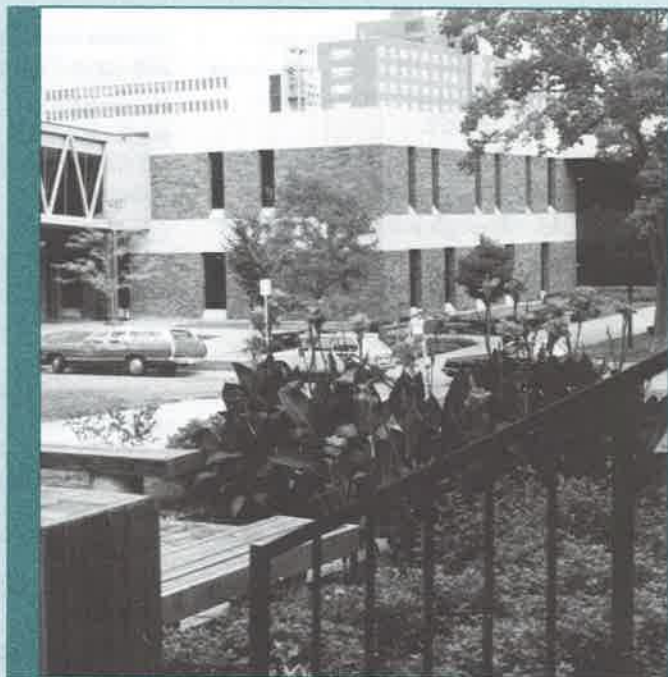


AUGSBURG COLLEGE CATALOG



OFFICIAL PUBLICATION OF AUGSBURG COLLEGE
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 advisor, the Dean of the College or the Registrar. Key offices are listed at the back of the catalog for correspondence or telephone inquiries.

PUBLISHED FALL, 1991

AUGSBURG COLLEGE FACTS AND FIGURES

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

Religious Affiliation — The Evangelical Lutheran Church in America (ELCA). Although a strong plurality of students are Lutheran, two in 10 represent other Protestant denominations while approximately two in 10 are Roman Catholic.

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, as described on page 11.

Enrollment (1990-'91) — 2,965 from 26 states and 28 nations.

Graduates — 10,781 from 1870 through August 31, 1990.

Student/Faculty Ratio — 15.6 to 1. Class size averages 20-30.

Campus — 15 major buildings. Major renovation 1979-'80 with special emphasis on accessibility.

Accessibility — Augsburg is now one of the most accessible campuses in the region. A skyway-tunnel-elevator system provides access to 10 major buildings without going outside. In addition to building modifications, Augsburg has a student-run program to

increase awareness and provide assistance for students with disabilities.

Financial Aid — Over 80 percent of the students receive some form of financial aid from the College and many other sources.

Library — Over 175,000 items, access to over 5,000,000 through CLIC, the Twin Cities private college library consortium, and Minitex, the regional library network.

School Year — September to May, 4-1-4 calendar, with January Interim. Two summer school sessions. Augsburg Weekend College — trimesters, September to June. Augsburg Graduate Program — trimesters, September to June.

Majors — More than 45 in 22 departments.

Off Campus Programs — Center for Global Education, Student Project for Amity Among Nations (SPAN), Higher Education Consortium for Urban Affairs (HECUA), Minnesota Studies in International Development (MSID), Study Abroad, International Business Program, Upper Midwest Association of Intercultural Education (UMAIE) 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.

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A GREETING FROM THE PRESIDENT



On behalf of the entire college community, I welcome you to Augsburg College. It is a pleasure to introduce the College to prospective students and to use this opportunity to welcome new and returning students.

Augsburg has earned a reputation as an affordable, quality liberal arts college of the church. The mission of the College, its academic programs and its metropolitan location attract a wide variety of students, a diversity which is actively encouraged. Whether from a small town, a large city or another country, all students enjoy the sense of community here at Augsburg.

The College continues to grow at a remarkable pace, building on a tradition of excellence in its programs, faculty, students and facilities. It is a place where community, national and world leaders meet to discuss issues and ideas.

I invite you to become part of this tradition of excellence — Augsburg is an exciting and challenging place to prepare for your future.

I look forward to meeting you on campus.

Sincerely,

Charles S. Anderson

President

INTRODUCING AUGSBURG COLLEGE



ABOUT AUGSBURG

A TRADITION OF LOOKING TO THE FUTURE

Augsburg College is grounded in traditions — the traditions of its founders, of the church and of higher education in the liberal arts. From this framework springs a dynamic, challenging and evolving institution that rises to the challenges of today's — and tomorrow's — changing world.

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Augsburg is committed to educating the whole person, encouraging and respecting diversity and serving the larger community. Through education, understanding and service, Augsburg faculty, staff and students can affect the future in positive ways.

The phrase, “Think globally, act locally”, rings true at Augsburg. The College's location in the heart of the Twin Cities provides rich opportunities for experiential education, volunteer service, internships and cultural enrichment. In a sense, the cities are an extended campus for Augsburg students.

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

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

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 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 CHANGED

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

Dr. Charles S. Anderson has led the College since 1980. He guides Augsburg's commitment to liberal arts education, spiritual growth and freedom, diversity in enrollment and programs and a curriculum that draws on the resources of the city as extensions of campus and classroom.

Augsburg continues to grow under his leadership. Some of the accomplishments during his tenure include instituting Weekend College and three Master of Arts degree programs, hosting national and international figures at College-sponsored forums and events, increased accessibility and the addition of the Foss Center for Worship, Drama and Communication.

AUGSBURG TODAY

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

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

Augsburg is a quality liberal arts institution set in the heart of a great metropolitan center. There are now more than 10,000 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 Minneapolis, the "City of Lakes." The University of Minnesota West Bank campus and one of the city's largest medical centers — Riverside Medical Center — are adjacent to the campus, with the Mississippi River and the Seven Corners theater district just a few blocks away. Downtown Minneapolis and St. Paul, home to a myriad of arts, sports, entertainment and recreation opportunities, 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. (See map in back.)

Reaching the Twin Cities is easy. Most airlines provide daily service to Minneapolis-St. Paul International Airport and 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 directory in the back of this catalog, or to the Director of the Minnesota Department of Human Rights, Bremer Tower, Seventh Place at Minnesota Street, St. Paul, MN 55101.

The College and its faculty subscribe to the Statement of Principles on Academic Freedom as promulgated by the American Association of University Professors and the Association of American Colleges.

ACCREDITATION AND MEMBERSHIPS

Augsburg College is accredited by the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education (Secondary and Elementary). Our programs are approved by the American Chemical Society, the Council on Social Work Education, 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, plus the Music Hall, Murphy Place, and the Foss, Lobeck, Miles Center for Worship, Drama and Communication.

Admissions Office — The central admissions office is located at 628 21st Avenue South and provides offices for the admissions staff and reception area for prospective students and their parents.

American Indian Support Program and International Center — Located at 620 21st Avenue South, these programs provide support services and information to American Indian and international students, as well as others who wish to spend a term studying abroad.

Christensen Center — Center of non-academic activity, with spacious lounges and recreational areas, dining areas, bookstore and offices for student government and student publications. (1967)

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

Foss, Lobeck, Miles Center for Worship, Drama and Communication — The newest building on campus establishes a new "front door" for the College on Riverside Avenue. The Foss Center is named in recognition of the gifts of Julian and June Foss and those from a great number of alumni and friends of the College. The Tjornhom-Nelson Theater is also housed in this complex, which contains space for the campus ministry program, drama and communication. Augsburg's computer lab is located in the lower level of this facility. (1988)

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

Melby Hall — 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. (1961)

Mortensen Tower — 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. (1973)

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

Old Main — Home for the Foreign Language and Art Departments, with class-

rooms used by other departments. Extensively remodeled in 1980, and made accessible in 1990, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places. (1900)

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

South Hall and Annex Houses — All located in or near the campus area, provide additional housing accommodations for students, faculty and staff.

George Sverdrup Library — 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. (1955)

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

Tutor Center — This house at 2011 South Seventh Street has rooms for individual tutoring sessions, quiet study and assistance with study skills.

2222 Murphy Place — Houses offices for Weekend College, Graduate and Special Programs, and Cooperative Education, as well as classroom space. (1964)

Urness Tower — 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. (1967)

West Hall — Apartment housing for upperclass students. (1966)

ASSOCIATED SUPPORT ORGANIZATIONS

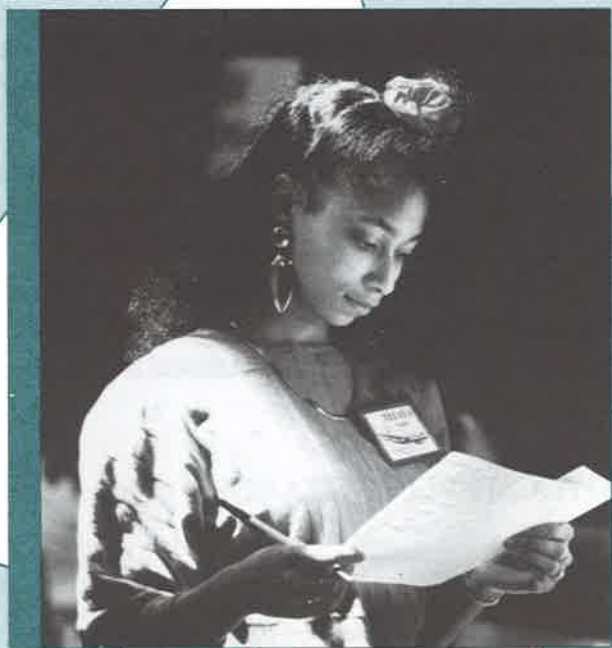
Inter-Race: The International Institute for Interracial Interaction — Inter-Race facilitates interracial understanding in families, schools, places of work, communities and society. The Institute provides training and consultation, research, education, resource centers, publications, public policy and legal study in five centers. Inter-Race is located at 600 21st Avenue South.

Minnesota Minority Education Partnership (MMEP) — A program that encourages the retention and graduation of students of color. The program coordinates the existing resources of schools, families and communities and also develops new resources. Located at 2018 South Eighth Street.

Scandinavian Center — Coordinates the efforts of individuals and groups interested in the five Nordic nations. Located at 2400 Butler Place.

Youth and Family Institute — Designed to help churches better serve the changing needs of youth and families. The Institute at 2018 South Eighth Street offers academic programs at both undergraduate and graduate levels, as well as seminar/workshops, a resource center and counseling services.

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 community at large.

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

Augsburg's admissions staff is ready to help students and parents with college planning. Just call the Admissions Office any weekday between 8:00 a.m. and 4:30 p.m. — (612) 330-1001, or toll-free (800) 788-5678. They will answer your questions and arrange a tour for any day (including Saturday mornings during the school year). The office is on the northwest corner of Seventh Street and 21st Avenue South in Minneapolis. (Please call first.)

Selection of students for Augsburg College is based upon careful consideration of each candidate's academic achievement, personal qualities and interests, participation in activities and employment and potential for development as a student and a graduate of Augsburg College. The College selects students on individual merit without regard to race, creed, disability, national or ethnic origin, sex or age.

APPLICATION PROCEDURES

FOR FRESHMEN

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.

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.

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.

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.

On occasion, the Admissions Committee may also defer a decision on a candidate’s admission until other information has been received. For example, more recent test scores, results of the present semester’s coursework, additional letters of recommendation or writing samples may be requested by the Committee. If any additional credentials are needed, the Admissions Office will inform the candidate.

Notification of Admissions Decision — Augsburg College uses a “rolling” admissions plan. Students are notified of the admissions decision, usually within two weeks after the application file is complete and has been evaluated by the Admissions Committee.

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. 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.

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.

Augsburg College limits transfer from two-year colleges once a student has reached junior status. If all transfer work has been taken at a two-year college as freshman or sophomore, a maximum of 18 Augsburg courses, or 96 quarter credits, will be accepted toward the minimum of 35 Augsburg course credits required for the baccalaureate degree.

A cumulative grade point average (GPA) of 2.0 (on a 4.0 scale) or better is required on previous college work.

Admission to a major, as well as admission to the College, is sometimes necessary. Please check with the Admissions Office and departmental catalog section to see if admission to the major is necessary.

FOR FORMER STUDENTS

Students who have interrupted attendance at Augsburg College without requesting a leave of absence and who wish to return must 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.

FOR SPECIAL STUDENTS (NON-DEGREE)

In some circumstances, people may be admitted as special students (non-degree) and granted the privilege of enrolling in courses for credit. 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.

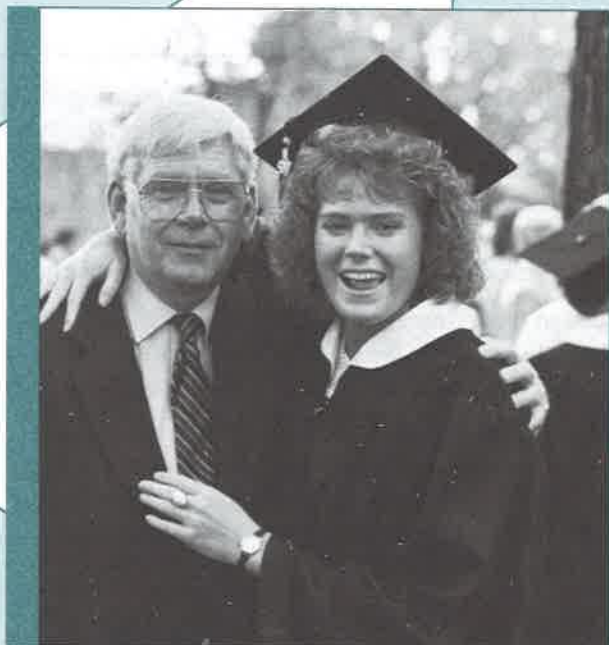
FOR INTERNATIONAL STUDENTS

Augsburg welcomes students from countries around the world. International students from more than 47 countries have attended Augsburg since 1954. Students should contact the Admissions Office for an International Student Application and information on the application procedure. Applications must be received two months prior to the start of the semester: July 1 for Fall, November 1 for Spring.

For more information, call (612) 330-1001 or write to:

International Student Admissions
Augsburg College
731 21st Avenue South
Minneapolis MN 55454

FINANCING YOUR EDUCATION



All students receive financial help indirectly, since a quality liberal arts education costs more than tuition and fees cover. The College raises that difference in gifts — from alumni, faculty, staff, parents, 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 1991- '92

The Board of Regents has approved the costs listed for the 1991-'92 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, ROOM AND BOARD

Tuition (full-time enrollment)\$10,148.00

This rate applies to all full-time students entering in September, 1991. 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 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\$ 768.00

This rate applies to students taking fewer than three courses in a semester and/or an Interim only. Part-time students taking lifetime sports are charged the audit rate for that course.

Audit Fee (for part-time students) per course \$ 384.00

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)\$2,004.00

Full Board (19 meals a week)\$1,828.00

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)\$1,776.00

Flex 5 point plan\$1,616.00

OTHER SPECIAL FEES (NON-REFUNDABLE)

Fees Billed on Student Account

ACTC Bus (full-time students only)	\$ 12.00
Late Registration (per day after classes begin)	\$ 50.00
Registration Change after first 5 days (cancel/add/change/grade option, or combination at one time)	\$ 5.00
Music Therapy Internship (one half course credit)	\$ 384.00
Private Music Lessons, per semester (14 lessons)	\$ 225.00
Student Teaching (per course for full-time students)	\$ 30.00
Student Teaching (per course for part-time students)	\$ 326.00
Study Abroad (in approved non-Augsburg programs)	\$ 150.00
Student Activity Fee	\$ 85.00
Student Activity Fee (part-time students)	\$ 42.50

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 15.00
Nursing Credit Validation Tests	\$ 110.00
Nursing Comprehensive Exam	\$ 10.00
Locker Rental (commuters)	\$ 15.00
Student Parking Lot Permit	
— car	\$ 55.00
— motorcycle	\$ 25.00
Transcript Fee (per copy after first, which is free)	\$ 2.00
Special Examinations, Cap & Gown Costs	
<i>(Schedule on file in Registrar's Office)</i>	

BOOKS AND SUPPLIES

These costs are estimated to be \$500.00 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 Deposit\$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 following the conditions delineated in the housing contract. The resident will be respon-

sible 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, \$50 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 financial aid credits designated by the Student Financial Services Office is sent to the student from the Business Office.

Payment Options — (1) Annual payments, due August 15 as billed; (2) Semester Payments, due August 15 and January 15 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 15 and ending March 15. No finance charge will be assessed on accounts which are current. An application will be sent upon request.

FINANCIAL POLICIES

A finance charge is applied at a simple rate of one percent 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 (Perkins Student Loan and the Nursing Student Loan), are current according to established repayment schedules and the loan entrance and exit interviews have been completed.

REFUNDS

Students fill out Withdrawal from College forms available in the Office of Student Affairs. 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 administrative fee)
- 90% — from the 6th 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 an 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 1989-'90 academic year approximately 83 percent of all students at Augsburg received scholarships, grants, loans and part-time employment totalling over \$11,500,000 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 April 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 four to six 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.
4. Acceptance of this financial aid package is required within the deadline stated. If necessary, the appropriate loan forms and/or work applications will be sent to you.
5. Transfer students must submit a financial aid transcript from each college previously attended before financial aid will be offered. The financial aid transcript forms are available through the Admissions Office or Financial Aid.

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 the family's financial eligibility, the student's 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

President's Scholarships — President's Scholarships, which assure gift assistance equal to tuition, are awarded annually to the most academically qualified full-time freshmen students. These scholarships are awarded without regard to need. The awards are renewable for three years based on academic performance at Augsburg. Because this is a unified program, full tuition is assured; that is, 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 February 15. Details from the Admissions Office.

Dean's Scholarships — Dean's Scholarships, which assure gift assistance equal to tuition, 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; that is, 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 April 1. Details from the Admissions Office.

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. The scholarship or grant check from the congregation must be received at Augsburg by October 1.

Augsburg Tuition Grants — Available to students who have shown academic potential and have financial need. 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 1990-91, they ranged from \$100 to \$5,564. 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 exceptional financial need as defined by the program; (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 1991-'92 is \$2,400. 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 — Bureau of Indian Affairs/Tribal and State Indian Scholarships and Augsburg American Indian Scholarships are available to Indian students (both full- and part-time) who meet specific criteria. For Bureau of Indian Affairs/Tribal and State Indian Scholarships, students must be 1/4 degree American Indian ancestry and be enrolled with a federally recognized tribe. Eligibility criteria for Augsburg American Indian Scholarships vary; contact the American Indian Support Program office. Indian grants supplement all other forms of financial aid. Questions may be directed to the American Indian Support Office or to your local BIA, Tribal or State Indian Education Office.

Loan Assistance

Perkins Student Loan — A 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 percent and repayment of the principal (at the minimum of \$30 a month) begin nine 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 \$9,000, (\$18,000 including graduate school).

Stafford 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. Simple annual interest of 8 percent (10 percent after the first four years of repayments) on the loan balance and repayment of the principal begins six months after you leave school. Repayment may extend up to 10 years. The maximum loan is \$2,625 for the first two years and \$4,000 for the remaining years of undergraduate study with the cumulative undergraduate maximum of \$17,250. Applications are available at the College, and some banks.

The Student Educational Loan Fund (SELF) — SELF is administered through the Minnesota Higher Education Coordinating Board. Applications are available from the Office of Student Financial Services.

Undergraduates may borrow up to \$4,000 per year minus any other student loan indebtedness. Maximum undergraduate borrowing is \$16,000. The minimum loan amount per year is \$1,000. The interest rate is variable. Interest payments begin 90 days after the loan is disbursed and continue quarterly thereafter, while the student is enrolled. Principal payments begin the 13th month after you leave school. There are no deferments.

Nursing Student Loan — Federal program with provisions similar to the Perkins 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 \$4,000 per year.

Supplemental Loans for Students (SLS) — SLS is a federally sponsored loan program which permits independent students to borrow to finance their cost of education.

Students can borrow up to \$4,000 per year. Interest is variable with a 12 percent cap and interest payments begin 60 days after the loan is disbursed, but in many cases, can be allowed to accrue and add to the principal. Repayment begins 60 days after you leave school or cease to be enrolled at least half-time. Deferments exist for continued education or disability.

Parent Loan Program (PLUS) — PLUS is a loan program to help parents meet college costs of their dependent children. Parents may borrow up to

\$4,000 per student per year with an aggregate maximum of \$20,000. Repayment begins within 60 days of check disbursement at a variable interest rate not to exceed 12 percent 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 like 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. Students should make application to both the Financial Aid and Personnel offices for work study positions.

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.

The Dain Bosworth/IFG Foundation Scholarship — Awarded as funds are made available, to students with demonstrated need for financial assistance.

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 upper class students. Established in 1979 in memory of their husband and father by Josie Feroe Eliason, Conrad Eliason, E. Bernie Eliason, Mrs. Elizabeth Mauseth and Mrs. Clara Hoelck.

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

E.W. Hallet Scholarship — Awarded, as funds are available, to students with demonstrated need for financial assistance.

The Tze-Lien Yao-Hsieh, Lenorah Erickson and Mildred Joel Memorial Scholarship* — Awarded annually to an Augsburg student of any class or major, based on academic performance and financial need. Established in 1987 by Mr. Joseph Hsieh ('61), Andover, Ma., in loving memory of his mother, his honorable teacher and his respected advisor at Augsburg College.

The Edwin C. Johnson Scholarship* — Awarded annually to one or more students who demonstrate potential and financial need. Established in 1985 by Edwin C. Johnson ('25), Powers Lake, N.D.

Memorial Scholarship Foundation Scholarships* — Awarded annually to an able and deserving upper class 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.

Northern States Power Company Scholarship — Awarded to deserving students in each class year on the basis of financial need and ability.

The Marvin T. Nystrom Scholarship* — Awarded annually to juniors or seniors who are U.S. citizens, have a B average or above and qualify for need based aid. Established in 1987 by Mr. Nystrom as an expression of his belief in young people and his hope that they will become meritorious leaders.

The Rev. Martin J. and Olga S. Olson Scholarship — Awarded annually to a student(s) of any class or major based primarily upon financial need and evidence of personal financial commitment. Established in 1991 through a bequest in the will of Rev. Martin J. ('23 Academy; '26, College; '29, Seminary) and his late wife, Olga S. ('21) Olson, along with the gifts of many family and friends.

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.

The Martin and Esther Quanbeck Scholarship* — Awarded annually to students of any class or major, based upon academic achievement and financial need. Established in 1990 by Dr. Martin ('29) and Mrs. Esther Quanbeck, Minneapolis, Minn.

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

The Ernest and Vivian Tinseth Scholarship* — Awarded annually to one or more students of any class, based on academic achievement and financial need. Established in 1990 by Ernest and Vivian Tinseth, Edina, Minn.

The Robert W. Warzyniak Memorial Scholarship* — Awarded annually to a junior or senior, based upon academic achievement and financial need. Established in 1986 in memory of Robert Warzyniak, ('65) through memorials, supplemented by gifts of his wife, Sharon, and family.

The Lea A. and Elsie L. Wildung Endowment Fund* — Awarded annually to one or more students of any class who have potential and financial need. Established in 1986 through the gift of Elsie L. Wildung, St. Paul, Minn.

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.

**Indicates endowed scholarships.*

SPECIAL SCHOLARSHIPS

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

The Charles and Catherine Anderson Diversity Scholarship* — Awarded annually to students who help the College fulfill its mission of being "an intentionally diverse campus community." Awards are based upon financial need and good academic achievement (3.0 or higher G.P.A.), with preference given to students who are planning some form of Christian service. Established in 1989 by Dr. Charles S. and Mrs. Catherine G. Anderson, St. Paul, Minn.

The Phyllis M. Baker Memorial Scholarship* — Awarded annually to a student majoring in journalism or social work. Awards are based upon academic performance and financial need. Established in 1990 by Mrs. Ruth M. Baker, Edina, Minn., in loving memory of her daughter, Phyllis M. Baker, a 1952 graduate of Augsburg College.

The Jeroy C. and Lorraine M. Carlson Scholarship* — Awarded annually to students of any class, based upon academic achievement, financial need and service to others. Preference will be given to a student who is taking private music lessons and a student who shows teamwork in College physical recreation activities. Established in 1991 by friends, alumni, faculty and staff of Augsburg College, in honor of Jeroy ('48) and Lorraine Carlson, and in appreciation for their commitment to and expression of the highest ideals of the College.

The Carl C. and Kathleen A. Caspersen Scholarship* — Awarded annually to science students of any class, based upon academic achievement (3.2+ GPA), interest and ability in the field of study, and a demonstrated sense of social and spiritual community. Established in 1989 by Dr. Carl C. ('59) and Mrs. Kathleen A. ('62) Caspersen, Minneapolis, Minn.

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.

The Laura Ann Erickson Memorial Scholarship* — Awarded annually to one or more female freshmen students of any major who belong to the Lutheran Church (ELCA) and show evidence of academic achievement and financial need. Established in 1986 by Raymond D. Erickson ('50), in memory of his daughter, Laura Ann Erickson.

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.

The Julian P. Foss Scholarship* — Awarded to a student of any class who has financial need, shows promise, and demonstrates faith and dedication to overcoming difficult circumstances. Established by Julian P. Foss ('30), Mesa, Ariz.

The Hanwick Thanksgiving Scholarship* — Awarded annually to a student at or above the sophomore level who demonstrates high academic achievement and is preparing for a career in some form of therapy, e.g., physical, occupational, speech, music, psychological. Established at Thanksgiving, 1986, by Dr. Theodore J. and Mrs. Fern S. Hanwick, in gratitude to the therapists who aided in the recovery of their son, Theodore T. Hanwick ('66), from a severe accident.

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

The Rev. John Hjelmeland Endowed Scholarship Fund* — Awarded annually to second or third generation freshman or upper class students of any major who have attained a 3.0 grade point average or better. Established in 1986 by Sigvald ('41) and Helen Hjelmeland, and John ('70) and Lynn Hjelmeland.

The Hoversten Peace Scholarship* — Awarded annually to students of any class or major, based upon academic merit and financial need. Preference will be given to students who have demonstrated an interest in peace and/or whose personal outlook and career plans show promise of contributing to the cause of peace. Members of the Hoversten family and international students are encouraged to apply. The fund may also provide aid to students or faculty who undertake projects that will contribute to peace and global understanding. Established in 1989 through a bequest and trust of Dr. Lester T. Hoversten, San Jose, Calif.

Catha Jones Memorial Scholarship* — Awarded annually to upper class 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.

The Torgney and Valborg Kleven Memorial Scholarship* — Awarded annually to a junior or senior who is interested in serving others, e.g. majoring in religion, education, music, social work, medicine, and based upon academic achievement

and financial need. Established in 1990 through a bequest in the will of Rev. Torgney ('17 B.A. and '21 B.Div.) and Valborg (Nydahl) Kleven, and memorial gifts by family and friends.

The Harold B. and Laura M. Lanes Scholarship* — Awarded annually to an upper class student of any major, based upon academic achievement (3.0 G.P.A. or higher) and financial need. Preference given to college students who have demonstrated an interest in community service by active participation and whose parents have not achieved a Bachelor's Degree. Established in 1989 by family and friends in memory of Harold Lanes ('11, Academy) and in honor of Laura Lanes.

Lutheran Brotherhood Lutheran Senior College Scholarship — Awarded on the basis of scholastic achievement, religious leadership and financial need. Minimum award \$800.00, maximum \$1,500. The scholarship is renewable.

McVay Foundation Scholarship* — Awarded annually to students with demonstrated need for financial assistance. Preference given to students majoring in education, religion or social work. Established in 1986 by the McVay Foundation.

The Forrest T. Monson and Thelma (Sydnes) Monson Scholarship* — Awarded annually to students of any major after their first year, based upon financial need, diligence in scholastic achievement, and active membership in a Lutheran congregation. Established in 1989 by Forrest ('37) and Thelma ('37) Monson, San Diego, Calif.

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 others with humanity and wisdom.

The Ole K. and Evelyn L. Olson Scholarship* — Awarded annually to students with financial need. Preference given to students from Canada or transferring from a public college or university who indicate an interest in religion, music or Scandinavian studies. Established in 1988 by Mrs. Evelyn Olson and Mr. Gordon Olson ('63), in memory of Rev. Ole K. Olson ('32) and in honor of Mrs. Olson's 80th birthday.

The Rosemary J. Shafer Scholarship* — Awarded annually to students of any class or major who show academic potential, financial need and a strong desire to earn a college degree, with preference given to females of high moral character. Learning disabled students are encouraged to apply. Established in 1985, and endowed in 1989 by Rosemary J. Shafer, Wayzata, Minn.

The John and Agnes Siverson Scholarship* — Awarded annually to students of any class or major, based upon academic achievement and financial need. Preference will be given to students from Madagascar, or if none with financial need, then to students from other developing nations. Established in 1990 by Mrs. Agnes Siverson, Hendricks, Minn., thereby continuing a long tradition of generosity by Agnes and her late husband, John.

The Genevieve E. Stelberg Memorial Scholarship* — Awarded annually to students of any class or major, based upon high personal motivation, rather than high academic achievement or extreme financial need. Established in 1989 through a bequest in the will of Mrs. Genevieve E. Stelberg, St. Paul, Minn.

** Indicates endowed scholarship*

MINORITY/INTERNATIONAL STUDENT SCHOLARSHIPS

The Ada Bakken Memorial-American Indian Scholarship* — Awarded annually to American Indian students of any class or major, based upon academic performance and financial need. Established in 1988 through the estate and trust of Ada Bakken, St. Charles, Minn.

The Kent Anderson American Indian Scholarship* — Awarded annually to American Indian students of any class or major, based upon academic performance and financial need, with preference given to students who are affiliated with a federally-recognized American Indian tribe. Established in 1990 with the proceeds of a benefit performance at Augsburg College by Louie Anderson, a native of St. Paul, Minn., who resides in Los Angeles, Calif.

The Asian-Pacific Student Scholarship — Awarded annually, as funds are available, to two Asian-Pacific students with demonstrated financial need and who reside in Minnesota.

The Otto Bremer Foundation American Indian Scholarship — Awarded to American Indian Students. Recipients will be involved in a community service project during the year.

The 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 Cargill Foundation American Indian Scholarship — Awarded to American Indian Students who either: 1) have been denied or lost tribal funds or, 2) have experienced other unusual circumstances as determined by the American Indian Program Director and the Financial Aid Director.

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

The Grace Anne Johnson Memorial Scholarship* — One or more scholarships are awarded annually to upper class 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.

The Kerridge/Mueller American Indian Scholarship — Awarded annually to an American Indian student of any class or major who demonstrates academic potential and financial need. Established in 1988 by Dr. "Mike" (Kerridge) and Dr. Van Mueller, Minneapolis, Minn.

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

Pillsbury, Inc., Minority Scholarship — Awarded as funds are available, to minority students with demonstrated need for financial assistance.

The 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.

The St. Paul Companies, Inc. Scholarship — Awarded as funds are available, to Minnesota minority students with demonstrated need for financial assistance.

The James R. Thorpe Foundation Scholarship — Awarded as funds are available, to non-traditional and minority students with demonstrated need for financial assistance.

**Indicates endowed scholarships*

DEPARTMENTAL SCHOLARSHIPS

Art

The Queen 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 upper class 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

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 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 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 upper class 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.

The Hoyt Messerer Athletic Scholarship* — Awarded annually to a male athlete of any class or major, upon the recommendation of the Athletic Department. Established in 1987 by Hoyt C. Messerer, Cedar Falls, Ia.

James P. Pederson Memorial Scholarship* — Awarded annually to a student committed to Christian service, based on academic achievement and financial need. Preference given to students who are interested and participate in athletics and recreation. Established in 1990 by Ralph and Katherine Pederson, Santa Rosa, Calif., in memory of James, a 1934 graduate, exceptional all-around athlete and coach-athlete director at Augsburg College.

The Stan Person Memorial Scholarship* — Awarded annually to one or more male students of any class or academic major who participates in the College's athletic program and shows evidence of academic achievement and financial need. Established in 1986 by Glen and Gerald Person, in memory and in honor of their brother, Stan Person.

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.

The Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen Biology Scholarship* — A merit scholarship awarded annually to an upper class student majoring or minoring in biology. Established in 1985 by Dr. Kenneth D. ('74) and Mrs. Linda (Bailey) ('74) Holmen.

Business Administration/Economics

Marianne Anderson Entrepreneurial Scholarship* — Awarded annually to a woman who is interested in entrepreneurship or engaged in business, based upon academic achievement and financial need. Preference will be given to Weekend College women who are older and have family responsibilities. Established in 1990 by members of the Minnesota Women Entrepreneurs (MINN-WE), in memory of Marianne Anderson, a successful woman entrepreneur, and in honor of all Minnesota Women Entrepreneurs.

Augsburg Business Alumni Scholarship Fund* — Awarded annually to sophomore, junior or senior students majoring in any of the areas encompassed within the Departments 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.

The Farmers Insurance Group of Companies Scholarship — Awarded annually, as funds are available, to second, third and fourth year students in the fields of insurance, mathematics, business administration, personnel and other areas related

to the insurance industry, based primarily on the basis of financial need. Recipients will be expected to have maintained at least a 2.5 G.P.A. and are expected to conduct themselves according to the laws of the United States and the state of Minnesota.

First Bank Systems — Awarded each year, as funds are available, without regard to a specific major, but to students with demonstrated leadership ability and an interest in entrepreneurial development.

The Forss-Herr Scholarship* — Awarded annually to a junior or senior business student who has shown academic achievement, has been involved in extracurricular activities and has financial need. Preference will be given to students from families where two or more children are in college at the same time. Established in 1987 by Mrs. Grace F. (Forss, '57) and Mr. Douglas P. Herr, Danville, IL.

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

The Mildred and Eleanor Krohn Scholarship* — Awarded annually to working women of any class who want to improve their skills and education by attending Augsburg College part-time. The scholarship is designated for women who show potential and have financial need, with preference given to those studying business. Established in 1989 by two working sisters-in-law, Mildred Krohn, Berkeley, Calif., and Mrs. Eleanor Krohn, St. Louis Park, Minn.

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.

The Minnesota Mutual Life Scholarship — Awarded annually, as funds are available, based upon academic promise and financial need with preference given to majors in business or economics.

The Norberg Business Scholarship — Awarded annually on the basis of scholastic achievement to a student majoring in business.

The David L. Shaver Memorial Scholarship* — Awarded annually to business administration students of any class, based upon financial need and academic performance. Established in 1988 by the late David L. Shaver ('76), through his participation in the Senior Challenge Program.

The Joan L. Volz Business Scholarship* — Awarded annually to an upper class student of any major who intends to pursue a graduate degree in business management. The award is based upon academic performance and financial need. Established in 1987 by Joan L. Volz, a 1968 graduate.

Chemistry

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

Frederick C. and Laura E. Mortensen

Dr. W.M. Sandstrom

Walter Gordon Schnell

Walter E. Thwaite, Jr.

