Financing higher education could be the most significant investment a person or family makes in a lifetime. So, proper planning and wise choices are important, not only in choosing a college, but also in the methods used to pay for it. Augsburg College, through its Office of Student Financial Services, will help students and their families with both monetary and advisory assistance to 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 1984-85 approximately 85% of all students at Augsburg received scholarships, grants, loans and part-time employment totalling over \$6,200,000 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 Family Financial Statement (FFS) of the American College Testing Program (ACT) or the Financial Aid Form (FAF) of the College Scholarship Service (CSS) helps determine the amount of assistance for which a student is eligible. This analysis estimates the amount a student and family can be expected to 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. 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 January 1.

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 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 is assured, since the College guarantees the difference between non-Augsburg grants and scholarships (such as state scholarships, Pell grants, etc.) and full tuition. 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 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. Because this is a unified program, full tuition is assured, since the College guarantees the difference between non-Augsburg grants and scholarships (such as state scholarships, Pell grants, etc.) and full tuition. **Special application is due March 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. Announcement from the congregation must be made by October 1.

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 1986-87, they range from \$100 to \$4115. 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 1986-87 is \$2100 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 State Indian Scholarships — American Indian students who meet federal and state requirements may apply for Bureau of Indian Affairs, Tribal and/or State Indian 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 of their dependent children. Parents may borrow up to \$3,000 per student 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.

Sponsored Scholarships

Scholarship winners are selected by the Student Affairs Committee of the Faculty 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 Mauseh 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 freshman 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.

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.

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 upperclass women of high moral character, with preference given to female or male students transferring from Waldorf College who are 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

The Hearst American Indian 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.

The Rev. Arnold J. Melom Memorial Scholarship — Awarded annually to one or more students who demonstrate potential and financial need, with preference for those who are preparing for a religious service vocation.

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 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.

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.

Business Administration/Economics

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.

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 Student Assistant Scholarship — Established in 1984 by library staff to honor junior or senior students who have given outstanding performance as a library student assistant.

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 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 performance in voice or piano. 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.

Student Life



Experiences in the classroom are an important part of college life, but learning and development also occur in formal and informal activities of the College and the metropolitan area. Whether students are residents or commuters, the climate for learning and living at Augsburg will add dimension to their education.

Campus Ministry

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

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, outreach 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 and musicians. Each Wednesday night students gather for Holy Communion.

We seek to develop a free and open environment where people are encouraged to use 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, support or information.

Student Government

Through student government students secure a closer relationship with and better understanding of the administration and faculty, and provide input into the decision-making process at Augsburg. Student government also sponsors and directs student activities, protects student rights, and provides the means for 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 for the next year. Freshmen elect their representatives in the fall of their first year. Many kinds of involvement are possible — program planning, writing, editing or service opportunities. If you want to get involved, contact the President or Vice President of the Student Body 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 *Augsburglan*, are on the lower level. Many of the clubs that unite classroom or non-classroom related interests meet in the Center. KCMR, a 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

Students have many opportunities to participate in music and drama. In addition to appearing on campus and in the city, the Augsburg Choir, Concert Band, and Orchestra perform on national and international tours. Many other ensembles are available to cover the entire range of musical styles and previous musical experience. Students stage several plays on campus each year under the direction of the theatre arts 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, soccer, 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 is 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 environment for learning is a critical factor in achieving 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 educational impact of the college on its students.

The Division of Student Affairs supports 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 rich and meaningful. Some of the opportunities are listed below.

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

Career Planning and Placement. Students may be uncertain about where they want to be when they finish their undergraduate experience, whether their 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 with a personal assessment, explore possibilities, test realities, and prepare for entry into the next phase of 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" is 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. Students may want to improve their skills in such areas as reading, studying, note-taking, and testing by attending one or more of the workshops offered. Students also will have an opportunity to meet with a counselor to diagnose needs. If a particular course proves difficult, students 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 Disabilities Program. A Learning Disabilities Specialist and trained peer counselors are available to LD students needing coursework assistance, as provided for by Section 504. Direct services and advocacy are provided in such areas as diagnostic assessment, admissions assistance, orientation and registration assistance, basic skills remediation, orientation to the College, and tutoring. A Learning Laboratory, word processors, study guides, taped textbooks, and a peer support group are also available to students accepted into the LD Program. A separate brochure detailing services and fees is available through the Center for Student Development.



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 Support 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, housing, and employment opportunities, with 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 career and personal counseling, administrative support, and assistance with the admissions process. Black History Month 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 students are interested in study abroad, they can 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 Gulde* for information about the Cross-Cultural Club.

Health Service

The staff of Smiley's Point Clinic located on Riverside Avenue across the street from the campus will take care of students' health needs. Visits are free except for special testing or service, and prescriptions are available through the Fairview Pharmacy at cost. Students must check family health coverage to determine if they 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.

Living on Campus

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 promotes student growth by asking students to actively participate in group decision-making. Each residence unit has one or more Resident Staff who facilitate the process of group living and discuss personal concerns with individual students.

Augsburg requires all freshmen and sophomores not living at home to live in college-operated housing. Married student housing is available in annex housing and South Hall. Students rent a room at the beginning of the fall term for the entire school year. New students receive room assignments 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 must 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.

Annex Housing provides an alternative opportunity for 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 and learning of your housing situation is to bid for 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, Honors Program, 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 at the end of the catalog.

Academic Information



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

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

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

General Information

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 Music Therapy, Nursing and Social Work. The B.M. degree is awarded to graduates with majors in Music Education and Music Performance. 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, Augsburg offers 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

The heart of any educational institution is its faculty, and Augsburg College is particularly proud of the excellence and commitment of its professors. Most faculty hold the doctorate or other terminal degree, and all consider their teaching to be the focus of their activity. Faculty are involved in research, including such varied studies as space physics, the history of medieval spirituality, women in the Soviet Union, and homelessness in American cities. Music faculty perform professionally on the local and national level, and studio artists' works can be seen in buildings, galleries, and shows around the country. Augsburg faculty see their research as supporting their teaching. They are actively involved in an exciting faculty development program which introduces them to current thought in many fields but especially in teaching techniques and theories.

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

Computer Resources

Approximately 50 microcomputers, including Apple IIe's, IBM XT's, laboratory computers, and graphics microcomputers are arranged in networks with larger machines, to satisfy standard educational needs. Students and faculty members needing even more computing power also have access to computers at the University of Minnesota.

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.

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.

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.

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 — Raymond Anderson (Chairperson)

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

Natural Science and Mathematics — Earl Alton (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 — Edwina Hertzberg (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.

Students may contact the Registrar about creating a unique major.

Majors available at Augsburg are:

Applied Economics	Mathematics
Art History	Metro-Urban Studies
Biology	Music
Business Administration	Music Education (B.M.)
(Accounting, Finance, International	Music Performance (B.M.)
Business, Management, Manage-	Music Therapy (B.S.)
ment Information Systems, Market-	Nursing (B.S.)
ing)	Occupational Therapy ⁵
Chemistry	Philosophy
Communication	Physical Education
Computer Science	Physics
East Asian Studies ¹	Political Science
Economics	Psychology
Economics-Business Administration	Religion
Engineering ²	Russian Area Studies ¹
English	Scandinavian Area Studies
Foreign Languages:	Social Science
French, German,	Social Work (B.S.)
Norwegian, Spanish	Sociology
Health Education	Speech
History	Studio Art
Humanities	Theatre Arts
International Relations	Transdisciplinary
Kindergarten-Elementary Education	

Minors available at Augsburg are:

Art History	Management Information Systems
Biology	Mathematics
Business Administration	Music
Chemistry	Philosophy
Communication	Physical Education
Computer Science	Physics
East Asian Studies	Political Science
East and Southeast Asian Studies	Psychology
Economics	Religion
English	Russian Area Studies ¹
Foreign Languages:	Scandinavian Area Studies
French, German,	Social Welfare
Norwegian, Spanish	Sociology
Health Education	Speech
History	Studio Art
International Business	Theatre Arts

It is possible for students to complete other majors through the Associated Colleges of the Twin Cities (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 — *Dual degree program with Washington University School of Medicine.*

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, Theatre 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, occupational therapy, 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 considering a career in law should examine 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 course POL 170 (Law in the United States) to help determine their interest in law. Pre-Law students should major in a discipline of their own choosing, and will satisfy most law-school entrance requirements with a record of solid achievement in the liberal arts.

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 two years of English. Requirements at other medical schools may vary. Students are encouraged to consult with the faculty adviser early in the freshman year.

Pre-Occupational Therapy — Augsburg College has a cooperative arrangement with Washington University in St. Louis, Missouri, to allow students to earn a Bachelor of Arts degree from Augsburg and a Bachelor of Science degree in Occupational Therapy from Washington University. Prerequisite courses for the Occupational Therapy Program include ENG 111, BIO 111, 112 and 323 or 353; CHM 105 or 115; PHY 103; PSY 105, 351, 362; SOC 121, 336, SOC 362 or MAT 373.

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.

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 (ACTC) — 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.

Higher Education Consortium for Urban Affairs (HECUA) — Augsburg, in cooperation with fifteen other colleges and universities in Minnesota, Wisconsin, Iowa, and South Dakota, develops and offers off-campus study semesters in Scandinavia, South and Central America, San Francisco, and the Twin Cities. All HECUA programs are interdisciplinary and address the critical issues associated with social change and the human community. The consortium also facilitates innovative curricular endeavors, an interchange and sharing among faculty, cooperative research, international and experiential education, and conferences on planning and metro-urban studies.

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.

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, see 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.

HECUA (Higher Education Consortium for Urban Affairs) — Augsburg students join students from other colleges and universities in five different full semester programs in Scandinavia, South and Central America, San Francisco and the Twin Cities. All programs are interdisciplinary and emphasize the impact of social change and cross-cultural factors on the human community. HECUA programs emphasize intense language experience, internships, and field trips.

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. See Center for Global Service and Education.

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. The major components of the Program include a limited sequence of honors during the freshman and sophomore year, special extra-curricular seminars, a program of cultural events each semester, and a senior capstone interim. The Program challenges our finest students to distinguish themselves. Students are ordinarily recruited as freshmen, but may enter later by petition. Please send inquiries to Dr. Diane Pike, Director of Honors.

Cooperative Education, Internships and the Liberal Arts

Through Cooperative Education and Academic Internships, Augsburg College students integrate their liberal arts education with the world of work. Each placement is closely related to a student's major or career interest. An underlying assumption is that a liberal arts education is an effective form of career preparation.

Augsburg's Cooperative Education and Academic Internship Programs link employers and faculty in a way that enriches and expands a student's educational experience. This on-the-job experience adds breadth and depth to the liberal arts curriculum and helps students make more informed career decisions.

Augsburg's liberal arts education is enhanced by the college's metropolitan location and the broad range of opportunities in the Twin Cities. Co-op Ed and Internships expand these mutually beneficial relationships and the resulting partnerships among employers, educators and students.

Augsburg has been a leading proponent and provider of experiential education for many years. Both Co-op Education and Internships are voluntary and available throughout the curriculum. Each academic department determines the extent of its involvement in either program and the amount of credit it will allow. The Associate Academic Dean coordinates the Internship Program with assistance from Career Services.

Co-op Education and Internships are separate and distinct from programs which require clinical experience, practicums, residencies and/or student teaching in order to fulfill the professional training associated with accredited programs. However, many students participate in Co-op Education and Internships prior to and following these required assignments.

Upper division internships are numbered 399 and lower division internships are numbered 199. Registration for internships consists of the following steps. A learning agreement (forms are available from the Associate Academic Dean's office) must be negotiated with the faculty member responsible for grading the experience. The grading system, activities, and appropriate level must be agreed upon. The completed learning agreement is returned to the Associate Dean's office. An internship card (with the description/location) signed by the faculty member and Associate Dean must be turned in to the Registrar's Office at registration time. Students are not encouraged to register/add until an actual experience has been arranged, but they must make arrangements by the end of the registration period. For extension of study beyond one term, see the section of the catalog under grading. A maximum of four courses of internship may count toward the 35 courses required for the degree.

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. Courses are numbered 499. (Some departments have been given faculty approval to offer ½ course credit under 498. The Speech, Communication and Theatre Arts department uses 495 for independent study in Communication.) Many departments also offer an opportunity for directed study on a lower division level. These courses are numbered 299. Arrangements between students and instructors should be made in advance of the period of initial registration. The grading system and appropriate level must be agreed upon. Independent and directed study course numbers are used **only** for study **different** in content from courses already listed in this catalog. An agreed title must be reported on the appropriate form to the Registrar's Office **at registration time**. The faculty member giving the grade must sign the form. Students are not encouraged to register/add until an actual study has been arranged, but they must make arrangements by the end of the registration period. For extension of study beyond one term, see the section of the catalog under grading. 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.

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 (specializations in accounting, finance, management, management information systems, and marketing), Communication (concentrations in human relations, public relations/advertising, 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.

Center for Global Service & Education

The Center for Global Service and Education was founded at Augsburg in 1982 with a commitment to education which both expands our world view and deepens our understanding of issues related to global peace and justice. Students can participate in a number of forums, seminars and conferences that focus on global issues. In addition, a spring semester program in Mexico, The Program in Global Community, and occasional interims allow more in depth exposure to these topics.

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.

Former Augsburg students, readmitted to complete a degree, have a choice between using the catalog in effect when they first enrolled, or using the catalog in effect at the point of readmission.

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).

See the separate section on Graduation with Distinction to learn about requirements for these honors.

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 over all courses taken and over all 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
 - Chemistry-Biology
 - English-Speech,
Communication & Theatre
 - Psychology-Sociology
 - Economics-Political Science
 - History-Philosophy
 - Art-Music
- Arts (devoted to the study of literature)

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. International students should consult with the Registrar.

Religion — Three approved courses in religion, 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 different lifetime sports or demonstrated proficiency in two different lifetime sports.

English as a Second Language (ESL) Program

Students who declare a language other than English to be their primary language, or are citizens of another country, must take the ESL placement test in conjunction with the English writing placement test at orientation. Students' placement in ESL, Developmental Writing, or Effective Writing will be determined by their scores on the Michigan test (80-90 range for exemption) and by a writing sample.

Near the end of each term of English as a Second Language an objective test will be administered to all students in the class. The score on this test and the grade earned in the class will determine whether additional ESL course work is required. Usually a score of 80 to 90 and a grade of 3.5 or 4.0 will fulfill the student's ESL requirement.

If students do not meet the ESL requirement, they will remain in ENG 217/218 until they meet the criteria stated above. Academic credit will normally be granted for no more than two courses.

Students who fulfill the ESL requirement, by testing out or by completing the course, will be exempted from the foreign language requirement for graduation.

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". Transfer students are cautioned that P-graded courses do not count in the requirement that 14 traditionally graded courses be earned at Augsburg in order to be considered for graduation with distinction. 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.

Internships, independent studies, and directed studies may sometimes last longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. The Registrar's Office will automatically continue the registration in response to an X grade. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year). An instructor reserves the discretion of not giving an X where satisfactory progress is not demonstrated. Withdrawal from college, or dropping these continued courses will terminate their registration. Under this circumstance, a re-registration as 1X by the student would be necessary if done during registration periods within one year of initial registration; if done after one year, a **new** registration would be necessary.

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 and a grade, but may be audited. All courses taken and grades earned each term remain on the academic record. Only the credits and grades earned the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average.