Covey Hendrickson

Carl Fosse Chemistry Scholarship* — Awarded annually to a junior or senior whose academic record indicates promise of achievement in the field of chemistry. Established in 1986 by Burton and Peggy Fosse, Burnsville, Minn.

The Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen Chemistry Scholarship* — A merit scholarship awarded annually to an upper class student majoring or minoring in chemistry. Established in 1985 by Dr. Kenneth D. ('74) and Mrs. Linda (Bailey) ('74) Holmen.

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

The S. Luther Kleven Family Scholarship* — Awarded annually to juniors and seniors majoring in elementary education, based upon academic achievement and financial need. Preference will be given to Weekend College students. Established in 1990 by family and friends in memory of S. Luther Kleven ('50) and in honor of the Kleven family.

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.

The Elva B. Lovell Life Scholarship* — Awarded annually to education students of any class who plan to teach. Awards are based upon academic achievement and financial need, with preference given to students who are black, older or single parents. Established in 1991 by Mrs. Elva B. Lovell, Minneapolis, Minn., as an expression of her belief in diversity and literacy.

The Barbara (Tjornhom) and Richard K. Nelson Scholarship* — Awarded annually to a student of any class, based upon financial need, with preference given to a person preparing for a career in elementary education. Established in 1986 in honor of an alumna, Barbara (Tjornhom) Nelson and her husband, Richard K. Nelson.

The St. Paul Companies, Inc. , Minority Education Scholarship — Awarded to Minnesota minority students, majoring in education, who have a demonstrated need for financial assistance.

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

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 upper class 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

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.

John R. Jenswold Memorial Scholarship* — Awarded annually to history students of any class, based on academic achievement and financial need. Preference will be given to minority females. Established in 1990 by parents, family and friends of Dr. John R. Jenswold, Assistant Professor of History, Augsburg College.

The Nydahl History Scholarship* — Awarded annually to juniors or seniors who have potential and financial need, with preference given to history majors. Established in 1986 through a bequest in the will of Dr. Theodore L. Nydahl.

Mathematics and Computer Science

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, as funds are available, 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 upper class 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.

Sam Coltvet Memorial Choral Music Scholarship* — Awarded annually to a student of any academic class who is a choir member not majoring in music. Established in 1985 by Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen, in memory of Mr. Sam Coltvet, who believed in the value of Christian higher education and choral music.

The Rev. Clement A. Gisselquist Church Music Scholarship* — Awarded annually to a musically-gifted student, with preference given to a student of organ and/or choral music who desires to serve, professionally or otherwise, in the ministry of music of the Lutheran Church. Established in 1986 by the family.

David Gronner Memorial Scholarship* — Awarded annually to two or more students participating in athletics or music, who have demonstrated financial need and 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 show promise of academic success and have financial need. Preference given to those who have demonstrated proficiency in choral and/or instrumental music and interest or potential in conducting. Established in 1966 by O. I. Hertsgaard.

The Bernice Kolden Hoversten Memorial Choral Scholarship* — Awarded annually to a freshman student member of the College Choir, based upon suitable academic performance and financial need. Preference will be given to a choir member who is a minority person. Established in 1990 by Garfield Hoversten ('50), family and friends, in loving memory of Bernice Kolden Hoversten ('50), a soloist with the choir.

Leonard and Sylvia Kuschel Scholarship* — Awarded to upper class 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 and Sylvia Kuschel to honor the beautiful message of music.

The Lucille H. Messerer Music Scholarship* — Awarded annually to a music student of any class or major, upon the recommendation of the Music Department. Established in 1987 by Lucille H. Messerer, Cedar Falls, Ia.

Kenneth O. Lower - Nordkap Male Chorus Music Scholarship* — Awarded annually to an upper class student majoring in music, based upon academic performance and financial need, with preference given to a person studying choral music. Established in 1986 in memory of Kenneth O. Lower ('28) and in recognition of the heritage of the Nordkap Male Chorus.

Edwin W. and Edith B. Norberg Scholarship* — One or more scholarships are awarded annually to upper class 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.

The Performing Arts Scholarship (Music) — Awarded annually to new incoming freshmen students who will participate in one of the performing arts groups. Up to 10 scholarships will be awarded. Faculty will base their awards upon applications and auditions. Deadline for application is February 15 of each year.

St. John's Lutheran Church - John Norris Memorial Scholarship* — Awarded annually in honor of St. John's Lutheran Church's faithful sexton for 35 years, Mr. John Norris. Applicants must be U.S. citizens majoring in music who are sophomores or above. The awards are based upon financial need and satisfactory academic progress, with preference given to racial minority students.

Henry P. Opseth Music Scholarship* — Awarded annually to a sophomore or 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.

Leland B. Sateren Choral Music Scholarship* — Awarded to outstanding students who are participants in the Augsburg Choral Music program.

Rev. Mark Ronning Memorial Instrumental Music Scholarship* — Awarded annually to a student of any class who is a member of a College instrumental group but is not studying music. Established in 1985 by Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen, in memory of Rev. Mark Ronning, who dedicated his life to helping young people.

Mayo Savold Memorial Scholarship* — Awarded annually to a participant in the concert band, based on talent and academic record.

Marilyn Solberg Voice Scholarship* — Awarded annually to an Augsburg student who has music as a major or 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 and Vera Thut Scholarship* — One or more scholarships are awarded annually to upper class 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 were at Augsburg.

Philosophy

Kenneth C. Bailey Philosophy Scholarship* — A merit scholarship awarded annually to an upper class student majoring or minoring in philosophy. Established in 1985 by Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen, in honor of Dr. Bailey's 20th anniversary as a member of the Augsburg College faculty.

Physics

Theodore J. Hanwick Physics Scholarship* — Awarded annually to an upper class 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

The Myles Stenshoel Scholarship* — One or more scholarships are awarded annually to upper class students pursuing careers in political science. Established in 1980 by Professors Norma Noonan and Myles Stenshoel.

The Dr. Bernhardt J. Kleven Scholarship* — Awarded annually to seniors majoring in history and political science, based upon substantial academic accomplishment and financial need. Established in 1989 by Dr. Bernhardt J. Kleven, graduate of 1922 and Professor Emeritus, History and Political Science.

Psychology

The Jacob and Ella Hoversten Scholarship* — Awarded annually to students of any class. Preference will be given to students studying psychology, especially family understanding. Established in 1989 through a bequest and trust of Dr. Lester T. Hoversten, San Jose, Calif., in honor of his parents.

Religion and 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 and Anna Constance 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.

The Rev. Donald C. Carlson Memorial Scholarship Fund — Awarded annually to students of any class or major, who plan to enter the ministry, based upon aca-

dem performance and financial need. Preference will be given to students who are members of the Normandale Evangelical Lutheran Church, Edina, Minn. Established in 1989 by a family of the Normandale Evangelical Lutheran Church, acting through the Normandale Evangelical Lutheran Church of Edina Foundation, in memory of Rev. Donald C. Carlson ('42), founding pastor of the Normandale Evangelical Lutheran Church of Edina.

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

The Luthard O. Gjerde Scholarship* — Awarded annually to juniors or seniors who are declared pre-seminary or pre-medicine students or to students majoring in social work or a related field of Christian service. Awards are based upon academic excellence and predicated upon Rev. Luthard Gjerde's commitment to the Gospel of Jesus Christ as central to the ministry of healing and wholeness. Established in 1989 by Mrs. Sophia Gjerde, family and friends in memory of Rev. Luthard O. Gjerde, Augsburg College ('33) and Augsburg Seminary ('36).

The Elias P. Harbo Memorial Scholarship* — Awarded annually to a student(s) in the junior or senior class who is preparing for the ministry, with preference given to those studying history, including church history. Established in 1991 by the family to honor the memory of Elias P. Harbo, a graduate of Augsburg College (1886) and Augsburg Seminary (1889), the first President of the Lutheran Free Church, and later Professor of Systematic Theology at Augsburg Seminary, 1909-1927.

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 of any class who demonstrate potential and financial need, with preference for those who are preparing for a religious service vocation. Established in 1985 by Kenneth and Vera Nelson in memory of their pastor, The Rev. Arnold J. Melom, a 1947 graduate of Augsburg College.

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 pioneering 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.

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

The Johan L. Weltzin Memorial Scholarship* — Awarded annually to upper division Lutheran students. Awards are based upon academic performance and financial need, with preference given to students who would like to serve in foreign missions. Established in 1987 by Pastor H. Alfred Weltzin ('41), Viroqua, Wisc., and Pastor Theodore J. Weltzin ('37), Watford City, N.D., in memory of their brother, Johan L. Weltzin ('73).

Scandinavian Studies

Iver and Myrtle Olson Scholarship* — Awarded annually to an upper class 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.

Social Work

Steen Family Scholarship Fund for Minority Social Work Students* — Awarded annually to one or more minority social work students, based upon the student's potential and financial need, with preference given to those who are preparing for professional careers in social work. Established in 1985 by Dr. Paul and Mrs. Lorene Steen, as representatives of the Steen Family.

The Lisa M. Weeding Memorial Scholarship — Awarded annually to a female junior or senior social work student, based upon financial need and suitable academic accomplishment. Established in 1989 in memory of Lisa M. Weeding ('87), by her parents, Donald and Marilyn Weeding, family and friends.

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.

Speech/Communication/Theatre Arts

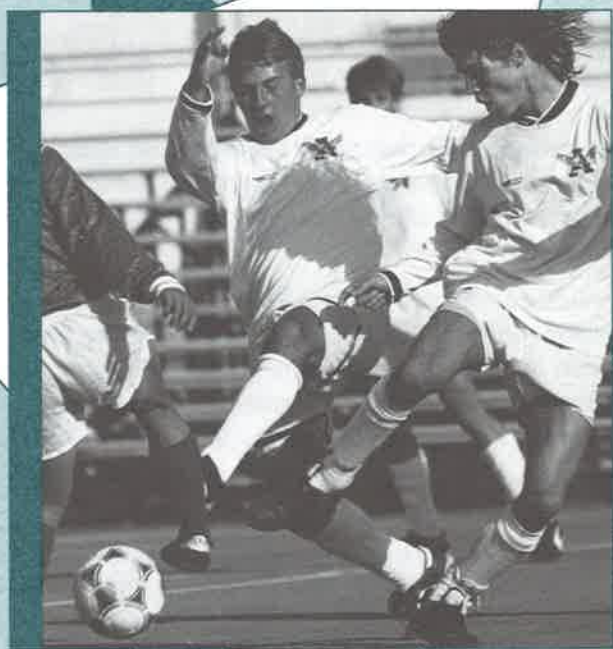
Ailene Cole Theatre Arts Scholarship* — Awarded to a senior student based on talent, scholarship and theatre participation.

The Performing Arts Scholarship (Drama) — Awarded annually to new incoming freshmen students who will participate in one of the performing arts groups. Up to seven scholarships will be awarded. Faculty will base their awards upon applications and auditions. Deadline for application is February 15 of each year.

The Esther J. Olson Memorial Theatre Arts/Religion Scholarship* — Awarded annually to a junior or senior majoring in Theatre Arts, Communication or Religion, based upon academic achievement and financial need. Preference will be given to students involved in drama who are preparing for a career in religious service. Established in 1989 by her daughter, Carolyn Canfield, family and friends in memory of Dr. Esther J. Olson, Professor of Drama at Augsburg College.

**Indicates endowed scholarships*

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.

Because our campus is comprised of individuals from many different religious and cultural backgrounds, our worship life is characterized by a similar diversity and richness of tradition. Bible studies, fellowship groups, outreach teams, planning committees, retreats, peace and justice forums, concerts and plays are examples of the wide variety of activities on campus.

This ministry finds its most visible expression in chapel worship where students, faculty and staff gather each day to give thanks and hear the Gospel proclaimed by a number of speakers and musicians. Each Wednesday night students gather for Holy Communion. On Sundays, Trinity Lutheran worship services are held on campus, with many other churches within walking distance.

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

The College Pastor has an office in the Foss, Lobeck, Miles Center and is available for spiritual guidance, counseling, 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 Christensen 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, theme events, name entertainment and visiting personalities in various fields.

The Christensen Center is the focus of leisure-time activity on campus. Offices for the College newspaper, the Augsburg Echo, and the yearbook, the Augsburgian, are on the lower level. Many of the clubs that unite classroom or non-classroom related interests meet in the Center. KCMR, a student-operated non-profit radio station serving the needs of Augsburg and the surrounding Cedar-Riverside community, is located in Urness 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 and have the opportunity to attend a series of on-campus workshops with visiting arts professionals.

INTERCOLLEGIATE ATHLETICS

Augsburg is affiliated with the Minnesota Interecollegiate Athletic Conference (MIAC) and is a member of the National Collegiate Athletic

Association (NCAA) Division III. Men annually compete in football, soccer, cross country, basketball, hockey, wrestling, baseball, tennis, track and field and golf. Women annually compete in volleyball, cross country, soccer, basketball, track and field, softball and tennis.

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 AFFAIRS

The Student Affairs Division is comprised of a variety of programs, services and activities dedicated to complementing and enhancing students' educational experience and the academic programs of Augsburg College. These programs, services and activities provide students with an enriched collegiate experience which celebrates our rich diversity of student needs and interests; attends to the social, cultural and career development of students; and enhances students' academic performance through direct intervention and environmental management. The following information provides a brief introduction to the major efforts of the Student Affairs Division.

ACADEMIC SKILLS ENRICHMENT

When students are concerned about the amount of work facing them, they benefit from the programs of the Learning Center. The Center offers services that cover the basic skills in reading, writing, vocabulary, spelling, test preparation and math, as well as techniques to improve and enrich even the best of study habits. If students need help with test anxiety, procrastination, time management or study skills in general, the Center has programs that help.

AMERICAN INDIAN SUPPORT PROGRAM

This office, located at 620 21st Avenue South, was created in 1978 to recruit and retain American Indian students. It is recognized as a national model

for success and continues to have one of the highest retention and graduation rates of Indian students in the State of Minnesota.

The American Indian Support program provides direct services and assistance in areas that include but are not limited to: Indian student admissions and financial aid procedures, orientation and registration, coursework selection and academic advising, career counseling, community and professional referrals, employment assistance, internships, student housing, personal and crisis counseling. It advises and supports the Intertribal Student Union.

The program also provides advocacy in areas pertaining to health care, child care, mental health, court services, public assistance issues, chemical dependency and other areas that require or necessitate intervention.

An academic component in the form of an American Indian Studies Minor is available (see INS, American Indian Studies).

Periodically, cultural activities and exhibitions are coordinated by this office.

BLACK STUDENT SUPPORT PROGRAM

The Black Student Affairs Office is committed to enhancing the education and personal development of students of African descent, and to providing cultural and historical awareness, academic achievement and social interaction. The Pan-African Student Union provides service to students and holds monthly meetings in the Office of Black Student Affairs. In addition, the Office sponsors events and activities such as Spiritual Life Series, Martin Luther King's Birthday, poetry readings and Augsburg Black Alumni Association meetings.

CAREER SERVICES

Career Services assists students in many ways. The staff can help students explore interests for majors, find Internships and locate part-time jobs to try out career possibilities. The staff provides seminars on career development, interviewing skills and resume writing. Placement files are developed for each student and sent out to prospective employers and graduate programs.

COUNSELING SERVICES

All students have moments of anxiety, difficulty making decisions and confusion about themselves, their values or their relationships. Sometimes

students need to talk things out or receive information about the excellent helping services in the Twin Cities. The Counseling Center provides a supportive environment where students may gain greater self-knowledge and are assisted in the self awareness/personal exploration process by experienced counselors.

DISABLED STUDENT PROGRAM

The Center for Learning and Adaptive Student Services (C.L.A.S.S.) has been recognized nationally as a leader in the field of educating students with learning and physical disabilities. The C.L.A.S.S. program at Augsburg is a logical outgrowth of the College's commitment to provide a high-quality liberal arts education for students with diverse backgrounds, experiences and preparation.

The staff include three licensed learning disabilities specialists, one physical disabilities specialist, and support staff members specializing in taped texts and special testing arrangements. This favorable staff/student ratio allows Augsburg to offer an intense level of personal attention that is unique in the college setting. In addition to individual academic support provided by specialists, other services include advising, computer assistance and advocacy both on and off-campus.

The Minnesota Multiple Sclerosis Society has recognized Augsburg as an outstanding accessible organization in the field of higher education for its unique system of tunnels and skyways.

FIRST YEAR EXPERIENCE PROGRAM (FYE)

FYE reflects the College's commitment to a meaningful introduction to college for our students — an enriching beginning for a college career. To provide focus for this introduction, FYE is centered on a series of themes. These themes will be reflected in and expanded upon in readings, discussions and other activities. Diversity, tradition, change, ways of knowing and what it means to be an educated person are all themes associated with the program.

RESIDENCE LIFE

The College houses approximately 800 students in a traditional residence hall, apartment buildings, 22 houses and a family housing complex. The housing staff manages these facilities and creates a wide array of educa-

tional and social programming which balances and complements the educational experience of students. The staff is comprised of three professional staff members and 18 paraprofessionals who live and work closely with the resident students to provide a safe environment for living and learning.

STUDENT ACTIVITIES

The Student Activities program creates opportunities for students to enhance their leadership skills through active involvement in developing events, activities and organizations which serve the student community. Hundreds of major programming efforts and targeted activities for specific student interests are generated through these efforts and make Augsburg a dynamic and enjoyable interactive environment.

TUTOR CENTER

The Tutor Center, located at 2011 S. Seventh Street, arranges for students to meet with tutors for content tutoring in most freshman and sophomore level courses. Study rooms and a graduate student study skills counselor are available at the Center to help students.

INTERNATIONAL PROGRAMS

The International Programs Office focuses on the needs of international students and students interested in studying abroad. It also serves as a resource for those interested in international events and global issues.

International Students — Augsburg welcomes students from countries around the world. International students from over 47 countries have attended Augsburg since 1954.

International students receive assistance in meeting their educational objectives through advising on academic concerns, immigration and visa problems, financial matters, practical matters (taxes, insurance, housing, daycare) and personal concerns (adjustment to U.S. educational system and society).

New international students participate in an orientation program before the beginning of the term which provides practical information on housing, banking, using local transportation and course registration. Students also learn about the U.S. educational system and adjusting to life at Augsburg.

Study Abroad — An increasing number of Augsburg students are taking advantage of the opportunity to gain academic credit for an overseas experience. Through study abroad students may meet with grassroots women's organizations in Mexico, work in a small business or artisan program in Kenya, examine Scandinavian perspectives on world peace in Norway, or thrill to the sounds of "The Magic Flute" at the Viennese state opera house. Study abroad provides opportunities to develop critical thinking skills, strengthen language competencies, further career paths, experience different cultures and gain knowledge about the increasingly interdependent world.

Students interested in studying off-campus receive advice on selecting programs which best fit their academic, career and personal objectives. Assistance is given with program application, course registration, financing and travel arrangements. Orientation and re-entry programs are offered to assist students integrate the experience abroad into their coursework and personal lives. The deadline for application is December 15 for off-campus study the following year.

All students in good academic standing at Augsburg may apply for permission to study off-campus. The cost for many programs is equivalent to full tuition, room and board for a semester on-campus. Financial aid is granted on the same basis as on-campus study.

Students normally receive the same number of course credits abroad as they would if studying on-campus. Courses abroad can fulfill major, distribution/general education and graduation requirements when approved by academic advisers and the International Programs Office before departure.

Augsburg Community — The International Programs Office works to utilize the cross-cultural perspectives of its international students and students with experience overseas to educate the college community on world issues. This is done through faculty, staff and student development programs which include activities sponsored by the Cross-Cultural Club and the International House, forums on world issues sponsored by the Global Community and Amnesty International student groups, and seminars focusing on issues of cross-cultural communication for faculty and staff.

HEALTH SERVICE

The College has a contract for its student health service with Smiley's Point Clinic, a teaching clinic of the University of Minnesota Medical School. The Clinic is located on Riverside Avenue across the street from the campus. Office visits for illness and injury are free for all Augsburg students.

Students must check family health coverage to determine if they are included; if they are not, contact the Dean of Students' office for information regarding student health insurance.

FOOD SERVICE

The Commons — Situated on the top floor of the Christensen Center, this is the main food service facility for students, faculty and staff. This pleasant, spacious 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.

Murphy's — Located on the ground floor of the Center, Murphy's features grill items, soups and salads, desserts and beverages.

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 facilitates the process of group living and discusses 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.

Urness Tower — All new students and some upperclass students live in Urness Tower. This 11 story high-rise houses 324 students. Each floor is considered a house unit providing 36 students (two to a room), with their own lounge, study and utility areas. In Urness Tower, rooms are furnished except for bed linens, towels, blankets, bedspreads and lamps. Laundry facilities are available in each residence.

Mortensen Tower — This is the newest residence hall, an alternative to traditional residence hall living. It contains 104 one- and two-bedroom apartments to accommodate 312 upperclass students. Mortensen Tower is carpeted, air conditioned and contains kitchen units. It is otherwise unfurnished.

South Hall — Contains 12 apartments housing 34 upperclass students.

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

Annex Housing — This 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.

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 Office of the Dean of Students or the appropriate coordinator as listed in the directory at the end of the catalog.

ACADEMIC INFORMATION



Augsburg College constructs its curriculum upon the premise that students must be educated as fully 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 45 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 Chemistry (ACS), Computer Science (B.S. option), Music Therapy, Nursing, Physics (B.S. option) 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. Augsburg also offers a Master of Arts in Leadership, Master of Arts in Education-Leadership and Master of Social Work.

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. Full-time 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 different 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 offers two Summer School sessions. The Summer School catalog is published in the winter of each year and is distributed to all students, and is available by contacting the Summer School Office.

Augsburg Weekend College and Graduate Programs follow a trimester calendar (see Augsburg Weekend College and Graduate Programs).

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.

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 175,000 books, journals, records, sound cassettes, films and microforms. Music, chemistry and art history slide libraries are located within the departmental areas.

A service-oriented staff provides students with assistance to meet diverse information needs including instruction in the use of the library, reference service and guidance in pursuing research. Students have access to a wide variety of local, regional, national and international databases. Arrangements are made for access by students with physical limitations and special needs.

Students have access via a computerized on-line catalog and daily courier service to all the library holdings of the seven private liberal arts colleges of the Twin Cities and the James J. Hill Reference Library.

The Library Audio-Visual Center houses and supplies media equipment, films and video tapes free of charge for instructional use. Audio and video tape duplication within the limits set by copyright law is available. Fees are charged for the production of transparencies and posters as well as for lamination. The Center supplies television sets, VCRs, video cameras, video editing, tape recorders, microphones, slide, overhead, filmstrip, opaque and movie projectors as well as screens and carts. Film bibliographies and advice on materials selection are available. Facilities for classes in broadcasting are located in the Center.

COMPUTER RESOURCES

The fall 1991 completion of a new computer classroom and lab is an important addition to the growing list of computer resources accessible to Augsburg students and faculty. Computing clusters located in the dormitories, the Foss Center computer lab, the Library and the Science Building are connected via a campus-wide network that offers a wide range of network services.

Augsburg College became a member of the National Science Foundation's Internet in the fall of 1990, connecting Augsburg to hundreds of universities and other institutions in the U.S. and around the world. Internet access and a focus on educational technology allows Augsburg to integrate these new electronic resources into many different areas of the learning process.

ACADEMIC ORGANIZATION AND PROGRAMS

DIVISIONS AND DEPARTMENTS

The College curriculum is offered by 22 departments which are grouped into four divisions for administrative and instructional purposes.

Humanities — Catherine Nicholl (Chairperson)

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

Natural Science and Mathematics — Mark Engebretson (Chairperson)

Biology, Chemistry, Mathematics and Computer Science, Physics

Social and Behavioral Sciences — Richard Nelson (Chairperson)

Business Administration/Management Information Systems (MIS), Economics, History, Political Science, Psychology, Sociology

Professional Studies — Marie McNeff (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

Art

Art History
Studio Art

Biology

Business Administration

Accounting, Finance,
International Business, Management
and Marketing

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

Communication

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

East Asian Studies¹

Economics

Applied Economics

Economics-Business Administration

Education

Kindergarten-Elementary

Secondary (non-major, licensure only)

Engineering²

English

Foreign Languages
 Chinese, French, German, Japanese,
 Norwegian, Russian, Spanish
 Health Education
 History
 Humanities
 International Relations
 Management Information Systems
 Mathematics
 Metro-Urban Studies
 Music
 Music Education (B.M.)
 Music Performance (B.M.)
 Music Therapy (B.S.)
 Nursing (B.S.)

MINORS

American Indian Studies
 Art
 Art History
 Studio Art
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 East Asian Studies
 East and Southeast Asian Studies
 Economics
 English
 Foreign Languages
 Chinese, French, German, Japanese,
 Norwegian, Russian, Spanish
 Health Education
 History
 International Business

Philosophy
 Physical Education
 Physics (B.A. or B.S.)
 Political Science
 Psychology
 Religion
 Scandinavian Area Studies
 Social Science
 Social Work (B.S.)
 Sociology
 Soviet and East European Area Studies ¹
 Speech
 Theatre Arts
 Transdisciplinary

Management Information Systems
 Mathematics
 Metro-Urban Studies
 Music
 Philosophy
 Physical Education
 Physics
 Political Science
 Psychology
 Religion
 Scandinavian Area Studies
 Social Welfare
 Sociology
 Soviet and East European Area Studies
 Special Education
 Speech
 Theatre Arts
 Theatre Criticism
 Women's Studies

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 Arabic, Chinese, Hebrew, Japanese and Russian. Other languages may be available through special arrangement.*

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

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), 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).

Pre-Professional Programs

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

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

Pre-Dentistry — These courses are recommended to fulfill the minimum requirements of the School of Dentistry at the University of Minnesota: ENG, two 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. Robert Clyde. 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 which can fulfill the academic requirements 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, 201, 491 and at least one from each of five groups — (367, 386, 471), (355, 474), (351, 353, 473), (361, 440), (476, 481) — 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-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 112 or 113; 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, two courses; MAT 124; public speaking, one course; CHM 115, 116 (or 105, 106), 351, 352, 353; BIO 111, 112; PHY 121, 122; economics, one course; two courses in art, literature, music, humanities, theatre, 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.

Honors Program

The Honors Program is a set of opportunities designed to challenge the most academically distinguished students at Augsburg. Honors combines academic and cultural components with social and intellectual activities. The main components of the program include a one-per-term sequence of honors courses during the freshman and sophomore year, special topics seminars, a senior honors Interim course and a bi-monthly program of speakers and events in the city. Students gain an enriched academic experience with the support and camaraderie of other honors students. Through the program, the College can identify and meet the needs of its very best students. Members normally enter as freshmen, with opportunities for transfers and others. Requirements center on full participation in the program components and a GPA of approximately 3.5. Please send inquiries for the freshman and sophomore program to Joan Griffin and the junior and senior program to Larry Crockett.

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 regional library network, the Augsburg community has access to over 5,000,000 volumes.

Associated Colleges of the Twin Cities (ACTC) — Full-time weekday students at Augsburg and the St. Paul colleges and universities 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 17 other colleges and universities in Minnesota, Wisconsin, Iowa and South Dakota, develops and offers off-campus study semesters in Scandinavia, South and Central America 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 on both campuses.

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

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 Office of the Registrar.

OPPORTUNITIES FOR STUDY ABROAD

Students are encouraged to consider study abroad as part of their educational program at Augsburg College. Study abroad provides opportunities to develop critical thinking skills, strengthen language competencies, further career paths, experience different cultures and gain knowledge about the increasingly interdependent world.

Eligibility and Application

All students in good academic standing at Augsburg may apply for permission to study off-campus. Although foreign language skills are an asset to students studying abroad, they are not required. Since it takes some time to prepare for studying abroad, students should start planning during their freshman and sophomore years. Students must apply by December 15 to study off-campus for the next academic year.

Costs and Financial Aid

The cost of many programs is equivalent to full tuition, room and board for a semester on-campus. Financial aid is granted on the same basis as on-campus study. Cost estimates are drawn up to assist the Financial Aid Office in awarding aid to students studying overseas.

Academic Requirements and Credit

Study abroad is an integral part of several majors at Augsburg, but will add an international dimension to any academic program. Students majoring in a variety of disciplines, from the natural sciences and mathematics to the humanities, study abroad each year. Students normally receive the same number of course credits abroad as they would if studying on-campus. Courses abroad can fulfill major, distribution/general education and graduation requirements when approved by academic advisers and department chairs before departure.

A sample of study programs is highlighted below. For information on these or other programs overseas, contact the International Programs Office.

Fall Term

Women and Development: Latin American Perspectives

This program of Augsburg's Center for Global Education explores the experience of women in Latin America, focusing on their roles in economic development, social change strategies and the connections women are drawing among issues of gender, race, class and global economics. Students begin at the U.S./Mexico border, live in Cuernavaca, Mexico, for most of the semester, and travel to Central America. Cost is equivalent to full tuition, room and board for one semester on campus.

Application deadline: April 1

Social Policy and Human Services in Latin America

Each fall, Augsburg's Center for Global Education offers this program introducing participants to the central issues currently facing Latin America by focusing on new models of political organizing, popular education and human services. Students begin at the U.S./Mexico border, live in Cuernavaca, Mexico, for most of the semester, and travel to Central America. Cost is equivalent to full tuition, room and board for one semester on campus.

Application deadline: April 1

HECUA

Augsburg, in consortium with other colleges and universities, offers programs through the Higher Education Consortium for Urban Affairs (HECUA) in three different full semester programs in Norway, Ecuador or Columbia. All programs emphasize the impact of social change and cross-cultural factors on the human community. HECUA programs emphasize intense language experience, internships and field trips.

For more information on HECUA programs, see the Metro-Urban Studies listing in this catalog.

HECUA/South American Urban Semester: Ecuador or Columbia (SAUS)

This interdisciplinary program focuses on the relationships between Third World development and the consequences of urbanization on the growth of cities in South America.

Application deadline: March 15

HECUA/Scandinavian Urban Studies Term: Norway (SUST)

(Also offered Spring Term.)

This interdisciplinary program focuses on contemporary Scandinavian societies and issues of the development of cities, urban problem solving and urban life. Field study in Scandinavia and the U.S.S.R. is included.

Application deadlines: November 1 (Spring term), March 15 (Fall term)

Interim Abroad

Each January, 25-30 courses are offered around the world by Augsburg professors and through the Upper Midwest Association for International Education (UMAIE). Course registration is held during the Spring and Fall terms for the following January.

Application deadline: October 25

Spring Term

Program in Global Community

This program of Augsburg's Center for Global Education examines the history of political change, the dynamics of social justice and the role of the church in Latin America. The program also explores the importance of community and the responsibility of U.S. citizens in working for social and political change. Students begin at the U.S./Mexico border, live in Cuernavaca, Mexico, for most of the semester, and travel to Central America. Cost is equivalent to full tuition, room and board for one semester on campus.

Application deadline: October 15

Minnesota Studies in International Development (MSID)

Augsburg, in cooperation with the ACTC colleges and the University of Minnesota, offers the opportunity to study development issues in one of seven countries: Ecuador, Colombia, India, Jamaica, Kenya, Morocco and Senegal. The program consists of coursework in the U.S., a development related internship in the country and community outreach upon return. During the Fall semester, two required predeparture courses are offered at the University of Minnesota. Directed study, internship or field research is offered in the country during Interim and Spring terms.

Application deadline: May 15

HECUA/Literature, Ideology and Society in Latin America: Educador (LISLA)

This interdisciplinary program focuses on development and social change in Latin America through the study of ideology, as reflected in literature and arts and the ways in which ideologies shape perceptions of social realities.

Application deadline: November 1

HECUA/Scandinavian Urban Studies Term: Norway (SUST)

See description under listings for Fall term.

ACTC German Program: Germany and Austria

Students participate in intensive language study at the Goethe Institute in Germany during January and February and in a course on Austro-German culture, language and civilization in Vienna, Austria.

Application deadline: October 15

Summer Abroad

Student Project for Amity Among Nations (SPAN)

Augsburg participates in SPAN as a joint venture with other colleges and the University of Minnesota. Each January four countries are selected and applications are accepted during Spring term. Students participate in language study and group meetings during the school year before departure, independent study/research on the topic of one's choice during the summer, and writing a paper and community projects upon return.

Application deadline: May 15

Student Teaching Abroad

Selected Education Department students may participate in the International Student Teaching Abroad program coordinated through Moorhead State University. Students have options for student teaching in dozens of countries through the International and American Independent School Network. Students who teach abroad will also do part of their student teaching under direct Augsburg faculty supervision. For additional information, contact the Education Department.

EXPERIENTIAL EDUCATION PROGRAMS

Internships, Cooperative Education and Service-Learning

Through Internships, Cooperative Education and Community Service, Augsburg students integrate and expand their liberal arts education by embracing the worlds of work and service. Each work or community service placement is closely related to a student's major, course work or career interest. Augsburg's Internship, Cooperative Education and Community Service programs link employers, community organizations and the academic program in a way that enriches and expands a student's educational experience and personal development. An underlying assumption is that a liberal arts education is an effective preparation for careers and citizenship. The integration of "knowing and doing" adds breadth and depth to the liberal arts curriculum and assists students in making more informed academic, career and personal decisions.

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

Academic Internships

An academic internship is a carefully planned work-based learning experience where a student focuses on specific academic and individual learning objectives. A learning agreement plan, negotiated with a faculty supervisor and work supervisor, outlining the internship objectives, strategies and evaluation methods is required. An academic internship is approved, supervised and evaluated by a faculty member in the department in which the student wishes to earn the Internship credit. Upper Division Internships are numbered 399 and Lower Division Internships are numbered 199.

Registration for Internships consists of the following steps:

1. Obtain the Internship registration permission form from the Internship and Cooperative Education Office and secure the signatures of the faculty supervisor and Director of Internships and Cooperative Education.
2. Register for a 199 or 399 Internship during the registration period. The signed permission form must be turned in at the time of registration. (Students may pre-register without a placement secured, but a suitable internship must be found by the end of the registration or drop/add period.)
3. A learning agreement (forms are available from the Internship and Cooperative Education office) must be negotiated with the faculty member responsible for grading the experience and the work supervisor. The completed original is turned in to the Internship and Cooperative Education Office.

Internships are available in all majors and can be taken during a semester (or Weekend College trimester), interim or summer session. For extension of an internship 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.

Cooperative Education

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

Students also earn money to help defray educational costs while gaining important on-the-job experience. Job placements typically are part-time during the academic year and/or full-time summer. Co-op jobs are flexible and can begin and end anytime. Co-op Ed is not credited in and of itself, but a non-credit Cooperative Education transcript entry is available during the academic terms the student is employed. Co-op Ed students are encouraged

to complete at least one Internship for credit in conjunction with their Cooperative Education participation. Co-op Ed is available to Augsburg students who have completed their freshman year and are in good academic standing.

Service-Learning

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

The Service-Learning Program works with community organizations and organizes specific projects to enhance student involvement and also assists with and supports the integration of service-learning into departmental courses. The program works closely with the student directed Augsburg LINK program and campus ministry.

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. There are three trimester terms during the early September through June academic year. Students may take from one to four classes each term.

Although the 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, international business, management, and marketing), Communication (concentrations in human relations, marketing communications, public relations/advertising, and supervisory management), Computer Science, Economics, Elementary and Secondary Education, English, Management Information Systems, Nursing, Psychology, Religion and Social Work.

GRADUATE PROGRAM

Augsburg College offers three graduate degree programs: the Master of Arts in Leadership, the Master of Arts in Education–Leadership and the Master of Social Work.

Designed for working adults, the Augsburg Graduate Program operates on alternate Saturdays and alternate Thursday evenings. There are three trimester terms during the early September through June academic year.

The Master of Arts in Leadership program is based on the subject matter and approaches of the traditional liberal arts. This cross-disciplinary program directs its academic content and pedagogical approaches at situations, issues and problems relevant to organizational leaders. Augsburg's program recognizes that today's leaders need broad-spectrum abilities to provide them with a more comprehensive understanding of their world.

The Master of Arts in Education-Leadership program values the role that good educators play in the lives of students, and operates from the belief that educators need to exercise leadership within the workplace without relinquishing the role of teacher. The program promotes leadership as a process, promotes productivity within and beyond the organization and works toward progress.

The Master of Social Work at Augsburg offers two concentrations: Family Practice and Program Development, Policy and Administration. In the Family Practice concentration, students concentrate on empowering the family nurturing systems from a developmental and holistic perspective.

The Program Development, Policy and Administration concentration has been developed in response to the growing demand for creative leadership and administration of policies and services that respond to human need.

Both concentrations are founded on the assumptions that analysis of complex social issues and solutions must be based on solid research, and that the world is interdependent in all areas, including human needs and the services to address them.

These programs bring working adults to the campus. They are complemented by the College's Cooperative Education Program (begun in 1984) that places Augsburg students into paid work experiences.

OTHER PROGRAMS

Continuing Education Program

Augsburg College offers selected courses through Continuing Education.

Inquiries should be addressed to the Office of the Associate Dean for Graduate and Special Programs.

Canadian Program

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

Milda K. Hedblom, Canadian Program Coordinator

Center for Global Education

The Center for Global Education, founded at Augsburg in 1982, facilitates cross-cultural learning experiences which prepare people to think more critically about global issues and to work toward a more just and sustainable world. The Center's programs explore a diversity of viewpoints and are grounded in the perspectives of the poor and of others struggling for justice and human dignity. Students can participate in semester abroad programs, as well as Weekend College and Graduate Program courses offered at the Center's program sites in Latin America, the Middle East, Southern Africa, and the Asia/Pacific region.

ACADEMIC POLICIES AND PROCEDURES

REGISTRATION

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

Full-time students normally register for four courses per 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 five days 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. As some courses are offered only in alternate years, students should also consult with Departmental advisers when planning their class registrations.

Separate catalogs of courses are published by the Interim Office, Summer School Office, Weekend College Office and Graduate Program 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

Summer School Office — 2222 Murphy Place

Weekend College Office — 2222 Murphy Place

Graduate Program Office — 2222 Murphy Place

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 terms.

Class Confirmation

All students must confirm their registration at the beginning of each semester and complete financial arrangements.

Students who do not confirm their registration before the first day of classes (unless special arrangements have been made) will lose all classes. They may register and confirm during the first five days, but special late fees are assessed and added to their account.

Withdrawal from College

Students are urged not to abandon courses for which they are registered because 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 Students. 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 Associate Academic Dean and the Registrar are available for counsel and assistance in program planning.

Each student must apply for graduation at the time specified by the Registrar. Application forms are available in the Registrar's Office.

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

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

1. Completion of 35 courses — At least 11 course credits 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

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. This is calculated on each transfer student's evaluation of transfer credits.

No more than these maximums may be applied toward the 35 total courses required: two courses by independent/directed study; four courses of internship; and eight course credits with a grade of Pass (P). Non-traditional grading (P) also has these limits: two in the major except Elementary Education and Nursing; one 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.

3. First Year Experience (FYE) — All students who enter the College as freshmen in the weekday schedule program must complete satisfactorily the FYE Fall Orientation and Seminar. See the program section on the First Year Experience for a full description.

4. 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.

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

Because a new general education curriculum takes effect September, 1991, other graduation requirements differ depending on a student's classification.

Former Students

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

Regular Students Enrolled Before June, 1991

Students enrolled before June, 1991, have a choice of using all graduation requirements in effect when first enrolled or changing to the graduation requirements in effect beginning in September, 1991. No combination of requirements may be made.

Students Entering Augsburg September, 1991, or Later

Students entering under the following classifications will follow the Distribution Requirements as outlined below.

- Students entering in 1991-1992 who are classified as Sophomores, Juniors, or Seniors;
- Those entering in 1992-1993 classified as Juniors or Seniors;
- Those entering in 1993-94 classified as Seniors .

All other entering students will follow the requirements listed in the section titled "The Augsburg General Education Curriculum Requirements" (see pages 81-89).

DISTRIBUTION REQUIREMENTS

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

Liberal Arts — An approved course from each of these seven areas:

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

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

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

Religion — Three approved courses in religion, of which not more than one may be an Interim course, are required. The number of religion courses required for graduation is adjusted for transfer students. Transfer students

should check their Evaluation of Transfer Credit form, or consult the Registrar's Office.

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 — Demonstrated proficiency in two different Lifetime Sports is required. Lifetime sports are no-credit courses and are not included in the 35-course requirement.

THE AUGSBURG GENERAL EDUCATION CURRICULUM REQUIREMENTS

Rationale for the Augsburg General Education Curriculum:

The Augsburg faculty has designed a cohesive academic program incorporating general education, major courses, supporting courses and elective courses leading to the bachelor's degree. The core of the Augsburg curriculum is found in the liberal arts as expressed in the General Education component of the college curriculum.

Augsburg, in its Mission Statement, declares the College exists "To develop future leaders of service to the world by providing high quality educational opportunities which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community." One way which the College seeks consciously to realize this Mission is through its General Education curriculum, which Augsburg has divided under two headings: liberal arts perspectives and skills.

The term "perspective" assumes that not only are we engaged in the search for truth, but that this requires the searcher to consider questions from a variety of viewpoints, each of which has something valuable to contribute to the whole. These perspectives are not strictly identified with traditional disciplines, but are understood in ways which encourage multi-disciplinary reflections on the questions at issue. They combine concerns about content with those of process and approach, directed ultimately to making the student a more effective learner and participant in society.

The following requirements reflect the way in which Augsburg has chosen to view the liberal arts. Two of the four features of the Mission Statement are embodied in the General Education Perspectives: "The Character and Mission of Augsburg College: The Christian Faith and the City." These Perspectives emphasize that the College's affiliation with the Lutheran

Church, its insistence on the value of knowing the approach which derives from the Christian roots of the College and its location in the city, deserve special consideration in Augsburg's educational program.

The third feature — that Augsburg is a liberal arts institution — is also emphasized in the other Liberal Arts Perspectives. Certain dimensions of human life — of what it is to be human — form the core of the required liberal arts experience. These overall perspectives on what it is to be human can themselves be studied from the vantage points of the various academic disciplines.

Students need to learn about themselves, about what it is to be a person. Hence, the Perspective on Human Identity. But the person exists in both a social community and a natural world. Hence, the importance of the Perspectives on the Social World and the Natural World. Because the way in which we understand ourselves derives largely from our Western heritage, students need to learn about and reflect on significant aspects of this heritage. Thus, the Perspective on the Western Heritage. At the same time, to focus on the West alone would be ethnocentric: We live in a global society. Hence the Perspective on Inter-Cultural Awareness. Attention to moral values is found not only in the Perspective on the Character and Mission of the College: the Christian Faith, but throughout the other perspectives as well. The Perspective on Aesthetic Values enables students to focus upon aesthetic works created by themselves or others, which convey fundamental insights, express beauty and enhance life.

Finally, the Mission Statement emphasizes that we are concerned with academic excellence. This has a number of features, including the way we teach all the courses in General Education. Beyond this, academic excellence presupposes that students have the requisite skills to do college-level work. The General Education Requirements are couched in a context which pays attention to the skills of both incoming and graduating students. Entry-level skill requirements in a number of critical areas, including reading, writing, quantitative reasoning and critical thinking, will be assessed and help given to students who need it. Graduation-level skills are also emphasized, so that students not only maintain but develop their skills during their Augsburg experience.

The General Education Requirements provide a coherent way to address the Mission of Augsburg College. They are not the only way, neither do they guarantee that students who graduate from Augsburg possess the desired knowledge and character traits. What they do is provide a coherent description of the context in which we liberally educate students, a clear statement of expected outcomes and an opportunity for students to see and understand the complexity of what it is to be human and Christian in an urban setting.

SKILLS COMPONENT

Entry Level Skills Requirements

The entry level skills tests are inventory assessments in:

- reading
- critical thinking
- quantitative reasoning (along with Math Placement)
- writing
- word processing

Placement in writing courses and math courses is determined by these inventories.

Freshmen (all students entering Augsburg with fewer than seven college credit courses) and Sophomore (entering 1992-'93 or after) Transfer Students:

- Take entry level skills tests and satisfy requirements.
- If skill levels are deficient, students will be enrolled in the appropriate course or advised on preparation for retaking the respective tests. Students are required to take the assessments before registering for the second term and to have demonstrated removal of deficiencies by the end of their first year at Augsburg.
- Effective Writing or its equivalent is required. Students who do not satisfy the entry level skill in writing will be required to take Developmental Writing before Effective Writing. Freshmen must complete the writing requirement before the beginning of their Sophomore year.
- Students who pass the writing assessment inventory at the advanced levels (to be determined by the English Department) will not be required to take Effective Writing.
- Those with demonstrated word processing skills; e.g. recent verifiable work experience, are exempt from the word processing inventory.
- Students who have college credit for a critical thinking or logic course are exempt from the critical thinking inventory.
- Students with an acceptable transfer mathematics course are exempt from the quantitative reasoning inventory, and will be given information about taking the Math Placement Test based upon previous mathematics courses.
- Freshman and Sophomore (entering 1992-'93 or after) transfer students will be required to satisfy all the graduation skill course requirements.

Junior and Senior Transfer Students

- Entering Junior and Senior transfer students (entering 1993-'94 or after) are

exempt from word processing, reading and critical thinking assessments.

- Those who have not taken an Effective Writing course or a college level mathematics course must take entry level tests in writing and/or quantitative reasoning. If they do not achieve exemption from those requirements, they must satisfy the requirement in those areas.
- Those who have a transfer mathematics course accepted for college credit by Augsburg College are exempt from the quantitative reasoning inventory and will be given information about taking the Math Placement test based upon previous college mathematics courses.
- Junior and Senior transfers (entering 1994-'95 or after) are required to satisfy all the graduation skill course requirements, except that only one writing component course is required.

Graduation Level Skills

General Education includes enhancement of certain skills during the years in college. Skills related to writing, critical thinking, speaking and quantitative reasoning are deliberate components of certain courses. Completion of the requisite courses with a minimum grade of 2.0 or P is required for graduation. Students are required to have two courses with writing components and one course each with critical thinking, speaking and quantitative reasoning components. These courses can simultaneously satisfy skill requirements and graduation requirements for the major or general education perspectives.

Lifetime Sports

Demonstrated proficiency in two different Lifetime Sports is required. Lifetime sports are no-credit courses and are not included in the 35-course requirement.

LIBERAL ARTS PERSPECTIVES

The General Education Liberal Arts Perspectives have the primary goal of providing the basis for beginning to understand what it means to be a human being at this time. The goals of the Perspectives are achieved through a variety of courses which have been approved as meeting the criteria established for each Perspective. Although courses approved for each Perspective meet the General Education requirements, not every course meets all the goals of each Perspective.

Students will choose from a list of courses meeting the Liberal Arts Perspectives, available from the Office of the Registrar. These choices are controlled by the following policies:

- A student will choose one course from each category.
- No single course can fulfill the requirements in two or more categories.
- No student will be permitted to count more than three courses from the same department in meeting perspective requirements.
- No student may count more than one course from the same department in meeting the requirements of any single perspective except:
 1. Up to three courses in religion may be used to meet the perspective, "The Character and Mission of Augsburg College: The Christian Faith."
 2. Up to two courses in a year-long sequence (biology, chemistry or physics) may be used to meet the perspective, "The Natural World."
 3. Up to two courses of the same foreign language may be used to meet part of the perspective, "Intercultural Awareness."

THE EIGHT PERSPECTIVES

Perspective: The Character and Mission of Augsburg College: The Christian Faith

This Perspective focuses on Augsburg as a College of the Evangelical Lutheran Church in America. As a college of the Church, Augsburg accepts as a basis for its educational program the doctrines of the Christian faith as revealed in Scripture and the creeds affirmed by the Lutheran Church. It consciously affirms that all students should reflect upon the Christian Scriptures, theological concepts, ethical values, their own faith and values and religious concepts outside of the Christian faith as part of becoming educated.

From this Perspective, students should gain an understanding of and critically reflect on:

1. The Bible (for example, its origins, structures, content or interpretation).
2. Christian theological and religious concepts and their own religious beliefs.
3. Religious concepts and practices found in religious traditions outside the Christian faith.
4. Their own and others' values, their relation to Christian values, the possible grounds for these values, how these values might be critiqued and

defended and the role values play in the issues that confront our society.

Three courses are required to meet this Perspective except for the following:

1. Junior transfer students will be required to take two courses in the Christian Faith Perspective while registered at Augsburg; and
2. Senior transfer students will be required to take one course in the Christian Faith Perspective while registered at Augsburg.

Perspective: The Character and Mission of Augsburg College: The City

This Perspective focuses on the College's location in the heart of a metropolitan area.

From this Perspective, students should gain an understanding of and critically reflect upon the city with its diverse populations, cultural, governmental and economic institutions, and opportunities and challenges. In addition, students should experience the community and should explore opportunities for service in the community.

This requirement must be covered either by specific courses, by internship and cooperative education experiences or by designated or college approved non-credit experiences (such as volunteer service or college programs). Experiences that satisfy the requirement must be accompanied by seminars related to the experience.

One course is required to meet this Perspective.

Perspective: Western Heritage

This Perspective is intended to help students critically examine themes (found, for example, in literature, philosophy and the arts) and events that have historically shaped Western civilization. Attention should be paid to the contributions to or critiques of Western thought by women and ethnic minorities.

From this Perspective, students should gain an understanding of and critically reflect on:

1. Central ideas, texts or works of art that historically have been significant for Western society and the relation of these to present world views.
2. Specific historical themes, trends, events and persons and their roles in shaping both the past and the present.
3. Historical and literary methods of ascertaining and conveying the past.

Two courses are required to meet this Perspective.

Perspective: Human Identity

This Perspective is intended to help students view themselves as persons, men and women with unique abilities, values, beliefs, experiences and behaviors.

From this Perspective, students should gain an understanding of and critically reflect on:

1. Methods and approaches that attempt to explain how individual persons think, feel and act.
2. Scientific or humanistic interpretations of their own development as persons.
3. Questions of faith, ethics and moral choice in their personal and professional lives.
4. Factors involved in physical and mental health.

One course is required to meet this Perspective.

Perspective: Aesthetics

Aesthetic creations convey fundamental insights and values, express beauty and enhance life. This Perspective focuses on aesthetic qualities in artistic expressions by oneself and others.

From this Perspective, students should gain an understanding of and critically reflect on:

1. Forms of artistic expression.
2. Historical development and variation in aesthetic taste and performance across cultures and how different cultures have expressed themselves through various aesthetic forms.
3. Different theories of aesthetics.
4. Their own creation or performance of a work of art.

One course is required to meet this Perspective.

Perspective: The Social World

This Perspective is intended to help students learn to identify, examine and critique social, economic or political systems: to understand how and why such systems develop, to see the connections among these systems and to use this knowledge as a participant in society.

From this Perspective, students should gain an understanding of and critically reflect on:

1. The characteristics and dynamics of human organization at the group and societal level.
2. Current theories and methods for understanding social, political or economic systems.
3. The historical development of selected social, economic or political structures.
4. The relationship between various social, political, or economic systems and the student's own responsibilities in society.
5. The ways that social, economic or political structures differ across cultures and affect diverse groups in society.

Two courses are required for this Perspective.

Perspective: Intercultural Awareness

This Perspective is intended to complement the Western Heritage Perspective by expanding students' awareness of other cultures. One course is required in which students critically reflect upon ways their own cultural biases operate when confronting other cultures. They should become better able to communicate with persons of other cultural backgrounds partially by being introduced to a specific culture other than European or mainstream North American cultures.

In addition, students are to gain entry into another culture by learning to speak and read a language other than their native language. For this part of the Perspective, students are required to have demonstrated proficiency in a foreign language. The foreign language requirement will be based upon placement:

Foreign Language Placement	Course Requirement
111	111,112
112	112
211	211
212	212
311	No course required

Students who are required to complete two semesters of foreign language must complete the requirement with sequential courses in the same language.

Perspective: The Natural World

This Perspective is intended to help students understand themselves in relation to the physical world. Their active role as observers, explorers, and moral agents will be emphasized. Sufficient technical training in scientific knowledge, concepts and methods will be provided to equip students for critical and intelligent participation in public debates on technical issues.

From this Perspective, students should gain an understanding of and critically reflect on:

1. Selected aspects of the natural world.
2. The characteristics, strengths and limitations of science and the scientific method, and the complex relations between data and theories, at least in part through practical laboratory experience.
3. The history of science, its relations to other historical/social developments and the variety of ways persons and civilizations have approached the natural world.
4. The relations and differences between science and theology; the mutual influences of technology, values, and the natural/physical environment; the limits imposed on humans by the natural environment, and the interconnectedness of all living systems.
5. The importance of symbol systems such as mathematics in attempting to describe, classify, and model objects and events.

Two courses are required to meet this Perspective.

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 who chose the P/N option are cautioned:

- In order to receive a grade of P, a student must achieve at least a grade of 2.0
- Some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a “C”.
- For transfer students, 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 265 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 or N. Chemistry Seminar and Lifetime Sports are graded P/N.

In courses where there is a choice, students will be graded on the traditional system unless they indicate on their registration that they wish to use the P/N grading option. Any changes in choice of grading system must be made according to dates published each term. 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 an incomplete grade, a student must receive permission of the instructor of the course; must file a form stating the reasons for the request, the work required to complete the course, the plan and date for completing the work, and comments from the instructor; and must gain the approval of the Registrar. If permission is granted, the necessary work must be completed in enough time to allow evaluation of the work by the instructor and filing of a grade before the final day of the following semester. If the work is not completed by that date, the grade for the course becomes a 0.0.

Internships, Independent Studies and Directed Studies may sometimes last

longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. 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. The formula for computing the GPA is:

$$\text{GPA} = \frac{\text{Total grade points} - 2 (\text{P or Transfer Courses})}{\text{Courses taken} - (\text{P or Transfer Courses})}$$

Classification

Students are classified in August and at the end of the Fall and Interim terms.

Sophomores — Seven 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 Program Test

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.

International Baccalaureate Program

Courses earned from the International Baccalaureate Program will be considered by the College for advanced placement and appropriate credit. Departmental guidelines are available from 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) — This is a series of standardized tests which have been developed by the College Board and are offered to students for a small fee at regional testing centers. (The regional testing center for this area is the University of Minnesota.) Students who score at or above the 65th percentile on a subject examination may receive academic credit for that subject at Augsburg College. Additional information about CLEP tests is available from the Office of the Registrar.

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

- There is a departmental instrument available for subject area in question.
- There is a faculty member designated by the department to administer the exam.
- 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) — This 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:

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

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

Transcript credit will be granted on the basis of semester credits, and the total number of credits granted will be divided by four to determine the number of 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.

English as a Second Language (ESL) Program

Students who declare a language other than English to be their primary language, or who 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 from ESL) and by a writing sample.

Near the end of each term of the English as a Second Language course, an objective test will be administered to all students in the class. The score on this test and the grade earned in the class will determine whether additional ESL course work is required. Usually a score of 80 to 90 and a course 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 examination or by course completion, have completed the foreign language requirement for graduation.

Academic Progress, Probation and Dismissal

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

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

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

Junior — A student who has taken fewer than 25 courses with a cumulative GPA of 1.9 or higher

Senior — A student who has taken 25 or more courses with a cumulative GPA of 2.0 or higher.

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

Students whose academic achievement falls below these guidelines will either be placed on scholastic probation at the end of the term, or will be continued on probation or will be dismissed from the College. In addition, a freshman who receives two zero grades or a sophomore who receives three zero grades will be considered for probation or dismissal. However, dismissal from the College is not automatic. Each case is reviewed by the Committee on Student Standing. Evidence of the student's commitment to academic progress is the major consideration in deciding whether or not to dismiss a student. Students who have a poor academic record may be strongly advised to withdraw before the end of a term. Those on probation who voluntarily withdraw from the College, as well as those who are dismissed, must have special permission to re-enroll.

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

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

Dean's List

The Dean's List is compiled after each 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, for a weekday schedule student or two full courses, or equivalent, for a Weekend College student, graded on the traditional grading system, with no incompletes in courses offered for credit. If permission is given, an announcement is sent to the hometown newspaper of each student on the Dean's List.

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

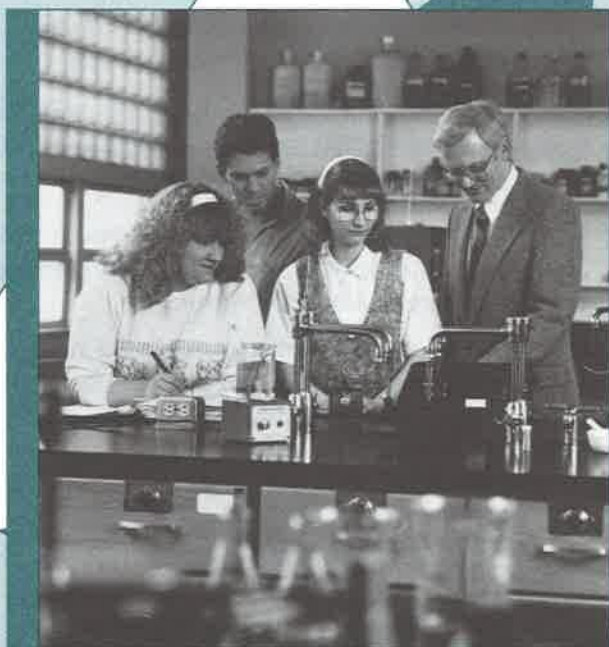
Augsburg is approved by the State Approving Agency for Veterans Education. Veterans should consult with the Office of the Registrar about completion of the enrollment certificate and the forwarding of other information to the Veterans Administration.

Augsburg's standards of academic progress are given in this Catalog. When a veteran or eligible person fails to maintain these prescribed standards of progress, the College will so inform the Veterans Administration. 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 for which they had been certified.

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



As a liberal arts institution, Augsburg College believes that knowledge and truth are interrelated and are integrated into a whole. The tradition of the academic world, however, divides this unified truth into more manageable parts: the academic disciplines. The knowledge of individual disciplines is subdivided into courses 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 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 and minors follows the narrative.

Class Schedule

Courses listed are subject to change. In general, classes are offered Fall and/or Spring terms. The ACTC Schedule of Classes published each spring lists offerings and locations for Fall and Spring terms.

Since some courses are offered in alternate years, it is important that the student review major requirements and course offerings with an adviser to ensure that all requirements can be met.

Descriptions and schedules for courses offered in January Interim, Summer School, Augsburg Weekend College and the Master of Arts in Leadership, Master of Arts in Leadership-Education and the Master of Social Work programs 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 four semester credits or six 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 for sophomores, 300s for juniors, and 400s for seniors.

Prerequisites

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

AMERICAN INDIAN STUDIES

Augsburg College offers a minor in American Indian Studies. See listing under Interdisciplinary Studies (INS).

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 like Augsburg is an ideal setting for the study of art because it provides a constant possibility for the interaction of ideas,

disciplines and attitudes. At Augsburg, art study is further enhanced by associations with a significant number of art galleries and museums in the Twin Cities area.

Cooperative Education and Internships in studio art and art history provide on-the-job, supervised, evaluated experiences which contribute to the student's overall education and development. Primary goals include improvement of art and museum skills, production and creative strategies.

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

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

Teaching Licensure Major: Foundations 102, 107, 225; four studio disciplines from 118, 132, 221, 223 and 250; second level courses in two areas; 240 and two other art history courses. Consult with the Education Department for requirements in education for teacher licensure.

Art History Major: Eight art history courses including 240 and 388; two 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: Four studio courses including 107 and 240.

Art History Minor: Five art history courses including 240.

Certificate in Art: Eight 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

102 Environmental Design

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 graphite pencils, pen and pastel pencils. Subjects include still-life, figures, building interiors and exteriors and experimental work.

225 Communication Design I

The theory and practice of visual perception and communication using elements such as color, line, shape, type, symbols and pictorial images. An emphasis will also be placed on the creative thought process.

Studio Art

100, 300 Special Topics

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

106 Calligraphy

Development of calligraphic writing and drawing skills with emphasis on the broad-edged pen. Attention is given to the historical development of calligraphy and the elements of design through readings and demonstrations. This course also has an Upper Division option.

108 Introduction to Art Therapy

An introduction/overview to art therapy as a human services profession, recognizing individual development through art and the creative process. This course will study the various populations served through art therapy and explore the various media and processes used.

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. Students need access to a 35 mm, single lens reflex camera. Materials will cost approximately \$150-175.

199 Internship

Lower Division Internship.

221 Sculpture I

An introduction to sculpture. Choice of media: clay, welded steel and bronze, plaster and plexiglass. 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.

224 Publication Design

An introduction to traditional design concerns and procedures related to publication design as well as design for desktop publishing. Theory and practice of coordinating visual images and typography with content in publications. Study of design in magazines, newspapers, newsletters, books and miscellaneous publications. Students design and produce a publication as a group project. (Weekend College only.)

247 Life Drawing

See Interim Catalog.

250 Ceramics I

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

290 Tribal Arts and Culture

(see INS, American Indian Studies)

299 Directed Study

Independent Study for Lower Division credit.

330 Communication Design 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.

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 and plexiglass. (Prereq.: 221)

499 Independent Study

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

Art History

240 Art History Survey

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

103

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

352 Women and Art

A study of the creative role of women in the visual arts, including the fine arts, the "traditional" arts and the work of Native American women.

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.

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.

388 19th and 20th Century Art

European painting, sculpture and architecture from Neoclassicism through the present.

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.

Because the biological world reveals such variety, complexity, and knowledge, an undergraduate major in biology needs to be broadly based. Because 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: Robert Herforth (Chairperson), Thomas Herbst, Esther McLaughlin, Erwin Mickelberg, Ralph Sulerud

Major: Nine courses, including 111, 112, 201 and at least one from each of the following five groups: Molecular and Cellular: 367, 386, 471; Cellular to Organismal: 355, 474; Organismic/Animals: 351, 353, 473; Organismic/Plants: 361,

440; Environmental: 476, 481.

The ninth course may be BIO 203 or any Upper Division biology course, including an Interim course. BIO 491, a noncredit seminar, is required of all juniors and seniors. Also required: CHM 105 or 115, 106 or 116, and 223; PHY 103; Math Placement Group III.

Students who intend to enter graduate, medical, or other professional schools should consult with the Department because these schools vary in their science admission requirements. These may include CHM 351, 352 instead of 223, PHY 121, 122 instead of 103, and MAT 124, 125 or MAT 145, 146.

Licensure for teaching in Minnesota also requires three courses in earth and life sciences. For secondary teaching we recommend the broadest possible program in biology. Students planning to teach are advised to consult with the Education Department early in their academic program.

The Department works with the Cooperative Education Office in identifying and defining Co-op Ed experiences in laboratories and other settings in the Twin Cities. This experience is open to juniors and seniors. Students interested should consult with the Biology Department Cooperative Education Coordinator.

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: Five courses, including 111, 112 and three Upper Division courses; CHM 115, 116 (or CHM 105, 106).

101 Human Biology

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

102 The Biological World

The basic concepts of biology pertaining to both plants and animals are emphasized. The nature of science and the approach used by scientists to gather and analyze data and propose and test theories is considered. No animal dissections will be done in the laboratory. (Three hours lecture; three hours laboratory. Does not apply to the major or minor.)

103 Human Anatomy and Physiology

A professional course in the structure and function of the human body. (Three hours lecture, three hours 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 applications of biological concepts. (Three hours 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. (Three hours lecture, three hours laboratory. For student nurses, health majors, or consent of instructor. Prereq.: CHM 110 or consent of instructor. Weekend College only. 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. (Three hours lecture; four hours laboratory)

199 Internship

Lower Division Internship. (Prereq.: 112)

201 Methods in Biological Research

An examination of methods commonly employed in biological research, which may include electrophoresis, column separations, ultracentrifugation, microscopy, cell culture, radioisotopic techniques, gas chromatography and physiological recording. The theoretical basis of each method is discussed and experiments are conducted to demonstrate the utility of each method. (Three hours lecture, three hours laboratory. Prereq: 112)

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. (Three hours lecture. Prereq.: 112 or consent of instructor)

299 Directed Study

Independent Study for Lower Division credit. (Prereq.: 112)

351 Invertebrate Zoology

A study of the invertebrate groups stressing classification, morphology, behavior, life history and evolutionary relationships. (Three hours lecture, four hours laboratory. Prereq.: 112)

353 Comparative Vertebrate Zoology

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

355 Genetics

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

361 Plant Biology

A survey of the major divisions of the plant kingdom including the study of anatomy, physiology, life histories, taxonomy and ecology. (Three hours lecture, four hours laboratory. Prereq.: 112)

367 Biochemistry

An introductory consideration of the chemistry of proteins, carbohydrates, lipids and nucleic acids including intermediary metabolism. (Three hours lecture. Prereq.: 112, CHM 223 or 352 or consent of instructor.)

386 Immunology

A study of the structure and function of the immune system at molecular, cellular and tissue levels. Both basic immunology and fundamental principles relating to clinical immunology will be considered. (Three hours lecture, four hours laboratory. Prereq.: 112)

399 Internship

Upper Division Internship. Students must be juniors or seniors. (Prereq.: 112)

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. (Three hours lecture, four hours laboratory. Prereq.: 112)

471 Cellular Biology

A study correlating function with ultrastructure in both prokaryotic and eukaryotic cells. (Three hours lecture, four hours laboratory. Prereq.: 112, 367 or consent of instructor.)

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. (Three hours lecture, four hours laboratory. Prereq.: 112; CHM 106 or 116; PHY 103 or 122 or consent of instructor)

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. (Three hours lecture, four hours laboratory. Prereq.: 112)

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. (Three hours lecture, four hours laboratory. Prereq.: 112.)

481 Ecology

A survey of representative biological communities; the study of reciprocal relationships between organisms and their environments. (Three hours lecture, four hours laboratory, some Saturday field trips. Prereq.: 112, 361 or consent of instructor.)

491 Seminar

A weekly meeting of biology majors under the direction of Beta Beta Beta Biological Honor Society. Active participation by juniors and seniors is required. Guest speakers are often invited. A noncredit requirement for the major.

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 (BUS) AND MANAGEMENT INFORMATION SYSTEMS (MIS) DEPARTMENT

The Department of Business Administration and Management Information Systems (MIS) 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, three majors are offered: Business Administration, Management Information Systems (MIS) and a combination major in Economics-Business Administration. Business Administration and MIS should be considered separately in regard to the limitation of no more than 13 courses in any one department.

Within Business Administration, there are five specializations: Accounting, Finance, Management, Marketing and International Business.

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 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 and 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 Faculty: Amin Kader (Chairperson), Diane Busico, Thomas Busico, John C. Cerrito, Mary Dean, Earl Eames, Steven Freimuth, Peter Gillen, Abo-el Yazeed Habib, M. Anaam Hashmi, Wendy B. Hines, Marilyn Horowitz, Jane Kammerman, Myron J. Kapel, Roy LaFayette, Lori L. Lohman, Linda McKeag, Robert Kramarczuk, Fekri Meziou, Kinney G. Misterek, Thomas Morgan, Robert M. Murphy, Paul Pender, Paul E. Portz, Hamed Sallam, Milo Schield, Gregg Schneider, Robert Schultheis, Stanley H. Solnick, Stuart M. Stoller, James Urbach, Cheree Watters, Robert D. Wykstra

BUSINESS (BUS)

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 349.

Specialization in Marketing: 12 Core courses, 352, 355 or 357, 450, ECO 415.

Specialization in International Business: 175, 221, 222, 242, 252, 279, 331, 391, ECO 112, 113, 313. BUS 399 or 499 is required, as well as three semesters of a foreign language (or tested equivalent). Also the following: one International Economics course and BUS 362, 364 and 466. Other configurations may be permitted on consultation with the Department.

Combined major in Economics-Business Administration: Six Economics courses (112, 113, 312, 313, and two other Upper Division); eight Business Administration/MIS courses (221, 222, 242, 252, 279, 331, and two other Upper Division).

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

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: Six courses, including 221, 242, 252, 331, ECO 112 and 113. Other configurations may be permitted on consultation with the Department.

Minor in International Business: Six courses, including 221, 242 or 252, ECO 113, and three International Business courses. 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.

***C.M.A. Certification:** Students who have taken a prescribed course of study in accounting may take the Certified Management Accountant (CMA) examination prior to fulfilling the experience requirement. This certificate indicates proficiency in the area of managerial accounting.

Notes: Students who have taken a prescribed course of study in accounting may take the Certified Management Accountant (CMA) examination prior to fulfilling the experience requirement. This certificate indicates proficiency in the area of managerial accounting.

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, Micro Computer Accounting, Ethics in Business, and Risk Management and Insurance.

175 Computers for Business, Economics and MIS

(see under MIS 175)

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 Business, Economics and MIS

(See under MIS 279.)

295 Topics

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

299 Directed Study

Independent Study for Lower Division credit.

322 Accounting Theory and Practice I

An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements and other relevant issues as applied to assets. (Prereq.: BUS 222 and ECO 113)

323 Accounting Theory and Practice II

A continuation of 322. An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements and other relevant issues as applied to liabilities and stockholders' equity. (Prereq.: BUS 322)

324 Managerial Cost Accounting

Accounting tools for heavy manufacturing systems as well as for managerial decision making. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: BUS 222, 242, 252, 279, or consent of instructor)

326 Tax Accounting

The more common and important provisions of planning and compliance for income taxes. (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, 279; 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)

355 Marketing Communications

This course looks at the communications aspects of marketing by integrat-

ing advertising, public relations, sales promotion and personal selling into a coherent promotion mix. Emphasis will be placed on the design and evaluation of marketing communications programs, particularly advertising; selection of media; copy-creative effort; advertiser-agency relationship; management of the personal selling function including sales force selection, compensation, territorial design and performance appraisal. (Prereq.: Bus 252) Note: Both 355 and 357 cannot be taken for credit.