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

Students are classified in August and at the end of the fall and interim terms.

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

Students will be placed on scholastic probation at the end of the term if their achievement is unsatisfactory. Students who have been on probation two or more consecutive semesters are 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. Students who have a poor academic record may be strongly advised to withdraw before the end of the term. Those on probation for two terms who withdraw from the College voluntarily must have special permission to re-enroll.

Students having taken 3 or more Augsburg courses 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.

They 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.

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 Veterans Administration. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.

Departments and Programs

Course Descriptions
Major & Minor Requirements



As a liberal arts institution, Augsburg College operates with a belief that knowledge and truth are interrelated and are integrated into a whole. The tradition of the academic world, however, divides this unified truth into more manageable parts: the academic disciplines. The knowledge of individual disciplines is subdivided into courses which make it more accessible to students. These courses can be arranged in various ways to construct majors, to create the substance of a broad general education, and to give students the opportunity to study areas of particular individual interest.

Descriptions of courses are arranged by departments and programs. These descriptions offer a brief summary of the subject matter covered in individual courses to aid students in planning a program. A syllabus containing a more detailed explanation of content, approach, and requirements for a particular course can be obtained from the instructor.

Department entries also contain a narrative discussion of the educational philosophy of each department, its goals, and its place in the college's program. A listing of requirements for individual majors follows the narrative.

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.

Credits

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 Department (ART)

Art is important as a field of study for our modern age. Our survival as a culture may very well depend on whether we are able to create order and beauty in the design and function of communities. Realizing this, we have made design and sensitivity to all aspects of visual experience central to the art program at Augsburg.

Giving and receiving visual messages is so much a part of everyday life that it is often taken for granted. At the same time, however, the interchange of visual ideas is frequently misunderstood. The task of the artist, art teacher, and art historian is to celebrate visual experience through a variety of media and art examples. In short, the visual arts teach us how to see.

Because of the College's commitment to the liberal arts, the visual arts, as taught at Augsburg, draw ideas and inspiration from all disciplines. Art as a human activity does involve manual skill, although to become broadly significant it should interact with the content available in other fields, such as language, history, drama, music, literature, philosophy, theology, business, physical education, and science.

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

Hundreds of specific careers exist in the general area of art. Augsburg graduates have established careers in such fields as teaching in public schools and colleges, anthropology, pottery making, antique restoration and sales, film and video work, portrait painting, and gallery and museum work.

The future holds a great deal of promise for artists who can combine skills with a breadth of understanding.

Art Faculty:

Philip Thompson (Chairperson), Kristin Anderson, Lynn Bollman,
Robert Friederichsen, Norman Holen, Dorothy Williamson.

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: 7 studio disciplines among 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.

- 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, including Japanese woodcut technique. (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 one or two sections a year.
- 352 Women's Art History**
A study of the place of women in the history of the visual arts — as artists, as subjects, and as patrons.
- 382 Scandinavian Arts**
Survey of the visual arts in Scandinavia from pre-history to modern times.
- 385 Prehistoric and Ancient Art**
The art of the Ice Age through the Roman period to the 4th Century A.D. (Spring 1987)
- 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, and architecture, from the 14th through the 18th centuries. (Fall 1986)
- 388 19th and 20th Century Art**
European painting, sculpture, and architecture from Neoclassicism through the present. (Alternate years, 1987-88)
- 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.

Biology Department (BIO)

Biology is the study of life, and it is natural that we, as contemplative living creatures, seek a deeper understanding of the living world that envelops us. This search has led to the realization that the earth is filled with an enormous variety of living organisms. Since humans are a part of the biological world, an understanding of the basic biological processes common to all organisms, as well as those features which are unique to humans, is essential to attain self-understanding and to provide a basis for wise decisions.

Another significant insight that has emerged from the study of life is that even the simplest organisms are incredibly complex, and a complete understanding of even one of these has, as of yet, eluded the grasp of biologists. This is true even though some organisms have been subjected to years of intensive scrutiny. Biology will thus continue to be a fertile field for research for many years to come.

Still, an enormous amount of knowledge regarding living organisms has accumulated over the years. In recent decades great strides have been made in understanding important biological processes, particularly those at the cellular and molecular levels. Biological research has also provided some extremely important benefits to humans. Most advances in medicine, veterinary medicine, agriculture and food science have depended on the findings of basic biological research.

Since the biological world reveals such variety, complexity and knowledge, an undergraduate major in biology needs to be broadly based. Since a complete understanding of biological systems depends on applications of the principles of physics and chemistry, a firm background in the physical sciences is also important for biologists.

For many, an undergraduate major in biology serves primarily as a basis for further study. In past years Augsburg graduates have gone on to further studies in professional schools such as medicine, veterinary medicine and dentistry. Others have entered graduate programs in the life sciences, leading to careers in areas such as college or university teaching, basic and applied research, and public or environmental health. Other graduates have embarked directly after graduation on a variety of careers, including high school teaching and laboratory technology.

Biology Faculty:

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

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. All of the 7 biology courses must have laboratories except for 367 and 491. 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. (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? A survey of the environmental and health implications of pollution, non-renewable resource depletion, waste disposal, war, occupational safety and health. An historical survey of American agriculture, world food supply and biological determinism. A critical evaluation of the social application of biological concepts. (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. Weekend College. 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.

203 Principles of Nutrition

A study of the six classes of nutrients and their digestion, absorption, transport, metabolism, interaction, storage, and excretion. A special effort will be made to differentiate "fact from fiction" in this controversial biological field. (3 hours lecture. Prereq.: 112 or consent of instructor.)

299 Directed Study

Independent study for lower division credit.

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)

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)

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)

471 Cellular Biology

A study correlating cell function with ultrastructure. Laboratory work includes microtechnique, cytological studies, cell physiology and tissue culture. (3 hours class, 4 hours laboratory. Prereq.: 112, 367 or consent of instructor. Spring)

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. Fall)

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. Fall)

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)

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 and Economics Department

The Department of Business Administration and Economics is committed to developing both the theoretical and practical tools necessary for entry into and advancement in business and other organizations as well as preparation for graduate study. To this end, the department offers specialization in a variety of areas including: Accounting, Applied Economics, Economics, Finance, International Business, Management, Management Information Systems (MIS), Marketing, as well as a Combined Business and Economics concentration.

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 balance is achieved in part by fostering close ties with the corporate community which in turn provides a wealth of practical expertise, a wide variety of internship opportunities as well as future job prospects.

Departmental faculty believe they can best serve both the student and the community by contributing to an education which is ethically based, technically competent and socially aware.

Business Administration & Economics Faculty:

Amin Kader (Chairperson), Roger Allerson, James Billings, Diane Busico, John Cerrito, Gerald Glatzmaier, Satya Gupta, Paul Halvorson, Richard Herzog, Jane Kammerman, Roy LaFayette, R. McFall Lamm, Jr., Thomas Morgan, Edward Sabella, Milo Schield, Stanley Solnick.

Business Administration Major (BUS):

Core courses for the Accounting, Finance, Management and Marketing specializations:

BUS 175, 221, 222, 242, 252, 279, 331, 391, ECO 112, 113, 313, 311 or 312 or 315.

Specialization in Accounting:

12 Core courses, 322, 323, 324, either 326 or 423 or 425.

Specialization in Finance:

12 Core courses, 322, 433, 438, either 479 or ECO 318 or 415.

Specialization in Management:

12 Core courses, 340, 440, ECO 318, PSY 373 or SOC 301.

Specialization in Marketing:

12 Core courses, 352, 450, ECO 415, SPC 353.

Specialization in International Business:

175, 221, 222, 242, 252, 279, 331, 391, ECO 112, 113, 313. Also the following emphasis to be taken abroad:

Three of:

Comparative Business Law

European Marketing (or International Marketing)

International Business

Import/Export Operations

Multinational Corporation

International Financial Policies

One of:

International Trade and Finance

European Common Market

International Economic Policies

International Economic Institutions

Economics of Developing Countries

BUS 399 or 499 is required, as well as three semesters of a foreign language (or tested equivalent).

Specialization in Management Information Systems:

175, 221, 222, 242, 252, 279, 331, 370 (or CSC 352), 375, 475, 476, 479; ECO 112, 113, 313, 318; MAT 174 and 175 or MAT 124 and CSC 170.

Honors Major:

GPA of 3.5 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 221, 242, 252, 331, ECO 112 and 113. Other configurations may be permitted on consultation with the department.

Minor in International Business:

6 courses, including 221, 242 or 252, ECO 113, and three International Business courses. Other configurations may be permitted on consultation with the department.

Minor in Management Information Systems (MIS):

6 courses, including 221, 242 or 252, 370, 375, 475, and ECO 113. 175 is the recommended prerequisite for 370 and 375. Other configurations may be permitted on consultation with the department.

C.P.A. Certification:

Students who wish to take the Certified Public Accountants (CPA) examination prior to fulfilling the experience requirement must have completed the major in Business Administration-Accounting and taken all accounting and business law offered. Students majoring in Business Administration-Accounting are qualified under the rules of the Minnesota State Board of Accountancy to sit for the examination during their last semester.

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

In addition to the courses listed under the title "Topics in Business Administration" (BUS 295, 495), the department has also offered: Research Methods for Economics and Business, Computer Simulation for Business, Income Taxes for Individuals, Computer Applications, Discrete Event Simulation, Entrepreneurship, and Micro Computer Accounting.

Business (BUS)

175 Computers for Economics and Business

An introduction to computerized data processing. Learn a higher-level language (BASIC). Learn about computerized spread-sheets (LOTUS) and data bases (DBASE). Learn about word processing and computerized business graphics. (Prereq.: Math Placement Group II or high school algebra)

199 Internship

Lower division internship.

221 Principles of Accounting I

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

222 Principles of Accounting II

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

242 Principles of Management

Development of the theory of management, organization, staffing, planning, and control. The nature of authority, accountability and responsibility, analysis of the role of the professional manager.

252 Principles of Marketing

Principles of basic policy and strategy issues in marketing. Legal, ethical, competitive, behavioral, economic, and technological factors as they affect product, promotion, marketing channel and pricing decisions.

279 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.: Math placement group III or a grade of at least 2.0 in MAT 104)

295 Topics

Lectures, discussions, meeting with members of the staff or visiting faculty regarding research methodology and readings in the areas of business administration. (Prereq.: Consent of instructor)

299 Directed Study

Independent study for lower division credit.

322 Accounting Theory and Practice I

An analysis of accounting theory pertaining to financial statements, income concepts, current and non-current assets. (Prereq.: BUS 221, ECO 113, Fall)

- 323 Accounting Theory and Practice II**
A continuation of 322. An analysis of accounting theory pertaining to liabilities, stockholders' equities and other accounting issues. Additional emphasis on income determination considering price level changes. (Prereq.: BUS 322, Spring)
- 324 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.: BUS 222, 242, 252, 279, or consent of instructor)
- 326 Tax Accounting**
The more common and important provisions of federal income taxes for individuals and various forms of business enterprises. (Prereq.: BUS 221, 331, ECO 112, 113, or consent of instructor)
- 331 Financial Management**
Theory of acquisition, allocation, and management of funds within the firm. Sources and uses of long and short term funds, cost of capital, capital budgeting, leverage, dividend policy, and related topics. (Prereq.: BUS 222, ECO 113)
- 340 Human Resource Management**
Personnel function in business, acquisition and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: BUS 242)
- 352 Marketing Research and Analysis**
Research process as an aid to decision making in marketing management; research methodology; marketing research results; evaluation of the effectiveness of research in marketing. (Prereq.: BUS 252, 279, ECO 113, or consent of instructor)
- 362 International Business**
Introduction to the problems and possibilities of doing business in an international context. Appreciation of the prospective required for successful planning and management of any enterprise operating abroad is emphasized by foreseeing both the opportunities and the difficulties inherent in international business. (Prereq.: two business and economics courses or consent of instructor)
- 370 Advanced Computing for Business and Economics**
Current topics involving programmable spreadsheets (LOTUS), programmable data bases (D-BASE), graphics, information retrieval using telecommunications, and other packages (statistical analysis, project management, expert systems, etc.). Solve common problems in economics, finance and marketing. (Prereq.: One computer course such as BUS 175 or CSC 145, 170 or 174. Recommended BUS 279.)
- 375 Information Systems in the Organization**
Use of systems approach in analyzing the use of Information Systems in the organization. Analyze business needs and information requirements, identify relevant solutions and communicate recommendations. Emphasis on management consulting skills including written and verbal communications. (Prereq.: Two computer courses such as BUS 175 and 370)
- 391 Business Law**
Legal rules relating to contracts, agency, negotiable instruments, property and business organizations under the Uniform Commercial Code.
- 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 organization. In addition, the student will write a report on his/her activities. (Prereq.: consent of instructor)
- 423 Auditing**
Internal and external auditing procedures. Emphasis on internal checks and controls for accounting systems. (Prereq.: BUS 323, Fall)
- 425 Advanced Accounting**
Accounting for business combinations, governmental accounting, partnership accounting and fund accounting. (Prereq.: BUS 323, Spring)

433 Financial Theory: Policy and Practice

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

438 Investment Theory

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

450 Marketing Management

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

475 Information Systems Analysis and Design

Analyze information requirements and design systems specifications. Utilize relational data base software to quickly implement several system designs. Utilize project management software to manage the life cycle process including documentation and implementation. (Prereq.: all lower level core courses, BUS 375. Recommended: BUS 370 or CSC 352)

476 Information Systems Projects

Using skills developed in BUS 375 and 475, complete an information analysis and systems design for several business situations. Utilize both case studies and actual businesses. (Prereq.: BUS 375, 475. Recommended: BUS 479)

479 Intermediate Quantitative Methods for Economics and Business

Utilizing computer packages relevant to statistical analysis. Programming tools include spreadsheets, Minitab, SPSS and other statistical packages. Areas of interest include statistical descriptions, analysis of variance and statistical inference plus linear models, queuing models and Monte Carlo simulations. (Prereq.: BUS 175, 279, Math placement group IV or a grade of at least 2.0 in MAT 114, 121, or 122. Recommended: BUS 370)

495 Topics

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

499 Independent Study

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

Economics (ECO):

Major in Economics:

8 Economics courses (112, 113, 312, 313, 414, and three other upper division); BUS 221, 222, 279, and MAT 114.

The complete calculus sequence is very strongly recommended for those planning graduate study in Economics. In addition, courses in the use of computers are also strongly recommended.

Major in Applied Economics:

8 Economics courses (112, 113, 215, 312, 313, and three other upper division); BUS 175, 221, 222, 279, 479, MAT 121 and PHI 130.

Combined major in Economics-Business Administration:

6 Economics courses (112, 113, 312, 313, and two other upper division); 8 Business Administration courses (221, 222, 242, 252, 279, 331, and two other upper division).

Honors Major:

GPA of 3.5 in the major and 3.0 overall; a senior thesis and comprehensive oral examination in the major field of concentration.

Minor in Economics:

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

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

In addition to the courses listed below, these topics have been offered under ECO 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 110, 112, and 113 will satisfy general education requirements. ECO 110 will satisfy the urban concerns requirement.

110 Economics of Urban Issues

Study of economic implications of many problems facing a metro-urban environment. Some of the topics to be discussed are: 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 Economic major or minor. Students who plan to major in Business Administration and/or Economics should enroll in ECO 112 and 113 which also are open to non-majors.)

112 Principles of Macroeconomics

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 113 or 110. 112 and 113 may be taken in either order, or may be taken in the same term for the student to progress rapidly to the other courses.

113 Principles of Microeconomics

An introduction to microeconomics, the theory of the household, firm, market structures and income distribution. Application of elementary economic theory to market policy. May be taken independently of 112 or 110. 112 and 113 may be taken in either order, or may be taken in the same term for the student to progress more rapidly to other courses.

175 Computers for Economics and Business

(See under Business).

199 Internship

Lower division internship.

215 Elements of Mathematical Economics

Economic concepts explained using mathematics as a tool. Examples from finance, management, and marketing are also examined. (Prereq.: ECO 113)

279 Quantitative Methods for Economics and Business

(See under Business).

295 Topics

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

299 Directed Study

Independent study for lower division credit.

311 Public Finance

Analysis of the principles of taxation and public expenditures; the impact of fiscal policy on economic activity; debt policy and its economic implications. (Prereq.: ECO 112, 113, Fall)

- 312 Intermediate Macroeconomics**
Determinants of national income, employment and price level analyzed via macromodels. Attention paid to areas of monetary-fiscal policy, growth and the business cycle. (Prereq.: ECO 112, Fall)
- 313 Intermediate Microeconomics**
Theory of resource allocation, analysis of consumer behavior, firm and industry; the pricing of factors of production and income distribution; introduction to welfare economics. (Prereq.: ECO 113)
- 315 Money and Banking**
Functioning of the monetary and banking systems, particularly commercial banks, the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: ECO 112, 113)
- 318 Management Science**
Provides a sound conceptual understanding of the modern techniques of management science to prepare students to make better business and economic decisions. Emphasis is on applications, which are taken from the areas of transportation, marketing, portfolio selection, environmental protection, the shortest route, inventory models, information systems, etc. (Prereq.: ECO 313, Spring)
- 360 International Trade and Finance**
A study of the underlying forces affecting the economic relations among nations. Development of the basis for international trade; balance of payments; exchange rate systems and commercial policy. (Prereq.: ECO 112, 113 or consent of instructor)
- 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 organization. In addition, the student will write a report on his/her activities. (Prereq.: consent of instructor)
- 413 Labor Economics**
Analysis of labor markets; labor as a factor of production; determination of wage collective bargaining; labor legislation and effects upon society. (Prereq.: ECO 313 or consent of instructor. On demand)
- 414 Welfare Economics**
Basic concepts and propositions; Pareto optimality, economic efficiency of alternative market structures; social welfare functions; normative concepts of economic theory. (Prereq.: ECO 313 or consent of instructor)
- 415 Managerial Economics**
Integrates economic theory and corresponding practices in business. Among the topics considered are theories and practices in forecasting, estimation of demand and cost functions, price and non-price competition, production and cost considerations, and an analysis of economic problems of relevance to management. (Prereq.: BUS 279, ECO 313, Spring)
- 416 Mathematical Economics**
Mathematical economics with emphasis on the application of mathematical tools to the areas of micro and macro economic theory. (Prereq.: ECO 312, 313 and at least MAT 122 or equivalent or consent of instructor. On demand)
- 479 Intermediate Quantitative Methods for Economics and Business**
(See under Business).
- 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/her the opportunity to analyze some topic or issue in depth. (Prereq.: consent of instructor)

Chemistry Department (CHM)

Chemistry is the science of the changes in matter, examining those changes and working toward an understanding of them. Correlating the results of physics and opening the vistas of molecular biology, chemistry has been described as the central science, since matter includes the entire physical world such as the things we use, the food we eat and even ourselves.

Chemists as **scientists** must be well versed in the science of chemistry, knowledgeable in fact and theory for solving scientific problems, capable of providing a public understanding of their work including potential problems as well as benefits.

Chemists as **people** must be broadly educated in order to understand themselves and their society. The liberal arts core of religion, humanities, the arts and the social sciences are imperative if a chemist is to be truly human and therefore truly scientific.

The Department is on the List of Approved Schools of the American Chemical Society, and offers a chemistry major which meets the chemistry background required by many fields.

Consonant with these ideas, the Department of Chemistry has established the following objectives to help its students develop into mature scientists.

1. To provide a course of study of sufficient rigor and depth to enable our graduates who complete our ACS chemistry major to complete successfully with their peers of similar ability in graduate school or research positions.
 2. To provide programs of study for professional goals in addition to the traditional positions as chemists.
 3. To provide an atmosphere of learning so that students will want to remain lifelong learners thereby remaining competent in their field however that may change after graduation, and be able to move into new areas as opportunities arise.
 4. To encourage students to take a broad view of their education and to seriously study areas outside of the sciences; and
 5. To present the excitement of chemistry to non-science majors as an example of the methodology of the natural sciences in examining the world around us. The presentation of major concepts underlying the changes in matter, the opportunity to examine change in the physical world, and the reflection of the implications of science in our society will enhance the ability of non-science persons to make better value judgments concerning science questions in their own endeavors.
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Chemistry Faculty:

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

Graduation Major in Chemistry: 115, 116, (or 105, 106) 351, 352, 353, 361, 363 and one additional course from 364 and 365, 464, 481, 483, or 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 from 351, 352, 361 or BIO 367.

Note: 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. Weekend College)

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 reaction 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 electrochemical and 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, except that special students may ask department for exemption.

399 Internship

Opportunity for off-campus experiences as a chemist. Cooperative Education is also an option for majors.

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). Cooperative Education is a possibility. (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. Major courses must have the written approval of the Director of the program.

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. Minor courses must have the written approval of the Director of the program.

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 336; 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 Department

Students interested in attaining teacher licensure or developing a background in education as a base for advanced study in other careers will find opportunities in the Department of Education.

Professional Education combines the study of theory with practice, and field experiences are an essential part of the course offerings. The location of Augsburg College is particularly advantageous for field experiences because of the wide variety of public, private and special schools in the Twin Cities.

The career that first comes to mind for graduates of teacher education programs is classroom teaching. Augsburg graduates are found in many classrooms within the Twin Cities area. In addition, they provide educational services in classrooms across the nation and in some foreign countries.

The teacher education program coupled with the liberal arts program serves as a solid base for graduate education. Some teaching fields require graduate work beyond the initial license in either elementary or secondary education.

Not all graduates choose to teach in school settings. Teacher education graduates are also found in business, working in managerial, sales, production, and service areas.

To qualify for state teaching license after July 1, 1987 applicants are required to have had the course "Reading in the Content Areas" or the equivalent.

To qualify after April 1, 1988 for licensure, people are required to have passed basic competency tests (prescribed by the Minnesota Board of Teaching) in reading, writing skills and mathematics as well as a prescribed competency test in the specific area of licensure.

Education Faculty:

Trudi Osnes (Chairperson), Sheldon Fardig, Marie McNeff, Laretta Pelton, Mark Schelske

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, 387. (341, 381, 382, 383, 384, 386, 387 are 1/2 courses)

199 Internship

Lower division internship.

255 Orientation to Education in an Urban Setting

Investigation of various aspects of the teaching profession and opportunity for in-school work. Open to all students. Membership in one of the professional teacher organizations is required. (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. Membership in one of the professional teacher organizations is required. (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)

386 Kindergarten-Elementary Curriculum: Children's Literature, (1/2 course)

Examination and preparation of materials and resources for Children's Literature at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: 255 or EDS 265, concurrent registration in 352. Spring)

- 387 Kindergarten-Elementary Curriculum: Language Arts (1/2 course)**
Examination and preparation of materials and resources for 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, 484 Student Teaching K-6**
Observing and facilitating learning at the kindergarten and elementary levels under the supervision of college and elementary school personnel. Membership in one of the professional teacher organizations is required. (Prereq.: Admission to student teaching and program approval)
- 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.

Secondary Education (EDS)

Trudi Osnes (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 355.

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

Investigates various aspects of the teaching profession, with opportunity for in-school work. Open to all students. Membership in one of the professional teacher organizations is required. (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. Membership in one of the professional teacher organizations is required. (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

Materials and methods suitable for students in secondary schools. Emphasis on the preparation of lesson and unit plans. Some teaching experience in a local high school. The study of adolescent literature is included. (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 Theatre Arts Methods (1/2 course)

The teaching of basic speech, interpretative reading, discussion, and theatre and the directing of co-curricular speech and theatre 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. Membership in one of the professional teacher organizations is required. (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)

Mark Schelske (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)

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 Insti-

tute 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.) 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.) 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 Department (ENG)

Those who study English believe that an intense concern for words, ideas, and images helps us understand who we are and who we can become. Writing helps us clarify and share our thoughts. Literature helps us contemplate the pains and joys of human existence. Through English study we see life's complexity, experience life as some others do, and understand better the world in which we live and work.

English relates closely to other majors. With the other arts, English is concerned with the pleasure that comes from artistic creation and with the contemplation of works of art. With psychology and sociology, English is concerned with individual and group behavior. With philosophy, English is interested in ideas and in the relation between meaning and language. With science, English is interested in discovering order and determining structures. With speech and communications, English studies the effective use of language. With history and the other social sciences and humanities, English studies the way people have acted and thought at different times and in different cultures.

The Augsburg English department integrates its program with the cultural opportunities of this vital urban area. Augsburg students can walk to assigned or recommended plays, films, and readings available near the campus.

Students with an Augsburg English major pursue careers in elementary, secondary and college education, journalism, government, law, the ministry, library science, medicine, advertising, public relations, publishing, writing, and other professions and businesses. English majors may start on a slightly lower rung of the career ladder than those with more specialized training, but will move to higher rungs more quickly because of their broad background, their skill in analysis, and their superior communication skills. Skills in reading perceptively and writing effectively enhance any career and make life more enjoyable and understandable.

English Faculty:

Barbara Andersen (Chairperson), Joan Griffin, John Mitchell, Catherine Nicholl, Ronald Palosaari, Kathryn Swanson.

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 at least 2 literature courses, one of which must be in British literature, and one advanced 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.

217, 218 English as a Second Language (ESL)

Consistent, repeated work on pronunciation, vocabulary and American idioms, grammar and sentence patterns make up a major part of these courses. In-class drills and exercises, assignments, and sessions with ESL tutors are means for students to improve oral skills and to increase their fluency. Understanding spoken American English, speaking, reading college-level materials, and writing are the skills emphasized in these two courses. Testing will determine placement in these courses, and testing, as well as other course work, will determine whether the ESL requirement is met. 218 is graded either P/N or 2.0-4.0/N. Students will continue in 218 if an N grade is given. By successfully completing the courses, students will be exempted from the foreign language requirement.

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 British Literature, Chaucer to the Elizabethans**
Chaucer and the medieval Milieu will be studied as well as the development of English poetry and drama in the English Renaissance.
- 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)
- 336 British Literature, Seventeenth and Eighteenth Centuries**
Reading, analysis and discussion of works of selected writers from the metaphysical poets up 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, 1986-87)
- 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 Language Department

The Foreign Language Department at Augsburg College contributes in many ways to realizing the College's mission of providing liberal arts education for service in today's world. The department is committed to the view that education should go beyond career preparation. So viewed, foreign language study goes beyond the development of new communications skills to foster an abiding awareness that the splendid diversity of human languages, literatures, and cultures represents a rich historic legacy developed in different ways by many nations to be shared by all in common. The departmental faculty believe that familiarity with the language and culture of another people is an essential step in the development of global perspective and hence is indispensable in the education of Augsburg students.

The Foreign Language Department offers language, literature, and culture courses in French, German, Norwegian, Russian, and Spanish. Courses in Chinese, Japanese, Latin, and Greek are available to Augsburg Students through the college's affiliation with ACTC, a consortium of Twin Cities colleges.

A special perspective on language is also available to Augsburg students in the linguistics courses offered by the Foreign Language Department. Linguistics goes beyond the study of individual languages to investigate the general principles which operate in and shape all languages and in this way the study of linguistics affords the student a unique view of one of the most intriguing and central facets of the human mind.

Foreign language skills, perhaps combined with the study of linguistics, are essential in preparing for a number of careers and represent a valuable special qualification in many others. Anticipated careers in a number of fields such as foreign language teaching, translation, the diplomatic corps, or international business may require a foreign language major, perhaps combined with a major in some other field. In addition, students pursuing careers in many other fields such as health care, social work, the ministry, psychology, or philosophy, to name just a few, often find that a foreign language minor and/or the study of linguistics qualifies them for special assignments in their chosen field.

Foreign Languages Faculty:

Mary Kingsley (Chairperson), Ruth Aaskov, James Brown, Leif Hansen, Mary Johnson, Gunta Rozentals, Donald Steinmetz.

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 high school 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 course per year at Augsburg. 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 in the junior 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 (CHN)

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 or 411, 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, one literature, 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, 112 Beginning French

Aim to develop communication skills of understanding, speaking, reading, and writing. Through conversations, classroom practice, and readings, these courses work toward the discovery of French culture and way of life. Four class meetings per week. Laboratory work is an integral part of the course. (Fall/Spring)

199 Internship

Lower division internship.

211, 212 Intermediate French

Selected articles, interviews, and literary readings are the basis of practice in communication, vocabulary building, and developing greater ease in reading and writing French. Review of basic structures and grammar. Laboratory work. (Fall/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 in French. 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. Students apply the elements of theory through reading, analyzing, and discussing selected works. 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 Avanced 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. (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, 411, one in civilization, and one literature. 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, one literature, 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.

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 Germanspeaking 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. Students apply the elements of theory through reading, analyzing and discussing selected works. 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)

499 Independent Study

Independent study for upper division credit.

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.

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. (On demand. ACTC)

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. Students apply the elements of theory through reading, analyzing, and discussing selected works. 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.

211, 212 Intermediate Russian

Continues developing the skills of writing, understanding and speaking with an added emphasis on reading. Introduction of advanced grammar topics, idioms and the study of word building in Russian. (ACTC)

Spanish (SPA)

Major: 8 courses above 212, including 311, 411, 456 or 457, two of 352, 353, 354, 331 or 332. 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, one literature, 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. Students apply the theory through reading, analyzing, and discussing selected works of literature. 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.)

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), 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.

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 Department (HPE)

Virtually all students at Augsburg College will interact at some point in their college years with the Department of Health and Physical Education. It is the philosophy of the Department to provide quality experiences in professional preparation and education for lifelong participation in physical activity. In addition, the gifted athlete as well as the occasional player will find ample opportunity for athletic and developmental activities.

The Physical Education Department provides the organizational framework for a wide-range of educational experiences, including several major and minor programs: general education in Physical Education (Lifetime Sports); men's and women's intercollegiate athletic programs; intramural programs for men and women; and athletic facilities for developmental and recreational activities.

Department graduates have traditionally found employment in educational settings. Additional career opportunities are possible in YMCA and community services, municipal park and recreation departments, as adult fitness instructors, and in working with people with disabilities.

Health and Physical Education Faculty:

Richard A. Borstad (Chairperson), David Boots, Marilyn Pearson Florian, Paul Grauer, Alvin Kloppen, Joyce Pfaff, Edwin J. Saugestad

Health Education

Major: 110, 114, 115, 320, 354, 410; BIO 103, 108, 111; CHM 105 or 109; PSY 105; SOC 231, 336.

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)

499 Independent Study

Independent study for upper division credit.

Physical Education

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, 475; BIO 103. Students wishing to become licensed teachers should consult with the Education Department for requirements.