357 Advertising

An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. (Note: Both 355 and 357 cannot be taken for credit)

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)

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 the CPA's role to form the basis of opinion on a set of financial statements. (Prereq.: BUS 323)

425 Advanced Accounting

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

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 investors. Extensive coverage of capital markets and portfolio management. (Prereq.: All Core courses or consent of instructor)

440 Operations Management

Concepts and principles related to the management of operating functions. Examples from service industries, non-profit organizations and manufacturing. Taught from a managerial point of view. Topics include an overview of operations, planning operation processes, productivity measurement, standards, forecasting, concepts of quality, inventory management, principles of scheduling and operational control information systems. (Prereq.: BUS 242 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 and either BUS 355 or 357)

465 International Management

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

466 International Marketing

Designed primarily for students interested in the study of business activities on a global scale. More specifically, the majority of the course will be devoted to those issues and activities unique to marketing a product or service in an "international setting." Topics will include international environment scanning and analysis; comparative marketing research; strategic planning; product, price, promotion and distribution issues in multinational markets. (Prereq.: BUS 252, 362)

479 Intermediate Quantitative Methods for Business, Economics and MIS

(See under MIS 479.)

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)

MANAGEMENT INFORMATION SYSTEMS (MIS)

Major in MIS: Five business courses (BUS 221, 222, 242, 252 and 331), four Economics courses (ECO 112, 113, 313 and 318), one Mathematics course (MAT 121 or 171),

two Computer Science courses (CSC 170 and 210), and six MIS courses (MIS 175, 279, 370, 375, 475 and 476). CSC 352 can be taken in place of MIS 370.

Notes: MIS majors are strongly urged to consider PHI 130, MAT 122, ECO 425 and MIS 479. Students who wish to major in MIS should select an MIS faculty adviser as soon as possible to plan their degree program.

Transfer Students: MIS majors must either earn at least four of their Upper Division courses at Augsburg or must receive an exemption from the Department faculty.

Honors Major: GPA of 3.5 in the major and 3.1 overall; a senior thesis and an oral examination on some aspect of the major.

Course Prerequisites: If you lack either the course requirements or the Mathematics Placement Group (MPG) requirements, you may not be admitted by the instructor.

Mathematics Placement Group (MPG) requirements: MIS 175, 279, 370, 479, CSC 170, 210 and all 100 level Math courses have Placement Group requirements. Since all majors in Business, Economics and MIS must take MIS 279, they all must have at least MPG III.

Mathematics Placement Group Information: To obtain your current Placement Group, contact the Mathematics Department, Weekend College, or the secretary in the Departments of Business, Economics, and MIS. A Mathematics Placement Group (MPG) is based on: 1) a review of course transfers, 2) the score on the most recent placement exam, or 3) passing various 100 level Mathematics courses at Augsburg.

- If you have previous courses that are not in your MPG, submit your transcript to the Mathematics Department for review.
- If you plan to take the placement exam, consult the Mathematics Department for specific information on the exam schedule, the materials covered and the availability of computerized tutorials.
- see which mathematics courses will generate a particular Placement Group, consult the Mathematics Department.

Placement Group time limits: The Mathematics Department may disregard courses taken more than five years ago and may choose to lapse an MPG given more than five years ago.

175 **Computers for Business, Economics and MIS**

An introduction to microcomputer-based information systems. Study features of hardware, operating systems, languages and current applications. Learn to use MS-DOS, Lotus 123 (graphics, database and logical functions) dBase III+ and Minitab. May study other applications (Microsoft Works, Word Perfect). The completion of MIS 370 with a passing grade will serve as a substitute for MIS 175. (Prereq.: MPG II or else a Pass in MAT 103, a self-paced course).

199 **Internship**

Lower Division Internship (see MIS 399)

279 **Quantitative Methods for Business, Economics and MIS**

An introduction to quantitative reasoning, descriptive measures, probabil-

ity, sampling distributions, inference and estimation. Emphasis on their use in applied problems in business and economics. Minitab may be required to analyze and survey data. (Prereq.: MIS 175 and either 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 area of Management Information Systems.

299 Directed Study

Independent study for Lower Division credit (see MIS 499)

370 Advanced Computing for Business, Economics and MIS

An investigation of programmable systems. Examine basic algorithms and associated flow charts and pseudocode. Apply these concepts by programming some of these software: BASIC, DOS, Lotus and dBASE. (Prereq.: MPG III or a Pass in MAT 104. Also, MIS 175 or CSC 170, or, with permission of instructor, extensive knowledge of Lotus and DOS).

375 Management Information Systems in the Organization

Use of a systems approach in analyzing the role of information systems in organizations. Review the features of computers (hardware and software) and various types of information systems. May involve several case studies: review business needs, summarize the relevant findings (hardware, software, systems, etc.), identify the options and communicate the recommendations. Learn to use a CASE tool such as Excelerator for systems analysis. (Prereq.: BUS 221, BUS 242 or 252, and one computer course such as MIS 175 or 370). Consult with the instructor about variances in prerequisites. Recommended: PHI 130 and ENG 223.

399 Internship Program

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

475 Systems Analysis and Design

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

476 Information Systems Projects

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

479 Intermediate Quantitative Methods for Business Economics and MIS

Utilize 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.: MIS 175, 279, Math Placement Group IV or a grade of at least 2.0 in MAT 114, 121, or 122. Recommended: MIS 370)

499 Independent Study

The student may earn Independent Study credits through individually supervised projects designed to provide an opportunity to analyze a topic in depth. (Prereq.: consent of instructor)

116

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 because 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 is 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 (ACS) 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:

- To provide a course of study of sufficient rigor and depth to enable our graduates who complete our ACS chemistry major to compete successfully with their peers of similar ability in graduate school or research positions.
- To provide programs of study for professional goals in addition to the traditional positions as chemists.
- To provide an atmosphere of learning so that students will want to remain lifelong learners, thereby remaining competent in their field however that may change after graduation and be able to move into new areas as opportunities arise.

- To encourage students to take a broad view of their education and to seriously study areas outside of the sciences; and
- To present the excitement of chemistry to non-science majors as an example of the methodology of the natural sciences in examining the world around us. The presentation of major concepts underlying the changes in matter, the opportunity to examine change in the physical world and the reflection of the implications and limitations of science in our society will enhance the ability of non-science persons to make better value judgments concerning science questions in their own endeavors.

Chemistry Faculty: Earl R. Alton (Chairperson), Arlin E. Gyberg, John R. Holum, Joan C. Kunz, Michele Nielsen

Graduation Major (Bachelor of Arts) 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. Because Upper Division courses have mathematics and physics prerequisites, students should plan to take MAT 124, 125 or MAT 145, 146 in the freshman year and PHY 121, 122 in the sophomore year.

Teaching Major: Chemistry Major (for licensure in Physical Science): Recommendation for licensure in Physical Science requires General Chemistry (115, 116 or 105, 106); CHM 351, 352, 353, 361, 363, 491; and one advanced course; PHY 121, 122 and two additional physics courses. Modern Physics and Electronics are recommended. 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.

Bachelor of Science: Persons completing the ACS major and meeting the graduation requirements of the College shall be awarded the Bachelor of Science degree.

American Chemical Society Approved Major (Bachelor of Science): 12 courses including 115, 116 (or 105, 106) and all chemistry courses above 350 (except 399, 497, 499); Chemistry Seminar participation; MAT 124 or 145, MAT 125 or 146, and 224 or 245; PHY 121, 122 (which should be taken during the sophomore year). Reading ability in German equivalent to two semesters, computer proficiency, Modern Physics, additional mathematics and research experience are recommended.

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

Minor: Five courses which must include 115, 116 (or 105, 106), 353 and two other chemistry courses from 223, 351, 352, 361 or BIO 367.

Note: Credit will not be granted for both 105 and 115, or for both 106 and 116. Other restrictions are in course descriptions.

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 P, 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: 105 requires Group II placement; 115 requires Group III placement. 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. This course covers basic concepts in chemistry, often from an historical, technological or environmental perspective. (Three one-hour lectures, three hours of laboratory. Prereq.: Math Placement Group II)

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. (Three one-hour lectures, two 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 five years)

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. Many topics are presented from an historical approach and bring in discussion regarding technologies and values resulting from science, with recognition of current events or concerns. (Three one-hour lectures, three hours of laboratory. Prereq.: High school chemistry, Math Placement Group III)

199 Internship

A work-based learning experience at the sophomore chemistry level in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of chemistry with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship

Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

223 Elementary Organic Chemistry

This one-semester course is designed for students whose professional goals require some background in organic chemistry but not the rigor of the year-long organic course. As a survey course, topics covered will include synthesis, properties and reactions of selected aliphatic and aromatic compounds. This course will not count toward a Chemistry major, nor will credit be given for this course if Chemistry 351, 352 is taken, nor does it fulfill the prerequisite requirement for Chemistry 352. Credit cannot be given for Chemistry 110 and Chemistry 223, nor does Chemistry 223 meet Biochemistry requirements for other programs. (Prereq.: 106 or 116. Three lectures and one three-hour laboratory per week.)

299 Directed Study

Independent Study for Lower Division credit/sophomore standing. Students interested in directed study projects should contact a faculty member in the Chemistry Department.

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 mechanisms; many applications of organic chemistry to biological, environmental and industrial fields. (Three one-hour lectures, one four-hour laboratory. Prereq.: 106 or 116)

353 Quantitative Analytical Chemistry

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

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. (Three one-hour lectures. Prereq.: 106 or 116; PHY 121, 122; MAT 124 or 145, MAT 125 or 146)

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

Physical Chemistry Laboratory introduces students to techniques of data collection and analysis and experimental application of concepts presented in Physical Chemistry lecture. CHM 363 is to be taken the first half of the semester and involves experiments related to 361. CHM 365 is to be taken the second half of the semester by all persons taking 364, except that special students may ask the Department for exemption.

399 Internship

A work-based learning experience at the junior-senior chemistry level in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of education with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

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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. (Three hours of lecture, six hours of laboratory. Prereq.: 352, 353, 361 or consent of instructor; some reading knowledge of German.)

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. (Three hours lecture, one four and one-half hour laboratory. Prereq.: 353, 361, or consent of instructor.)

482 Advanced Inorganic Chemistry

Selected topics, including descriptive chemistry, spectroscopic data interpretation, 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. (Three one-hour lectures, one three-hour laboratory. Prereq.: 352, 361, or consent of instructor.)

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. (Three one-hour lectures. Prereq.: 364 or consent of instructor.)

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 also 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 an excellent opportunity to be involved in industrial research projects. (Junior or senior 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 or senior standing)

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COMMUNICATION

(See listing under Speech, Communication and Theatre.)

EAST AND SOUTHEAST ASIAN STUDIES

Khin Khin Jensen, Director

Major or minor in East Asian Studies are offered 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 studies.

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 Japanese and Chinese language studies.

Opportunities for language study abroad are available in Japan, China, Taiwan, Korea, Hong Kong 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 four courses (two years) of basic college Chinese or Japanese, or equivalent competencies; two courses in history; two courses in cultural specialization or comparative studies, and two 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: Five courses, including two courses (one year) of

basic college Chinese or Japanese or equivalent competencies; one course in history of East Asia; and two 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.

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 Area Studies: Five courses, two from HIS 322, 323, 324; one from PHI 355, REL 356, SOC 336; one from HIS 474, POL 351, 363, 282; 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 History Department.)

299 Directed Study
(See Director of Program.)

322 Modern Southeast Asia
(See under History Department.)

323 Modern China
(See under History Department.)

324 Modern Japan
(See under History Department.)

351 Communist Political Systems
(See under Political Science Department, Comparative Politics and Analysis.)

363 Communist Foreign Policies
(See under Political Science Department, International Politics.)

382 From Marx to Mao
(See under Political Science Department, 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 History Department.)

495 Seminar
(See Director of Program.)

499 Independent Study
(See Director of Program for guidelines.)

ECONOMICS (ECO) DEPARTMENT

The Department of Economics at Augsburg College offers a program stressing a strong theoretical background, quantitative techniques and an emphasis on both national and international issues. Students who graduate with a degree in Economics are well prepared to continue their education in a variety of fields due to the strong liberal arts emphasis within the major.

Three majors are offered to students within this Department. The General Economics major is designed for students who are planning graduate or professional studies. The Applied Economics major generally leads to careers in the business world. Finally, the combined Business Administration/Economics major is designed for those who wish to have more flexibility in planning their program of study.

Economics course offerings are designed to meet the needs of students preparing for advanced studies as well as for those who, immediately after graduation, are interested in starting a career. An Augsburg Economics major provides a solid foundation on which to build national or international careers in business, law, government or public service.

The program allows students, once they have completed the core courses, to concentrate on their specific areas of interest. Students are able to combine an Economics major with other disciplines. For example, business, international relations, mathematics, management information systems (MIS), political science, Soviet and East European area studies or Scandinavian area studies are often combined with economics.

Economics majors and minors are available both through Day School and Weekend College.

Economics Faculty: Satya P. Gupta (Chairperson), Jeanne Boeh, Magda Paleczny-Zapp, Edward Sabella.

Adjunct Faculty: Paul Halverson, M. Shahid Islam, Eli Ndosi, Edward Raupp, Hamed Sallam, Yong Nam Song

Major in Economics: Eight Economics courses (112, 113, 312, 313, 414, and three other Upper Division); and BUS 221, 222; MIS 279; and MAT 114.

The complete calculus sequence is very strongly recommended for those planning graduate study in Economics. Computer courses are also strongly recommended.

Major in Applied Economics: Eight Economics courses (112, 113, 215, 312, 313, and three other Upper Division); and BUS 221, 222; MIS 175, 279, 479; MAT 121; and PHI 130.

Combined Major in Economics-Business Administration: Six Economics courses (112, 113, 312, 313, and two other Upper Division); eight Business Administration/MIS courses (BUS 221, 222, 242, 252, 331; MIS 279 and two other Business 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: ECO 112, 113, 312, 313, and one additional Economics 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 Adviser 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, Decision-Making with Finite Markov Chains, and Soviet Economy.

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 Economics major or minor. Students who plan to major in Business Administration, MIS and/or Economics should enroll in ECO 112 and 113 which are also 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. ECO 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 110 or 113. ECO 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 Business, Economics and MIS

(See Business, MIS 175.)

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)

219 History of Economic Thought

A chronological study of the major economic thinkers in the political, economic, philosophical and social settings of the time. Emphasis will be on tracing long-term secular trends in economic thinking in an attempt to provide a framework for understanding and analyzing current social problems. Major topics may include ancient, medieval, mercantilist, classical, socialist/utopian and modern economic thought.

279 Quantitative Methods for Business, Economics and MIS

(See Business, MIS 279.)

295 Topics

Lectures, discussions, meetings 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)

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)

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)

314 Contemporary East-West Economic Relations

This course explores the motivations for economic cooperation between countries with different political and economic systems. The conditions for East-West economic cooperation and its patterns will be analyzed. The focus is on recent developments in joint economic and industrial cooperation. The institutions and systems that drive commerce and governance will be explored and explained (including institutional changes in the directing of foreign trade in centrally-planned economies). At the global level, effects of GATT, IMF, the World Bank, EEC and CMEA on East-West economic relations will be examined. (Prereq.: ECO 112 or 113)

315 Money and Banking

Functioning of the monetary and banking systems, particularly commer-

cial 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)

317 Comparative Economic Systems

This is an interdisciplinary course with emphasis on the differences and similarities between market and planned economies and the recent institutional changes in Eastern Europe. The course evaluates the performance of different economic systems with respect to their allocation of resources. Different theoretical models are examined and compared to their real-world variants in an attempt to assess the relevant merits of capitalism, socialism and market socialism. (Prereq.: ECO 112 or 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)

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 or 113)

399 Internship Program

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

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. 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)

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.: MIS 279, ECO 313)

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. On demand.)

479 Intermediate Quantitative Methods for Business, Economics and MIS

(See Business, MIS 479.)

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.)

EDUCATION DEPARTMENT (EDE, EDS, EDU)

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.

Classroom teaching is the career that first comes to mind for graduates of teacher education programs. 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. However, not all graduates choose to teach in school settings. Teacher education graduates are also found in business, working in management, sales, production and service areas.

As of April 1, 1988, all persons are required to take basic competency tests (prescribed by the Minnesota Board of Teaching) in reading, writing skills and mathematics prior to beginning Upper Division courses.

All students must apply for acceptance into the Education Department. Any course grade below 2.0 must be retaken.

Licensure in Kindergarten-Elementary Education is available both through Day School and Weekend College. Selected secondary education programs are also available in Weekend College.

Education Faculty: Mary Ann Bayless, Carolyn Clemmons, Bruce Drewlow, Mary Endorf, Marian Enos, Joseph Erickson, Ann Fleener, Ethelind Garetz, Rich Germundsen, Harriet Johnson, Marie McNeff, Phyllis Metcalf, Vicki Olson, Jacqueline Richardson, Mary Jo Stump

ELEMENTARY EDUCATION (EDE)

Kindergarten-Elementary Major and Licensure Requirements: 265, 341, 351, 352, 381, 382, 383, 384, 386, 387, 388, 481, 482, 483; HPE 114, 115; SWK 260; PHY 103; and an academic minor. If those persons also desire kindergarten licensure, EDE 375: Discovery Learning in the World of Kindergarten, is also required.

A GPA of 2.5 overall and 2.5 in major and academic minor and grades of P in student teaching courses is required for licensure, as well as minimum grades of 2.5 in all Education courses. Students must also fulfill requirements of the Minnesota Board of Teaching 5 MCAR 3.041 in Human Relations. The criteria for acceptance into the Department Licensure Program are available in the Education Department.

PHY 103 Conceptual Physics

The examination and preparation of materials and resources for Elementary School science teaching. This course fulfills the math requirement for licensure as well as the science methods course. Students must have a Level III Math Placement before enrolling in this course.

199 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to explore education as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

245 International Education

An examination and comparison of selected Western and non-Western educational systems as well as an investigation of possible careers in international education.

255 Orientation to Education In an Urban Setting and Field Experience

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)

EDU 263 Critical Thinking

Emphasis on development of the ability to analyze information, examine validity of claims and position as well as articulate positions and reasoning. Interaction with content from a variety of academic disciplines.

EDU 264 Urban Education in the 1990s

This course provides an opportunity for students to serve as tutors in urban educational environments. Students will be trained to understand the importance of multicultural, gender fair education for all ages and to understand the need to address a diversity of learning styles in urban educational settings.

EDU 265 Orientation to Education In an Urban Setting and Field Experience

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 Topics

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.

EDU 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. Computer training will be included in this course.

351 Techniques of Teaching Reading

The study and utilization of a variety of techniques and resources in reading, and the diagnosis and correction of reading difficulties.

352 Creating Learning Environments: Kindergarten-Elementary and Field Experience

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.

370 Classroom Management

A class for Elementary and Secondary education students. The content of this course includes theories, issues and strategies of classroom management techniques.

EDU 371 Teaching the Individual Learner

A class for Elementary and Secondary students designed to address the educational needs of a diverse student body. Includes strategies for teaching special education students in the regular classroom as well as teaching the student at risk. Students are encouraged to take introduction to Special Education (282) prior to registering for this course.

375 Discovery Learning In the World of Kindergarten (1/2 course)

Study and utilization of a variety of techniques and resources for teaching kindergarten. (Required for all persons seeking kindergarten licensure.)

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.

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.

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.

384 Kindergarten-Elementary Curriculum: Social Studies, Thematic Studies (1/2 course)

Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and elementary levels. Laboratory experiences.

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.

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.

EDU 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

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of education with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

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. Students must apply to student teach at least three months prior to enrolling for the courses. Four courses in student teaching (481, 482, 483 and 484) are recommended unless otherwise advised by the Education Department. (Prereq.: All K-Elementary coursework satisfactorily completed or permission of the Department for an exception. Admission into the Education Department Licensure Program and admission for Student Teaching)

491 Practicum and Seminar in Special Education

(See Special Education.)

495 Topics

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

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 Department curriculum. A projected program must be outlined and approved by the kindergarten-elementary faculty.

Student Teaching Abroad

Selected Education Department students may participate in the International Student Teaching Abroad program coordinated through Moorhead State University. Students have options for student teaching in dozens of countries through the international and American School network. Those interested in further information should contact the Education Department. Students who student teach abroad will do part of their student teaching in the Metro area under direct Augsburg faculty supervision.

SECONDARY EDUCATION (EDS)

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; EDS 265, 354, 388, 478, methods course(s) in major area, EDS 481, 482 (and 483 for Art, Music, and Physical Education teaching majors); HPE 114, 115; SWK 260; GPA of 2.5 overall, 2.5 in all education courses, 2.5 in academic major and P in student teaching. Application for and acceptance into the Augsburg Licensure Program required. Criteria for admission to the program are available in the Education Department.

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), see Foreign Language Department for information on the required competency exams.

Teaching in the Minor Field: Minnesota State Rule provides for restricted teaching in selected fields in which a person has received a minor. Students must be accepted into the Education Department Licensure Program, take the minor subject area methods course, and student teach in the minor area to receive licensure or be recommended for an endorsement by Augsburg College.

The Professional Term: School and Society and Student Teaching are taken jointly in one full-time term in professional education. Attendance at student teaching seminars is required. All students are expected to be involved full-time in the activities of the professional term.

199 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to explore education as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by register-

ing with the Internship and Cooperative Education Office.

245 International Education

An examination and comparison of selected Western and non-Western educational systems as well as an investigation of possible careers in international education.

EDU 263 Critical Thinking

Emphasis on development of the ability to analyze information, examine validity of claims and positions as well as articulate positions and reasoning. Interaction with content from a variety of academic disciplines.

EDU 264 Urban Education In the 1990s

This course provides an opportunity for students to serve as tutors in urban educational environments. Students will be trained to understand the importance of multicultural, gender fair education for all ages and to understand the need to address a diversity of learning styles in urban educational settings.

EDU 265 Orientation to Education in an Urban Setting and Field Experience

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 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.

EDU 341 Media Technology (1/2 course)

(See Elementary Education.)

350 Reading in the Content Areas (1/2 course)

The study and utilization of a variety of techniques and resources to assist students in teaching reading through the content areas. Major: Required for Secondary Education. Upper Division.

354 Creating Learning Environments: Secondary and Field Experience

The mastery of theories and their application for teaching in learning settings. Laboratory experiences. Membership in one of the professional teacher organizations is required.

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.

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.

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

Procedures, materials and issues relating to the teaching of art in the senior high school. (To be taken concurrently with 361.)

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. (Prereq.: EDS 354: Creating Learning Environments)

HPE 365 Physical Education Methods (K-12)

(See Health and 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)

370 Classroom Management

A class for Elementary and Secondary Education students. The content of this course includes theories, issues and strategies of classroom management techniques.

EDU 371 Teaching the Individual Learner

A class for Elementary and Secondary students designed to address the educational needs of a diverse student body. Includes strategies for teaching special education students in the regular classroom as well as teaching the student at risk. Students are encouraged to take EDS 282: Introduction to Special Education prior to registering for this course.

374 Natural Science Methods (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. Consult with the Education Department.

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. Consult with the Education Department.

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.

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. Consult with the Education Department.

EDU 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

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of education with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

HPE 410 Health Methods

(See Health and Physical Education Department, HPE 410: Administration and Supervision of the School Health Program.)

478 School and Society

Emphasis on points of view about the role of school in modern society and final theoretical preparation to approach student teaching. Membership in one of the professional teacher organizations is required. (Prereq.: Senior standing; concurrent registration with 481, 482, 483, or 484)

481, 482, 483, 484 Student Teaching

Observing and directing learning at the secondary level under supervision of college and secondary school personnel. Three courses recommended of all majors and four courses required of Art, Music, and Physical Education majors. Four courses required of double majors. (Concurrent registration with 478)

495 Topics

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

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)

Phyllis Metcalf, Coordinator

Minor: Minimum of six courses (282, 491; PSY 351, 357; one course chosen from HPE 354, MUS 110 or 395; PSY 362; EDS 385 or SWK 304); and one course chosen from 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.

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.)

ENGINEERING

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

Stuart Anderson, Adviser

University of Minnesota

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

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.

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 Year Plan)

Michigan Technological University (Dual Degree Plan)

These two 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 will be considered for admission to the engineering school if they will complete course requirements, have the requisite cumulative grade point average and are recommended by the Engineering Adviser of Augsburg College.

Students are also encouraged to explore opportunities for graduate work at 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 or MAT 145, 146, 245, 247; PHY 121, 122; additional courses to meet general education requirements and a total of 27 courses at Augsburg. Normally MAT 124, 125 or 145, 146 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 people understand who they are and who they can become. Writing helps all of us clarify and share our thoughts. Literature helps us contemplate the pains and joys of human existence. Through the study of English we see life's complexity, experience life as others do and 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 communication, English studies the effective use of language. With history and the other social sciences and humanities, English studies the way people have acted and thought at different times and in 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. English majors have the opportunity to use and refine their skills through Internships on and off campus, tutoring English as a Second Language (ESL) students, tutoring in the Writing Lab or participating in the Cooperative Education Program.

Students with an Augsburg English major pursue careers in elementary, secondary and college education, journalism, government, law, the ministry, library science, medicine, advertising, public relations, publishing, writing and other professions and businesses.

English Faculty: Kathryn Swanson (Chairperson), Barbara Andersen, Cathleen Dalglis, Douglas Green, Joan Griffin, John Mitchell, Catherine Nicholl, Ronald Palosaari, John Schmit

Major: Nine courses above 111, including 225 and 245; one Upper Division 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 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. Note: Transfer students must take at least three of their English courses at Augsburg.

English-Language Arts Teaching Major: Ten courses, including those listed under the major, ENG 345, and an Internship in the teaching of writing. One course must include a component in non-Western literature. In addition, the ACTC courses, Communication Skills in the English Classroom and Teaching Mass Media, are required. Courses in early American literature, Shakespeare, and film are recommended. Students are encouraged to take courses toward their major during the freshman and sophomore years, and apply for teacher education not later than the spring of their junior year. Students in this program must work with advisers in the English Department and the Education Department in order to meet the professional requirements within the Education Department as well as the requirements for the major.

Honors Major: GPA of 3.5 in the major and 3.0 overall; submit proposal to Department Chairperson by October 15 in senior year for Department approval. Submit and defend paper before faculty committee. Honors project may be an Independent Study program (refer to Departmental guidelines).

Minor: Five courses above ENG 111, including ENG 245, an Upper Division literature course, and an additional writing course.

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

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.

The English Placement Test: A writing sample is required of students to determine their placement in an appropriate writing class. Students who do not show competence in composition skills such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences are required to enroll in Developmental Writing where they will receive more individual instruction than is possible in Effective Writing. These students must pass Developmental Writing before enrolling in Effective Writing.

Note on Prerequisites: ENG 111 is strongly recommended but not a prerequisite for a Lower Division literature course. Prerequisite for an Upper Division literature course is ENG 245 or consent of the instructor.

101 Developmental Writing

A preparatory course for ENG 111: Effective Writing required of students identified by a writing sample (the English Placement Test) as needing

additional preparation in composition. Students write short papers based on their own observations, experiences and thoughts. P/N grading only. Students receive a course credit, but this does not fulfill the graduation requirement in writing.

111 Effective Writing

Emphasis is on exposition, including learning research techniques and writing critical reviews. At least one work of literature is assigned. Attention is given to increasing students' effectiveness in choosing, organizing and developing topics, thinking critically, and revising for clarity and style. A Writing Lab is provided for those needing additional help. The minimum passing grade for this course is 2.0.

216 American Indian Literature

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

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 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. These courses are graded either P/N or 2.0-4.0/N. Students will continue in ESL until the requirement is completed. By successfully completing the courses, students will have fulfilled the foreign language distribution 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)

225 Intermediate Expository Writing

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

226 Introduction to Creative Writing

The purpose of the course is to introduce students to the process of creative writing and to various genres, emphasizing poetry and short fiction but including journal keeping and creative prose.

227

Journalism

This is an introductory newswriting course. Emphasis will be placed on writing for the print media, but students will learn to write for radio and television as well. Students will consider how to recognize news, how to gather and verify facts and how to write those facts into a news story or news feature. The course will cover basic copy preparation and editing practices and include an introduction to legal and ethical questions faced by journalists. (Prereq.: 111)

241

Introduction to Cinema Art

An investigation of the cinematic qualities, theoretical principles and historical evolution of the film medium. The emphasis is on film as an audiovisual language. The course includes the viewing and analysis of both feature length and short films illustrating the international development of film form and selected esthetic movements such as the American Studio Film and its Genres, German Expressionism, Soviet Montage, Italian Neorealism and the French New Wave.

245

Introduction to Literature

In this course students are initiated into the formal study of narrative, drama and poetry in order to appreciate more fully the pleasures of literature. The course aims to expand students' exposure to literature and therefore draws on works from several periods, from different cultures and races, from male and female writers. As the prerequisite for all upper courses in literature, Introduction to Literature aims in particular to develop students' critical and analytical skills in reading about literature.

251

Readings in American Literature

An introduction to representative works by 10 to 12 American authors focusing on themes that yield an understanding of the Western heritage and American world views. These themes could include the emergence of national identity, the relationship between humankind and God, the nature of nature, definitions of the American self, individuality, the place of women and of racial and ethnic minorities in the development of American thought and the continuity of Western culture in America.

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.

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 Cervantes, Rabelais, Molière, Voltaire and Ibsen.

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 ACTC Class Schedule for that year. Recent offerings have included Contemporary Poetry and Women and Fiction.

299 Directed Study

Independent study for Lower Division credit.

325 Playwriting

An introductory course in writing for the stage, television and film. Students learn the basics of dramatic structure, methods of script analysis and techniques for the development of playscripts from idea to finished product. (Prereq.: 111, 245; 226 also recommended, or consent of instructor)

327 Advanced Journalism: Interviewing and Editing

Emphasis is placed first on interviewing and then on organizing and writing the interview story. The second half of the course will concentrate on editing the work of others and learning layout and design. The course will include workshop sessions during which students conduct interviews and critique the interview skills of fellow students. There will also be laboratory sessions devoted to layout and design. (Prereq.: 227)

331 British Literature, Medieval to Elizabethan

Chaucer and the medieval milieu will be studied as well as the development of English poetry and drama in the English Renaissance. (Prereq.: 245 or consent of instructor)

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. (Prereq.: 245 or consent of instructor)

336 British Literature, 17th and 18th 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. (Prereq.: 245 or consent of instructor)

337 British Literature, the Romantics and the Victorians

A study of major writers of the 19th 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. (Prereq.: 245 or consent of instructor)

340 Creative Non-Fiction

Designed for the self-motivated writer, the course will emphasize the conventions of professional writing, including appropriate styles, voice, subjects and techniques for gathering information. By the end of the

course, the student will be expected to write reliable reports and articles of publishable quality. (Prereq.: 225 and consent of instructor)

341 Advanced Creative Writing

The purpose of this course is to help the experienced student improve creative writing in a single genre, as announced in the ACTC Class Schedule. (Prereq.: 226 or consent of instructor on the basis of submitted work. Offered on demand.)

345 Introduction to the English Language

This course is designed to give students a structural and historical overview of theoretical and social issues concerning the English language. It will include a summary of theories of language development and the impact of cultural, social, economic and geographic forces on language acquisition. Students will be introduced to the primary components of linguistics and to the development of the English language. Finally, this course will consider the social impact of language as a marker of identity and membership in a speech community. (Prereq.: 245 or consent of instructor)

350 American Literature to 1920

Reading and analysis of some works of selected American writers from colonial times to WWI. We will study established writers such as Hawthorne, Dickinson and Twain along with some lesser known writers who also demonstrate the rich variety of written responses to American civilization. Attention will be given to the ways writers approach issues relating to race, class and gender. Conceptions of the individual in relation to society, the nature of nature and regional differences will also be studied. The approach will be historical as well as topical. (Prereq.: 245 or consent of instructor)

351 American Literature since 1920

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

361 Studies in Modern Fiction

Significant works of selected prose writers, chiefly European and non-Western, of the 20th Century. (Prereq.: 245 or consent of instructor)

399 Internship

The Department offers on-campus Internships in teaching writing and ESL, 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 18th Century beginnings up to the 20th Century. Novels studied will be selected from the works of such authors as Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Brontë, Thackeray, Eliot and Hardy. Attention

will be given to the conditions contributing to the rise of the novel and its emergence by the 20th Century as the dominant literary form. (Prereq.: 245 or consent of instructor)

438 Shakespeare

Study of 10 or 12 major plays — comedies, histories, tragedies — with attention to the development of Shakespeare's dramatic and poetic art. Additional plays assigned for reading analysis. (Prereq.: 245 or consent of instructor)

482 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 ACTC Class Schedule for that year. Sample topics include Contemporary Poetry, Women and Fiction and Literary Criticism. (Prereq.: 245 or consent of instructor)

499 Independent Study

Open to junior or senior English majors with a GPA of 3.0 or consent of Department Chairperson. Provides Independent Study in the area of the student's choice.

FIRST YEAR EXPERIENCE (FYE)

The initial months after entering college as a freshman are a period of transition. The faculty and staff wish to assist students to make the transition to being a college student successfully and to help them become part of this academic community. Students are introduced to the character of the College, its heritage as an urban liberal arts college of the church, the process of learning in a community where ideas are valued and treated seriously, and the logistics of being a college student.

The First Year Experience (FYE) is composed of four parts: Summer Registration, Fall Orientation, FYE Seminars and FYE Interim Term Courses.

Participation in the Fall Orientation program and in the FYE Seminars is required of all students who begin Augsburg College as freshmen in the day schedule program. Students who meet the requirement satisfactorily by attendance at and participation in an FYE Seminar will receive a notation of a passing (P) grade for FYE 005 on their official transcript. Students without a P for FYE 005 will not be permitted to graduate with an Augsburg degree.

005 FYE Seminar

A series of Fall term meetings with an FYE faculty adviser to discuss

issues related to becoming an active member of the Augsburg College community of learners. Discussion will be based upon readings from a variety of disciplines and sources collected in "The Augsburg Anthology." (P/N grading only; evaluation based on attendance and participation.)

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 believes 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, Ojibwe, 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. 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), Nancy Aarsvold, Ruth Aaskov, Rick Greczyk, Roxie Hale, Nelly Hewett, Gunta Rozentals, Frankie Shackelford, Donald Steinmetz, Ronald Walter

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: zero-two = 111; three-four = 112; five-six = 211; seven = 212; eight = 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 as well as for information on Special Methods courses. A 3.0 average in Advanced Conversation and Composition is a Departmental requirement for teaching majors. Licensure requires successful completion of the 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: Eight courses above 212, including 311, 312 or 411, 331 or 332, 350 or 355, 351 or 353, 450 or equivalents. Study abroad required.

Minor: Four 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: Five Upper Division courses beyond 212, including one in conversation-composition, one in 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. (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.