Major with 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 (except 481), 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)

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)
- 399 Internship**
Consult department chairperson.
- 455 Sailing in the Virgin Islands**
Designed for the beginning and intermediate sailor interested in learning the art and practice of sailboat cruising. The course will focus on taking the participant to a competent level of sailboat handling (anchoring, mooring, helming and crewing). (Interim)
- 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 (1/2 course)**
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, and even numbered years, Interim)
- 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)
- 481 Officiating of Basketball (1/2 course)**
Mechanics, techniques and practical experience of officiating basketball. Prepares student for certification by the Minnesota State High School Association. (Interim)
- 483 Coaching of Volleyball (1/2 course)**
Theory, technique and administrative aspects of coaching volleyball. (Odd number years, Fall, 1st half of term)
- 499 Independent Study**
Directed intensive study in an area of physical education. Open only to junior or senior majors.



History Department (HIS)

History is to society what memory is to an individual; it brings to a civilization an understanding of its identity. The distinguished Medievalist J.R. Strayer expresses it this way: "No community can survive and no institution can function without constant reference to past experience. We are ruled by precedents fully as much as by laws, which is to say that we are ruled by the collective memory of the past. It is the memory of common experiences which makes scattered individuals into a community."

A society's history is also a storehouse of human experiences that enables us to deal more knowledgeably with the continuities and changes in current issues. Established disciplines, as history long has been, train the mind by developing concepts and skills that enables one to deal with masses of information. Many have found that history is an entrée into the richer enjoyment of travel, cultural events, and the broad reading enjoyed by the educated person. Accordingly, history has long held a major role in the liberal arts. This is true at Augsburg.

The department has strength in and requires of its majors work in four main areas: ancient and medieval, modern Europe, United States, and the non-western world. The department's graduates are well represented among professional historians; at present, six are in graduate schools preparing for such careers. More have distinguished themselves as social studies teachers in elementary and secondary schools and current projections indicate that there will be growing opportunity in that field for history majors. For most of our students, however, the study of history provides one of the better undergraduate liberal arts experiences, valuable both for personal enrichment and a wide variety of career choices.

History Faculty

Richard Nelson (Chairperson), Orloue Gisselquist, Donald Gustafson, Khin Khin Jensen

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 13 upper division courses (numbered 300 and up) in this department. Several are offered each term. 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 time with an effort to consider the various social, economic, intellectual and political forces and events that have created the modern United States.

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.

347 Mexico: a Historical Perspective

(See under Program in Global Community)

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. In this connection, students are encouraged to consider the opportunities available through the Cooperative Education program.

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.

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, and some 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: 13 courses. (1) 6 required courses: ECO 122 or 123; HIS 103 or 104; POL 158 or 160; 2 of the following: HIS 332, POL 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 336; 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.

Minor: Required ECO 122 or 123, HIS 103 or 104, and POL 158 or 160. One course of HIS 332, POL 363 or 461. One year of foreign language. Any three courses from the list of approved electives for the major. Not more than 2 courses from any department could count toward the minor.

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 on a geographic area or in one of the major disciplines in the program.



Mathematics and Computer Science Department

At least since Socrates, scholars have appreciated the value of mathematics in developing the skills of critical thinking, understanding abstract concepts, and analyzing and solving problems. Coupled with the more modern needs of quantitative thinking, these skills are still essential for any liberally-educated person. Mathematics and computer science courses at Augsburg are intended to help develop these skills.

Mathematical ideas in and of themselves have had a formative impact on the development of civilization, and the development of computers has begun to influence modern society. To the extent that a liberal education must include a variety of perspectives on our culture and heritage, a study of these influences is important.

An increasing number of academic disciplines require a working knowledge of the tools of mathematics and computer science. To this end, the department of Mathematics and Computer Science serves students majoring in a wide variety of fields.

Majors within this department are prepared for work in industry, service professions, or graduate study, with opportunities to focus on either the theoretical or the applied areas of their vocations. The department aims to provide its own majors with skills necessary to serve the larger community through a variety of careers.

Mathematics/Computer Science Faculty:

Lawrence Copes (Chairperson), Larry Crockett, Beverly Durkee, Henry Follingstad, Noel Petit, Larry Ragland

Mathematics Major: 9 courses including 124, 125, 215, 224, 314, 324. Also required: CSC 170 or 270. The following courses do not count toward this major: 104, 114, 121, 122, 131, 174, 175. 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.

Computer Science Major: 9 courses including 240, 345, 350, 445, 450; 270 or BUS 175; 3 electives from 340, 352, 395, 495, 497, MAT 355, PHY 261, and BUS 479 or SOC 363. Also required: MAT 174, 175 (or MAT 124, 125, 224 and CSC 170); MAT 215; BUS 279 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, (or 174, 175) 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 279, 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 (MAT)

104 Intermediate Algebra

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. Admission only via Augsburg Mathematics Placement Exam. (Prereq.: Placement Group II, P/N grading only, Fall)

114 Elementary Functions

A study of functions: algebraic, exponential, logarithmic, and trigonometric. For students planning to take 124 or 174. Students who have completed 124 or 174 may register for credit only with consent of instructor. (Prereq.: 104 or Placement Group III)

121 Finite Mathematics

Topics of linearity and probability with applications to the social and behavioral sciences. (Prereq.: 104 or Placement Group III)

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. (Prereq.: 104 or Placement Group III)

- 124, 125, 224 Calculus I, II, III**
Differential and integral calculus, including calculus of several variables and series, with applications primarily from the physical sciences, integrated with topics from plane and solid analytic geometry. Primarily for students in the natural sciences. (Prereq.: 114 or Placement Group IV for 124; 124 for 125; 125 for 224. 124, Fall; 125, Spring; 224, Fall)
- 131 Mathematics for the Liberal Arts**
An examination of the interaction between the development of mathematics and that of civilization. Primarily for students not intending further study in mathematics. (Prereq.: 104 or Placement Group III. Spring)
- 174, 175 Mathematics for Computing I, II**
A study of discrete and continuous mathematics with applications to computer science, integrated with learning a higher level programming language. Primarily for students planning to major in computer science. (Prereq.: 114 or Placement Group IV for 174; 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.: 175 or 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)
- 299 Directed Study**
Independent study for lower division credit. (Prereq.: consent of instructor)
- 314 Abstract Algebra**
A rigorous investigation of the basic structures of algebra, such as groups, rings, integral domains, and fields. (Prereq.: 215. Fall)
- 324 Analysis**
An introduction to the study of mathematical analysis. Includes a rigorous study of major concepts used in the calculus and their application to more abstract situations. (Prereq.: 224. Spring)
- 351 Modern Geometry**
A study of Euclidean and non-Euclidean geometries by synthetic, coordinate, and transformation methods. (Prereq.: 122 or 125. Alternate years, Spring 1988)
- 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.: 175; or 224, CSC 170. Fall)
- 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.: 175 or 224. Fall)
- 399 Internship**
Consult Internship Director or Chairperson to determine project.
- 441 Foundations of Mathematics**
Set theory, logic, axiomatic method, and development of number systems. (Prereq.: 314, 324, completion or concurrent registration; or consent of instructor. Alternate years, Spring 1987)

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 (CSC)

145 Computing for the Liberal Arts

An introduction to computers, programming, and computer applications, as well as some of the social and philosophical issues associated with computers. Primarily for students in non-science areas. Does not count towards either a computer science major or minor.

170 Structured Programming and Discrete Mathematics

An introduction to computer languages and algorithms, and discrete mathematics topics including logic, sets, functions, relations, statistics, matrices, combinatorics, graphs and trees. Applications from mathematics, business, and natural sciences. Programming in a higher level language such as Pascal. (Prereq.: MAT 124. Spring)

174, 175 Mathematics for Computing I, II

(See MAT 174, MAT 175)

240 Survey of 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; or equivalent of MAT 121, MAT 124, and Pascal programming course. Fall)

261 Electronics

(See under Department of Physics)

270 FORTRAN

Study of the FORTRAN programming language. (Prereq.: 170, or MAT 175. 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. Spring)

352 Database Management and Design

Structure of database management systems, query facilities, file organization and security, including the development of an elementary database system. (240 is recommended before 352 is taken. Spring)

395 Topics

Study of intermediate topics, from such areas as computer graphics, artificial intelligence, computability, and automata. (Prereq.: consent of instructor)

399 Internship

Consult Internship Director or Chairperson to determine project.

445 Operating Systems and Computer Architecture

Elements of operating systems, memory and process management, interactions among major components of computer systems, and a detailed study of the effects of computer architecture on operating systems. (Prereq.: 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. (Prereq.: consent of instructor)

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.

Metro-Urban Studies (INS)

Metro-Urban Studies is a transdisciplinary major and minor taught by faculty in sociology, economics, history, political science, psychology and other related disciplines. The Metro-Urban Studies program seeks to blend classroom and field experience, theory and internships which focus the content of liberal learning on the metropolitan community and the process of urbanization.

The Metro-Urban Studies major and minor are designed to provide undergraduate preparation for postgraduate studies in Planning, Architecture, Law, Public Administration, Environmental Studies, Social Welfare, Government, Community Organization, and Theology. The program and college-wide urban concerns requirement introduce students to the wide variety of developing careers related to urban and metropolitan affairs, equipping students with the analytical and theoretical tools required to understand the metropolitan community.

Cooperative Education and Internships are available as ways to enhance the quality of the major and make fuller use of the extensive metropolitan opportunities afforded by the college's location.

Metro Urban Studies Faculty:

Garry W. Hesser (Director), Robert Clyde, Norman Ferguson, Orloue Gisselquist, Satya Gupta, Myles Stenshoel

Major: 15 courses, including 10 core requirements: ECO 123, 279 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

Augsburg co-founded and plays a leading role in the Higher Education Consortium for Urban Affairs (HECUA), a consortium of 16 college and universities. Augsburg's Metro-Urban director is serving a fourth 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.

I. 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.

II. Scandinavian Urban Studies Term (SUST)

This interdisciplinary field learning program is at the University of Oslo and examines cities and urban life in Scandinavia.

372 Norwegian Language

Intensive language instruction at beginning or intermediate levels, with emphasis on conversational listening and speaking skills. Students with advanced Norwegian language proficiency have the option of studying Norwegian literature.

Note: For Language Credit the student should consult with the Chairperson of the Foreign Language Department.

377 Scandinavia in the World

Global perspectives of Scandinavian societies. Exploration of Scandinavian viewpoints as small power nations in a world of super powers and their role in issues of peace, conflict resolution and arms control, East-West relations, European security, trade, and the Third World. Emphasis on Norway with field travel to Scandinavian capitals and to Leningrad for discussions with advocates of competing perspectives.

393 Norwegian Art and Literature: Perspectives on Social Change

Social change and issues of change and development in Norway as reflected in its art and literature. Selected works for survey of Norwegian history with emphasis on the contemporary period. Field study, site visits (theater, museums, galleries) and discussions with artists active in a variety of media.

394 Urbanization and Development in Scandinavia

Examination of urban economic, social and cultural policies and practices as a reflection of issues of the modern welfare state and social democracies. Includes historical survey of transformations from rural and regional cultures to urbanized and advanced industrialized nations. Emphasis on Norway, with field travel to Scandinavian capitals for a comparative perspective.

499 Independent Study

Students with advanced Norwegian language proficiency have the option of conducting independent study research, using Norwegian language skills, on a topic approved by the SUST Program Director and the appropriate home college faculty adviser.

III. 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.

IV. Women and Work in American Society (WWAS)

Women and Work in American Society is an interdisciplinary spring semester program in San Francisco. The program focuses on the challenges that face women today and examines the impact of women in the workplace and on American society as a whole. (See also Women's and Minority Studies)

384 Women and Work

Seminar focusing upon the various roles of women from diverse cultures, social classes, and historic periods through readings, guest lecturers, and site visits in the Bay Area.

385 Research Seminar

A research seminar in field study through individual and group research in the community on work and social change.

399 Internship

(See MUST 399)

V. Literature, Ideology and Society in Latin America (LISLA)

This 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 Department (MUS)

Throughout the ages, music has been seen as an aesthetic expression of the deepest and highest human emotions and thoughts. Thus music has long been seen as an integral part of a liberal arts education, offering an important component of personal, social, and intellectual development.

The Music Department at Augsburg College offers courses in music and music performance to give students access to this essential aspect of human history and culture. In addition, all students of the college community have the opportunity of participating in choral and instrumental ensembles which perform locally, nationally, and internationally.

Augsburg College is an institutional member of the National Association of Schools of Music. The Music Department serves the general education needs of students and offers professional training in music. The music major combines a broad education in the liberal arts with a preparation for a wide range of graduate and professional opportunities. Student majors may choose from among four majors in three degree programs: Bachelor of Arts — Music Major; Bachelor of Music — Performance Major; Bachelor of Music — Music Education Major; and Bachelor of Science — Music Therapy Major.

In addition to opportunities as professional musicians, teachers of music, and music therapists, graduates have access to a wide variety of careers. Leaders in the professions and business regard a liberal arts major as an excellent preparation for satisfying and effective service in many occupational areas.

Music Faculty:

Robert Karlén (Chairperson), Robert Adney, Michael Brand, Laine Bryce, Wayne Dalton, Stephen Gabrielsen, Thomas Gilkey, Merilee Klemp, Angela Kretschmar, Nicholas Lenz, Cynthia Lohman, Paul Lohman, Steven Lund, Roberta Metzler, Kathryn Mickelson, Elizabeth Proctor Murphy, Celeste O'Brien, Marlene Pauley, Pauline Sateren, Dana Skoglund, Emma Small, Daniel Sturm, David Tubergen, Mary Wilson

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 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.

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.

Degree and Major Requirements

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. (See Applied Music section) French or German study as stated in general education requirements.

Bachelor of Arts

Music Major offers the broadest education in liberal arts and prepares the student for the greatest range of graduate, business and professional opportunities. Students who intend to pursue non-performance graduate study, or desire to enter one of the many music-related business fields of employment, most often choose this course of study.

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 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.

Bachelor of Music

Music Education Major offers students the preparation necessary to become teachers of music in the public schools. This preparation includes coursework which allows the student to become certified to teach at the elementary through the secondary levels.

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.

Performance Major is designed for students who display advanced competence and achievement in music performance. This degree program is chosen by students who wish to become professional performers, private instructors, or who intend to pursue a graduate degree in music performance.

Music Performance 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 fulfills all academic and clinical requirements for registration with the National Association for Music Therapy, and prepares students for the professional certification examination developed by the Certification Board for Music Therapists. This course of study is chosen by students who wish to become registered music therapists.

Music Therapy Major: 18 course credits: Core curriculum plus one course credit of music elective; two of 151, 155, 156; 271, 274, 275, 372, 373, 374, 375, 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.

Applied Music

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. and B.S. 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. Alternate years. Fall 1986)
- 302 Counterpoint II (1/2 course)**
Study of contemporary counterpoint including works of Schoenberg, Bartok,, Hindemith, Stravinsky and Carter. (Prereq.: 301. Alternate years. Spring 1987)
- 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 1987)

332 Music of the Classical Period (1/2 course)
(Alternate years, Spring 1988)

333 Music of the Romantic Period (1/2 course)
(Alternate years, Fall 1988)

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 1986)

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 1987)

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 1987)
- 253 German Diction (1/4 course)**
(Prereq.: 251. Alternate years, Spring 1988)
- 254 French Diction (1/4 course)**
(Prereq.: 251. Alternate years, Spring 1987)
- 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 1988)
- 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 Minnesota, 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.
- 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.
- 374, 375 Music Therapy Practicums**
Volunteer work in a clinical setting, two hours per week. No course credit.
- 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)**
Volunteer work under the supervision of a registered music therapist, two hours per week. (Prereq.: 3 of 274, 275, 374, 375)
- 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)	131 Woodwind Ensemble (0)
112 Chorale (1/4 course)	141 Concert Band (1/4 course)
114 Festival Choir (0)	142 Brass Ensemble (0)
121 Orchestra (1/4 course)	143 Jazz Ensemble (0)
122 String 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	14x Brass: Trumpet, Trombone, Baritone, Tuba
12x Strings: Violin, Viola, Cello, Bass	15x Piano
13x Woodwinds: Oboe, Bassoon, Clarinet, Saxophone, Flute, Recorder, Horn	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 Department (NUR)

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. All prerequisite courses must have been completed at the 2.0 level. Courses with grades below 2.0 must be satisfactorily repeated or challenged.

In addition, each applicant must successfully validate their theoretical knowledge via written 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.

Nursing Department Faculty:

Beverly Nilsson (Chairperson), Marjorie Audette, Helen Woelfel

Major: 10 courses in nursing including 305, 306, 310, 311, 330, 350, 403, 404, 423, 427; PSY 355 or an approved upper division biology course; and an ethics course, either PHI 380 or REL 483. 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 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.

305 Contemporary Nursing I: Communication

A transitional course that introduces the components of the professional role and begins the professional socialization process. The communication process is emphasized as one means by which the nurse-client relationship is negotiated. Interactive and group communication theories are explored for their applicability to changing roles and professional practice. (Taken prior to or concurrently with 310).

306 Contemporary Nursing II: Paradigms in Nursing

An introduction to theories and conceptual thinking in the process of professional development. The function of theory in guiding nursing practice is emphasized. Selected nursing conceptual models are studied and their application to practice is examined using the nursing process format. (Prereq.: 305)

310 Community Health Nursing I

The focus of this course is on community health delivery systems and the practice of public health nursing. Systems theory, change and concepts of health are examined as they apply to current community health problems and issues. Clinical application of course content involves making a health assessment and preparing a public health nursing case study. Ethical issues related to community health decision-making with aggregate groups are explored. (Prereq.: 305 or concurrent enrollment)

311 Community Health Nursing II: Practicum*

This course provides a basis 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. The student will demonstrate knowledge of community health concepts in providing care to a selected caseload of clients. (Prereq.: 305, 306 or concurrent enrollment, 310, 330)

330 Trends and Issues in Nursing

This course is designed to investigate the current responsibilities of the professional nurse. Contemporary economic, social, political, and professional trends and issues are explored in relation to 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. (Prereq.: 305, 310, 330)

403 Contemporary Nursing III: Families

This course provides a theoretical basis for family nursing care. Content includes family as a primary group and family dynamics in light of situational development events. Consideration is given to the role of the nurse in family health care. (Senior standing. To be taken prior to or concurrently with 423)

404 Contemporary Nursing IV: Leadership and Management

This course provides a theoretical basis for leadership and management as emerging professional nurse roles. Concepts of change, conflict, communication and system dynamics are explored. Ethics, accountability and advocacy provide the basis for role development and professionalism. (Prereq.: 403)

423 Practicum in Nursing I: Nursing of the Family*

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. (Prereq.: 403)

427 Practicum in Nursing II: Leadership and Management*

This clinical practicum utilizes knowledge and skills from 404. Opportunity is provided to apply leadership and management theory in a selected agency setting. (Prereq.: 404)

432 Topics in Nursing

A course designed to provide in-depth exploration of selected topics in nursing. The subjects studied will vary depending upon the needs and interests of the faculty and students. (Prereq.: Senior standing or consent of instructor. On demand)

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.

Occupational Therapy

Adapting to disabilities and reshaping lives so that they are productive and meaningful are some of the goals of the occupational therapist. Occupational therapy is an applied science that teaches people skills to enable them to perform the tasks of everyday living when a physical or emotional disability has affected them. The ultimate goal of the occupational therapist is to provide people with the necessary skills to develop a sense of wholeness and independence.

Given the orientation of this applied science to development of the abilities of the whole person, it is appropriate that such a career preparation be founded in the liberal arts. Augsburg College has a cooperative 3-2 arrangement with Washington University in St. Louis, Missouri, to allow students to earn a Bachelor of Arts degree from Augsburg College and a Bachelor of Science degree in Occupational Therapy from Washington University.

Students spend their first three years at Augsburg College pursuing the academic major of their choice and meeting general education requirements in the liberal arts. A student may choose any major at Augsburg College while gaining the minimum prerequisite courses for the Occupational Therapy degree. Students are encouraged to consult the program adviser and plan their programs carefully since fulfilling necessary requirements in three years may be difficult in certain majors. Majors in Biology, Psychology, and Sociology offer the least complicated alternatives.

Students accepted into the 3-2 program are guaranteed admission to the Washington University program provided they have met course requirements, have at least a 3.0 average, and are recommended by the Augsburg College adviser.

Prerequisite courses for the Washington University Occupational Therapy Program: ENG 111, BIO 111, 112, and 323 or 353; CHM 105 or 115; PHY 103; PSY 105, 351, 362; SOC 121, 241; SOC 362 or MAT 373.



Philosophy Department (PHI)

The department of Philosophy is devoted to instructing students in the discipline of critical thinking in relation to the traditional areas of philosophy: theory of knowledge, metaphysics, ethics, and logic. By exposing our students to the great thinkers of the past as well as the present, the department of philosophy endeavors to instill a sense of critical analysis and a love of truth.

Since the object of the liberal arts curriculum aims at promoting proficiency in those actions most condign to human dignity, the Philosophy department, with its emphasis upon the analytical contemplation of truth, must always play a crucial role in helping students to focus their thinking with respect to what truth there is to be found in the depth of human experience and in the world both here and beyond, that encompasses human destiny. By infusing in students the desire to fulfill the maxim of Delphi, "Know Thyself!" the study of philosophy furthers in a unique way the quest of liberal arts to express without constraint the fullness of the human potential for perfection.

At Augsburg the philosophy major is founded upon the principle that philosophy is best learned at the feet of the masters. Therefore, the core of the major consists of four courses in the history of philosophy leading from the ancient Greeks and Romans, through the Medieval and the Renaissance periods to Modernity. In these courses students are taught how to read, understand, and criticize the great texts of the finest minds in Western civilization. In addition, majors are expected to prepare themselves in the discipline of philosophy by taking the various seminars which the department offers as well as exploring the opportunities to study tutorially with the individual members of the Philosophy faculty.

This major has been carefully planned so that students can easily supplement the study of philosophy with other studies. Majors are educated with the demands of further graduate study in mind. However, many philosophy majors plan to go on to other professional studies such as law or medicine. Many enter the market place, feeling that the study of philosophy has given them the ability to think critically in all areas of human affairs.

Philosophy Faculty:

Mark Fuehrer (Chairperson), Kenneth Bailey, Bruce Reichenbach

Major: 9 courses, including 130, 141, 242, 343, 444, and another 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 141, 242, 343, and 444.

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

This course studies the possible grounds for making moral decisions and moral judgments about personal and social issues resulting from them. It also investigates the nature of happiness and its relation to the moral life.

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.

141 Introduction to Philosophy — Readings in Classical Texts

The writings of Plato and Aristotle are the foundations of all philosophical thought in western civilization. In this course students will read and analyze some of the key works by Plato and Aristotle. In addition, other philosophical schools of thought in the ancient world will be studied: Stoicism, Epicureanism and Neoplatonism in order to familiarize the student with the other elements that constitute classical philosophy. An advanced introductory course in Philosophy for honor students, those contemplating a philosophy major or minor and those students wishing a more in-depth approach to philosophy at the introductory level. Excludes students enrolled for 110. (Fall)

199 Internship

Internship for lower division credit.

242 History of Philosophy: Medieval and Renaissance Philosophy

The Middle Ages was a period of great assimilation and synthesis of elements of Christian revelation, classical philosophy and Islamic culture. In this course students will read writings by St. Anselm, St. Bonaventure, Occam, St. Thomas Aquinas and Nichols of Cusa in order to understand the process of philosophical assimilation involved in constructing a Christian philosophy. Since the Renaissance was a period of intensification of the medieval synthesis students will be exposed to the thought of Pico, Ficino and Bruno. (Spring)

- 299 Directed Study**
Independent study for lower division credit.
- 343 History of Philosophy: 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, 141 or 242.)
- 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**
By studying the writings of political philosophers from antiquity up to the modern period students will be asked to examine crucial questions concerning the organization of human society. The relation of the nature of the state to religion, the home and the city will be looked at through the eyes of Plato, Aristotle, Cicero, Dante and Machiavelli.
- 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 141, 242, 343, 444 or consent of instructor.)
- 430 Studies in Individual Philosophers**
Advanced studies in the philosophy of particular philosophers, e.g., Plato, St. Thomas, Marx, Hegel, Kierkegaard or Wittgenstein. Seminar format. (Suggested prior courses: 141, 242, 343, or consent of instructor.)
- 444 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. Seminar format. (Alternate years. Suggested prior course, 141, 242, or 343.)
- 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 Department (PHY)

Physicists are not only curious about the world, but ambitious as well. Their aim is to understand the fundamental principles which describe and govern all physical aspects of the universe. Called "natural philosophers" in previous centuries, physicists investigate natural systems by means of controlled experimentation and mathematical analysis. Physics includes the study of systems ranging in size from sub-atomic particles to the largest of galaxies, and from the relative stillness of near absolute zero temperature to the fiery activity of the stars. As a fascinating and expanding area of study and as a basic science, physics plays an important role in many of the Liberal Arts disciplines and contributes to society's understanding of such areas as energy, weather, medical science and space exploration.

Recognizing the importance of physics in contemporary life and realizing that keeping abreast of the rapid advances is an ever increasing challenge, the department intends to bring to the students not only basic concepts but also insights into recent developments. In this process, the faculty expects challenges to arise, be met, and stimulate sound thinking, perceptive judgment, and an interest in experimental techniques.

To this end a rigorous major provides students with the in-depth preparation required for graduate study. More than two-thirds of the graduates in Physics have completed or are currently working toward graduate degrees at a number of fine universities across the nation. A major in physics provides flexibility. It also served as a stepping stone for graduate work in related areas such as computer science, atmospheric science and meteorology, astronomy, oceanography, biophysics, environmental science, engineering and medical and health related fields for many physics graduates.

In addition, the physics program at Augsburg functions in a supportive role for students majoring in mathematics, chemistry, biology and computer science. The Department also supervises the pre-engineering program with degree programs available at cooperating universities at both the bachelor's and the advanced degree levels.

The Department serves the liberal arts tradition by offering courses for the non-science students that will enable them to attain a general understanding of a particular area of science. These courses seek to provide the basic starting point for further study and the opportunity to enable students to follow new developments with some degree of comprehension.

Physics Faculty:

Mark Engebretson (Chairperson), Cynthia Blaha, Kenneth Erickson, Jeffrey Johnson

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 micro-computer systems. (Prereq.: 103, 111 or 122; and MAT 122 or 125)

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, 396 Comprehensive Laboratory (1/2 course each)

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 mechanical 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 Schroedinger 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)

Firmly grounded in the liberal arts tradition, political science has roots in the humanities, including philosophy and history. Through its use of statistical analysis, it relates not only to other behavioral sciences, but also to mathematics and the sciences generally. The role and significance of authority in human affairs establish the focus of political science; because politics is a central and enduring reality in the world, it affects and is affected by many other human concerns.

As an academic discipline, political science uses systematic inquiry and analysis to examine political reality and to suggest and test alternatives. The student who majors in political science will explore political ideas and values, investigate political cooperation and conflict, analyze and compare political systems, and develop perspectives on international relations. In the process, the student will be encouraged to relate insights from other liberal arts disciplines such as philosophy, psychology, economics, history, and sociology to the study of politics.

Providing work in several sub-fields of political science, the major supplies the breadth appropriate for graduate work in the discipline, as well as in public administration, public policy analysis, law, and other professions. It also serves as a foundation on which to develop careers in public service, business, communications, and other fields. Legislative and other internships, as well as significant independent research projects, are within easy reach of Augsburg political science students in the Twin Cities area; combined with broad, balanced and flexible course offerings, these special opportunities enhance the student's potential for graduate study and a successful career.

Augsburg political science students have the benefit of an experienced faculty that brings a balanced expertise to the course offerings, as well as special strengths in interpreting politics in the contexts of the mass communications media, communism, and American public law. The departmental faculty is committed to the view that the study of politics, involving as it does an understanding of the human heritage and the importance of informed choice in human affairs, is an important aspect of liberal learnings.

Political Science Faculty

Myles Stenshoel (Chairperson), Joseph Goldman, C. Lea Hall, Milda Hedblom, Mary Ellen Lundsten, Norma Noonan

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 policymaking; 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. (Junior and Senior students only)

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.: One course 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 Comparative Politics
Selected themes including interpretations of political systems and comparisons of political processes such as political participation, communications, political developments, political change, and revolution. Topic to be included in subtitle. (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.)

VI. 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 Mugge (Director)

The Center for Global Service and Education offers a spring semester program, The Program in Global Community, each year in Cuernavaca, Mexico. It is an academic program that has as its primary focus the study of issues related to global justice and human liberation in light of the Christian proclamation. Students live together as a community, but also with Mexican families in the city, and with villagers in rural Mexico. The semester also includes a trip to Central America. The cost is equivalent to full room, board and tuition at Augsburg. 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. (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 Department (PSY)

Psychology, with its emphasis on behavioral observation and data, provides a perspective on human activities which is an integral part of a liberal education. The goal of the Psychology program is the improved understanding of human behavior by studying how people cope with their environment and interact with each other.

The department's courses have three basic goals: (1) to introduce the student to the current information and methods in psychology as well as earlier approaches to psychological questions; (2) to develop the ability to analyze, interpret, and evaluate behavioral research, and (3) to provide practice in the application of these principles. The department program provides an emphasis on both field experiences and the theoretical foundation for graduate study in psychology and related areas.

Psychologists use a variety of methods to study behavior, including experimentation, observation and clinical case analysis. Faculty members in the Department of Psychology at Augsburg have varied professional specializations which include areas such as counseling, physiological psychology, human development, personality and computer applications.

The Psychology program's emphasis on the use of a problem solving approach, the acquisition of information about human development and interaction, and the development of human relations skills can be beneficial in careers in business, education and other social services, the church and government, as well as in careers such as research, law, and medicine.

Student interns are placed in the metropolitan area where they can acquire practical, pre-professional experience and develop professional contacts. This program mutually benefits the students and the community.

Psychology Faculty:

Paul Hirdman (Chairperson), Lyla Anderegg, Grace Dyrud, Norman Ferguson, Duane Johnson, Richard Marken

Major: 10 courses including 105, 264, 265, 381 or 399, and 493. Also PHY 103. A minimum of 5 courses must be from Augsburg. Students are also expected to select one course from the Developmental/Personality courses and other electives to complete the major. 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, areas such as 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, CSC 145, SOC 363, and approved elective. 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 self-assessment programs. Systematic and periodic assessments of programs for social improvement are increasingly expected by government and funding agencies. For further information contact Norman Ferguson.