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.

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. Does not count toward a French major or minor. (On demand)

299 Directed Study

Independent Study for Lower Division credit.

311 Conversation and Composition

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

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. 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)

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332 French Civilization Today

Topics in 20th 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.)

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)

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)

399 Internship

Upper Division Internship.

411 Advanced Conversation and Composition

By means of reading, speaking and writing on topics of intellectual, social or political interest, the student acquires extensive training in 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

In-depth study of a topic or genre in French literature. Student presenta-

tions 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. Subject and plan to be clarified early with study adviser)

GERMAN (GER)

Major: Eight upper division courses, including 311; 411, one in civilization, and one in literature. Semester in Germany required.

Minor: Four 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 in 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

GER 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.

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.
- 331 German Civilization and Culture I**
The Early Background. Follows the cultural and social development of the German-speaking peoples from the prehistorical Indo-European origins (ca. 3,000 B.C.) to the Thirty Years War (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)
- 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)
- 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)

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)

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 into the mechan-

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

Minor: Four 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.

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)

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 much as possible), the domestic and foreign influences at work in the comparatively homogenous 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)

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.

OJIBWE (OJB)

Two courses in Ojibwe (Chippewa) are offered at Augsburg, both as part of the Foreign Language Department and as part of the American Indian Studies minor.

111, 112 Beginning Ojibwe

Aimed to develop basic vocabulary and grammar in order to use Ojibwe at an elementary speaking and understanding level. Emphasis on spoken Ojibwe, but secondary goals will be to develop reading and writing skills as well. Courses taught with assistance of Ojibwe elders.

Through dialogues, classroom practice, oral stories from elders and readings, these courses work toward the discovery of Ojibwe culture and tradition. It will help Ojibwe students re-connect with their rich tribal heritage (though all students are welcome).

Beginning Ojibwe 112 continues to develop basic vocabulary and grammar in order to use Ojibwe at an elementary speaking and understanding level.

RUSSIAN (RUS)

Two years of Russian are offered at Augsburg. Russian language studies may be continued in the ACTC Soviet and East European Studies Program, which requires two years of language for the major. See Soviet and East European Studies Program 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: Eight courses above 212, including 311, 411, 456 or 457, two of 352, 353, 354, and either 331 or 332. Study in Spain or Latin America is required.

Minor: Four 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 in 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 two to four years of high school Spanish or its equivalent.

216, 316 Intensive Individualized Spanish

(See Global Education, 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 Metro-Urban Studies, South American Urban Semester (SAUS) and Literature, Ideology and Society in Latin America (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)

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 contributions to world civilization through historical, intellectual, literary and artistic movements. In Spanish. (Prereq.: 311 or consent of instructor)

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.)

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, 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)

457 Spanish Novel

Study of the outstanding novelists of the 19th and 20th Century in Spain. Oral and written reports in the language. (Prereq.: One survey course)

499 Independent Study

Independent Study for Upper Division credit.

GENERAL STUDIES (GST)

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 Education.

General Studies Faculty: Joel Mugge, Donald Warren

009 Cooperative Education

Placement in a Co-op Education assignment, satisfactory completion of evaluation process, and participation in seminars conducted by Co-op Education staff. 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.

230 Cultural Issues Seminar

(See under Program in Global Community.)

GLOBAL EDUCATION PROGRAMS

The Center for Global Education, a program of Augsburg College, facilitates cross-cultural learning experiences which prepare people to think more critically about global issues and to work toward a more just and sustainable world. The Center's programs explore a diversity of viewpoints and are grounded in the perspectives of the poor and of others struggling for justice and human dignity.

PROGRAM IN GLOBAL COMMUNITY

The Center for Global Education offers a Spring semester program, the Program in Global Community, each year in Cuernavaca, Mexico. It is an academic program that explores the history of political change, issues of social justice and the role of the church in Latin America. Students live together as a community in the Augsburg Study Center, but will also live with Mexican families in their homes for several weeks. The semester also includes a trip to Central America. The cost is equivalent to full tuition, room and board at Augsburg. Courses are offered for credit in the disciplines as listed.

SPA 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for five weeks at the beginning of the semester. Instruction is geared to individual competency levels and is taught by Mexican instructors. (Required course. Placement level determined by Program Director.)

GST 230 Cultural Issues Seminar

This seminar consists of a series of 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.)

INS 311 The Development Process

An integrative seminar providing opportunity to reflect critically on issues of development, hunger, injustice and human rights, with special emphasis given to the experience of women. Latin American development and educational theories and practices, as well as social change strategies will be examined.

HIS 347 Mexico: An Historical Perspective

Four specific mini-courses together provide an overview of Mexico's historical development from pre-Columbian times to the present day. (Either this course or GST 230 required.)

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)

SOCIAL POLICY AND HUMAN SERVICES IN LATIN AMERICA

The Center for Global Education offers a semester program, Social Policy and Human Services in Latin America, each fall in Cuernavaca, Mexico.

Throughout Latin America new models for education and human care have evolved during the last 25 years. The methodologies used attempt to teach critical thinking skills, raise people's consciousness and increase their ability to work together to change their situations. Social Policy and Human Services in Latin America is a three and one-half month study program designed to introduce participants to the central issues currently facing the third world, and to focus on Latin American models of education and service and their contribution to the process of social change. These models have grown out of the sense that the achievement of basic human rights goes hand in hand with the empowerment of individuals and groups to control their own lives.

The semester includes a trip to Central America. The cost is equivalent to full tuition, room and board at Augsburg College. Courses are offered for credit in the disciplines as listed.

SPA 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for five weeks at the beginning of the semester. Instruction is geared to individual competency levels and is taught by Mexican instructors. (Required course. Placement level determined by Program Director.)

POL 295 Development Issues: Latin America

A survey of global issues affecting the human condition in a rapidly changing and increasingly interdependent world: modernization and development, economic change and international trade, diminishing resources, war and revolution, peace and justice, cultural diversity. Emphasis on the development of a global perspective which recognizes human commonalities as well as diversity in perceptions, values and priorities.

SWK 361 Social Responses to Human Needs

Social Work is social policy in action. Currently social workers are involved at many levels of a nation's social system — with natural helping networks, families, community groups, volunteer organizations, formal government services and private initiatives. Through a series of four mini-courses, the course explores the different approaches to social work in several countries in order to compare methods and service and to analyze the current response to human needs in Latin America.

SWK 399 Internship

A supervised learning experience in an agency setting with emphasis on acquiring an overview of how the agency functions and how populations are served. The placement will be for 80 hours during the Fall term. There are a limited number of internship placements. Preference will be given to Social Work majors. One and one-half years of Spanish study (or demonstrated proficiency) is required for placement.

EDE /EDS 412 Latin American Models of Education

A comparative approach to learning methods of educational models being developed in Latin America. Students will apply their knowledge of educational concepts used in the U.S. to an understanding of basic processes employed by Latin American educators in teaching critical thinking, consciousness-raising and cooperative problem-solving. Exploring the transferability of these learning models to North America will be a focus throughout the course.

SWK 465 or 468, or SOC 271 Social Policy and Social Justice (Social Work — Upper Division or Sociology – lower division)

Social policy related to the health, education and well-being of members of Mexican and Central American societies. The course will examine the

distances between policy and reality, particularly for the poorest groups, the impact of international economics and politics, and movements that have emerged dedicated to bridging the gaps between needs and policies. (Note: Augsburg students majoring in Social Work can take this course as SWK 465 if they agree to take a .5 Independent Study to supplement the North American legislative procedure and mini-policy study they do on the Augsburg campus.)

WOMEN AND DEVELOPMENT: LATIN AMERICAN PERSPECTIVES

The Center for Global Education offers a second Fall semester program — Women and Development: Latin American Perspectives — in Cuernavaca, Mexico. It is a three and one-half month intensive program of study and travel designed to introduce participants to the central issues facing Latin America with emphasis on the experience of women. The program explores gender roles in Latin America; women's roles in development; connections that Latin American women are drawing between gender, race, class, and global economics; and the ways in which liberation theology and feminism interface.

The semester also includes a trip to Central America. The cost is equivalent to full tuition, room and board at Augsburg. Courses are offered for credit in the disciplines as listed. INS 311 and POL 359 are approved for credit in Women's Studies. POL 495 may be taken as a course in Women's Studies, depending on the mini-courses chosen.

SPA 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for five weeks at the beginning 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

An integrative seminar providing opportunity to reflect critically on issues of development, hunger, injustice, and human rights, with special emphasis given to the experience of women. Latin American development and educational theories and practices, as well as social change strategies will be examined.

POL 359 Topics: Women in Comparative Politics — Women in Latin America

An examination of critical global issues affecting Latin America, and the impact these factors have on women: diminishing resources and sustainable development, refugee issues, foreign debt and international trade, political ideologies and revolution.

REL 366 The Church and Social Change in Latin America

This course focuses on the relationship of the church to poverty, political oppression and social injustice in Latin America. Central to the course is an examination of the emerging "Theology of Liberation" as articulated by prominent Latin American theologians as well as by people directly involved in local parishes and development projects in Cuernavaca.

Special attention will be given to the complex interactions between women and religious institutions. (Prereq.: one course in religion or theology)

POL 495 Seminar

Any three mini-courses offered in POL 359 plus an independent study mini-course in order to do substantial research into one of the course themes.

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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; 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), Brian Ammann, Carol Enke, Marilyn Pearson Florian, Paul Grauer, Alvin Kloppen, Jack Osberg, Joyce Pfaff, Edwin J. Saugestad, Pam Schreurs, Jeff Swenson.

HEALTH EDUCATION

Major: 110, 114, 115, 320, 354, 410; BIO 103, 108, 111; CHM 105 or 109; PSY 105; SOC 231 or HPE 216, 336.

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

Teaching Minor: 110, 114, 115, 320 or 410; BIO 103; SOC 231 or HPE 216.

- 110 Personal and Community Health**
Modern concepts and practices of health and healthful living applied to the individual and the community.
- 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, 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.
- 199 Internship**
A work-based learning experience in which the student, faculty member, and site supervisor design a learning agreement which enables the student to explore health or physical education as a major and consider its career alternatives. Students should consult with the departmental Internship Coordinator regarding requirements and permission to register.
- 216 Human Sexuality**
A study of the psychological, social and biological components of human sexuality. Open to all students.
- 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 Introduction to Developmental/Adapted Physical Education (1/2 course)**
A general overview of developmental/adapted physical education from early childhood to grade 12 and the role of school-based health and physical education programs for special needs and handicapped students. (Prereq.: HPE 243)
- 355 Tests and Measurement (1/2 course)**
Survey of basic statistical procedures and evaluation of tests in health and physical education.
- 399 Internship**
A work-based learning experience in which the student, faculty member and site supervisor design a learning agreement which links the principles of health or physical education with the opportunities inherent in the

placement. Students should consult with the departmental Internship Coordinator regarding requirements and permission to register.

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)

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. There is no PE teaching minor in Minnesota Public Schools.

Coaching Endorsement: 243, 351 (Prereq.: BIO 103), 475 (Prereq.: 350), a coaching theory course from 476-483, and practicum in coaching (499 is an optional method for meeting the practicum requirement).

Notes: Coaches entering their first assignment as head coach in Minnesota high schools are required to have a coaching endorsement and a current Minnesota teacher's license.

002, 003 Lifetime Sports

Three hours per week. Two Lifetime Sports meet the General Education requirements. (Part-time students should consult with Department Chairperson) No course credit

101 Fitness for Life

A course designed to provide the knowledge and skills to modify personal health and fitness.

199 Internship

A work-based learning experience in which the student, faculty member and site supervisor design a learning agreement which enables the student to explore health or physical education as a major and consider its career alternatives. Students should consult with the departmental Internship Coordinator regarding requirements and permission to register.

- 223 Team Sports**
Theory and practice in skills, teaching and officiating team sports.
- 231 Individual and Dual Sports**
Theory and practice in skills, teaching, and officiating individual and dual sports.
- 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.
- 243 History and Principles of Physical Education and Sport**
History, principles and philosophy of physical education and sport.
- 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)
- 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)
- 354 Introduction to Developmental/Adaptive Physical Education (1/2 course)**
(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.
- 399 Internship**
A work-based learning experience in which the student, faculty member and site supervisor design a learning agreement which links the principles of health or physical education with the opportunities inherent in the placement. Students should consult with the departmental Internship Coordinator regarding requirements and permission to register.
- 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)

- 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.
- 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.)
- 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. Even numbered years, Interim)
- 476 Coaching of Football (1/2 course)**
Theory, technique and administrative aspects of coaching football. (Odd numbered years)
- 477 Coaching of Basketball (1/2 course)**
Theory, technique and administrative aspects of coaching basketball. (Odd numbered years)
- 478 Coaching of Hockey (1/2 course)**
Theory, technique and administrative aspects of coaching hockey. (Odd numbered years)
- 479 Coaching of Track and Field (1/2 course)**
Theory, technique and administrative aspects of coaching track and field. (Odd numbered years)
- 480 Coaching of Baseball/Softball (1/2 course)**
Theory, technique and administrative aspects of coaching baseball and softball. (Odd numbered years)
- 483 Coaching of Volleyball (1/2 course)**
Theory, technique and administrative aspects of coaching volleyball. (Odd numbered years)
- 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 expressed it this way: "No community can survive and no institu-

tion 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 enable one to deal with masses of information. Many have found that history is an entree 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, some 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: Eight courses plus one seminar. At least four of these courses must be Upper Division. A major must have at least one course (either survey or Upper Level) from each of the four areas: ancient and medieval; modern Europe; U.S.; and non-Western.

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: Five 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: First year students should enroll in one or more of the 101-104 courses. Distribution/general education credit is normally given only for courses 101-104. 200 level courses are normally reserved for sophomore or Upper Division students. Upper Division courses are numbered 300 and up. Lower Division students are normally required to take at least one 100 level course before enrolling for an Upper Division course.

- 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 U.S. history from Jamestown through the efforts to reconstruct a nation torn apart by the Civil War.
- 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.
- 225 A Tale of Twin Cities: Minneapolis/St. Paul**
A local history course using the Minneapolis/St. Paul metropolitan area as a case study for examining large themes and issues in U.S. urban history. Topics considered include frontier urbanism, industrialization and economic change, transportation, immigration and ethnicity, and urban politics and reform.
- 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, gender and class issues, 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.

326 American Indian History: Pre-Colombian to Modern

(See under INS, American Indian Studies.)

331 Topics in U.S. History

In-depth exploration 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.

333 The American Century: The U.S. Since 1900

The interaction of popular ideas and formal thought within United States society during a time of national ascendancy and worldwide crisis and unrest. Topics considered include American nationalistic exceptionalism, social Darwinism, reformism, racism, radicalism, liberalism, conservatism and other ideologies and movements.

335 The American City

A study of the development of urban centers in the United States: their colonial and frontier roots, their growth during the age of industrialization and immigration, and their adjustment to new realities in the late 20th Century. Topics for study include the dynamics of urban growth, politics and reform, urban planning, the growth of urban culture in America and shifting definitions of community in U.S. cities and suburbs.

347 Mexico: An 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.

440 Topics in World History

This course will investigate topics in world history which are not included in regular course offerings. The specific topics to be offered will be announced prior to registration.

474 The World and The West

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

495 Seminar

Selected topics which will be announced prior to registration. This course is designed for history majors of at least junior standing. Admission by permission of the instructor. Offered at least once each year.

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)

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.

Faculty: Bruce Reichenbach (Chairperson), John Benson and Richard Nelson

Major: Nine courses, five of which 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 Theatre Arts. No more than three courses from any one department can be used to satisfy the requirement.

Note: 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.

499 Independent Studies

Individual study and research on some interdisciplinary humanities topic, worked out in consultation with an adviser. The study must be approved by the Humanities Major Committee.

INTERDISCIPLINARY STUDIES (INS)

AMERICAN INDIAN STUDIES, ETHNIC STUDIES & WOMEN'S STUDIES

Interdisciplinary Studies covers a broad spectrum of experience and coursework. Through Interdisciplinary courses, students gain greater insight and understanding of cultures and perspectives different from their own. Through these experiences students are better prepared to become contributing members of the global community.

For other Interdisciplinary course listings, see Global Education Programs and Metro-Urban Studies.

Courses listed in these areas may be used to fulfill the Urban Concerns, Women's Studies or Minority Studies requirements under the general

distribution requirements. Consult the General Education list for courses which fulfill the specific Perspectives.

Augsburg also offers students the opportunity to minor in American Indian Studies or Women's Studies.

AMERICAN INDIAN STUDIES

The American Indian Studies program offers courses that encompass the range of American Indian contributions to North American culture including art, religion, literature and history. Also offered are two beginning courses in Ojibwe (Chippewa), the original language of one of Minnesota's native people.

Mildred Mueller, Coordinator

Minor: Five courses including INS 105 and at least one Upper Division course. Indian Studies courses may also be taken as part of majors or minors in other academic subjects or to meet distribution/general education requirements.

INS 105 Introduction to American Indian Studies

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

OJB 111, OJB 112 Beginning Ojibwe

An introduction to the language and culture of the Ojibwe (Chippewa) Indians including vocabulary, reading, writing and conversational skills. Classroom practice will include linguistic patterns and oral interaction. The second course continues vocabulary, reading, writing, oral skills and culture, with increased emphasis on comprehension. This course is cross-listed with the Foreign Language Department.

ENG 216 American Indian Literature: Traditional and Modern

Comparative studies of tribal oral traditions, early writings and modern literature written by or about American Indians. Problems of translation, interpretation and exploitation will be examined. Modern novelists, poets and historians will be included. This course is cross-listed with the English Department.

HIS 223 American Indian History: Pre-Columbian to Modern

The government, tribal structures, philosophy, agriculture and commerce among the native people of North America are explored from pre-Columbian eras through European exploration and settlement. American Indian contributions to world economics, agriculture, government, architecture, art and philosophy are included, as are wars, treaties,

relocations and inter-governmental relations. This course is cross-listed with the History Department.

INS 260 Contemporary American Indians

The situation of Indians in the United States since the Indian Reorganization Act (1934) with an emphasis on current issues, e.g. tribal sovereignty, treaty rights and education. Examples of the persistence of religious/cultural traditions among selected Indian tribes today.

ART 290 Tribal Arts and Culture

An overview of the visual arts of the American Indians within the United States with some attention to Canada, Central and South America. In addition to the visual arts of the Eastern Woodland, Plains, Pacific and Southwest Indians, some content will include drama, dance, poetry, mythology, rituals and religion. Students will produce art work such as weaving, baskets, pottery, jewelry, sculpture or prints. This course is cross-listed with the Art Department.

INS 320 American Indian Women

This course focuses on the roles played by women in the tribal cultures of native North America. It explores the continuity of women's roles over time as well as changes in these roles as a result of the influence of Western colonialism. It examines the life histories of Indian women of the past and present and assesses the contributions made by women to Indian community life today. (Prereq.: one course in Women's Studies or American Indian Studies or consent of instructor) This course is applicable to Women's Studies also.

REL 370 American Indian Spirituality and Philosophical Thought

Religious beliefs, spiritual customs and philosophy of North American Indians are studied. Within these broad areas, the subjects of medicine, healing, shamanism, dreams, visions, myths and spiritual power are also included. Tribal similarities and differences are explored as are tribal relationships with nature, religious oversight of life cycles, sacred ritual ceremonies and beliefs in an afterlife. This course is cross-listed with the Religion Department.

Also approved as an elective:

INS 233 Women: A Cross-Cultural Perspective

(See under Women's Studies.)

ETHNIC STUDIES

231 Religion in African-American History

An examination of selected topics related to the Black experience, e.g. African backgrounds, religion under slavery, evangelicalism. This course is cross-listed with the Religion Department.

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.

WOMEN'S STUDIES

Women's Studies values the experiences and perspectives of women by placing them at the center as it branches out to critically examine women's contributions in life and learning. Women's Studies seeks to complement other disciplines by expanding knowledge about women, addressing misconceptions and raising new questions which spark further investigation. It seeks to empower students for leadership.

Women's Studies tries to be explicit about its goals and issues. It seeks to raise awareness of diversity, to critically examine all disciplines and existing social practices, to recover past achievements of women and encourage the work that women now do, to expand perspectives and to provide a basis for decision making and critical evaluation of future learning.

Minor: Five courses which must include INS 201, three electives, one of which must be Upper Division, and INS 495 or 499. Courses may be taken from the other ACTC colleges as well as Augsburg. Each student's program must have the written approval of the Women's Studies Coordinator.

INS 199 Internship in Women's Studies

INS 201 Foundations in Women's Studies

This multidisciplinary course is designed to raise awareness of women's status and women's diversity; to critically examine disciplines and social practices through the lens of feminist theory; to recover past achievements of women and survey the work that women now do; to expand perspectives; and to provide a basis for critical evaluation of future learning.

INS 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; the peasant societies of eastern Europe, Mexico, the Middle East and China.

INS 265 Women in American Culture

Through 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.

INS 281 Topics in Women's Studies**INS 311 Women and Development: Latin American Perspectives**

(See Global Education Programs.)

INS 320 American Indian Women

(See American Indian Studies.)

INS 399 Internship in Women's Studies**INS 481 Topics in Women's Studies****INS 495 Women's Studies Seminar**

Selected topics. Required of minors who do not elect to do an Independent Study. To be completed after the introductory course and electives.

INS 499 Independent Study

In consultation with a faculty member and with the approval of the Women's Studies Coordinator, a student selects a specific topic for study. Required of minors who do not elect to participate in the seminar.

See department listings for descriptions of the following approved electives from other departments:

ART 352 Women and Art**ENG 282 or 482 Topics in Literature: Women and Fiction****HIS 226 Asian and Asian-American Women in Public Life in the 20th Century****POL 421 Topics in American Politics****POL 459 Topics in Comparative Politics****PSY 371 Psychology of Gender****REL 441 Feminism and Christianity****INTERNATIONAL RELATIONS**

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 six electives chosen from a wide list of courses offered at Augsburg and other colleges. Students are encouraged to consider foreign study for an 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.

Norma Noonan, Director

Major: 13 courses. (1) Seven required courses: ECO 112 or 113, HIS 103 or 104, POL 158 or 160; two of the following: HIS 332, POL 363, 461; POL 490; the fourth term of college work in a modern foreign language. (2) Six of the following electives (not more than three from any one discipline may be counted toward the major): ECO 360, 495; HIS 322, 323, 324, 440, 474; PHI 355; POL 350, 351, 381, 382, 455, 459; REL 356; SOC 336; Interim courses, seminars, Independent Study, topics courses and courses at other colleges/universities can be considered here with the approval of the Program Director; fourth term or higher of college work in a second language.

Minor: Seven courses and one year of foreign language. Required: ECO 112 or 113, 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 two 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 13 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 (MAT) AND COMPUTER SCIENCE (CSC) 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 reasoning, 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 also influenced 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. This Department serves students majoring in a wide variety of fields.

Majors within this Department are prepared for graduate school, work in industry or service professions, with opportunities to focus on either the theoretical or the applied areas of their vocations. In fact, the Department offers a concentration in applied mathematics as well as the more traditional major. Internship and Cooperative Education options help students take advantage of Augsburg's proximity to the many technically-oriented enterprises in the city. Thus the Department aims to provide its own majors with skills necessary to serve the larger community through a variety of careers.

MATHEMATICS (MAT)

Mathematics/Computer Science Faculty: Larry Ragland (Chairperson), Larry Copes, Larry Crockett, Suzanne Dorée, Beverly Durkee, Ken Kaminsky, Noel Petit, Beverly Stratton, Stephen Zhang

Mathematics Major: Nine courses in mathematics including MAT 145, 146, 245, 246, 324 and three electives from MAT courses above 210, at most one of which is at the 200 level; participation in departmental colloquium (MAT 491) during junior and senior years. Also required: CSC 170 or CSC 270. At least two of the Upper Division mathematics courses must be taken at Augsburg. For teaching licensure, the three electives must be 351, 373, and 441. Students wishing to become licensed teachers are advised to consult with the Education Department for other requirements.

Mathematics Major with concentration in Applied Mathematics: Nine courses including MAT 145, 146, 245, 246, 324 and three electives from MAT 327, 328, 355, 373, 374, and approved topics courses (MAT 481). Also required: CSC 170 or CSC 270, PHY 121, 122; participation in departmental colloquium (MAT 491) during junior and senior years. A minimum of two Upper Division mathematics courses must be taken at Augsburg.

Honors Major: GPA of 3.5 in mathematics and computer science, 3.1 overall. Independent Study at an advanced level.

Mathematics Minor: Five courses, including 145, 146, 245, and 246 or 247, and one elective from MAT courses above 300. For a teaching minor the additional course must be selected from MAT 314, 328, 351, 373, 441.

Prerequisites/Placement Exam — Before enrolling in any mathematics course the student must have placed appropriately on the Augsburg Mathematics Placement Exam, or have completed college courses equivalent to prerequisites. A course

must be completed with a grade of 2.0 or higher to count as a prerequisite.

The Placement Exam is given during college registration sessions and at other announced times during the year. It is required of all entering students except those who have received a grade of C or better in a college-level mathematics course taken at another college or who have passed the College Board Advanced Placement Exam. These students and those who place into Group V should consult with the Department about appropriate courses to take.

103 Basic Mathematics

A self-paced course for students needing a review of arithmetic and transition to algebra. Topics include integers, fractions, decimal numbers, ratios, percents, metric system, exponents, radicals and evaluation of algebraic expressions. Counts as one course in semester's load **but does not give credit toward graduation**. Admission only by Augsburg Mathematics Placement Test. (Prereq.: Placement Group I. P/N grading only)

104 Intermediate Algebra

A self-paced course for students needing a review of basic algebraic skills and concepts. Topics include operations with polynomials and rational expressions; exponents and radicals; solving linear and quadratic equations and inequalities; and graphing of linear and quadratic functions. Counts as one course in semester's load **but does not give credit toward graduation**. Admission only by Augsburg Mathematics Placement Exam. (Prereq.: 103 or Placement Group II. P/N grading only)

114 Elementary Functions

A study of functions: algebraic, exponential, logarithmic and trigonometric. For students planning to take 124 or 145. Students who have completed 124 or 145 may register for credit only with consent of instructor. (Prereq.: 104 or Placement Group III)

121 Finite Mathematics

Topics of finite mathematics (combinatorics, probability, matrices, linear programming and graph theory) of primary interest to students in the social and behavioral sciences, business and information science. Students who have completed MAT 171 may not register for credit. (Prereq.: 104 or Placement Group III)

122 Calculus for the Social and Behavioral Sciences

Differential and integral calculus with applications in the social and behavioral sciences. Students who have completed 124 or 145 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 mathematics or the sciences. (Prereq.: 114 or Placement Group IV for 124; 124 for 125; 125 for 224)

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)

145, 146 AUGMENT Mathematics I and II

The Augsburg Mathematics Enrichment Program provides exploration of mathematical ideas. Attention will be paid to historical and philosophical connections and to reading, writing and thinking in mathematics.

Includes calculus concepts such as: limit, continuity, derivative, anti-derivative, integral, sequences and series; and selected topics from linear algebra, abstract algebra, number theory, probability geometry, topology, dynamical systems, graph theory and combinatorics. (Prereq.: 114 or Placement Group IV for 145; 145 for 146)

171 Discrete Mathematics

Topics in discrete mathematics such as sets and logic, combinatorics, probability, relations and functions, vectors and matrices, boolean algebra and graph theory of primary interest to students in Computer Science and Mathematics. Students who have completed MAT 121 may register for credit only with consent of instructor. (Prereq.: Placement Group IV)

211 Number Theory

An introductory study of the integers and their properties. (Prereq.: consent of instructor)

215 Elementary Linear Algebra

A study of linear equations, determinants, vector spaces, linear transformations and matrices. (Prereq.: 224)

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)

245, 246 Mathematical Structures and Reasoning I & II

Topics introduced in 145-146 are further applied, generalized and abstracted. Emphasis is on mathematical structures, logical reasoning and proof formats. Additional topics include: multiple variable calculus, vectors and vector spaces and linear transformations. (Prereq.: 146 for 245; 245 for 246)

247 Introduction to Applied Mathematics

Designed primarily for applied mathematics, pre-engineering and physical science majors, this course includes additional topics from vector calculus, differential equations, complex functions and linear algebra. (Prereq.: 245)

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 or 246)

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, 246 or 247)

327 Special Functions of Mathematical Physics

(See PHY 327)

328 Complex Variables

An introduction to complex numbers and functions, limits, differentiation and integration, series, analytic functions, conformal mappings and applications. (Prereq.: 224, 246 or 247)

351 Modern Geometry

A study of transformational geometry including complex number representations and applications to fractal geometry. (Prereq.: 215 or 246)

355 Numerical Analysis

A study of methods used to solve problems on computers. Analysis of computational problems and development of algorithms for their solutions, applications of a procedure-oriented programming language in numerical analysis. Topics include the general concept of iterative formulae, solution of equations, Newton's method, linear systems, interpolation, numerical differentiation and integration. (Prereq.: 224 or 245; CSC 170)

373 Probability and Statistics I

A study of the structure of modern probability, enumeration techniques, special discrete and continuous probability distributions with applications to statistical problems, mathematical expectation, Chebyshev's inequality, the central limit theorem. (Prereq.: 224 or 245)

374 Probability and Statistics II

A study of sampling distributions associated with the normal and other distributions and methods of estimation: point estimation, interval estimation; hypothesis testing, regression and analysis of variance, nonparametric statistics. (Prereq.: 373 or equivalent)

399 Internship

A combined effort of student, faculty and employer to complete a specific task and learn in a workplace. The Internship often is under the auspices of the Cooperative Education office as well as the Mathematics Internship Supervisor.

441 Foundations of Mathematics

Set theory, logic, axiomatic method and development of number systems.

(Prereq.: completion of or concurrent registration in 314 and either 324 or 328; or consent of instructor.)

481 Topics in Mathematics

Study of advanced topics selected from real or complex analysis, abstract algebra, topology, probability, statistics or computer science. (Prereq.: 314 and either 324 or 328; or consent of instructor.)

491 Mathematics/Computer Science Colloquium

This colloquium, which has no course credit, meets weekly to keep the mathematics and computer science community informed about contemporary developments in the field and about interesting ideas that don't arise in courses. Junior and senior majors must attend, and others are welcome. Sessions are presented by faculty members or outside visitors.

499 Independent Study

Topics defined through consultation between student and Department.

COMPUTER SCIENCE (CSC)

Introductory Courses: 170, 210, MAT 171 and MAT 124 or 145

Core Courses: 320, 330, 345, 450

Computer Science B.A. Major: 11 courses including the four introductory courses, the four core courses and three electives. The electives must be selected from MAT 355, MAT 373 and Computer Science courses above 260. At least two electives must be selected from 270 or 271, 340, 352, and 445. At least two of the Upper Division courses must be taken at Augsburg. Participation in the departmental colloquium (CSC 491) is required for all junior and senior majors.

Computer Science B.S. Major: 16 courses including the four introductory courses; the four core courses; 270 or 271, 340, 352, 445, MAT 125 or MAT 146, MAT 224 or MAT 245, MAT 215 or MAT 246, and one elective selected from MAT 355, MAT 373, and Computer Science courses above 260. At least two of the Upper Division courses must be taken at Augsburg. Participation in the departmental colloquium (CSC 491) is required for all junior and senior majors.

Honors Major: GPA of 3.5 in mathematics and computer science, 3.1 overall. Independent Study at an advanced level.

Computer Science Minor: Six courses including the four introductory courses and any two of the four core courses.

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 apply toward either a computer science major or minor.

170 Structured Programming

An introduction to computers, problem-solving, algorithm development and programming using Pascal. This course provides a foundation for further studies in computer science. (Prereq.: MAT 114 or MAT 121 or MAT 122 or BUS 279 or Math Placement Group IV)

210 Data Structures

Data structures and their implementation, recursion, searching and sorting algorithms, and continued development of programming methods using Pascal. (Prereq.: 170. Coreq.: MAT 121 or MAT 171)

261 Electronics

(See PHY 261.)

270 FORTRAN

Study of the FORTRAN programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: 170 or another course with a study of a programming language)

271 COBOL

Study of COBOL programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: 170 or another course with a study of a programming language)

320 Algorithms

A systematic study of algorithms and their complexity, including searching and sorting algorithms, mathematical algorithms and tree and graph traversal algorithms. The limitations of algorithms, the classes P and NP, NP-complete problems, and intractable problems. (Prereq.: 210 and MAT 124 or MAT 145)

330 Theory of Computation

Basic theoretical principles embodied in formal languages, automata, computability and computational complexity. Topics include Turing machines, Church's thesis, the halting problem and unsolvability. (Prereq.: 210 and MAT 124 or MAT 145)

340 Digital Communications and Computer Networks

Principles and methods of data communications, distributed processing systems, network protocols and security and general computer interfacing. (Prereq.: 210)

345 Principles of Computer Organization

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

352 Database Management and Design

Structure of database management systems, query facilities, file organiza-

tion and security, including the development of an elementary database system. (Prereq.: 210)

399 Internship

A combined effort of student, faculty and employer to complete a specific task and learn in a workplace. The Internship often is under the auspices of the Cooperative Education office as well as the Computer Science Internship Supervisor.

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)

450 Principles of Programming Languages

Principles that govern the design and implementation of programming languages. Topics include programming language syntax and semantics, BNF, parsing, compilers, interpreters, data structures, control structures and the run-time environment. (Prereq.: 210)

491 Mathematics/Computer Science Colloquium

(See MAT 491.)

495 Advanced Topics in Computer Science

Study of advanced topics from areas of computer science not included in other courses. This course may be repeated when the topics vary. (Prereq.: consent of instructor)

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 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. The Higher Education Consortium for Urban Affairs (HECUA) and Associated Colleges of the Twin Cities (ACTC) enrich the overall program.

Metro-Urban Studies Faculty: Garry W. Hesser (Director, SOC), Andrew Aoki (POL), Robert Clyde, Norman Ferguson (PSY)

Major: 13 courses including POL 122 and 421; PSY 356; SOC 211 and 381; an approved Urban History course; SOC 362 or ECO 279; SOC 363 or POL 484; an Internship (399); and any four approved urban-related courses. HECUA off-campus programs are highly recommended, especially the MUST Twin Cities program. Students interested in graduate school are encouraged to take ECO 113 Principles of Micro-Economics.

Minor: Three lower level Urban Studies courses, two of which must be POL 122 and SOC 211; and two upper division courses from the following: POL 421; PSY 356; SOC 381 or Internship (399), with the Internship highly recommended where appropriate. Other combinations are feasible if approved by the Director of the Program.