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 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. 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 young 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)

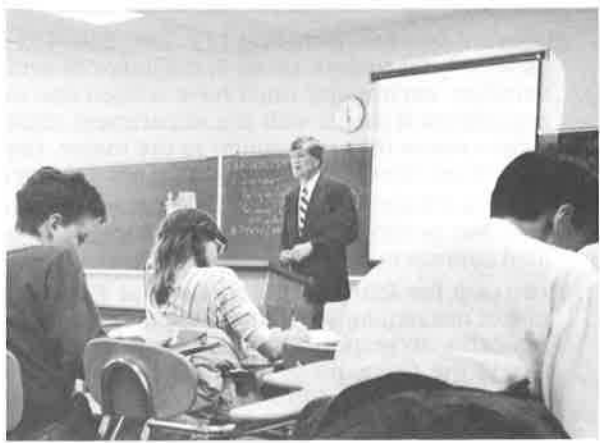
355 Brain & Behavior

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) Additional lab hours required.

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)
- 381 Psychology in Historical Perspective**
Historical development of psychological viewpoints and theoretical positions. (Prereq.: two psychology courses)
- 399 Internship**
Prior to the beginning of the term, interested students should consult with the departmental internship coordinator regarding requirements and permission to register. Grading is on a P/N basis.
- 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.: 4 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 Department (REL)

Augsburg College understands itself as a college of the church and it is persuaded that the Christian faith provides an appropriate perspective from which to undertake its educational task. The biblical faith and tradition of the Christian church have influenced the western world to a degree much greater than is sometimes recognized. They have affected and continue to influence language, literature, history, values, and political structures.

The student encounters this religious tradition in studying these and other areas. The study of religion and theology is intended to make such encounters more meaningful by a better knowledge of Biblical history and that of the Christian church, and by a larger acquaintance with theological thought.

While it is true that the fundamental orientation of this College is to the Christian faith, it is also true that the field of religion obviously includes more than is represented by the Christian faith. Large segments of the earth's population live by religious concepts and ideas which are different from those prominent in the West. The Department of Religion seeks to introduce students to some of these major religious traditions.

Courses in religion are not intended to be footnotes to courses in other disciplines and departments. The study of religion and the discipline of theology have an integrity of their own. It is the hope and expectation of the Department that students will become better acquainted with the content and character of the Christian faith and enable them to reflect theologically on their own religious commitment.

The College offers both a major and a minor in Religion. Students who wish to work in the church as a parish or youth worker or as a director of Christian Education may find a major in Religion appropriate for that purpose.

Religion Faculty:

Philip Quanbeck (Chairperson Fall 1986), Eugene Skibbe (Chairperson Interim and Spring 1987), John Benson, Bradley Holt, Curtis Peter, Stephen Pinsky, James Porter, Paul Sonnack

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. 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.

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. (Alternate years)

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 The Church in the First Four Centuries

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.

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 envrioning 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.

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.

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), James Brown

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 required.

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.

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)

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)

377 Scandinavia in the World

(See under Metro-Urban Studies, SUST)

382 Scandinavian Arts

(See under Department of Art)

393 Urbanization and Development in Scandinavia

(See under Metro-Urban Studies, SUST)

394 Norwegian Art and Literature: Perspectives on Social Change

(See under Metro-Urban Studies, SUST)

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 (Coordinator)

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 279, 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; REI 356; SOC 336; 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

Jerry Gerasimo (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, Geography, HIS 222, POL 158, PSY 105, SOC 121 and 336) 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 Department (SWK)

The Social Work 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 College's commitment to the liberal arts is highly compatible with education for professional social work practice. The liberal arts, with its emphasis on breadth of understanding, cultural and ethnic diversity, openness to new ideas, analysis and synthesis, is an ideal foundation upon which social work education is based. As Sir Richard Livingston has said, "A technician is a person who knows everything there is to know about his/her job, except its ultimate purpose and social consequence." Augsburg social work graduates are professionals, not technicians. Social work majors at Augsburg College must be well-grounded in the liberal arts. Effective social workers cannot be technicians.

“Education for Service” has long been a motto at Augsburg College and it exemplifies the philosophy of the Social Work Department. Unique learning opportunities for field work placement and cultural enrichment are provided by a metropolitan setting known for a humane quality of life which is enhanced by the arts, outstanding human services, and a highly-educated populace. Social work opportunities abound. Minnesota is known for the vitality and relevance of its social services. The Twin Cities, as the hub for these services, provides both a plethora of field placements for social work students and external experts for the classroom. The ethnic and economic diversity present in this metropolitan area provides opportunities for social work students to learn to understand, appreciate, respect, and work with people different from themselves and to be enriched by this opportunity to interact with diverse clients and professionals.

The Social Work Program strives to contribute to its environment as well as to gain from it. Appropriately, social work students have been involved in a wide variety of community service efforts including helping to develop a Big Brother/Big Sister program on campus; mobilizing students to assist a social service agency in their annual Christmas giving program, and tutoring at a local neighborhood center.

The Social Work 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. Students taking these courses have the opportunity to become knowledgeable about public issues and develop and nurture a perspective that sees the central importance of diversity to the social fabric of this country. But beyond knowledge, students also are encouraged to use their talents and skills to address the needs of society in the interest of the public good.

Social Work Faculty:

Mary Lou Williams (Chairperson), Maria Brown, Francine Chakolis, Rosalie Clark, Edwina Hertzberg, Douglas Perry, Charles Williams

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, 265, 365, 375. (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 a 2.0 average is required in the Supporting Program.

Concentration: Concentration in Aging, Chemical Dependency, Crime and Corrections, Social Ministries, and Youth are possible. Concentration consists of courses descriptive of functional, dysfunctional, and programmatic aspects, plus field work placement in the senior year in the special area. For Social Ministries, a minor in religion with specific coursework is required. Completion of a concentration is noted on the transcript.

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 265; 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 80 hours per term as a volunteer in a social agency or institution. Opportunity to know human service professionals, minority professional clients and communities, social service delivery systems, and career aspects of the helping vocations. Independent study with a term paper report and regular class sessions. 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 and the diversity of minority professionals and client groups. 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.: Junior 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 community organization and social change, 2) understanding the theories, 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 local community 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. Readings, analytical paper integration of 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 with a diversity of professionals and client 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 recognizing adaptations of the problem-solving model to diverse populations through lecture, classroom exercise and regular class work. Enlargement of social group work skills, emphasis on development of generalist practice skills and eclectic approaches with a focus on diversity of professionals and client populations. 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 (½ course option during Interim. Prereq.: Candidacy status, 2.0 in 461, 462, 463)

467 The Social Worker as Professional

Ethical practice, bureaucratic survival, professional job attainment, affirmative action and sexual harassment issues, 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

Continuation of 466. (Prereq.: Candidacy status, 2.0 in 466, concurrent with 467)



Sociology Department (soc)

Sociology is a disciplined study of human social behavior. As a relatively young discipline, sociology provides yet another perspective on a theme which is common to many of the disciplines in a liberal arts curriculum, namely the theme that humans are "social animals." Sociology emphasizes the extent to which the human inclination to interact socially comes to exhibit regularized patterns over time. These patterns together form a society or a social structure.

Sociology seeks to understand these societal patterns. Sociology also seeks to understand patterns within the great variety of institutions that exist in a society.

The Sociology Department at Augsburg is designed to help students think sociologically in terms of obtaining an understanding of society and developing skills in evaluating social institutions and programs.

Students are encouraged to select as electives some of the non-traditional learning models available, such as internships, independent study, interim courses, and the co-learning courses offered through the Conservation of Human Resources (CHR) program. The Department urges students to use Augsburg's urban setting as a "laboratory" for learning.

A major in sociology can prepare one for a variety of careers or for advanced professional studies. Augsburg alumni who have majored in sociology are currently employed in the personnel departments of both government and private corporations, in industrial relations work, and in program evaluation. Others have used their majors as preparation for advanced study in areas such as law, the ministry, social work, and urban planning.

The Department of Sociology welcomes students who, in their quest for a liberal education, are looking for new and different ways of understanding and appreciating the often taken-for-granted aspects of our world.

Sociology Faculty:

Gordon Nelson (Chairperson), Jerry Gerasimo, Garry Hesser, Barbara Johnson, Diane Pike

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, 399, CSC 145, and approved elective. 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 self-assessment programs. Systematic and periodic assessments of programs for social improvement are increasingly expected by government and funding agencies. For further information contact Diane Pike.

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.

265 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)

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)

336 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.

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, junior or senior students only)

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)

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 Theatre Arts Department (SPC)

Communication

Communication technology vastly increases our ability to influence human thought and behavior. While these powers are often used to deceive and exploit, they can be used to liberate, enoble, and to enhance life. Speech, communication, and theatre arts at Augsburg are humane studies designed to promote sensitivity and wisdom in the use of communication, since true communication aims to foster informed, responsible choice and shared understanding.

The primary aim of the department is to help students to communicate effectively through both speaking and writing. The courses are designed (1) to promote the intellectual disciplines required for research, exposition, and argument; (2) to develop writing and speaking skills; (3) to build confidence, creativity, and ethical sensitivity; and (4) to provide a wide variety of realistic communication experience.

Communication careers call for a broad liberal education, so the communication major at Augsburg stresses the studies of logic, psychology, sociology, literature, writing, and public speaking. For breadth we recommend double majors, and for practical experience we recommend participation in co-curricular communication activities throughout the college years, climaxing in internships under professional supervision.

This major is also used as preparation for other fields, such as religion, politics, and law. The speech major is designed to prepare students for teaching in the secondary schools.

Theatre Arts

Theatre is not primarily an extra-curricular activity nor is it merely entertainment. As a laboratory that uses all of the liberal arts, theatre enhances a liberal education. By reliving how other people throughout history were thinking, feeling and struggling, actors have a greater understanding of their own humanity. Theatre enables students to experience the beauty, mystery, and ambiguity of life.

Minneapolis-St. Paul is an ideal place to study theatre, because it is one of the major theatre centers in the United States. Augsburg students expand their knowledge of theatre not only by attending, but also by working in the professional and community theatres of the Twin Cities. Our theatre faculty has professional experience which enables them to provide realistic guidance to students.

The Augsburg program provides three possible emphases—acting, directing, and design—but encourages students to participate in all aspects of theatre production. While the program is primarily designed to prepare students for educational theatre, graduates go into many other fields, such as professional theatre, television, film, advertising, business, and religion.

Speech, Communication and Theatre Arts Faculty:

Julie Bolton (Chairperson), Mark Ambroz, Raymond Anderson, Judith Kirk, Gary Parker

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

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 223 or 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 336, 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, theatre arts, and speech-theatre 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) Junior and Senior students only.

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. Not offered 1986-87)

- 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 Independent Study**
Independent study for upper division credit.

Theatre

Majors should take part in dramatic productions every year. Freshmen planning to major in theatre arts should begin with courses 111, 116, 232 and 228. 111 is not part of the major.

Theatre 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, advanced acting, and the children's theatre 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 advanced acting and the children's theatre 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.

Theatre Arts Minor: 5 courses including 228, 232, 360, 361, 366.

Theatre 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.

Theatre Arts Minor For Teaching Licensure: courses 111, 228, 232, 361, 366; one of the following: 241, 343, 350; and participation in dramatic productions.

Speech-Theatre Arts Major For Teaching Licensure: 12 courses, 111, 228, 229, 232, 241 or 343, 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 theatre, 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 theatre: its organization, crafts, magic, and art. Practical craft projects, theatre tours, and production experience. Open to all students. Should be taken in freshman or sophomore years. (Lab fee. Alternate years, 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. Alternate 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 Theatre History and Criticism

Overview of theatre history; examination of plays from various periods. Attendance at local theatre productions. Introduction to theories of drama, dramatic production, and dramatic criticism. (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. Alternate years, 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. Alternate years, Spring)

432 Advanced Acting

This course explores the elements of characterization through character analysis and extensive scene study. Emphasis is on a variety of roles from the classics, including Shakespeare, French Neoclassicism, Restoration Comedy, Realism and Non-Realism, Epic and the Absurd.

499 Independent Study in Drama

Individual projects in oral interpretation and theatre.

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)

Faculty:

Priscilla Buffalohead, Grace Dyrud, Ronald Libertus, Winston Minor, James Porter, 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. See also WWAS under Metro-Urban Studies No. IV.

226 Asian and Asian-American Women in Public Life in the 20th Century
(See under Department of History)

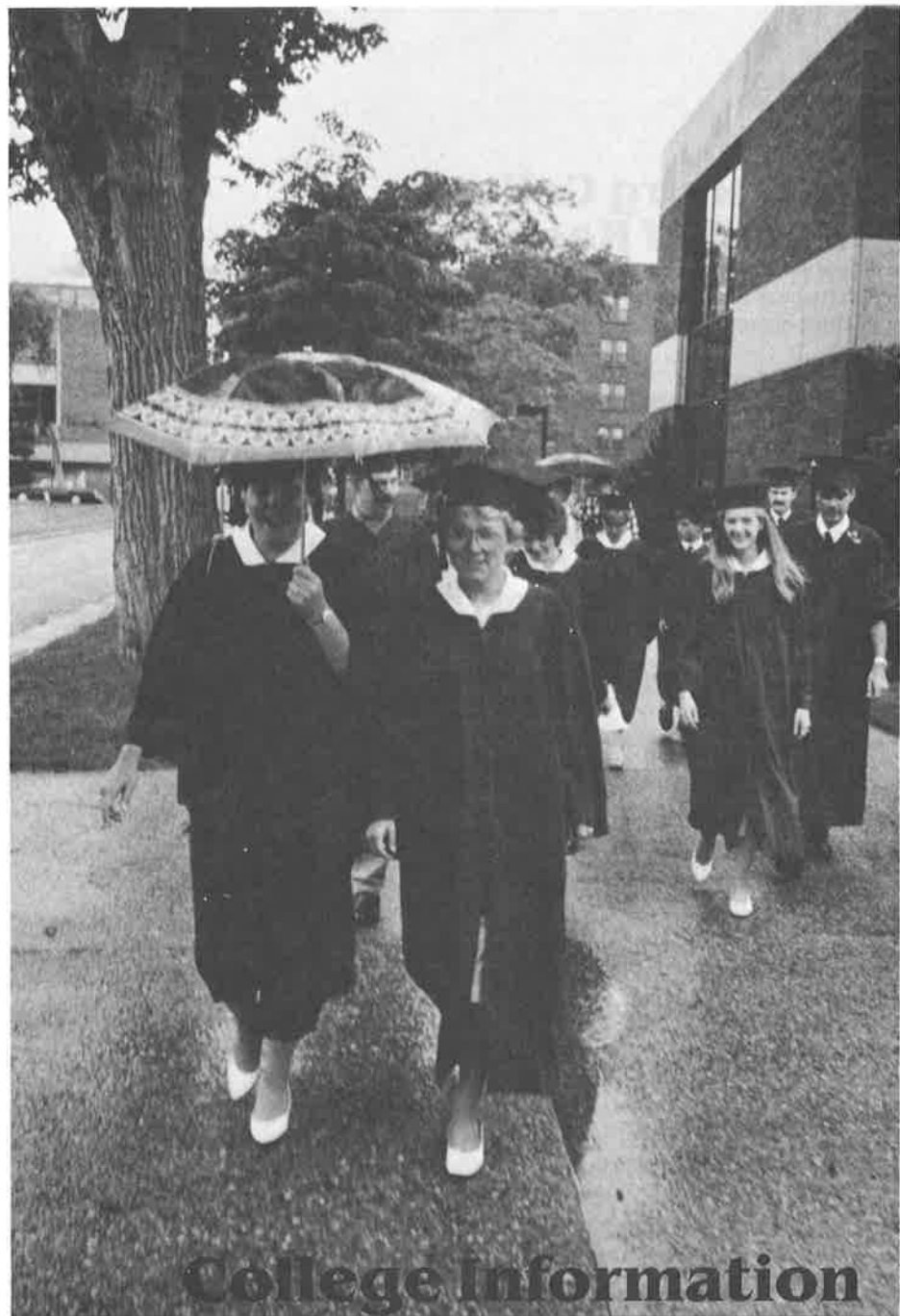
231 Religion in African-American History
An examination of selected topics related to the black experience, e.g. African backgrounds, religion under slavery, evangelicalism. Meets one religion requirement or the Urban Concerns, Women's and Minority Studies requirement.

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.

233 Women: A Cross-Cultural Perspective
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.



College Information

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Augsburg College Board of Regents

The year in parentheses after each name is the expiration date of current term.

Chair

Donald R. Grangaard

Vice Chair:

The Reverend Harris W. Lee

Secretary:

Charles W. Arnason

Treasurer:

Darrell J. Egertson

The Hon. Pamela G. Alexander (1990)

Judge, Municipal Court, Minneapolis, MN

Charles W. Arnason, J.D. (1988)

Attorney, Head and Truhn, Minneapolis, MN

Paul B. Batalden, M.D. (1990)

Vice President for Medical Care, Hospital Corp. of America, Nashville, TN

Kjell Bergh (1990)

President, Borton Volvo, Inc., Minneapolis, MN

Nancy Bottemiller (1992)

Homemaker, Wadena, MN 56482

Rodney P. Burwell (1988)

Chairman, Xerxes Corporation, Minneapolis, MN

H. David Dalquist, III (1990)

President, Northland Aluminum Products, Inc., St. Louis Park, MN

Darrell J. Egertson (1988)

Executive Vice President of Corporate Development, Apache Corp., Minneapolis, MN

Julian P. Foss (1990)

Retired Businessman, Mesa, AZ

Donald R. Grangaard, J.D. (1990)

First Bank System, Inc., Minneapolis, MN

Richard R. Green (1992)

Superintendent, Minneapolis Public Schools, Minneapolis, MN

Raymond A. Grinde (1990)

Partner, Klohn Design, Inc., St. Paul, MN

Carolyn T. Groves (1990)

Administrator, S. J. Groves and Sons Company, Minneapolis, MN

Elling B. Halvorson (1990)

Chairman of the Board, Halvorson Osborne Construction Co., Kirkland, WA

- Lawrence O. Hauge** (1988)
Chairman, Suburban National Bank, Eden Prairie, MN
- Catherine E. Johnson** (1990)
Homemaker, Minneapolis, MN
- George O. Johnson, Ph.D.** (1990)
Associate Professor & Director, Hospital & Health Care Admin.,
Minneapolis, MN
- Harris W. Lee, D. Min.** (1988)
Senior Pastor, Lutheran Church of the Good Shepherd,
Minneapolis, MN
- Mr. Gary H. Lohn** (1988)
Control Data Business Advisors, Mankato, MN
- Mildred I. Mueller, Ph.D.** (1990)
Director of Education Statistics, MN Dept. of Education, St. Paul, MN
- Mr. Louis E. Navin** (1990)
Vice President & Chief Financial and Administrative Officer, Honeywell,
Inc., Minneapolis, MN
- Rev. Maynard L. Nelson** (1990)
Senior Pastor, Calvary Lutheran Church, Minneapolis, MN
- Ms. Roselyn J. Nordaune, J.D.** (1988)
Partner, Nodland, Conn, Nordaune, & Perlman, St. Louis Park, MN
- Mr. Howard E. Olson** (1990)
Executive Director, Lyngblomsten Foundation, St. Paul, MN
- Mr. Donald G. Oren** (1988)
President, Dart Transit Company, St. Paul, MN
- Mr. Harvey M. Peterson** (1990)
President, Catco Company, St. Paul, MN
- Mrs. Inez M. Schwarzkopf** (1988)
Writer, Minneapolis, MN
- Gladys I. Strommen** (1990)
Homemaker, St. Paul, MN
- Merton P. Strommen** (1996)
Founder, Search Institute, Minneapolis, MN
- Leland N. Sundet** (1990)
Chairman & Chief Executive Officer, Century Manufacturing Co.,
Bloomington, MN
- David L. Swanson** (1990)
Vice President, Grudem Brothers Co., St. Paul, MN
- Stanley W. Thiele** (1992)
Senior Vice President, Administrative Services, 3M, St. Paul, MN
- William A. Urseth** (1992)
Chief Executive Officer, U.S. Communications, Minneapolis, MN

Board for College and University Services The American Lutheran Church

David L. Anderson, Minneapolis, Minnesota

Robert Borgwardt, Madison, Wisconsin

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Erwin H. Goldenstein, Lincoln, Nebraska

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Hamlet Peterson, Rochester, Minnesota

Ruth Vogel, Seguin, Texas

Administration

Office of the President

President	Charles S. Anderson
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Director of Church Relations	Alton C. O. Halvorson

Academic Affairs

Vice President for Academic Affairs and Dean of the College	Ryan A. LaHurd
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Assistant Registrar	Donna D. McLean
Recorder	Ralph W. Bailey
Institutional Research Analyst	Robert W. Clyde
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Minority Coordinator (Black Student Affairs)	W. Winston Minor
Minority Coordinator (American Indian Support Program)	Bonnie A. Wallace
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Vice President for Development and College Relations	Jeanne L. Narum
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Publication Specialist	Morgan K. Brooke
Development Officer/Annual Fund	John Bruemmer

Finance and Management

Vice President for Finance and Management	Wayne D. Pederson
Executive Secretary to the Vice President	
Assistant Vice President for Student Financial Services	Herald A. Johnson
Financial Aid Counselor	Karen D. Flom
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Controller	Laurie J. Johnson
Director, Administrative Computer Center	Daniel R. Cruikshank
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Director, SAGA (Food Services)	Robert Ollerman
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Supervisor, Maintenance	Robin A. Curtis
Manager, Ice Arena	James J. Carey

Student Affairs and Admissions

Vice President of Student Affairs and Dean of Students	William R. Rosser
Executive Secretary to the Vice President	Dorothy M. Gauger
Associate Dean of Students	James B. Grubs
Co-directors, Counseling Services	Nancy G. Medcraft, Joan W. Slater
Director, Academic Enrichment	Donald M. Warren
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Coordinator, Off-campus Student Employment	Lois A. Olson
Director, Student Life and Housing	Linda K. Schrempp-Alberg
Director, Student Activities	Lisa L. Woodruff
Coordinator, Urness Tower	Ava J. Young
Coordinator, Mortensen Tower	Sue J. Hohenstein
Director, Admissions	Carol A. Stack
Assistant Director, Admissions	Eric L. Anderson
Assistant Director, Admissions	Scott C. Stensrud
Assistant Director, Admissions	Jeannette M. Wittmer
Admissions Recruiter	Sally Daniels





Emeriti

- Oscar A. Anderson** President Emeritus. B.A., St. Olaf College; B.D., Luther Theological Seminary; L.L.D., Concordia College, Moorhead.
- Courtland Agre** Professor Emeritus of Chemistry. Ph.D., University of Minnesota.
- Ernest W. Anderson** Professor Emeritus of Health and Physical Education.
- Valeria Baltina** Assistant Professor Emerita of Foreign Languages. Magister der Philosophia, University of Latvia.
- Carl Chrislock** Professor of History. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- L. Gracia Christensen** Assistant Professor Emerita of English.
- Ailene Cole** Professor of Theatre Arts/Speech. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Minnesota.
- K. Berner Dahlen** Associate Professor Emeritus of English. M.S. 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 J. 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.



Teaching Faculty

Correct as of April 30, 1986.

(beginning year of service on faculty in parenthesis)

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.

Ryan A. LaHurd (1985). Vice President for Academic Affairs and Dean of the College. B.A., Mt. Carmel College; M.A., University of Chicago; Ph.D., University of Wisconsin-Madison.

A.

Ruth L. Aaskov (1960). Associate Professor of Foreign Languages. B.A., Augsburg College; M.A., Middlebury College; Ph.D., University of Wisconsin.

Lori J. Abrams (1985). Assistant Professor, part-time, Speech, Weekend College. B.A., University of California, Santa Barbara; M.A., Speech Communication, University of Minnesota.

Robert W. Adney (1979). Studio Artist/Percussion, part-time. B.A., University of Minnesota.

Roger E. Allerson (1981). Lecturer, part-time, 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.

Mark T. Ambroz (1986). Lecturer, part-time, and Theater Arts. B.A., University of Minnesota, Duluth.

Lyla Mae Anderegg (1959). Associate Professor, part-time, Psychology. B.A., University of Minnesota; M.A., Northwestern University.

Barbara Andersen (1969). Associate Professor and Department Chairperson of English. B.A., Northwestern College; M.A., Northwestern University.

Kristin M. Anderson (1984). Instructor, part-time, Art. A.B., Oberlin College.

Margaret J. Anderson (1967). Associate Professor, Head Librarian. B.S., M.A., University of Minnesota.

Raymond E. Anderson (1949). Professor of Speech, Communication and Theatre. B.S., M.A., Ph.D., University of Minnesota.

Lucie Arbuthnot (1986). Lecturer in Interdisciplinary Studies, part-time, Weekend College. B.A., Connecticut College For Women; M.A., University of Chicago; M.A., New York University.

Marjorie Audette (1986). Lecturer, part-time, Nursing. B.S., Marquette University; M.A., University of Iowa.

B.

- Kenneth C. Bailey** (1965). Professor of Philosophy. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.
- Deborah Bart** (1980). Instructor, part-time, Speech, Weekend College. B.A., M.A., University of Minnesota.
- Catherine Bakken** (1985). Lecturer, part-time, Psychology. B.A., Concordia College; M.A., University of North Dakota; M.A., United Theological Seminary; M. Div., Luther-Northwestern Seminary.
- Joe Bash** (1983). Lecturer, part-time, Religion, Weekend College.
- John E. Benson** (1963). Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.A., Ph.D., Columbia University.
- James E. Billings** (1970). Lecturer, part-time, Business Administration and Economics, B.A., Michigan State University; M.A., University of Minnesota.
- Cynthia Blaha** (1983). Instructor, part-time, 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.
- Lynn Bollman** (1983). Lecturer, part-time, Art. B.A., Augsburg College; M.A., University of Northern Colorado; M.F.A., University of Minnesota.
- Julie H. Bolton** (1975). Assistant Professor and Department Chairperson of Speech, Communication and Theater. B.S., M.F.A., University of Minnesota.
- David W. Boots** (1982). Instructor in Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Richard Borstad** (1977). Assistant Professor and Department Chairperson of Health and Physical Education. B.A., M.A., Ph.D., University of Minnesota.
- Michael Brand** (1979). Studio Artist/Trumpet, part-time. B.S., M.F.A., University of Minnesota.
- James E. Brown** (1985). ACTC part-time Instructor in Russian. B.S., University of Michigan; M.A., Ph.D., University of Wisconsin.
- Maria Brown** (1980). Assistant Professor in Social Work. B.A., M.A., American University; M.S.W., University of Minnesota. (Part-time internship, 1986-87)
- Laine Bryce** (1978). Studio Artist/Bassoon, part-time. B.A., University of Minnesota.
- Priscilla K. Buffalohead** (1983). Lecturer, part-time, CHR Program and Women's and Minority Studies. B.A., M.S., University of Wisconsin-Madison.
- Diane F. Busico** (1986). Assistant Professor of Business Administration and Economics. B.S., Youngstown State University; M.B.A., Kent State University.

C.

- John Cerrito** (1983). Assistant Professor in Business Administration and Economics. B.A., Rhode Island College; M.S., University of Wisconsin-Stout.
- Francine Chakolis** (1983). Visiting Lecturer, part-time, Social Work. B.S., Augsburg College; M.S.W., University of Minnesota.
- Rosalie V. Clark** (1979). Assistant Professor, part-time, Social Work. B.A.S., M.S.W., University of Minnesota.
- James Cleary** (1986). Lecturer, part-time, Psychology, Weekend College. B.A., University of Wisconsin-Eau Claire; M.A., Ph.D., Western Michigan University.
- Robert W. Clyde** (1967). Associate Professor of Sociology, Institutional Research Analyst. B.A., Coe College; M.A., Rockford College; Ph.D., University of Iowa.
- Lawrence E. Copes** (1980). Assistant Professor and Department Chairperson of Mathematics/Computer Science. B.A., Illinois Wesleyan University; M.A., Ph.D., Syracuse University.
- John Cosgrove** (1983). Lecturer, part-time, Business Administration and Economics, Weekend College. B.A., University of Minnesota.
- Larry Crockett** (1985). Assistant Professor of Mathematics/Computer Science. B.A., M.A., Pacific Lutheran University; M. Div., Luther Theological Seminary.

D.

- Wayne A. Dalton** (1984). Studio Artist/Voice, part-time. B.A., University of Redlands; M. Th., Ph.D., School of Theology at Claremont.
- Beverly C. Durkee** (1965). Professor 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.

E.

- Mark J. Engebretson** (1976). Associate Professor and Department Chairperson 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.

F.

- 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 of Music. B.M., Concordia College; M.A., M.F.A., Ph.D., University of Minnesota.
- Marilyn Pearson Florian** (1980). Instructor in Health and Physical Education. B.A., Augsburg College; M.A., St. Cloud State University.
- Henry G. Follingstad** (1962). Associate Professor of Mathematics/Computer Science. B.E.E., M.S., University of Minnesota.
- Stephanie C. Franz** (1984). Lecturer, part-time, Physics, Weekend College. B.A., Augsburg College; M.S., University of Minnesota.
- Robert Friederichsen** (1971). Assistant Professor, part-time, 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.

G.

- 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.
- Thomas G. Gilkey** (1979). Assistant Professor of Music. B.M., DePauw University.
- Orloue N. Gisselquist** (1956). Associate Professor, part-time, History. B.A., M.A., Ph.D., University of Minnesota.
- Gerald Glatzmaier** (1986). Lecturer, part-time, Business Administration and Economics. B.A., St. Cloud State University; M.A., University of Minnesota; M.A., Northeastern University.
- Joseph R. Goldman** (1986). Visiting Assistant Professor of Political Science. B.A., M.A., Ph.D., University of Minnesota; Ph.D. University of Kansas.
- Paul H. Grauer** (1979). Assistant Professor, part-time, Health and Physical Education. B.S., Concordia College, Nebraska; M.Ed., University of Nebraska; M.A., University of Minnesota.
- Joan L. Griffin** (1986). Assistant Professor of English. A.B., Washington University; M.A., Ph.D., Harvard University.
- Satya P. Gupta** (1976). Associate Professor of Business Administration and Economics. B.S., M.S., Agra University, India; M.S., Ph.D., Southern Illinois University.