199 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to explore metro-urban studies as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

299 Directed Study

Independent Study for Lower Division students (Prereq.: consent of instructor and POL 122 or SOC 211)

399 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of metro-urban studies with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

498 Independent Study — Metropolitan Resources

An independently designed course which 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.: POL 122 or SOC 211 and consent of instructor)

499 Independent Study

Student must present a written proposal containing rationale, objectives and methodology of the proposed study according to Department guidelines. (Prereq.: POL 484 or SOC 363 and consent of instructor)

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 17 colleges and universities. Augsburg's Metro-Urban director served as its president from 1982 to 1987. Through HECUA, Augsburg students have access to five interdisciplinary field learning programs of exceptional quality, located in Scandinavia, South America, Central America and the Twin Cities.

I. METRO-URBAN STUDIES TERM (MUST)

This program focuses upon the Twin Cities metro area.

358 Reading Seminar: Diversity and Unequal Urban Development

Interdisciplinary readings connect experiences and direct observation with theory and research on the impact of race, class and gender on social inequality and unequal urban development. Competing theories and strategies for urban and neighborhood development are examined and assessed in the context of dominant ideology and perspectives of people who challenge it.

359 Field Seminar: Urban Inequality and Social Change

Concrete conditions of life and community issues in different neighborhoods provide varying — at times competing — views on the Twin Cities "civic ideology." Field observations, dialogue with residents, interviews and oral history provide data to identify inequality and to assess theories and strategies for explaining and overcoming it.

399 Internships (2 credits)

Internships place students with sponsoring organizations that provide supervised work experience for a minimum of 24 hours a week.

Coursework also includes readings, seminar discussion, field assignments and writing to meet the objectives of the internship.

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 (theaters, 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 either Quito, Ecuador, or Bogota, Colombia. It focuses upon urbanization and development in the Third World.

261 Spanish Language

All students take Spanish at the intermediate level or conduct an Independent Study if they are at an advanced level (see below). Language emphasizes acquisition of skills for maximum participation in SAUS program and field work.

361 Introduction to Latin America

Overview of Latin American geography, history, economy, politics, culture and arts with emphasis on program sites as case studies. Focus on economic development issues, theories and models applicable to Latin America.

362 Urbanization in Latin America

The development of cities and implications for social change in Latin America. Topics include history of cities, rural-urban migration, industrialization, environmental issues, governmental policies and urban elites. Models and theories of urbanization and development are compared and applied to Latin America.

363 Wealth, Poverty and Community Development

The plight and prospects of the urban poor in Latin America. Emphasis on field study in barrio communities and site visits to public and private agencies dealing with urban problems.

499 Independent Study

Students with advanced Spanish are required to prepare an Independent Study research paper. Depending on the topic and resources required, supervision by a professional at a local college or research institution or by SAUS faculty.

IV. CITY ARTS

This program studies the politics of artistic expression and the relationship between emerging art and urban cultures. Minneapolis-St. Paul provides rich resources for the program.

330 Field Seminar: Emerging Art and Urban Cultures

Exploration of the life experiences and works of artists, cultural workers and community organizers for understanding the differences between formal institutional art and community-based art forms. Interviews and participant observation at arts performances and cultural events.

331 The Politics of Artistic Expression

Study of the social and cultural history of urban art, the role of art and culture in everyday life, and the relationship between intellectual discourse and the politics of cultural work. Readings, films and discussions integrate aesthetic theory and artistic expression with issues of social change and activism.

399 Internships (2 Credits)

Internships involve participation in an ongoing project with an individual artist, community organizer, art group or organization for the purpose of learning about life and work in that setting. The form and placement varies with each student's goals, needs and experiences.

V. LITERATURE, IDEOLOGY AND SOCIETY IN LATIN AMERICA (LISLA)

A Spring semester interdisciplinary program that examines relationships among literature, ideology and society and how these shape perceptions of social realities.

360 Latin American Literature: Perspectives on Social Change

Study of selected literary works that illustrate social realities and express a variety of perspectives on Latin American societies and social change. Historical survey of the dominant trends in Latin American thought as manifested in major artistic periods.

364 Latin American Arts and Society

Introduction to theoretical frameworks for examining the relationships among art, ideology and society. Intensive readings include works by theorists from Europe, the U.S. and Latin America.

367 Ideologies of Social Change in Latin America

Theories of ideology and overview of Latin American ideologies related to development and social change. Emphasis on current debates and their implications, with special attention to ideologies of diffusion, dependencia and Marxism.

499 Independent Study

All students prepare an Independent Study paper on a topic and design approved in advance. Topics can include Latin American literature and others appropriate for Spanish language credit.

MINORITY STUDIES

(See listing under Interdisciplinary Studies (INS)). In the ACTC Class Schedule, Minority Studies courses are listed under Ethnic Studies.

MUSIC DEPARTMENT (MUS)

Music has the power to move and change us. Whether we experience music as a listener, teacher or performer, it adds a significant and satisfying dimension to our lives. As a college of the church, Augsburg celebrates the study of music as one of the gifts of God. Music in the Christian liberal arts setting reflects Augsburg's mission of educating the whole person.

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 preparation for a wide range of graduate and professional opportunities. Students 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: Thomas Rossin (Chairperson), Trudi Anderson, Laine Bryce, John Dunham, Stephen Gabrielsen, Andy Heglund, Mary Horozaniecki, Kenneth Huber, Robert Karlén, Merilee Klemp, Nicholas Lenz, Cynthia Lohman, Steven Lund, Charles McDonald, Roberta Metzler, Celeste O'Brien, Gordon W. Olson, Lila Olson, Sandra Powers, Nicholas Rath, Robert Stacke, George Stahl, Angela Wyatt

Music Coordinator: Mary Ella Pratte

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. Freshmen who wish to be considered for a Freshman Performance Scholarship must have the recommendation of their ensemble director or private lesson instructor.

Transfer students may enter the B.M. program on probation, subject to Departmental approval of a performance hearing and petition during their first semester in residence. All transfer students must take the theory placement examination at the first class meeting of MUS 101 or 102.

Music Education majors must apply, by petition, to the Department during the sixth term of study. Additionally, Music Education majors must apply to the Education Department for acceptance into the music education licensure program. Departmental approval and a cumulative GPA of 2.5 in all music courses are necessary for the education licensure program.

All other music major and minor candidates must apply, by petition, to the Department prior to registration for Upper Division courses.

Auditions for memberships in ensembles are scheduled, following application, during summer orientation sessions or at another time preceding initial registration, or during the first week of the school year.

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; conducting an ensemble concert; or combinations of the above. Consult the Music Department Student Handbook for more information.

DEGREE AND MAJOR REQUIREMENTS

Core Curriculum (required of all majors): 101, 102, 111, 112, 201, 211, 231, 232, 311, 312, 341, 342 or 344; eight 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.

Requirements: 13 course credits: Core curriculum plus one course credit of music elective; Performance Studies — six quarter courses and two half courses in the major instrument or voice, two quarter courses in the minor instrument or voice and a half senior recital (Music 458); keyboard proficiency and passing three Music Repertoire tests. Consult the Music Department Student Handbook for more information.

Requirements for the Music Minor: Six course credits: 101, 102, 111, 112; 231 or 232; 341; 342 or 344; four consecutive quarter courses in a major ensemble concurrent with four quarter courses in Performance Studies. Music minors must pass one Music Repertoire test.

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.

Requirements: 17 course credits: Core curriculum plus 202, 212; Performance Studies — two quarter courses, four half courses, two full courses in the major instrument or voice; two quarter courses in the minor instrument or voice; a half junior recital (MUS 358) and a full senior recital (MUS 459); improvisation competency on major instrument or voice; keyboard proficiency, passing three Music Repertoire tests, and achieving a cumulative GPA of 2.5 in all music courses and in the major performance medium.

Vocal emphasis — MUS 251, 252, 253, 254, 435

Instrumental emphasis —MUS 151, 155, and one course credit of music elective

Other requirements: 10 and one-half course credits: HPE 114, 115; PSY 105; EDS 265, 354, 355, 356, 357 or 358, 388, 478, 481, 482, 483. Consult the Education Department, Music Department Student Handbook and program adviser.

Music Performance Major: 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.

Requirements: 20 course credits: Core curriculum plus 202, 212; Performance Studies—two quarter courses and six full courses in the major instrument or voice; two quarter courses in the minor instrument or voice; full junior and senior recitals 358, 459; keyboard proficiency test, passing three Music Repertoire tests and achieving a cumulative GPA of 2.5 in all music courses and in the major performance medium. Consult the Music Department Student Handbook for more information.

Vocal Emphasis— MUS 251, 252, 253, 254, 435, one course of music elective, two courses of French or German above the B.A. requirements.

Piano or Organ Emphasis— 301, 302, 436, 456, one-half course credit of music elective.

Instrumental Emphasis— MUS 301, 302, one and one-half course credits of music electives.

Bachelor of Science

Music Therapy Major: Fulfills academic and clinical requirements for registration with the National Association for Music Therapy, Inc., 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.

Requirements: 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 — six quarter courses in the major instrument or voice, two

quarter courses in the minor instrument or voice and a half senior recital 458; keyboard proficiency, guitar proficiency, passing three Music Repertoire tests, and achieving a minimum grade of 2.5 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 (MUE): 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 two course credits in ensemble may be counted toward graduation requirements.

Performance Studies for credit: Four synergistic elements are required — lessons, jury examination at end of each semester, performance workshop, and listening attendance at concerts, recitals and performance workshops).

Areas of Concentrations

The music major/minor student must declare an area of concentration. A secondary area, required of Music Education students, necessitates additional lessons, jury examination and performance.

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 four hours of practice per week.
- **One half course credit** — two half-hour lessons and eight hours of practice per week.
- **One course credit** — two half-hour lessons and twelve hours of practice per week.

Performances: All students registered in Performance Studies for credit must perform each year in a general student recital, at the end of each semester for a faculty panel, and additional performances as required by the instructor.

Listening: All students registered in Performance Studies for credit are required to attend eight designated music events during each semester. Failure to attend the required number of Faculty Artist Series recitals, major ensemble concerts, or other designated music events is a factor in determining the final grade received in Performance Studies. Music majors must pass a total of three Music Repertoire tests; music minors must pass one. (Consult the Music Department Student Handbook for contents of Music Repertoire tests.)

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. Performance Major recitals. Concurrent registration in Performance Studies in the major performance medium is required for recital performance.

Students should carefully read the Music Department Student Handbook and consult continually with their applied teacher. The following guidelines provide an outline of requirements and procedures which must be followed by all recitalists.

Departmental Sponsorship

Recitals required for the fulfillment of the B.M., B.A., or B.S. degree requirements or Honors Major will be sponsored by the Music Department. Other student recitals may be departmentally sponsored.

Duration and Repertoire Level

All departmentally sponsored recitals must be representative of the academic guidelines set forth in the College Catalog and Repertoire Lists available in the Music Department.

1. B.M. degree junior recitals (MUS 358) will be one-half hour in duration, and will be at repertoire Level III for Music Education majors and one hour in duration at Level IV for Music Performance majors.
2. B.M. degree senior recitals (MUS 459) will be one hour in duration at repertoire Level IV for Music Education majors and one hour in duration at Level V for Music Performance majors.
3. B.A. and B.S. degree senior recitals (MUS 458) will be one-half hour in duration at repertoire Level III.

Keyboard Proficiency: B.A., B.M. and B.S. candidates must demonstrate elementary keyboard familiarity by passing the Piano Proficiency test. (Consult the Music Department Student Handbook for contents of Piano Proficiency test.)

MUSIC COURSES (MUS)

Many music courses are offered in alternate years. Consult the ACTC Class Schedule or the Music Department for course offerings in each term.

Theory

101 **Materials of Music I** (1/2 course)

Notation, scales, intervals, triads, keyboard harmony and principles of part writing.

102 **Materials of Music II** (1/2 course)

Diatonic harmony, secondary dominants and simple modulations.

- 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)
- 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)
- 201 Materials of Music III (1/2 course)**
Continuation of 102 with chromatic harmony and modulation. (Prereq.: 102)
- 202 Form and Analysis (1/2 course)**
Musical structures of common practice period and introduction to 20th Century practice. (Prereq.: 201)
- 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)
- 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)
- 301 Counterpoint I (1/2 course)**
16th through 18th Century contrapuntal techniques including double counterpoint, pasacaglia, fugue and canon. (Prereq.: 201, 211)
- 302 Counterpoint II (1/2 course)**
Study of contemporary counterpoint including works of Schoenberg, Bartok, Hindemith, Stravinsky and Carter. (Prereq.: 301)
- 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. Simple forms and tonal harmonic materials are employed.
- 312 Composition II (1/2 course)**
Advanced arranging for vocal and instrumental ensembles of varying sizes and types. Contemporary techniques, atonal systems and larger forms are studied and used.
- 341 Basic Conducting (1/2 course)**
Study of fundamental conducting patterns and baton technique. Score analysis and preparation. Rehearsal techniques. Basic nomenclature.
- 342 Choral Conducting (1/2 course)**
Choral literature and organization. Vocal methods and voice selection. Advanced conducting techniques with class as the choir.

344 Instrumental Conducting (1/2 course)

Preparation of and conducting instrumental literature. Advanced conducting techniques. Organization of instrumental ensembles.

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.: 112, 201)

232 History and Literature of Music II

Continuation of 231 from 1750 to the present. (Prereq.: 112, 201)

330 Ethnic Music

Hispanic, Black, Indian, Asian and other ethnic music and its cultural relationship. For the general as well as the music student.

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)**332 Music of the Classical Period (1/2 course)****333 Music of the Romantic Period (1/2 course)****334 Music of the 20th Century (1/2 course)****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.

435 Voice Repertoire (1/2 course)

Interpretation, style and programming of the song literature from the 16th Century to the present. (Prereq.: 231, 232)

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)

498 Independent Study (1/2 course)

Advanced research and projects not otherwise provided for in the Department curriculum. Open only to advanced students upon approval by the faculty.

499 Independent Study

Advanced research and projects not otherwise provided for in the Department curriculum. Open only to advanced students upon approval by the faculty.

Technique

151, 152 Voice Methods (1/4 course)

Fundamentals of tone production and singing.

155, 156 Piano Methods (1/4 course)

Basic keyboard familiarity, simple accompaniment and music reading skills necessary to meet specific degree requirements. (Prereq.: MUS 101)

157, 158 Guitar 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 quarter courses are continuations of 251 with application for the Italian, German and French languages.

252 Italian Diction (1/4 course)

(Prereq.: 251)

253 German Diction (1/4 course)

(Prereq.: 251)

254 French Diction (1/4 course)

(Prereq.: 251)

358 Junior Recital

B.M. candidates only. Half recital at repertoire Level III for Music Education Majors; 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.)

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 Level IV for Music Education majors and Level V for Music Performance majors.

Therapy

110 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 only)

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.: three 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 AND PERFORMANCE STUDIES

ENSEMBLES (MUE)

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 or by arrangement with the ensemble director. 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 Interim.

While the Department strongly encourages both formal and informal ensemble experience, only membership in Band, Orchestra, Choir or Chapel Choir will satisfy the major, minor or distribution/general education requirements. Instruments are available for rent.

- | | |
|---------------------------------|-------------------------------|
| 111 Augsburg Choir (1/4 course) | 131 Woodwind Ensemble (0) |
| 112 Chapel Choir (1/4 course) | 141 Concert Band (1/4 course) |
| 114 Advent Vespers Choir (0) | 142 Brass Ensemble (0) |
| 121 Orchestra (1/4 course) | 143 Jazz Ensemble (0) |
| 122 String Ensemble (0) | |

PERFORMANCE STUDIES (MUP)

Private instruction for credit is graded traditionally. All areas of study are available to the non-music major or minor. All lessons are adapted to the individual needs of the student and those bearing credit are supplemented by accompanying, ensemble participation and other performances. 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
	19x Harp

Note carefully the following provisions:

1. Performance study registration occurs the first week of classes.
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 and coaching. Any lessons during the Interim or Summer are arranged privately with the teacher.
4. A student who cannot attend 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. Credit is granted only for study with faculty members of the Augsburg College Music Department.

NATURAL SCIENCE

The Natural Science Licensure program for teachers is designed to provide strong preparation for science teaching and to satisfy Minnesota licensure requirements.

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 distribution/general education requirements of the College, the requirements for appropriate majors, the courses required in the Department of Education and, in the physical sciences, have at least one year of calculus. Consult with the Department of Education for requirements in Education. Early consultation with adviser is essential.

Arlin Gyberg, Coordinator

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

Middle School Science, grades 5-9

Broad Base Requirement: Seven courses: two in Earth Science (Astronomy or Meteorology, Geology), two in General Biology, three in Physical Science (Physics for the Life Sciences or a year of General Physics, and two courses of General Chemistry).

Biology Major (For licensure in Life Science): The Broad Base requirement plus eight courses: seven BIO courses, including 491 and at least one from each of the following groups: (I) 351 (Invertebrate Zoology) or 353 (Comparative Vertebrate Zoology), (II) 355 (Genetics) or 474 (Developmental Biology), (III) 361 (Plant Biology) or 481 (Ecology), (IV) 471 (Cellular Biology) or 473 (Animal Physiology), (V) 440 (Plant Physiology) or 476 (Microbiology), and one course in Organic Chemistry.

Chemistry Major (For licensure in Physical Science): The graduation major in Chemistry: CHM 115, 116 (General Chemistry) (or 105, 106), 351, 352 (Organic Chemistry), 353 (Quantitative Analytical Chemistry), 361 (Physical Chemistry), 363 (Physical Chemistry Laboratory), one Advanced Chemistry course, and Chemistry Seminar. In addition, a year of General Physics and two additional physics courses above General Physics. Modern Physics and Electronics are recommended.

Physics Major (For licensure in Physical Science): The graduation major in Physics: PHY 121, 122 (General Physics), 245 (Modern Physics), 351 (Mechanics I), 362 (Electromagnetic Fields I), 395 (Comprehensive Laboratory) and three additional courses to be selected from 261 (Electronics), 352 (Mechanics II), 363 (Electromagnetic Fields II), 481 (Thermal Physics), 486 (Quantum Physics I), and 488 (Quantum Physics II). In addition, a year of General Chemistry and one course each of Organic Chemistry and Analytical Chemistry.

Licensure with Minor: For Life Science, Broad Base Requirement plus seven courses in Biology; for Chemistry, the Chemistry minor and an additional Upper Division course; for Physics, the Physics Minor plus one additional course above PHY 122.

Science (For Middle School Licensure — grades 5-9): Broad Base Requirement and an additional seven Natural Science courses, two in Earth Science (Meteorology and Mineralogy or equivalent), two Biology courses above General Biology, and three in Physical Science, at least one each in Chemistry and Physics above the level of General Chemistry or General Physics.

Note: This is not a Natural Science major; it is a program for licensure. Students must still complete a college major.

NURSING DEPARTMENT (NUR)

Professional nursing is a scholarly discipline that offers a unique service to individuals, families and communities as they pursue goals to promote,

maintain or restore their health. This service, as defined by the profession, is the diagnosis and treatment of human responses to actual or potential health problems.

The scope of professional nursing practice is changing and expanding. Nurses are being called on to function in a variety of settings that differ from those in the past. Today nurses work not only in hospitals and clinics but in corporations, government agencies, communities and their own independent practices; they are direct care-givers, researchers, teachers, leaders, managers, administrators and consultants.

The expanding practice of professional nursing requires practitioners who are liberally educated in the humanities, in the natural and social sciences and in nursing theory and methodology, and who are critical thinkers and ethical decision-makers. The nursing major, informed by study in the liberal arts tradition and nursing theory, process, and research, prepares registered nurses for professional practice based on knowledge, reasoned inquiry and professional values.

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

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 a registered nurse 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/general education requirements as well as toward admission to the major. All prerequisite courses must be taken using the traditional grading system and must have been completed at the 2.0 level or above. Courses with grades below 2.0 must be repeated or challenged satisfactorily.

In addition, applicants must 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.

All students are required to take the NLN Baccalaureate Comprehensive

Examination during the last semester of their senior year.

Nursing Department Faculty: Beverly Nilsson (Chairperson), Marian Enos, Sharon Ostwald, Pamela Weiss-Farnan, Teri Welcher

Major: 10 courses in Nursing including 305, 306, 310, 311, 330, 350, 403, 404, 423, 427; an approved Upper Division science course; and an ethics course, either PHI 380 or REL 483. A minimum grade of 2.0 in each nursing course and the required science and ethics courses, and a cumulative GPA of 2.5 at the completion of the Level I and Level II courses of study are required.

Courses in the Nursing major are offered on weekends with clinical courses requiring additional weekday time. The courses are designed so that the major may be completed within three years. However, more time may be required to complete the total course of study depending on the number of credits transferred from other colleges or universities. Students in nursing may take non-nursing courses in both day school and Weekend College. Students interested in pursuing the Nursing major 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

This is a transitional course that introduces the components of the professional role and begins the professional socialization process. The communicative process is emphasized as one means by which the nurse-client relationship is negotiated. Interactive, group, and learning theories are explored for their applicability to changing professional roles and practice.

A teaching project is required. (Prereq. or current enrollment: an approved Upper Division science class)

306 Contemporary Nursing II: Paradigms in Nursing

An introduction to theories and conceptual thinking in the process of professional development is provided in this course. 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. Clinical application of a holistic health assessment is required. (Prereq.: 305)

310 Community Health Nursing I

This course focuses on community health delivery systems and the practice of public health nursing. Concepts of health are examined as they apply to current community health problems and issues. Clinical application of course content includes the assessment of an elderly person and definition of a framework for the assessment of a specific community. Ethical issues related to community health decision-making with aggregate groups are explored. (Prereq.: 330)

311 Community Health Nursing II: Practicum*

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

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. (Prereq.: 306; PHI 380 or REL 483 or concurrent enrollment)

350 Introduction to Nursing Research

The research process and the methods appropriate to nursing are emphasized in this course. Issues of ethics in nursing research are explored. Students critique nursing research for its applicability to nursing practice. (Prereq.: 330)

403 Contemporary Nursing III: Families

This course provides a theoretical basis for nursing of culturally diverse families throughout the life span. Content includes family as a social system and explores theories related to family structure and functioning as well as families with psychosocial problems. Consideration is given to the role of the nurse in family health care. (Prereq.: 350. 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*

This is a clinical practicum offering the student an opportunity to apply content from 403 in providing nursing care to complex families in a selected practice setting. (Prereq.: 403 or concurrent enrollment)

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 practice setting. (Prereq.: 404)

432 Topics in Nursing

This course is designed to provide in-depth exploration of selected topics in nursing. The subjects studied will vary depending upon the needs and interests of the students and faculty. (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.*

PHILOSOPHY DEPARTMENT (PHI)

The Philosophy Department assists students to understand issues raised in the traditional areas of philosophy. To this end, we consider problems of knowledge and questions of truth, the nature of reality, the basis of values and rules for correct reasoning. Our goals are to instill in students a love of truth, to inspire a curiosity about the significance and meaning of the world they experience and to develop the skills of critical analysis and creative synthesis.

The liberal arts curriculum provides an opportunity for students to explore different aspects of the world from a variety of perspectives or disciplines. Philosophy plays a central role in the liberal arts by encouraging students to explore questions about themselves, human experience, right and wrong, the world and God. Beginning with two Socratic principles: "The unexamined life is not worth living" and "Know yourself," the study of philosophy assists students in the realization of their unique potential for understanding and self-fulfillment.

Four courses in the history of philosophy — beginning with the ancient Greeks and Romans and continuing through the Medieval and the Renaissance periods to the present — form the core of the philosophy program. In these courses students are taught how to read, understand and criticize great texts of Western civilization.

In addition, students have the opportunity to explore the relation of philosophy to other disciplines and to take advanced seminars in special topics.

This major has been carefully planned so that students can easily have two majors. Though some majors go on to graduate school in philosophy, most use the major to prepare for other professional studies such as law, medicine or the Christian ministry. Many enter the marketplace, confident that the study of philosophy has given them the ability to think critically.

Philosophy Faculty: Bruce Reichenbach (Chairperson), David Apolloni, Kenneth Bailey, Mark Fuehrer, Paul Holmer

Major: Nine courses, including 230, 241, 242, 343, 344, and a course in the 400s (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: Five courses including two from 241, 242, 343, and 344.

110 **Introduction to Philosophy**

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 purpose of this course is 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**

Ethics studies our moral beliefs, helping students to consider the basis which they use to make moral judgments. The course explores the major philosophical approaches to evaluating moral actions and then applies these approaches to contemporary personal and social moral issues. This enables students to be aware of the nature of value disputes, the different perspectives taken and the reasoning used to resolve them. Throughout the course Christian ethics will inform our considerations. Students taking 120 may not take 125.

125 **Ethics and Human Identity**

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

230 **Logic**

Students learn to distinguish arguments from exposition. Then they learn the rules which govern valid arguments and develop their ability to recognize and construct sound arguments. The last part of the course focuses on inductive reasoning.

241 **History of Philosophy I: The Classical Philosophers**

The writings of Plato and Aristotle are the foundations of all philosophical

thought in Western civilization. In this course students 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.

242 History of Philosophy II: Medieval and Renaissance Philosophy

The Middle Ages was a period of great 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, Hildegard and Nicholas of Cusa in order to understand the process of philosophical assimilation involved in constructing a Christian philosophy. Since the Renaissance intensified the medieval synthesis, students will be exposed to the thought of Pico, Ficino and Bruno.

299 Directed Study

Independent Study for Lower Division credit.

343 History of Philosophy III: Enlightenment and 19th Century Philosophy

Does knowledge begin with innate ideas or with experience? Can we get beyond our own concepts to know the world itself? What is an idealistic view of the world? This course studies the major rationalists of the 17th Century (Descartes, Spinoza, Leibnitz), the major empiricists of the 18th Century (Locke, Berkeley, Hume), Kant's synthesis of philosophy and 19th Century Idealism and the reaction to it (Marx, Kierkegaard, Nietzsche). (Suggested prior course, 241 or 242)

344 History of Philosophy IV: 20th Century 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. (Suggested prior course, 241, 242 or 343)

350 Philosophy of Religion

What is the relation between faith and reason? Does God exist, and if so, what can be said about God? Can we reconcile the goodness of God with human and animal suffering? Are miracles possible? Are we really immortal? We will conduct a systematic inquiry into these questions which form the basis of religious beliefs. (Suggested: one prior course in philosophy. Cross-listed with Religion 350)

355 Oriental Philosophy

A study of the basic concepts and philosophies which underlie Hinduism, Buddhism, Confucianism and Taoism. (Suggested: one prior course in philosophy)

360 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 course explores whether scientists' knowledge of the world is profoundly different from and better than that of the non-scientist, what constitutes scientific knowledge and the degree of certainty yielded by the methods used by scientists to attain knowledge. In addition to dealing with these questions, students will work in researching and developing philosophical problems in the special sciences. (Suggested prior course, 230 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, genetic 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 philosophical movements, the history of an idea or specific problem or interdisciplinary problems. Seminar format. May be taken more than once for credit. (Suggested prior courses: any from 241, 242, 343, 344 or consent of instructor)

430 Studies in Individual Philosophers

Advanced studies in the philosophy of particular philosophers. Seminar format. May be taken more than once for credit. (Suggested prior courses: 241, 242, 343 or consent of instructor)

499 Independent Study

Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the faculty adviser.

PHYSICAL EDUCATION

See Health and Physical Education.

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 serves 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.

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 maintains active research programs through its Center for Atmospheric and Space Sciences. Several students work each academic year and summer as research assistants in these efforts, which are supported by NASA, the National Science Foundation and other federal agencies.

The Department also administers Augsburg College's portion of funds designated for the Minnesota Space Grant College Consortium, funded by NASA.

Cooperative Education, Internship and Undergraduate Research programs

provide opportunities for students to apply their physical science knowledge and problem solving skills in practical situations in industrial, governmental and academic settings. Students may participate in alternating term Co-op programs or work part-time during two or more academic terms. Internship opportunities alone generally involve only one semester.

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: Kenneth Erickson (Chairperson), Stuart Anderson, Mark Engebretson, Jeffrey Johnson, Robert Stenstrom, William Monsma.

Physics Research Staff: Anthony Hansen, William Jaspersen, Miriam Peterson, David Venne. Atmospheric Sciences Research Group, Augsburg College Center for Atmospheric and Space Sciences.

B.A. Major: Nine courses, including 121, 122, 245, 351, 362, 363, 395 and 396 (one-half course each), plus two courses above 122.

B.S. Major: 12 courses, including 121, 122, 245, 261, 351, 352, 362, 363, 395 and 396 (one-half course each), and 486, plus two courses above 122. A year of introductory chemistry is also required.

B.S. Major with Concentration in Space Physics: 13 courses, including 121, 122, 245, 261, 320, 351, 352, 362, 363, 395 and 396 (one-half course each). 420 and 486, plus one course above 122. A year of introductory chemistry is also required.

In planning their courses of study, students are encouraged to work closely with members of the Physics faculty. Normally, students should have MAT 124 or 145, 125 or 146, and PHY 121, 122 during the freshman year, and MAT 224 or 245 and 226 or 247 during 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 3.5 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: Five 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 covering our solar system, stars and galaxies. In addition the course traces the development of scientific thought from early civilization to the present day. The necessary optical instruments are explained and use is made of a 12-inch reflecting telescope, an eight-inch Celestron and a three-inch Questar. Night viewing and laboratory sessions are important components of the course. (Three one-hour lectures. Prereq.: Mathematics Placement Group II)

103 Conceptual Physics

An introductory course in which the applications, problems and experiments are selected to illustrate fundamental principles and provide a broad survey of physics. The course stresses a hands-on intuitive approach to physics and is designed to serve students in biology and education. (Three one-hour lectures, two-hour laboratory. Prereq.: Mathematics Placement Group III)

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, cyclones and optical phenomena of the sky. Laboratory exercises are included as an integral part of the course. The course is designed to be an elective or to satisfy the distribution/general education requirement for the liberal arts student. (Three one-hour lectures. Prereq.: Mathematics Placement Group II)

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 20th Century physics and of the role of electronics and computers in modern society. Microcomputers will be used extensively in the laboratory. (Three one-hour lectures, two-hour laboratory. Prereq.: Mathematics Placement Group II)

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. (Three one-hour lectures, three-hour laboratory. Prereq.: MAT 124 or 145, or concurrent registration)

199 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the

student to explore physics as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

245 Modern Physics

An introduction to modern physics from an 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. (Three one-hour lectures. Prereq.: 122)

261 Electronics

A review of AC and DC circuits and study of analog electronics comprises the first half of the semester. The second half includes study of digital electronics culminating in analysis and use of microprocessors and microcomputer systems. (Three one-hour lectures, one three-hour laboratory. Prereq.: 103, 111 or 122; and MAT 122 or 125 or 146)

299 Directed Study

Independent Study for Lower Division credit.

320 Introduction to Space Science

A survey of the earth's space environment including solar, planetary, magnetospheric, ionospheric and upper atmospheric physics. Topics include solar flares, solar corona, the solar wind, the bow shock, magnetopause, radiation belts, plasma sheet, magnetic storms and magnetosphere-ionosphere coupling with special emphasis on magnetospheric substorms, current systems, particle precipitation and aurora. (Three one-hour lectures. Prereq.: 245)

327 Special Functions of Mathematical Physics

An introduction to mathematical physics at an intermediate level, with emphasis on functions which have been developed to aid in analyzing problems in physics and engineering. Beginning with a review of complex numbers and partial differentiation, topics include Fourier series, series solution of selected differential equations, Legendre, Bessel and other orthogonal functions, partial differential equations and functions of a complex variable. (Three one-hour lectures. Prereq.: 122 or consent of instructor, MAT 224 or 245 or equivalent.)

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. (Three one-hour lectures. Prereq.: 122, MAT 226 or 247)

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. (Three one-hour lectures. Prereq.: MAT 226 or 247)

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. (One three-hour laboratory and one seminar hour per week. Prereq.: junior standing or consent of instructor)

399 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of physics with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

420 Plasma Physics

A rigorous study of the fundamentals of plasma physics including plasma parameters, plasma drifts and particle motion, electric and magnetic fields, kinetic theory, and Maxwell-Boltzmann distribution function and Boltzmann equation, magnetohydrodynamics, plasma waves and instabilities and transport processes. The applications of plasma physics to laboratory and space plasmas will be emphasized. (Three one-hour lectures. Prereq.: 362, 363 or concurrent registration)

481 Thermal Physics

The study of properties of systems and processes for which temperature is an important variable. The subject is developed from two independent yet complementary viewpoints; the experimental, macroscopic classical thermodynamics and the theoretical, microscopic statistical mechanics. (Three one-hour lectures. Prereq.: 351)

486 Quantum Physics I

A development from first principles, including de Broglie's postulates, the Schroedinger equation, operators, wave functions, expectation values, angular momentum and approximation methods. Specific problems studied include potential wells and potential barriers, the harmonic oscillator and the hydrogen atom. (Three one-hour lectures. Prereq.: 245, 351)

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. (Three one-hour lectures. Prereq.: 486)

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 DEPARTMENT (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: Norma Noonan (Chairperson), Milda Hedblom, Andrew Aoki, Philip Fishman, Mary Ellen Lundsten, William Morris, Myles Stenshoel

Major: Nine courses, plus Statistical Analysis (SOC 362). Required: 121 or 122 or 160 or 170; 158; 484; and at least five other Upper Division courses in four out of five political science areas. A seminar in one of the five areas may be counted for that area.

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: Five courses, including 121 or 122 or 170; 158; and at least three Upper Division courses in three out of five political science areas.

Political Science Areas: (I) American Government and Politics, (II) Comparative Politics and Analysis, (III) International Politics, (IV) Public Law and (V) Political Theory and Analysis. Any course listed in more than one area may be counted in only one area toward major or minor requirements.

Note: Students interested in secondary education may take a Political Science major 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.: one 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.: one 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

(See Section IV for description.)

371 Topics in Constitutional Law

(See Section IV for description.)

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)

359 Topics: Women In Comparative Politics

Various aspects of women in comparative politics will be explored. Themes will vary. (Prereq.: One course in political science or consent of instructor)

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)

490 Seminar in International Relations

Capstone seminar for students majoring in International Relations; analysis of some methods for studying international relations; analysis of major trends; senior thesis. Open to other students by consent of instructor. (Prereq.: four courses in the International Relations sequence)

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

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)

371 Topics in Constitutional Law

Selected topics in Constitutional Law, especially Civil Rights. Content will vary, defined by the subtitle of the course. (Prereq.: 170 or consent of instructor)

375 Media Regulation, Law, and Ethics

A study of key issues and contemporary conflicts in media ethics and regulation, including the uses of law to settle disputes about content in the media, access to the media and ownership of the media. Alternative justifications and critiques of mass media systems will be examined. (Prereq.: Lower Division political science course, speech/communications course, SPC/POL 342, or permission of instructor)

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 Topics in Democratic Theory

A study of democratic theory. The subject matter will vary and be defined by the subtitle of the course: American political thought, comparative democratic theory, etc. (Prereq.: one course in political science or consent of instructor)

382 Marxist Theory: From Marx to Mao

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)

484 Political Analysis Seminar

An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study; major research required. (Prereq.: SOC 362 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.)

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)
- 399 Internship**
Consult Chairperson or Internship Director to determine project. (Prereq.: consent of instructor. P/N grading only unless Internship Supervisor grants exception)
- 484 Political Analysis Seminar**
An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study; major research required. (Prereq.: SOC 362 Statistical Analysis; 158 and two Upper Division courses, or consent of instructor)
- 490 Seminar in International Relations**
(See Section III for description)
- 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)
- 499 Independent Study**
Topics defined through consultation between instructor and student. (Prereq.: consent of instructor)

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. Cooperative Education and Internships are designed to provide students with practical pre-professional experience. On-the-job experience gives students the opportunity to test career fields and develop professional contacts.

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: Nancy Steblay (Chairperson), Lyla Anderegg, Grace Dyrud, Norman Ferguson, Duane Johnson

Major: 10 courses including 105, 230, 330, 381, 399, and 493. A minimum of five 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. All psychology majors **must** have an adviser in the Psychology Department.

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: Five courses including 105, with a minimum of two courses at Augsburg. Not more than one course from 299, 399 and 499 may be counted toward the minor.

101 Self-Identity and Values

A study of self-identity and values as related to personal life. This course uses a psychological perspective to explore the role of the individual in the larger social context. Major topics include the acquisition, develop-

ment and evolution of self-identity and values and the influence of sex roles. (This course **does not** substitute for PSY 105 as a prerequisite to Upper Division psychology courses.)

102 The Individual in a Social World

An investigation of the behavior of the individual as it occurs in social environments. Examples of human behavior which are best understood through analysis of both individual and social factors will serve as the course framework. The scientific method is emphasized as an aid in understanding issues of influence in social systems, with major topics including attitude formation and group processes. (This course **does** substitute for PSY 105 as a prerequisite to Upper Division psychology courses.)

105 Principles of Psychology

An introduction to the methods and approaches used in psychology for the purpose of understanding behavior. Application of psychological concepts to everyday situations is emphasized.

199 Internship

A work-based learning experience in which a student, faculty adviser and site supervisor design a learning agreement which enables the student to explore psychology as a possible major and consider its career options. See PSY 399 for additional information. (Prereq.: 102 or 105 and one other psychology course)

230, 330 Research Methods: Design, Procedure and Analysis I, II

A two-term sequence including experimentation in such areas as 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; 230 must precede 330; 330 should be taken in the term immediately following 230. (Prereq.: 102 or 105 and MPG III)

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.: 102 or 105. On demand)

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. (Prereq.: 102 or 105)

325 Social Behavior

Social factors which influence individual and group behavior in naturalis-

tic and experimental settings. Topics include: cooperation, competition, affiliation, conformity and attitudes. (Prereq.: 102 or 105)

351 Developmental Psychology: Child

Emphasis on normal child development and behavior. Consideration of theoretical systems used for viewing developmental sequence and continuity. Inquiry into practical implications and applications of data and theory in respect to the development of children. (Prereq.: 102 or 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.: 102 or 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.: 102 or 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 and wakefulness, motivation and emotion, learning and memory and mental disorders. (Prereq.: 102 or 105) Additional lab hours required. (On demand)

356 Environmental Psychology

This course uses a cultural-ecological viewpoint to study the influence which the environment, both natural and human-made, has on behavior. Major topics include: overcrowding and environmental stress; territoriality; defensible space and crime; and specific environments such as rooms, buildings and cities. (Prereq.: 102 or 105)

357 Learning

Learning concepts, behavior change principles and psychology of instruction. Behavior change and individualized instruction projects. (Prereq.: 102 or 105)

359 Psychological Assessment

Theory, principles and examples of tests of personality and intelligence. (Prereq.: 102 or 105. On demand)

361 Personality

An introduction to the field of personality study including theory, research, assessment and contemporary applications. (Prereq.: 102 or 105)

362 Behavior Disorders

An introduction to maladaptive human behaviors from the social, organic and psychological points of view. (Prereq.: 102 or 105)

- 371 Psychology of Gender**
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.: 102 or 105 or consent of instructor)
- 373 Organizational Psychology**
Theoretical conceptualizations of organizational behavior. A study of the individual, groups, structure, change and development in organizations. (Prereq.: 102 or 105)
- 381 Psychology in Historical Perspective**
Historical development of psychological viewpoints and theoretical positions. (Prereq.: two psychology courses)
- 399 Internship**
A work-based learning experience in which a student, faculty adviser and site supervisor design a learning agreement that links the principles and methods of psychology with the opportunities available at the placement. Prior to the beginning of registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office. (Prereq.: junior class standing and four psychology courses)
- 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. On demand)
- 485 Counseling Psychology**
Principles, methods and attitudes involved in the counseling process. Consideration given to goals and ethical guidelines for a counseling relationship. (Prereq.: three psychology courses and junior class standing)
- 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.: 102 or 105 and consent of instructor)
- 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.: five psychology 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)

222

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, enabling 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), John Benson, Bradley Holt, Lynne Lorenzen, Curtis Peter, William Russell, Eugene Skibbe

Major: Eight courses, including 111, 221, 356, 481 and 495, the seminar especially for majors, taken in the junior or senior year. Before taking the seminar, each major must have written one formal research paper and placed it on file with the Department Chairperson. Only one Interim course may be applied to the major. One Upper Division New Testament Greek course may be applied to the major.

Religion Major with a Concentration in Youth and Family Ministry:

This major requires nine courses including an Internship. In addition to the courses required for a Religion major, namely REL 111, 221, 356, 481 and 495, the following are required: REL 342, 343, 415, and a supervised Internship in the Youth and Family area. Consultation with one of the staff members in the Youth and Family Institute is required in order that proper preparation in discipline areas outside the Department of Religion may be achieved.

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 Evangelical Lutheran Church in America, although participation is not limited to such schools.

Honors Major: GPA of 3.3 in the major and 3.0 overall; research project approved by the Department and colloquium with the Department.

Minor: Five courses. Not more than one Interim course may be counted for the minor.

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.

231 Religion in African-American History

(See INS Minority Studies.)

299 Directed Study

Independent Study on Lower Division level.

342 Theology of Youth and Family Living

Contemporary theories of youth and family living are examined within the context of Christian teachings. Emphasis will be placed on individual

development at every age, how individuals relate in systems and how Christian ideas intersect to enhance the functioning of families, particularly in relationship to current crises in teenagers and families.

343 Theology of Marriage

The Christian tradition provides the opportunity for wholeness by promising forgiveness of unworthy aspects of oneself, access to God's love, and greater acceptance of one's spouse. In this course, parallel concepts of psychological wholeness, in the Jungian tradition, and of repentance and forgiveness in the Christian tradition are applied to marital relationships.

350 Philosophy of Religion

(See Philosophy Department)

353 Denominations and Religious Groups in America

A study of the beliefs and worship practices of the major denominations and religious groups. Some contemporary cultic movements will also be considered.

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.

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.

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.

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 includes 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 16th Century. Special attention to the writings of Martin Luther and other representative figures.

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 enviroing culture.

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 Global Education, Program in Global Community)

370 American Indian Spirituality and Philosophical Thought

(See INS, American Indian Studies)

399 Internship

Limited to students who have completed at least four academic courses, have at least first semester junior standing, and satisfy Department guidelines.

415 The Gospels and Personality Theory

The ministry of Christ, as recorded in the Gospels, will be studied as a context and foundation for the maximum utilization of personality theory in effectively responding to contemporary issues of teenagers such as food disorders, suicide, addictions and perfectionism, among others.

420 Eastern Orthodoxy

This course will explore the history, theology, and liturgical life of the Eastern Orthodox Christian Church. Theology and history will be considered primarily from the perspective of those Christians who live in Greece, Turkey, Bulgaria, Romania, Yugoslavia and Czechoslovakia, with special attention to the Orthodox Church in the Soviet Union.

432 Church Music and Worship

(See Music Department.)

441 Feminism and Christianity

This course will consider the central ideas of Christianity and feminism and how they might be compatible. Attention will be given to religious influences on societal roles for women and men, feminist interpretation of the Bible, and the impact of feminism on Christian theology, especially in terms of language and metaphor.

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."

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 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.

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.

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.

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.

495 Seminar

Selected topics. Required of majors in the junior or senior year. Others by permission of instructor.

499 Independent Study

Limited to students who are Religion majors and satisfy Departmental guidelines.

SCANDINAVIAN AREA STUDIES (SCA)

Scandinavian Area Studies is an interdisciplinary program drawing on the combined resources of the ACTC and the Scandinavian Center at Augsburg College. An expansion of the curriculum is underway, with plans to introduce new courses in Scandinavian design, political science, social work, history and geography beginning in the 1992-'93 academic year.

Major: Eight Upper Division courses.

Minor: Four Upper Division courses.

Note: At least four of the Upper Division courses required for the major must come from the list below. The remainder may be transferred to Augsburg and included in the major on approval of the program adviser. Students graduating with a major or minor must also present the equivalent of intermediate level competence in a Scandinavian language. See Norwegian course listings under the Foreign Language Department.

Recommended supporting preparation: Study in Scandinavia (see Metro-Urban Studies, SUST), and elective courses or a second major such as Norwegian, history, political science, urban studies, business administration, international relations, sociology or social work.

Frankie Shackelford, Advisor

330 Contemporary Scandinavia

A broad survey of Scandinavian culture with special emphasis on conditions and developments in the 20th 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 Lagerlöf, Pär 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, Björnson, Strindberg, Lagerkvist, Munk and other 20th 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 Department of Religion.)

- 372 Norwegian Language and Culture**
(See Metro-Urban Studies, SUST.)
- 377 Scandinavia in the World**
(See Metro-Urban Studies, SUST.)
- 382 Scandinavian Arts**
(See Department of Art.)
- 393 Norwegian Art and Literature: Perspectives on Social Change**
(See Metro-Urban Studies, SUST.)
- 394 Urbanization and Development in Scandinavia**
(See Metro-Urban Studies, SUST.)
- 499 Independent Study**
In consultation with a faculty member, student selects a specific topic for study.

SOCIAL SCIENCE

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.

Khin Khin Jensen, Coordinator

Non-Western Major: 14 courses: HIS 104; one social science methodology course (ECO 279, PSY 264, SOC 362 or 365); and 12 courses in at least four disciplines from the following: ECO 112, 258; HIS 103, 322, 323, 324, 440, 474; POL 351, 363, 382, 461; PHI 355; REL 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

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.

Jerry Gerasimo, Coordinator

Social Studies Teaching Licensure: Seven courses (ECO 112 or 113, 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. Geology and anthropology are also acceptable fields, although they are not offered as majors on the Augsburg campus.

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)

229

The Social Work major 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, communities and to develop and analyze social policy. Several courses within the program utilize a student empowerment model for teaching and learning.

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

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 for social work education. 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." Effective social workers should not be technicians. Augsburg social work graduates are entry level professionals.

Augsburg College's motto, "Education for Service," 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 the LINK 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 Welfare minor and electives in the Department allow students to support another major while gaining 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 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, Edwina Hertzberg, Rosemary Link, Vincent Peters, Edward Skarnolis

Major: 11 core program courses: 361, 363, 364, 461, 462, 463, 465, 466, 467, 469, and SOC 365; and eight supporting program courses: 257, 260; BIO 101; PSY 105; SOC 121, 231, 265, 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.

Social Welfare Minor: Six 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 plus a senior year field placement in a school setting.

Elective Courses Open to All Students:

230 Global Peace and Social Development

This course offers a framework of non-violent social change and development in the global context. It also identifies the focus of Social Work in

addition to the many other disciplines which are vital to fostering peace, development and enhancement of a better quality of life for all human kind.

The dynamics of peace and development are specifically drawn from the Social Work point of view with an overview of the socio-political, cultural, geographical, economic, religious and scientific facets of peace and how peace (or absence of peace) affects development and change. This is presented in the form of dialogue on current and future issues such as people-centered development, social justice, resource allocation, environmental depletion, and the women's movement in relation to peace concerns. This course also explores the non-violent alternatives to the current global arms build-up which is a contributing force in world-wide problems such as hunger, poverty, environmental problems, and the oppression of powerless and disenfranchised segments of society and/or racially segregated communities.

257 Exploring Human Services

Experiential learning occurs as students volunteer 80 hours (in a services agency or institution which students select.) The placement must be approved by course faculty and supervised by agency staff. In the context of this volunteer experience students have opportunity to interact with human service professionals, clients and communities of diverse culture/ethnic heritage and special concerns (age, socio-economic status, lifestyles, developmental/physical abilities, gender, etc.). The course is designed to help students learn about themselves in relation to a possible major or future career in the human services.

The three-hour weekly seminar is devoted to discussions which assist students in integrating agency experiences and readings which explore the historical development of social welfare as an institution and the nature and value system of social work as a profession. Students will also examine and critique the manner in which social, economic and political structures impact diverse groups in society. Students will focus on their own responsibilities in society, as well as examine their personal value system in relation to special concerns, such as poverty and the "isms".

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" 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 includes the study of the impact of social policy on the older population, the older population's 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 standing 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 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 standing or consent of instructor.)

399 Internship*

Provides field learning experience for the non-major and supplements the required field work of majors (Prereq.: consent of instructor)

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 standing or consent of instructor)

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 firsthand through work with a public policy agency or official. Readings and analytical paper integrate class concepts with practical experience. (Prereq.: 361, 463 and senior standing or consent of instructor)

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 which 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 a written proposal containing rationale, objectives and methodology of the proposed study according to Department guidelines. (Prereq.: 257 and consent of instructor)

**Can be taken in coordination with Cooperative Education, which may provide payment for work in field sites.*

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 standing)

364 Field Work I*

Beginning supervised professional experience in a social work agency which focuses on interviewing experience and relationship building. Ten hours per week, plus one small group supportive/discussion seminar per week. (Prereq.: 361, junior standing, concurrent with 363)

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. (Prereq.: 2.0 GPA in 363 and in 364, candidacy status. Concurrent with 462)

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)

466 Field Work III (1/2 or 1 course)*

Continuation of 462 (1/2 course option during Interim. Prereq.: candidacy status, 2.0 GPA 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 GPA in 461, 463)

469 Field Work IV*

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

**Can be taken in coordination with Cooperative Education, which may provide payment for work in field sites.*

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 analyzing social institutions and patterns.

Students are encouraged to select as electives some of the non-traditional learning models available, such as internships, independent study, Interim courses and field studies. 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. Cooperative Education and Internships enable majors to apply the theories and research skills of sociology while they explore career alternatives. Augsburg alumni who have majored in sociology are currently employed in 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: Diane Pike (Chairperson), Vern Bloom, Jerry Gerasimo, Gordon Nelson, Garry Hesser

Major: 10 courses including 121, 349, 362, 363, 375, 485. Highly recommended: an internship, cooperative education, 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 the 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 the Department Chairperson before April 1 of the junior year. Candidacy is contingent upon Departmental approval of proposal by April 30 of the 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: Five courses including 121 and two Upper Division courses (i.e., 300 and above).

121 Introduction to Human Society

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. Sociology is an essential tool for discovering the world and one's place in it.

199 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to explore sociology as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office.

211 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.

220 Sociology of Law

This course examines the nature of law, its effect on society and the effect of society on it. From a sociological perspective, we will explore cross-cultural notions of law, deterrence, the criminal justice system, the legal profession and corporate crime. The basic course format will be lecture and discussion based on the reading assignments. Evaluation is based on participation and two examinations. Students desiring Upper Division

credit will be asked to write a paper on an assigned topic in addition to the exam.

231 Family Systems: A Cross-Cultural Perspective

An examination of the family as a social institution. The structures and processes within families are studied within their institutional and cultural contexts.

265 Culture: Ethnicity, Gender and Race

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)

273 Crime and Corrections

This course includes an examination of corrections programs (prison, probation, treatment center, etc.) within the context of the American society and justice system. Attention is also given to theoretical formulations as to possible causes of criminal behavior and attempts at prevention and control. (Field visit arranged to correctional facilities.)

299 Directed Study

Independent Study for Lower Division students. (Prereq.: 121 and consent of instructor.)

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. (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 course will examine the person's relation to culture and conduct an analysis of selected aspects of Western culture. (Prereq.: 121)

349 Complex Organizations

Organizations affect almost everything in contemporary life. This course examines organizations as corporate actors, looking at the topics of culture, technology, structure and corporate deviance. (Prereq.: 121 or permission of instructor)

360 Religion and Society

An examination of the interaction of religion and society in terms of sociological analysis with particular emphasis on contemporary sociological research on religious movements and institutions in American society. (Prereq.: 121 recommended)

362 Statistical 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 statistical background for social science quantitative analysis. (Prereq.: Group III Math Placement Test. For majors, to be taken preceding 363.)

363 Research Methods

An introduction to the skills involved in research design and data analysis. 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)

365 Quantitative Analysis and Program Evaluation

Overview of commonly-used research methods, especially experimental designs and applications to program evaluations. Consumer overview of methods of organizing, comparing and interpreting quantitative information. Use of data-processing equipment for statistical analysis. Designed for social work majors. Not to be taken by sociology majors. (Prereq.: Level III Math Placement Test)

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, 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, outside speakers and field trips in a seminar format. (Prereq.: 121 or 211 or consent of instructor)

399 Internship

A work-based learning experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to explore sociology as a major and consider its career alternatives. Participation in a concurrent seminar is expected. Prior to the beginning of the term/registration, interested students should consult with the departmental Internship Coordinator regarding requirements and permission to register. Students are encouraged to seek an appropriate placement site by registering with the Internship and Cooperative Education Office. (Prereq.: consent of instructor)

485 Modern Sociological Theory

An examination of the major theoretical traditions within sociology, tracing the course of their development in the 19th and 20th Centuries. (Prereq.: two courses in sociology including 121 or consent of instructor)

498 Independent Study — Metropolitan Resources

An independently designed course which 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.: 121 or 211 and consent of instructor)

499 Independent Study

Student must present a written proposal containing rationale, objectives and methodology of the proposed study according to Department guidelines. (Prereq.: 121 and consent of instructor)

SOVIET AND EAST EUROPEAN STUDIES

Soviet and East European 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.

Magda Paleczny-Zapp, Campus Coordinator

Major: 11 courses: four courses (two years) of basic college Russian (or equivalent competencies); two courses in Russian history; one course in Marxist theory; one course in Russian literature; one course in Soviet politics; two other courses from approved electives.

Minor: Six courses: two courses (one year) of basic college Russian (or equivalent competencies); one course in Russian history; one course in Soviet politics; one course in Marxist theory; one other course from the approved list of electives.

East European Concentration Minor: Consult the Coordinator for more information.

Each student's major program must be approved by the Coordinator.

SPEECH/COMMUNICATION AND THEATRE ARTS DEPARTMENT (SPC)

COMMUNICATION

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

Since communication careers demand a broad educational background, the Department strongly encourages a second major or two minors in fields such as business, economics, English, history, international relations, political science, psychology, religion, social work or sociology.

The Augsburg communication major focuses on competency in both speech and writing, as well as effective use of media. Since the study and practice of communication is grounded in both the humanities and the social sciences, majors are encouraged to include such related subjects as aesthetics, ethics, philosophy, logic, literature, statistics and research methods in their programs. All communication majors must complete a core group of eight required courses and participate in Augsburg's Interscholastic Forensics Program. In addition to these requirements, majors must complete a program of five electives from one of three concentrations: general communication studies, business communication or mass communication.

Majors in all three concentrations are strongly encouraged to include an internship (SPC 399) as one of their electives. Prospective majors should meet with a Departmental Adviser as early as possible to design an approved major program, preferably by the end of the sophomore year.

Speech, Communication and Theatre Arts Faculty: David Lapakko (Chairperson), Deborah Bart, Julie Bolton, Michael Burden, James Hayes, Anne Holmquest, Martha Johnson

Honors Major: The Honors Major is designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Honors majors must maintain a 3.5 GPA in the major and a 3.0 GPA overall, and, as part of their major program, complete a substantial independent project of honors quality (SPC 499). Honors candidates should meet with their Departmental Adviser prior to their senior year to develop a proposal for the honors project.

Communication Major: 13 courses overall — eight required core courses and five courses within one of three concentrations.

Required of all Communication majors: 111, 342, 351, 352, 354, 355, and any two of the following: ENG 223, ENG 225, ENG 226, ENG 227. Also required: participation in at least two interscholastic forensics tournaments.

General Communication Studies Major: Five additional electives from the following: 329, 343, 345, 347, 350, 360, 399, 495; LIN 311; PSY 325, PSY 371; SOC 362, SOC 375.

Communication Major with Business Concentration: Five additional electives from the following: 132, 225, 329, 330, 345, 399, 495; BUS 340, BUS 355, BUS 357; PSY 325, PSY 371, PSY 373; SOC 349, SOC 375.

Communication Major with Mass Communication Concentration: Five additional electives from the following: 132, 225, 232, 325, 330, 343, 347, 350, 360, 375, 399, 495; ENG 241, ENG 327.

For all three concentrations: Students may petition the Department to include as part of their major concentration other Augsburg courses not listed above. Such requests must be submitted in writing to the Departmental Adviser for prior approval. Also, students may petition to include up to three courses from other ACTC schools as electives, with prior approval of the Registrar and adviser or Department chair.

Communication Minor: Six courses, including 111, 342, 351 or 352, 354, 345 or 355, and ENG 223 or 225 or 226 or 227. Prospective minors must obtain prior approval from a Communication faculty adviser.

Speech Major for Teaching Licensure: 10 courses, including 111, 241 or 343, 350, 351, 352, 354, 360; participation in at least five interscholastic forensics tournaments in at least two events (one public address, one oral interpretation); and a minor in English. Recommended: 366, courses in theatre, 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 at least five interscholastic forensics tournaments in at least two events (one public address, one oral interpretation).

111 Public Speaking

Theory and practice of effective speaking and critical listening. Students have the opportunity to give several speeches and receive feedback about their performance from the class and the instructor. The course focuses on such topics as developing self-confidence, speech preparation and organization, audience analysis and adaptation, effective delivery, style and language, and critical thinking and listening.

132 Photography

(See Department of Art.)

199 Internship

Consult major adviser for details.

225, 330 Communication Design I, II

(See Department of Art.)

227 Journalism

(See Department of English.)

241 Introduction to Cinema Art
(See Department of English.)

299 Directed Study
Independent Study for Lower Division credit.

327 Advanced Journalism
(See Department of English.)

329 Intercultural Communication
This course explores both the problems and the potential of communication between persons of different cultural groups. Students examine Western and non-Western cultural rules, values, assumptions and stereotypes and how they affect the transmission of verbal and non-verbal messages. The course stresses both a general theoretical understanding of the dynamics of cross-cultural interaction as well as specific knowledge of how these principles relate to particular cultural groups.

342 Mass Communications in Society
(See Department of Political Science.)
Junior and senior students only.

343 Broadcast Production I
Introduction to video production with an emphasis on creative concept development, scriptwriting, directing and producing for video. Students will work in production teams and will gain experience in operation of equipment.

345 Organizational Communication
An examination of the dynamics of communication in organizational settings. Focuses on topics such as superior-subordinate relationships, formal and informal communication networks, management styles, power and authority, motivation of employees, organizational culture, performance appraisal, effective use of meetings and sources of communication problems in the workplace. Designed to enhance communication skills of both managers and subordinates. Students both investigate the literature on organizational communication and attempt to apply it to their own experiences in organizations.

348 Broadcast Production II
This course is an advanced television production course in which students apply knowledge and experience gained in Broadcast Production I. This course combines studio and field production with special emphasis on post-production editing. Students work in production teams to create and produce a one-hour magazine format news program. (Prereq.: Broadcast Production I)

350 Voice and Diction
A study of vocal skills including tone production, breathing, resonating, articulating, listening, introduction to phonetics and the vocal mechanism.

Theory and practice are combined in oral projects, reports and papers, voice tapes and individual coaching.

351 Argumentation

Application of standards for sound evidence and reasoning in public speaking, discussion and debates. Key objectives include increasing skill in analyzing argumentative claims, being able to distinguish between strong and weak arguments, understanding tests for evidence and fallacies in reasoning and learning to apply principles of argumentation to contemporary public issues. Students have the opportunity to enhance their skills in debate and discussion and also learn to analyze and critique arguments they encounter in their daily lives.

352 Persuasion

Theory of how people are influenced to change attitudes and behavior. The course deals with a broad range of topics, including obstacles to persuasion; cultural dimensions of persuasion; the use of logical and psychological appeals; empirical research in persuasion; how persuasion is used in politics, sales, advertising, and interpersonal contexts; the nature of mass movements and campaigns; the impact of the mass media on persuasion, and ethical issues related to persuasion. Students analyze persuasive messages in contemporary society, with practical work in speech and promotional projects.

354 Interpersonal Communication

A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers. This course combines theory and practice to help the student understand and manage communication problems more effectively.

355 Small Group Communication

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

373 Organizational Psychology

(See Department of Psychology.)

375 Media Regulation, Law and Ethics

(See Department of Political Science.)

399 Internship

(Consult major adviser for details.)

495 Communication Topics

Selected topics in speech and communication, with emphasis on the use of primary sources and methodology of research.

THEATRE ARTS

Theatre is not primarily an extra-curricular activity nor is it merely entertainment. As a laboratory for learning that uses all of the liberal arts, theatre is the essence of a liberal arts education. By reliving how other people throughout history were thinking, feeling and struggling, students 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 have professional experience which enables them to provide students with realistic guidance and contacts.

The Augsburg program encourages students to participate in all aspects of theatre production while providing each student the opportunity of emphasizing one specific area, such as acting, directing or design. Graduates enter many fields, such as professional theatre, television, film, advertising, law, journalism, business and religion.

Theatre Arts Major: 11 courses (222, 228, 229, 232, 361, 362, 366, and four of the following: 116, 226, 245, 325, 343, 350, 360, 367, 428, 429, 432, 495); one Internship, one theatre Interim course, and 10 production units in three or more of the following areas: acting (two required), technical crew work (four required), playwriting, direction, design and theatre management.

Because of the many professional and semi-professional theatres located in the Twin Cities, internships are a significant part of the educational experience. Theatre majors have the opportunity to work in the areas of design, technical, acting, management, directing and dramaturgy.

This major should be supported by courses in dramatic literature including Shakespeare and Modern Drama or Scandinavian Drama. Strongly recommended: courses in movement, dance, art and media art (cinema, radio, television, video).

Majors must participate in dramatic productions every year. Students must maintain an overall 2.0 GPA to have major participation in productions. Freshmen planning to major in theatre arts courses should begin with courses 116, 222, 232 and 228.

Honors Major: Designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Honors majors must maintain a 3.5 GPA in the major and a 3.0 GPA overall and, as part of their major program, complete a substantial independent project of honors quality (SPC 499). Honors candidates should meet with their Departmental Adviser prior to their senior year to develop a proposal for the honors project.

Theatre Arts Minor: Five courses, including 222, 228 or 229, 232, 361 or 362, 366, and five production units in the following areas: acting (one required), technical crew work (two required), playwriting, direction, design and theatre management.

Theatre History and Criticism Minor: Five courses: 222, 325, 361, 362 and 366.

Theatre Arts Major for Teaching Licensure: 10 courses: 116, 222, 228, 232, 241 or 343, 350, 360, 361, 362, 366, plus 111, a minor in English, and 10 production units in three or more of the following areas: acting (two required), technical crew work (four required), playwriting, direction, design and theatre management.

Theatre Arts Minor for Teaching Licensure: Five courses: 222, 228 or 229, 232 or 116, 361 or 362, 366, plus 111, and four production units in the following areas: acting (one required), technical crew work (one required), playwriting, direction, design and theatre management.

Speech-Theatre Arts Major for Teaching Licensure: 12 courses, 111, 222, 228 or 229, 232 or 116, 241 or 343, 350, 351, 352, 354, 360, 361 or 362, 366, a minor in English and participation in two activities (forensics, theatre, media).

116 Creative Drama

A study of various forms of dramatic movement, pantomime and play through activity, reading, observation and discussion. Emphasis on improvisational techniques and active participation. Development of dramatic pieces from written, verbal, visual and audible sources. Some fundamentals of acting are introduced.

199 Internship

(Consult faculty in area of emphasis.)

222 Introduction to Theatre

A survey of dramatic art including major historical periods, plays, artists; dramatic structure, principles, and values; basic concepts and techniques of the play production process.

228 Introduction to Stagecraft

Introduction to the backstage world of the theatre; its organization, crafts, magic and art. Technical production experience, practical projects and theatre tours. Open to all students. (Lab required, lab fee.)

229 Stage and Lighting Design

An introduction to scenery and lighting design for the stage. Each student will execute two design projects dealing with stage design process. The class will also take theatre tours, have visiting designers and have practical involvement with the Augsburg spring production. (Lab required, some materials needed.)

232 Acting

An introduction to the art of acting. Focus on physical, mental and emotional preparation and exploration of the creative approach to scene and character study in American drama.

245 Introduction to Asian and Asian-American Theatre

This course is a survey of the rich theatrical performance styles, aesthetic theories, and plays of traditional Asian cultures. A survey of 20th Century Asian America performers, productions, theatre companies, and plays will also be explored. The course will include lecture, films, videos and demonstrations by visiting performers. Students will read and analyze selected Asian and Asian American plays and will be required to attend and review one live production.

299 Directed Study

Independent study for Lower Division credit.

325 Playwriting

An introductory course in writing for the stage, television and film. Students will learn the basics of dramatic structure, methods of script analysis and techniques for the development of playscripts from idea to finished product. (Prereq.: ENG 111 and one literature course. ENG 226 also recommended.)

360 Interpretative Reading

Basic principles of oral interpretation of prose, poetry and drama. Study, discuss, practice and perform readings in prose, poetry and drama before small and large groups.

361 Theatre History and Criticism I

An overview of theatre history, dramatic literature and criticism from the classical Greek through the Medieval period. The theatres of Asia are also introduced. Reading of several plays and attendance at local theatre productions are required.

362 Theatre History and Criticism II

An overview of theatre history, dramatic literature and criticism from the Elizabethan through the contemporary theatres. Reading of several plays and attendance at local theatre productions are required.

366 Stage Direction I

Basic directorial techniques: choice of plays, play analysis, production organization, technical collaboration, casting, rehearsals, blocking and characterization. Direction of a short production required (one-act or excerpt from full-length play). (Prereq.: a 200 or 300 level theatre course)

367 Stage Direction II

In-depth analysis and practical experience in directing different play forms and styles: serious, comic, period, experimental, musical. Direction of a short production required (one-act or excerpt from full-length play). (Prereq.: 366 or consent of instructor)

399 Internship

(Consult faculty in area of emphasis.)

428 Advanced Technical Methods

Advanced construction and problem-solving techniques in technical areas of scenery, props, lighting, sound, costumes and make-up. (Prereq.: 228 or consent of instructor. Lab fee)

429 Advanced Design

Advanced projects in set and lighting design. Introduction to costume design. (Prereq.: 229 or consent of instructor)

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 culminating in preparation and presentation of a professional audition.

495 Theatre Topics

Selected topics in theatre.

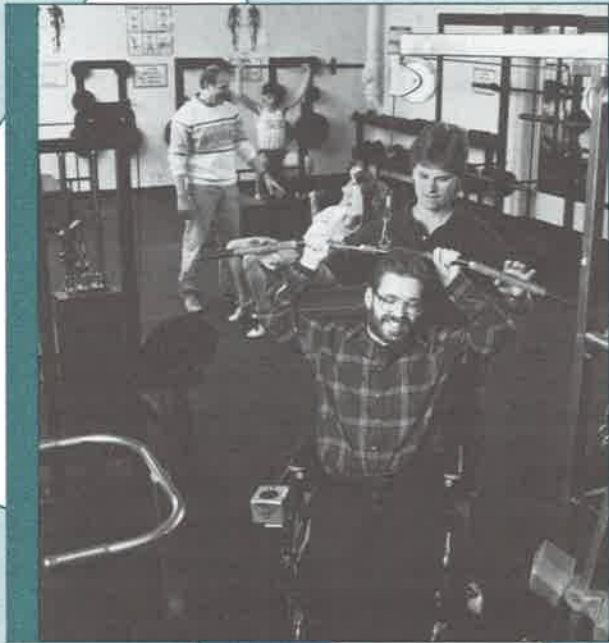
499 Independent Study In Theatre

Independent study for Upper Division credit.

WOMEN'S STUDIES

Augsburg College offers a minor in Women's Studies. (See listing under Interdisciplinary Studies (INS)).

COLLEGE INFORMATION



BOARD OF REGENTS

(as of June 1991)

Chair

Rodney P. Burwell

Secretary

Barbara C. Gage

Vice Chair

Raymond A. Grinde

Treasurer

David L. Swanson

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

Nancy H. Bottemiller	(1992)	Homemaker, Wadena, Minn.
Rodney P. Burwell	(1994)	Chairman, Xerxes Corporation, Minneapolis, Minn.
The Rev. Stephen J. Cornils, Ph.D.	(1996)	Senior Pastor, Central Lutheran Church, Minneapolis, Minn.
H. David Dalquist III	(1996)	President, Northland Aluminum Products, Inc., St. Louis Park, Minn.
Darrell J. Egertson	(1994)	Chief Financial Officer, Dart Transit Co., St. Paul, Minn.
Julian P. Foss	(1996)	Retired Businessman, Mesa, Ariz.
Barbara C. Gage	(1992)	Homemaker, Long Lake, Minn.
Raymond A. Grinde	(1996)	Retired Businessman, Roseville, Minn.
Carolyn T. Groves	(1996)	Administrator, S. J. Groves and Sons Company, Minneapolis, Minn.
Norman R. Hagfors	(1995)	President, Norsen, Inc., Minneapolis, Minn.
Elling B. Halvorson	(1996)	President, Papillon Airways, Inc., Kirkland, Wash.
Allen A. Housh	(1995)	President, Cargill Marine and Terminal, Edina, Minn.
George O. Johnson, Ph.D.	(1996)	Associate Professor and Division Head, Health Services Administration, University of Minnesota, Minneapolis, Minn.
The Hon. LaJure Thomas Lange, J.D.	(1995)	Judge, Hennepin County Government Center, Minneapolis, Minn.
Gary H. Lohn	(1994)	Control Data Business Advisors, Bloomington, Minn.
The Hon. Kenneth G. Nelson	(1996)	State Representative, Minnesota House of Representatives, St. Paul, Minn.
The Rev. Maynard L. Nelson	(1996)	Senior Pastor, Calvary Lutheran Church, Minneapolis, Minn.