Donald R. Gustafson (1961). Professor of History, Interim Director. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin.

Arlin E. Gyberg (1974). Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.

H.

Brian P. Hackney (1983). Assistant Professor, Director of Audio-Visual Center. B.A., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-Stout.

C. Lea Hall (1986). Visiting Assistant Professor, part-time, Political Science. B.A., Macalester College; M.M.T., Antioch-New England Graduate School; M.A., Ph.D., University of Pennsylvania.

Paul P. Halvorson (1985). Lecturer, part-time, Business Administration and Economics. B.A., Augsburg College; M.A., The American University.

Leif E. Hansen (1961). Associate Professor of Foreign Languages. B.A., Concordia College, Moorhead; M.A., University of Minnesota.

Jay Hanson (1986). Lecturer, part-time, Business Administration, Weekend College. B.A., University of Minnesota; M. Div. Virginia Theological Seminary.

Hilda K. Hedblom (1971). Professor of Political Science. B.A., Macalester College; M.A., Ph.D., University of Minnesota. (Part-time leave, 1986-87)

Robert S. Herforth (1966). 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.

Richard C. Herzog (1984). Assistant Professor of Business Administration and Economics. B.S., Washington University; M.B.A., St. Louis University.

Garry W. Hesser (1977). Associate Professor of Sociology, Director of Metro-Urban Studies, Director of Cooperative Education Program. B.A., Phillips University; M.Div., Union Theological Seminary; M.A., Ph.D., University of Notre Dame. (On leave Interim and Spring, 1987)

Paul T. Hirdman (1985). Assistant Professor and Department Chairperson of Psychology. A.A., Waldorf Junior College; B.A., Augsburg College; M. Div., Luther Theological Seminary; M.A., Ph.D., University of North Dakota.

Norman D. Holen (1964). Professor of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa.

Bradley P. Holt (1981). Associate Professor of Religion and International Student Adviser. B.A., Augsburg College; B.D., Luther Theological Seminary; M. Phil., Ph.D., Yale University.

John R. Holum (1957). Professor of Chemistry. B.A., St. Olaf College; Ph.D., University of Minnesota. (On leave 1986-87)

J.

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.

Barbara E. D. Johnson (1985). Lecturer, part-time, Sociology. B.S., Gustavus Adolphus College; M.S., University of Minnesota.

Carla Johnson (1984). Lecturer, part-time, Philosophy. B.A., Bethel College.

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, part-time, Foreign Languages. B.A., Smith College; M.A., Columbia University; M.A., University of Minnesota.

K.

- Amin Kader** (1974). Associate Professor and Department Chairperson of Business Administration and Economics. B.Comm., University of Cairo, Egypt; M.B.A., University of Michigan.
- Jane Kammerman** (1986). Lecturer, part-time, Business Administration and Economics. B.A., University of California; J.D., University of Minnesota.
- Robert Karlén** (1973). Professor and Department Chairperson 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 Programs. B.A., St. Olaf College; M.A., Middlebury College.
- Judith A. Kirk** (1986). Lecturer, part-time, Speech, Communication, Theater. B.S., Indiana University.
- Merilee I. Klemp** (1980). Studio Artist/Oboe, part-time. 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). Associate Professor, Librarian. B.A., Moorhead State College; M.A., University of Minnesota.
- Angela Wyatt Kretschmar** (1981). Studio Artist/Clarinet, part-time. B.A., St. Olaf College.
- Edith V. Kromer** (1983). Librarian, part-time, Weekend College. B.A., Hamline University; M.A., University of Minnesota.

L.

- Roy H. LaFayette** (1972). Lecturer, part-time, Business Administration and Economics. B.S.B., University of Minnesota.
- R. McFall Lamm, Jr.** (1985). Lecturer, part-time, Business Administration and Economics. B.A., M.A., North Carolina State University; Ph.D., Virginia Polytechnic Institute and State University.
- Roberta K. Lammers** (1975). Associate Professor of Biology. B.S., Iowa State University; M.S., Ph.D., University of Minnesota.
- Nicholas A. Lenz** (1980). Studio Artist/Voice, part-time. B.A., Southwest State University; M.F.A., University of Minnesota.
- Ronald L. Libertus** (1985). Lecturer, part-time, CHR Program and Women and Minority Studies. B.A., University of Minnesota; M.A., Windham College.
- Cynthia Dunbar Lohman** (1985). Studio Artist/Voice, part-time. B.A., M.M., University of Minnesota.
- Paul W. Lohman** (1981). Director of Chorale, part-time. B.A., Augsburg College; M.F.A., University of Minnesota.
- Steven Lund** (1983). Studio Artist/Trombone, part-time. B.S., University of Minnesota.
- Mary Ellen Lundsten** (1977). Lecturer, part-time, Political Science. B.A., Smith College; M.A., Johns Hopkins School of Advanced International Studies; Ph.D., University of Minnesota.

M.

- Richard S. Marken** (1974). Associate Professor of Psychology. B.A., University of California, Los Angeles; Ph.D., University of California, Santa Barbara. (On leave 1986-87)
- Karen M. Mateer** (1984). Assistant Professor, Librarian. B.S., University of South Dakota; M.A., University of Iowa.
- Jerie McArthur** (1983). Instructor in Speech, Weekend College. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Dan McNamara** (1984). Lecturer, part-time, Business Administration, Weekend College. BSIE, University of Dayton; M.S., Ph.D., University of Wisconsin.
- 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. (On leave Fall 1986 and Interim 1987)
- Erwin D. Mickelberg** (1956). Professor of Biology. B.A., Augsburg College; M.A., University of Minnesota.
- Kathryn S. Mickelson** (1985). Visiting Lecturer, part-time, Music. B.S., Augsburg College; M.M.T., Southern Methodist University.
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- 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.
- Elizabeth Proctor Murphy** (1984). Studio Artist/Cello, part-time. B.A., Cleveland Institute of Music.

N.

- Gordon L. Nelson** (1967). 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). Professor and Department Chairperson of History. B.A., University of Nebraska; M.A. Ph.D., University of Minnesota.
- Catherine Christie Nicholl** (1973). Associate Professor, part-time, 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.S.I., 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.
- Patricia Nortwen** (1985). Studio Artist/Piano, part-time. B.A., B.S., M.A., University of Minnesota.
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O.

- Celeste M. O'Brien** (1975). Studio Artist/Piano, part-time. B.A., Hamline University.
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P.

- Ronald G. Palosaari** (1965). Professor of English. B.A., Bethel College; B. Div., Bethel Seminary; M.A., Ph.D., University of Minnesota.
- Gary A. Parker** (1983). Instructor in Speech, Communication and Theater. B.A., M.A., University of California-Davis.
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- Paul Pender** (1985). Lecturer, part-time, Business Administration, Weekend College. B.A., M.B.A., University of Wisconsin.
- Douglas D. Perry** (1976). Assistant Professor, part-time, Social Work. B.A., M.S.W., University of Minnesota.

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Noel J. Petit (1984). Associate Professor of Mathematics/Computer Science. B.A., St. Olaf College; M.S., Ph.D., University of Minnesota.

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James Porter (1980). Visiting Lecturer in Religion. B.A., University of Missouri-Kansas City; M.A.T., Converse College; B.Th., B. Div., Teamer, Religious and Educational Enterprises, Inc.; Hon. L.L.D., Cuyahoga College.

Q.

Philip A. Quanbeck (1957). Professor and Department Chairperson (Fall 1986) of Religion. B.A., Augsburg College; B.D., Augsburg Theological Seminary; M.Th., Ph.D., Princeton Theological Seminary. (On leave Interim and Spring 1987)

R.

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S.

Edward M. Sabella (1961). Professor of Business Administration and Economics. B.S., University of Rhode Island; Ph.D., University of Minnesota.

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Marjorie H. Sibley (1961). Associate Professor, Librarian, part-time. B.A., M.A., University of Minnesota.

Eugene M. Skibbe (1964). Professor and Department Chairperson (Interim and Spring 1987) 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, part-time. B.M., Augsburg College.

- Emma W. Small** (1978). Studio Artist/Voice, part-time. B.M., M.M., Eastman School of Music.
- Stanley H. Solnick** (1984). Assistant Professor of Business Administration and Economics. B.A., M.B.A., University of Northern Colorado.
- Paul G. Sonnack** (1954). Lecturer, part-time, Religion. B.A., Augsburg College; C.T., B.Th., Augsburg Seminary; M.A., University of Chicago.
- Donald B. Steinmetz** (1968). Professor of Foreign Languages. B.A., M.A., Ph.D., University of Minnesota.
- Myles Stenshoel** (1965). Professor and Department Chairperson of Political Science. B.A., Concordia College, Moorhead; Concordia Theological Seminary; M.A., Ph.D., University of Colorado.
- Stuart M. Stoller** (1986). Lecturer, part-time, Business Administration and Economics, Weekend College. B.S., M.S., Long Island University.
- 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.
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T.

- Philip J. Thompson** (1959). Professor and Department Chairperson of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa.
- Neal O. Thorpe** (1967). Professor and Department Chairperson of Biology. B.A., Augsburg College; Ph.D., University of Wisconsin.
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W.

- Donald M. Warren** (1978). Lecturer, part-time, Intro to Liberal Arts. B.A., M.A., University of Minnesota.
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- Mary Louise Williams** (1978; 1984). Instructor and Department Chairperson of Social Work. B.F.A., M.S.W., University of Pennsylvania.
- Dorothy J. Williamson** (1970). Instructor, part-time, Art Education. B.A., Asbury College; M.A., University of Minnesota.
- Mary E. Wilson** (1969). Studio Artist/Flute, part-time. B.A., B.M., Macalester College.
- Helen A. Woelfel** (1978). Assistant Professor of Nursing. B.S., St. Louis University; M.S., Marquette University.

Academic Calendar

FALL 1986

Labor Day recess	M, Sep 1
Upperclass validation	Sa, Sep 6
Freshmen registration	Su, Sep 7
Classes begin	M, Sep 8
Last day to register, add a class, drop a class without notation on record, or move upper/lower division course to upper division	F, Sep 19
Mid-term break	F, Oct 24
Last day to designate grading option. or move upper/lower division course to lower division	F, Oct 31
Interim registration	M, Nov 3 - F, Nov 7
Spring term pre-registration	M, Nov 17 - F, Dec 5
Last day to withdraw from a class	F, Nov 21
Thanksgiving recess begins	Th, Nov 27
Classes resume	M, Dec 1
Classes end	F, Dec 12
Final examinations begin	M, Dec 15
Final examinations end	Th, Dec 18
Final grades due and Incompletes due from spring and summer '86	M, Dec 29

Interim 1987

Classes begin	M, Jan 5
Last day to register, add a class, drop a class without notation on record, or move upper/lower division course to upper division	Tu, Jan 6
Last day to designate grading option or move upper/lower division course to lower division	M, Jan 19
Last day to withdraw from a class	W, Jan 21
Classes end	F, Jan 30
Interim grades due	F, Feb 6

Spring 1987

Validation of registration	Tu, Feb 3
Classes begin	W, Feb 4
Last day to register, add a class, drop a class without notation on record, or move upper/lower division course to upper division	Tu, Feb 17
Mid-term break begins	Sa, Mar 21
Classes resume	M, Mar 30
Last day to designate grading option or move upper/lower division course to lower division	F, Apr 3
Easter break begins	F, Apr 17
Classes resume	M, Apr 20
Last day to withdraw from a class	F, Apr 24
Early registration for fall	M, Apr 27 - F, May 8
Classes end	F, May 15
Final examinations begin	M, May 18
Final examinations end	Th, May 21
Baccalaureate Commencement	Su, May 24
Final grades due and Incompletes due from fall '86 and Interim '87	W, May 27

Summer School 1987

Term I	M, Jun 1-F, Jun 26
Term II	M, Jun 29-F, Aug 7



Fall 1987

Upperclass validation and Freshmen registration	Tu, Sep 1
Classes begin	W, Sep 2
Labor Day recess	M, Sep 7
Last day to register, add a class, drop a class without notation on record, or move upper/lower division course to to upper division	W, Sep 16
Mid-term break	F, Oct 23
Last day to designate grading option or move upper/lower division course to lower division	F, Oct 30
Interim registration	M, Nov 2 - F, Nov 6
Spring term pre-registration	M, Nov 16 - F, Dec 4
Last day to withdraw from a class	W, Nov 25
Thanksgiving recess begins	Th, Nov 26
Classes resume	M, Nov 30
Classes end	F, Dec 11
Final examinations begin	M, Dec 14
Final examinations end	Th, Dec 17
Final grades due and Incompletes due from spring and summer '87	M, Dec 28



Interim 1988

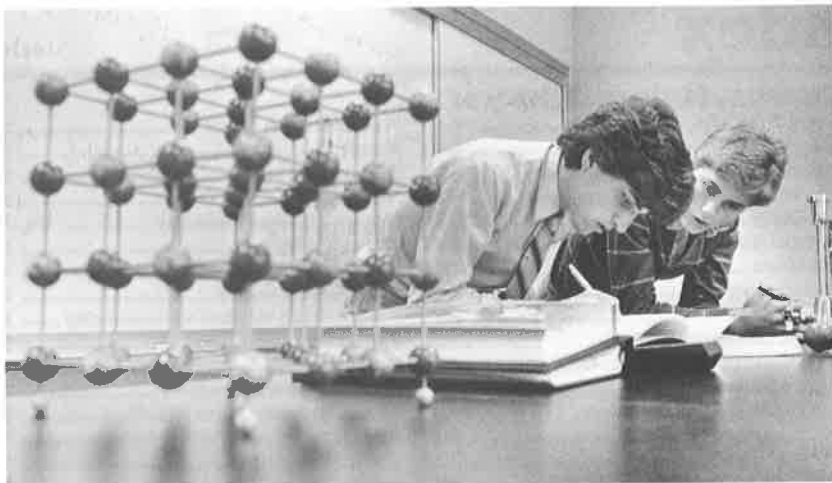
Classes begin	M, Jan 4
Last day to register, add a class, drop a class without notation on record or move upper/lower division course to upper division	Tu, Jan 5
Last day to designate grading option or move upper/lower division course to lower division	M, Jan 18
Last day to withdraw from a class	W, Jan 20
Classes end	F, Jan 29
Interim grades due	F, Feb 5

Spring 1988

Validation of registration	Tu, Feb 2
Classes begin	W, Feb 3
Last day to register, add a class, drop a class without notation on record, or move upper/lower division course to upper division	Tu, Feb 16
Mid-term break begins	Sa, Mar 26
Easter break begins	Sa, Mar 26
Classes resume	Tu, Apr 5
Last day to designate grading option, or move upper/lower division course to lower division	Th, Apr 7
Last day to withdraw from a class	F, Apr 22
Early registration for fall	M, Apr 25 - F, May 6
Classes end	F, May 13
Final examinations begin	M, May 16
Final examinations end	Th, May 19
Baccalaureate Commencement	Su, May 22
Final grades due and Incompletes due from fall '87 and Interim '88	May 25

Summer School 1988

Term I	M, May 30 - F, Jun 24
Term II	M, Jun 27 - F, Aug 5



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 College 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**, Associate 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)
- William R. Rosser**, Vice President for Student Affairs, CSD-Memorial (612/330-1168) — Title IX Coordinator (matters based on sex or marital status)
- Sandra Jacobson**, Director of Personnel, 1st Floor Science Hall (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.

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