- Roselyn J. Nordaune, J.D. (1994) Partner, Nordaune & Friesen,
St. Louis Park, Minn.
- Donald G. Oren (1994) President, Dart Transit Company,
St. Paul, Minn.
- Harvey M. Peterson (1996) President, Catco Company, St. Paul, Minn.
- Curtis A. Sampson (1995) President and Chief Executive Officer,
Communications Systems, Hector, Minn.
- Richard L. Shepley (1994) Partner, Marshall Financial Group,
Minneapolis, Minn.
- Ronald K. Speed (1994) Vice President, Public Affairs,
Honeywell, Inc.,
Minneapolis, Minn.
- Gladys I. Strommen (1996) Homemaker, St. Paul, Minn.
- Leland N. Sundet (1991) Chairman and Chief Executive Officer,
Sundet Companies, Bloomington, Minn.
- David L. Swanson (1996) Retired Businessman, Minneapolis, Minn.
- Michael W. Thompson (1996) Realtor, Edina Realty, Inc., Edina, Minn.
- Pamela L. Tibbetts (1994) Vice President, Strategic Planning and
Development
Fairview, Minneapolis, Minn.
- William A. Urseth (1992) President and Chief Executive Officer,
U.S. Directives, U.S. Restaurant
Minneapolis, Minn.
- flo wiger, Ph.D. (1995) Associate Professor, St. Cloud State
University, St. Cloud, Minn.
- May Ka-Yee Yue (1994) President, Financial Services Associates, Inc.,
Edina, Minn.

DIVISION FOR EDUCATION

THE EVANGELICAL LUTHERAN CHURCH IN AMERICA (ELCA)

Board

Chair: The Rev. Dennis H. Dickman

Secretary: Solveig Gregory

Vice-Chair: Mary Ellen H. Schmitter

Executive Staff

Executive Director: The Rev. W. Robert Sorensen

Assistant Director for Finance: Beata H. Sorenson

Director for Colleges and Universities: James M. Unglaube

Assistant Director for Colleges and Universities: Naomi E. Linnell

DIRECTORY

Area Code: 612

President	330-1212
Academic Affairs	330-1024
Admissions	330-1001
Toll free number	1-800-788-5678
Alumni Programs	330-1179
Business Office (Fees and Accounts)	330-1029
Campus Ministry (College Pastor)	330-1732
Career Services	330-1162
College Center Manager/Coordinator, Special Events	330-1121
College Relations (News and Publications)	330-1180
Development (Financial Gifts to the College)	330-1171
Facilities Office	330-1120
Financial Aid (Scholarships)	330-1046
General Information (Other office numbers; business hours only)	330-1000
Evenings	330-1234
Graduate Program	330-1786
Ice Arena Manager	330-1251
Interim Office	330-1025
Library	330-1017
Parent Programs	330-1179
Personnel Office	330-1058
Registrar	330-1036
Student Activities Office	330-1111
Student Affairs	330-1160
Student Government Office	330-1110
Student Life (Housing)	330-1109
Summer School Office	330-1786
Weekend College	330-1782

The College has designated the following persons as coordinators for discrimination inquiries or grievances:

Affirmative Action Coordinator (matters based on race, creed, national or ethnic origin) — Contact the Office of Finance and Management (612/330-1026)

Vern M. Bloom, Assistant Professor, Sociology— Memorial Hall (612/330-1133), 504 Coordinator (matters based on physical or mental handicap)

William R. Rosser, Vice President for Student Affairs— Memorial Hall (612/330-1168), Title IX Coordinator (matters based on sex or marital status)

Sandra Jacobson, Director of Personnel— Ground Floor, Memorial 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 Student Guide. Copies are available from the Personnel Office.

ADMINISTRATION

Office of the President

President	Charles S. Anderson
Executive Secretary to the President	Carolyn S. Canfield
College Pastor	David T. Wold
Director, Church Relations	Curtis Peter
Director, Admissions	Carol A. Stack
Assistant to the President for Diversity	Leon Cook
Assistant to the President for Community Relations	Rita Kaplan

Academic Affairs

Vice President for Academic Affairs and Dean of the College	Ryan A. LaHurd
Executive Secretary to the Academic Dean	Lois M. Nielsen
Associate Dean for Academic Affairs	David Gabrielson
Associate Academic Dean for Graduate and Special Programs	Elizabeth Vander Schaaf
Assistant to the Academic Dean for Advising	Anita Johnson Gwin
Director, Weekend College	Richard J. Thoni
Operations Manager, Weekend College	Nancy Shmickle
Graduate Program Coordinator	Laura Erickson
Acting Registrar	Jay Phinney
Institutional Research Analyst	Robert W. Clyde
Director of Library	Elaine Cline
Director, Audio-Visual Center	Brian P. Hackney
Interim Director	David Gabrielson
Director, Faculty Development	Marie McNeff
Director, Cooperative Education	Garry W. Hesser
Enrollment Coordinator, Weekend College	Deirdre Middleton
Admissions Coordinator, Weekend College	Jeanette Wittmer

Student Affairs

Vice President of Student Affairs and Dean of Students	William R. Rosser
Executive Secretary	Casey McGuire
Associate Dean of Students	Linda Schrempp-Alberg
Director, Counseling	Nancy Guilbeault
Director, Academic Enrichment	Donald Warren
Coordinator, C.L.A.S.S.	John Weir
Director, Career Services	Tina Wagner
Director, Residence Life	Charley Strey
Housing Coordinator, Tower	Michael Peterson
Housing Coordinator, Area	Pat Sorcic
Coordinator, International Programs	Kathleen Lutfi
Director, American Indian Support Program	Bonnie A. Wallace

Housing Coordinator, Area	Pat Sorcie
Coordinator, International Programs	Kathleen Lutfi
Director, American Indian Support Program	Bonnie A. Wallace
Director, Black Student Affairs	M. Anita Gay
Coordinator, Student Activities	Kelly Krebs

Development and College Relations

Vice President for Development	Gregory Ritter
Executive Secretary to the Vice President	Betty Arnold
Director, Development	Gordon Olson
Director, Planned Giving	Thomas I. Benson
Senior Development Officer	Jeroy C. Carlson
Director, Corporate and Foundation Relations	Carol Forbes
Assistant Director, Alumni/Parent Relations	Pam Meyer
Acting Director, Alumni Parent Relations/ Director, Annual Fund	Donna McLean
Associate Director of the Augsburg Fund	Norm Okerstrom
Director, College Relations	Peggy Davies
Director, Publications	Shirley Westman Safgren
Publications Specialist	Chris Holland-Tuve

Finance and Management

Vice President for Finance and Management	Michael Ranum
Executive Secretary to the Vice President	Pat Ostreim
Director of Student Financial Services	Herald A. Johnson
Assistant Director of Student Financial Services	Lois Larson
Financial Aid Counselor	
Director, Personnel	Sandra Jacobson
Controller	Dick Adamson
Director, Administrative Computer Center	Steve Terrien
Manager, College Center	Mildred A. Nelson
Manager, Central Services	Charles E. Christopherson
Director, Purchasing/Bookstore	Robert P. Gores
Director, Marriott Corp. Food Services	Tim Wagner
Director, Plant Services	James Weninger
Supervisor, Maintenance	Robin A. Curtis
Manager, Ice Arena	James J. Carey

FACULTY EMERITI

- Courtland L. Agre**, Professor Emeritus of Chemistry. Ph.D., University of Minnesota.
- Ernest W. Anderson**, Professor Emeritus of Health and Physical Education.
- Oscar A. Anderson**, President Emeritus. B.A., St. Olaf College; B.D., Luther Theological Seminary; L.L.D., Concordia College, Moorhead.
- Margaret J. Anderson**, Librarian, B.S., M.A., University of Minnesota.
- Raymond E. Anderson**, Professor Emeritus of Speech, Communication and Theater, B.S., M.A., Ph.D., University of Minnesota.
- Valeria Baltina**, Professor Emerita of Foreign Languages. Magister der Philosophia, University of Latvia.
- Carl Chrislock**, Professor Emeritus of History. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- L. Gracia Christensen**, Professor Emerita of English.
- Ailene Cole**, Professor Emerita of Theatre Arts/Speech. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Minnesota.
- K. Berner Dahlen**, Professor Emeritus of English. M.S. University of Minnesota.
- Sheldon P. Fardig**, Professor Emeritus of Education. B.A. Carleton College, M.M., Ph.D., Northwestern University.
- Henry G. Follingstad**, Professor Emeritus of Mathematics.
- Orlue Gisselquist**, Professor Emeritus of History, B.A., M.A., Ph.D., University of Minnesota.
- Theodore J. Hanwick**, Professor Emeritus of Physics. Ph.D., New York University.
- Katherine Hennig**, Professor Emerita of Music. M.A., University of Minnesota.
- Einar O. Johnson**, Professor Emeritus of Education. Ph.D., University of Washington.
- James D. Johnson**, Professor Emeritus of Music. Ph.D., University of Minnesota.
- Edor C. Nelson**, Professor Emeritus of Physical Education. M.Ed., University of Minnesota.
- Anne Pederson**, Professor Emerita of English. M.A., University of Minnesota.
- Laurette E. Pelton**, Professor Emerita, Education.
- LaVonne J. Peterson**, Professor Emerita of Health and Physical Education. M.Ed., University of Minnesota.
- Martin Quanbeck**, Professor Emeritus of Education. Ph.D., University of Minnesota.
- Marianne D. Sander**, Dean of Students
- Leland B. Sateren**, Professor Emeritus of Music. L.H.D., Gettysburg College; D. Mus., Lakeland College.
- Marjorie H. Sibley**, Professor Emerita, Library
- Dr. Paul G. Sonnack**, Professor Emeritus, Religion
- Paul T. Steen**, Professor Emeritus of Sociology. Ph.D., University of Minnesota.
- John Thut**, Professor Emeritus, Music
- Joel S. Torstenson**, Professor Emeritus of Sociology. Ph.D., University of Minnesota.

ACADEMIC CALENDAR

Fall 1991

Labor Day recess	M, Sep 2
Upperclass validation, Freshmen registration Classes begin	W, Sep 4
Last day to register, add a class, drop a class without notation on record, move Upper/Lower Division course to Upper Division or Lower Division	Tu, Sep 10
Last day to designate grading option	F, Oct 25
Mid-term break	F, Oct 25
Interim registration	M, Oct 28 - F, Nov 1
Spring term pre-registration	M, Nov 18 - F, Dec 6
Last day to withdraw from a class	F, Nov 15
Thanksgiving recess begins	Th, Nov 28
Classes resume	M, Dec 2
Classes end	F, Dec 13
Final examinations begin	M, Dec 16
Final examinations end	Th, Dec 19
Final grades due and Incompletes due from spring and summer '91	W, Dec 27

Interim 1992

Classes begin	M, Jan 6
Last day to register, add a class, drop a class without notation on record or move Upper/Lower Division course to Upper Division	T, Jan 7
Last day to designate grading option	F, Jan 17
Last day to withdraw from a class	F, Jan 17
Classes end	F, Jan 29
Interim grades due	F, Feb 7

Spring 1992

Validation of registration, Classes begin	M, Feb 3
Last day to register, add a class, drop a class without notation on record, move Upper/Lower Division course to Upper Division or Lower Division	F, Feb 7
Mid-term break begins	M, Mar 23
Classes resume	M, Mar 30
Last day to designate grading option	F, Apr 3

Last day to withdraw from a classF, Apr 17
Easter break beginsF, Apr 17
Classes resumeM, Apr 20

Early registration for fallM, Apr 27- F, May 8
Classes endF, May 15
Final examinations beginM, May 18
Final examinations endTh, May 21
Baccalaureate and CommencementSu, May 24
Final grades due and Incompletes due
from fall '91 and Interim '92F, May 29

Summer School 1992

Term ITu, May 28 - F, June 21
Term IIM, June 24 - F, Aug 2

FACULTY

Correct as of February 8, 1991.

Beginning year of service on faculty is indicated with 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

Nancy I. Aarsvold (1986). Instructor of Foreign Languages. B.A., Pacific Lutheran University; M.A., University of Minnesota.

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

Gerald E. Allan (1991). Instructor, part-time, Psychology. B.A., University of Minnesota; M.A., University of Pennsylvania.

Earl R. Alton (1960). Professor and Department Chairperson of Chemistry. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.

Patricia K. Amo (1991). Instructor, part-time, English. B.A., M.A., University of Minnesota.

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

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

Edwin D. Andersen (1987). Instructor, part-time, Mathematics, Computer Science and Education. B.A., Macalester College; M.S.T., Illinois Institute of Technology; Ph.D., University of Minnesota.

Kristin M. Anderson (1984). Assistant Professor of Art. A.B., Oberlin College; M.A., University of Minnesota; M.A., Luther-Northwestern Seminary.

Stuart M. Anderson (1989). Assistant Professor of Physics. B.A., Augsburg College; Ph.D., University of Minnesota.

Trudi J. Anderson (1990). Studio Artist/Flute, part-time. B.M., Augsburg College; M.M. Northwestern University.

Andrew L. Aoki (1988). Assistant Professor of Political Science. B.A., University of Massachusetts-Amherst; M.A., University of Wisconsin-Madison.

David B. Apolloni (1989). Visiting Assistant Professor, Philosophy. B.A., Ph.D., University of Minnesota.

B

Kenneth C. Bailey (1965). Professor of Philosophy. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.

Mary Claire Baldus (1991). Instructor, part-time, Social Work. B.A., College of St. Benedict; M.S.W., Saint Louis University.

Deborah Bart (1980). Assistant Professor of Speech, Communication and Theatre. B.A., M.A., University of Minnesota.

- Shelley S. Baxter** (1990). Instructor, part-time, Economics. B.A. The Evergreen State College; M.A., University of Notre Dame.
- Mary Ann Bayless** (1990). Associate Professor of Education. B.S., University of Minnesota; M.A., San Diego State University; Ph.D., University of Minnesota.
- David L. Beaulieu** (1991). Instructor, part-time, History. B.A., M.A., Ph.D., University of Minnesota.
- John E. Benson** (1963). Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.A., Ph.D., Columbia University.
- Vern M. Bloom** (1971). Assistant Professor, part-time, Sociology. B.A., M.S.W., University of Minnesota.
- Joseph C. Bodzioc** (1986). Instructor, part-time, English. B.A., St. Joseph's College; M.A., University of New Hampshire, Ph.D., University of Minnesota.
- Jeanne M. Boeh** (1990). Assistant Professor of Economics. B.S., M.A., Ph.D., University of Illinois.
- Nancy C. Bologna** (1990). Instructor, part-time, Psychology. B.S., Regis College; M.S., North Dakota State University; Ph.D., Washington State University.
- Julie H. Bolton** (1975). Associate Professor of Speech, Communication and Theatre. B.S., M.F.A., University of Minnesota.
- Richard Borstad** (1977). Associate Professor and Department Chairperson of Health and Physical Education. B.A., M.A., Ph.D., University of Minnesota.
- James A. Brothen** (1988). Visiting Instructor, part-time, History. B.A., M.A., Ph.D., University of Minnesota.
- Maria Brown** (1980). Assistant Professor of Social Work. B.A., M.A., American University; M.S.W., University of Minnesota.
- Priscilla K. Buffalohead** (1983). Instructor, part-time, American Indian Studies. B.A., M.S., University of Wisconsin-Madison.
- Michael R. Burden** (1990). Assistant Professor of Speech, Communication and Theatre (Designer and Technical Director). B.A., Augsburg College; M.F.A., University of Minnesota.
- Diane F. Busico** (1986). Assistant Professor of Business Administration/MIS. B.S., Youngstown State University; M.B.A., Kent State University.
- Thomas L. Busico** (1988). Instructor, part-time, Business Administration/MIS. B.S., Youngstown State University; M.B.A., Kent State University.

C

- Louis H. Cairoli** (1990). Instructor in Mathematics and Computer Science. B.S., M.S., John Carroll University; M.S., Syracuse University; M.S. Kansas State University.
- Laura V. Castor** (1990). Instructor, part-time, English. B.A., Muhlenberg College; M.A., University of Minnesota.
- John Cerrito** (1983). Assistant Professor in Business Administration/MIS. B.A., Rhode Island College; M.S., University of Wisconsin-Stout.
- Francine Chakolis** (1983). Assistant Professor of Social Work. B.S., Augsburg College; M.S.W., University of Minnesota.
- Marisha A. Chamberlain** (1991). Instructor, part-time, Speech, Communication and Theatre. M.F.A., Goddard College.
- Stephen D. Chapman** (1991) Instructor, part-time, Art. B.A. Augsburg College; M.A., Hamline University.
- Rosalie Clark** (1979). Instructor, part-time, Social Work. B.A.S., M.S.W., University of Minnesota.

- 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.
- Carolyn S. Clemmons** (1990). Instructor, part-time, Education. B.A., Talladega College; M.A., University of Minnesota.
- Elaine R. Cline** (1990). Assistant Professor, Director of Library. B.A., College of William and Mary; M.L.S., University of Michigan.
- Mariette S. Cole** (1989). Instructor, part-time, Biology. B.A., University of California; M.S., Ph.D., University of Wisconsin.
- Lawrence E. Copes** (1980). Associate Professor of Mathematics and Computer Science. B.A., Illinois Wesleyan University; M.A., Ph.D., Syracuse University.
- Larry Crockett** (1985). Associate Professor of Mathematics and Computer Science. B.A., M.A., Pacific Lutheran University; M.Div., Luther Theological Seminary.
- Kenneth R. Croken** (1988). Instructor, part-time, Political Science. B.A., St. Joseph's University; J.D., New England School of Law.

D

- Cathleen A. Dalglish** (1986). Assistant Professor, part-time, English. B.A., College of St. Catherine, M.F.A., Vermont College.
- Wayne A. Dalton** (1984). Studio Artist/Voice, part-time. B.A., University of Redlands; M.Th., Ph.D., School of Theology at Claremont.
- Laurel R. Davis** (1991). Instructor, part-time, Sociology. B.S., Springfield College; M.A., University of Iowa.
- Mary E. Dean** (1990). Instructor, part-time, Business Administration/MIS. B.A., University of Massachusetts; J.D., Suffolk University; M.L.T., Georgetown University.
- Suzanne I. Dorée** (1989). Assistant Professor of Mathematics and Computer Science. B.A., University of Delaware; M.A., University of Wisconsin.
- Bruce K. Drewlow** (1988). Assistant Professor of Education. B.S., Moorhead State University, M.Ed., University of Minnesota.
- John Dunham** (1987). Studio Artist/Cello, Music. B.A., Syracuse University; M.M., University of Michigan-Ann Arbor.
- Beverly C. Durkee** (1965). Professor of Mathematics and 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

- Earl W. Eames, Jr.** (1987). Instructor, part-time, Business Administration/MIS. S.B., Massachusetts Institute of Technology.
- Mary G. Endorf** (1986). Assistant Professor of Education. B.A., Hamline University; M.S., SUNY-Cortland; Ph.D., University of Minnesota.
- Mark J. Engebretson** (1976). Professor of Physics. B.A., Luther College; M. Div., Luther Theological Seminary; M.S., Ph.D., University of Minnesota.
- Carol A. Enke** (1986). Instructor, part-time, Health and Physical Education. B.S., University of Minnesota.
- Marian S. Enos** (1987). Instructor, part-time, Nursing and Education. B.S.N., M.S.,

Ph.D., University of Minnesota.

Joseph A. Erickson (1990). Assistant Professor of Education. B.A., M.A., College of St. Thomas; M.A. Luther Northwestern Theological Seminary; Ph.D. University of Minnesota.

Kenneth N. Erickson (1970). Professor and Department Chairperson of Physics. B.A., Augsburg College; M.S., Michigan State University; Ph.D., Colorado State University.

F

Norman B. Ferguson (1972). Professor of Psychology. B.A., Franklin and Marshall College; M.S., Ph.D., University of Wisconsin.

Ann C. Fleener (1987). Assistant Professor of Education. B.S., M.A., University of Minnesota.

Anita L. Fisher (1991). Instructor, part-time, Foreign Languages. B.A., M.A., University of Montana.

Phillip F. Fishman (1988). Instructor, part-time, Political Science. B.S., University of Wisconsin-Madison; J.D., Washington University; M.S.W., St. Louis University.

Marilyn Pearson Florian (1980). Assistant Professor of Health and Physical Education and Women's Athletic Director. B.A., Augsburg College; M.A., St. Cloud State University.

Bruce D. Forbes (1990). Instructor, part-time, Religion. B.A., Morningside College; M.Th., Perkins School of Theology; Ph.D., Princeton Theological Seminary.

Robert Friederichsen (1971). Assistant Professor, part-time, Art. B.A., Bethel College; M.A., Pennsylvania State University.

Steven W. Freimuth (1989). Instructor, part-time, Business Administration/MIS. B.A., University of Minnesota.

Mark L. Fuehrer (1969). Professor of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.

G

Stephen M. Gabrielsen (1963). Professor of Music. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.

Frieda Gardner (1990). Instructor, part-time, English, B.S. Columbia University; Ph.D., University of Minnesota.

Etheline K. Garetz (1989). Assistant Professor, part-time, Education. B.A., University of Minnesota; M.S., University of Nebraska; Ph.D., University of Minnesota.

M. Anita Gay (1987). Director, Black Student Affairs. B.S., Southern University, Baton Rouge; M.A., Howard University.

Jerry Gerasimo (1971). Professor of Sociology. B.A., Lake Forest College; M.A., Ph.D., University of Chicago.

Richard Germundsen (1987). Assistant Professor of Education. B.S., Mankato State University; M.A., School of International Service, American University; Cand. Mag. Universitet i Bergen, Norway; Ph.D., University of Minnesota.

Peter Gillen (1988). Instructor, part-time, Business Administration/MIS. B.S.B., University of Minnesota.

Paul H. Grauer (1979). Assistant Professor of Health and Physical Education and Men's Athletic Director. B.S., Concordia College, Nebraska; M.Ed., University of Nebraska; M.A., University of Minnesota.

- Douglas E. Green** (1988). Assistant Professor of English. B.A., Amherst University; M.A., Ph.D., Brown University.
- Richard A. Gresczyk** (1990). Instructor, part-time, Foreign Languages. B.S., M.Ed., University of Minnesota.
- Joan L. Griffin** (1986). Associate Professor of English. A.B., Washington University; M.A., Ph.D., Harvard University.
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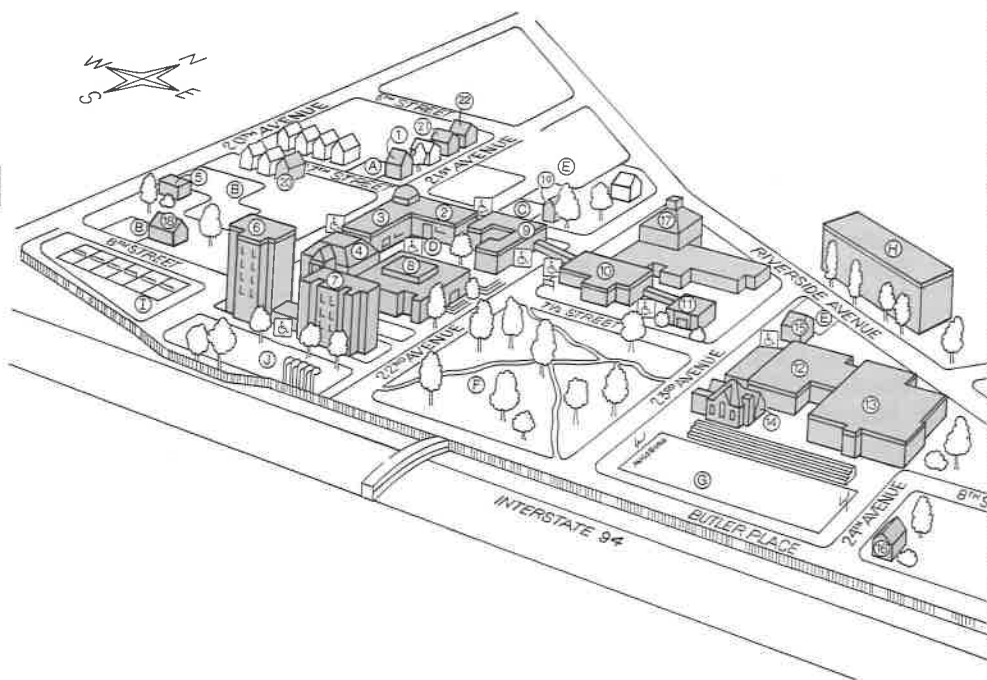
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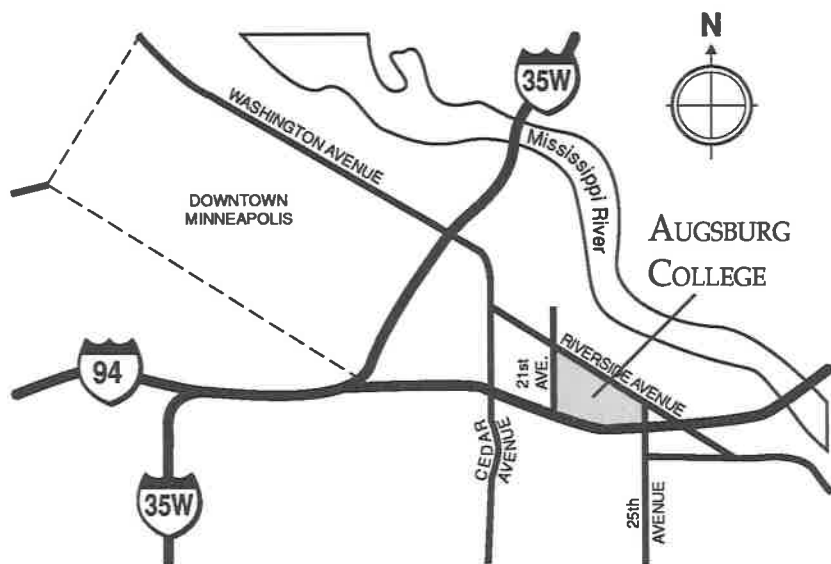
AUGSBURG COLLEGE

- | | |
|--|--|
| 1. Admissions House | 19. Jeroy C. Carlson Alumni Center |
| 2. George Sverdrup Library | 20. Tutor House |
| 3. Science Hall (S) | 21. American Indian Support and Minority Education Partnership |
| 4. Old Main (OM) | 22. Inter-Race |
| 5. West Hall | |
| 6. Mortensen Tower | A. Admissions Parking |
| 7. Urness Tower | B. Student Parking |
| 8. Christensen Center | C. Visitor Parking |
| 9. Sverdrup-Oftedal Memorial Hall | D. The Quad |
| 10. Music Hall (M) | E. Faculty/Staff Parking |
| 11. 2222 Murphy Place (MP) | F. Murphy Square |
| 12. Melby Hall (MH) | G. Anderson-Nelson Athletic Field |
| 13. Ice Arena | H. Riverside Medical Center Parking Ramp |
| 14. Stage II Theatre | I. Husby-Strommen Tennis Courts |
| 15. Center for Global Education | J. Resident Parking Only |
| 16. Scandinavian Center | |
| 17. Foss, Lobeck, Miles Center for Worship, Drama, and Communication (F) | |
| 18. Youth and Family Institute | |



Accessible Entrance

CAMPUS LOCATION



TO FIND AUGSBURG

From Minneapolis

Interstate 94 east to 25th Avenue exit, left to Riverside Avenue, left to 21st Avenue South, left at Augsburg sign.

From St. Paul

Interstate 94 west to Riverside exit, right on Riverside Avenue to 21st Avenue South, left at Augsburg sign.

Parking

All posted Augsburg College parking lots are free and open for student use from 4:30 p.m. Friday through Sunday evening. Lots are located on 7th Street between 21st and 22nd Avenues and south of 8th Street on 21st Avenue. Most street parking is two hour parking, seven days a week. Additional parking is available in the Riverside Medical Center ramp, or U of M parking lots on the north side of Riverside Avenue.

AUGSBURG COLLEGE
C A T A L O G

Window

Copy



AUGSBURG COLLEGE

CATALOG SUPPLEMENT

1991

1993

ADDITIONS/CHANGES





Official Publication of Augsburg College
Spring 1993
731 21st Avenue South
Minneapolis, MN 55454
612/330-1000

This catalog supplement amends information given in the 1991-1993 Augsburg Catalog. Only those sections which have substantial changes are included. Consult the Registrar's Office for information on new or deleted courses, changes in course titles or descriptions.

Supplement information is listed under the same headings as in the Catalog, followed by page numbers in parentheses. Refer to these pages in the Catalog for complete information.

It is the responsibility of each student to know the requirements and academic policies contained in this publication and the 1991-1993 Catalog. If you have questions about anything in this Supplement or the Catalog, consult a faculty adviser, the Academic Dean of the College or the Registrar.

Although information was current at the time of publication, it is subject to change without notice.

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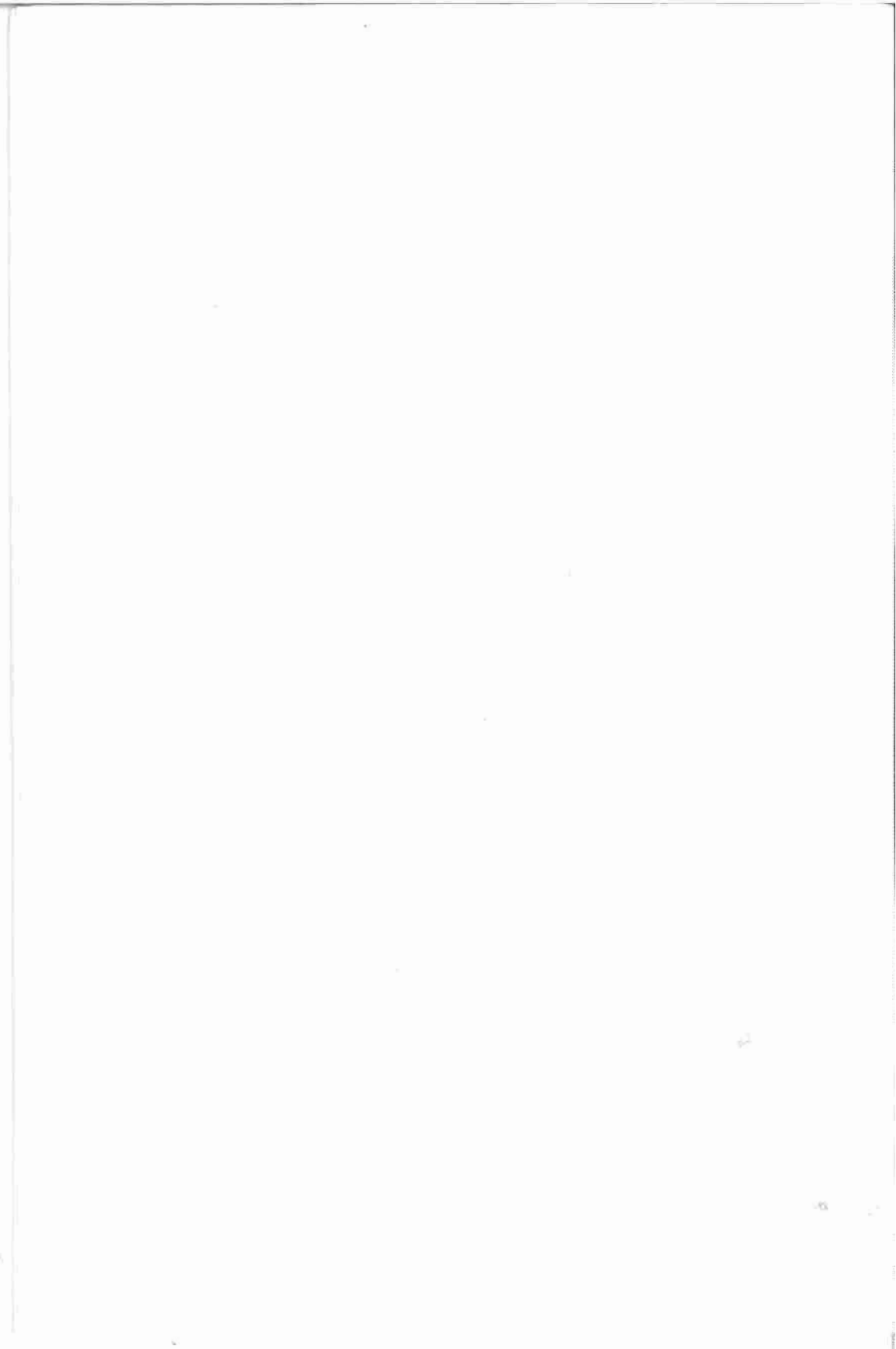
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Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, sex or handicap as required by Title IX of the 1972 Education Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admission policies, educational programs, activities and employment practices



TUITION, FEES, ROOM AND BOARD (P. 22)(1993-'94)

Tuition (full-time enrollment)	\$ 11,292.00
Tuition (day school part-time enrollment) per course	\$ 1,050.00
Audit Fee (for part-time students) per course	\$ 434.00
Room Rent (includes telephone)	\$ 2,168.00
Full Board (19 meals a week)	\$ 2,036.00
Partial Board (14 meals a week)	\$ 1,976.00
Flex 5 point plan	\$ 1,800.00
Fees – ACTC Bus Fee	\$ 12.00
Fees – Student Activity Fee	\$ 100.00

OTHER SPECIAL FEES (NON-REFUNDABLE) (P. 23)

Fees Billed on Student Account

Late Registration (per day after classes begin)	\$ 25.00
Registration Change after first 5 days (cancel/add/change grade option, or combination at one time)	\$ 5.00
Music Therapy Internship (one half course credit) ...	\$434.00
Private Music Lessons, per semester (14 lessons)	\$256.00
Student Teaching (per course for full-time students)	\$ 38.00
Student Teaching (per course for day school part-time students)	\$240.00
Study Abroad (in approved non-Augsburg programs)	\$184.00
Student Activity Fee (part-time students)	\$ 50.00

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 15.00
Nursing Credit Validation Tests	\$122.00
Nursing Comprehensive Exam ...	\$ 15.00
Locker Rental (commuters) ...	\$ 20.00
Student Parking Lot Permit — car	\$ 72.00
— motorcycle	\$ 36.00
Transcript Fee (per copy after first, which is free) ...	\$ 2.00
Special Examinations, Cap & Gown Costs	
<i>(Schedule on file in Registrar's Office)</i>	

REFUNDS (P. 25)

Refunds will be calculated on a pro-rata basis for students attending Augsburg for the first time. The refund will be a portion of tuition, fees, and expenses equal to the period of enrollment up to the 60 percent point in time of the period of enrollment. Students may appeal refund decisions through the Petition Committee.

FINANCIAL AID (P. 25)

Current financial aid regulations and program provisions are disclosed with the financial aid notice.

Financial assistance awarded through Augsburg is normally 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. Nine out of 10 Augsburg students receive financial aid in the form of scholarships, grants, loans and/or part-time employment.

The Free Application for Federal Student Aid (FAFSA) and the Augsburg Financial Aid Application 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, using the approved federal formula and 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 (P. 26)

General Information

The Financial Aid Office can supply you with detailed instructions when applying for financial aid. Financial aid applications are processed and the awards are released in the order they are completed. All financial aid is contingent on available funds and current regulations. It is the student's responsibility to obtain funds from non-Augsburg sources (e.g., Pell Grant, Minnesota State Grant). Although Augsburg will estimate these resources where appropriate, they must be confirmed by the funding source.

Application Process

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 Free Application for Federal Student Aid (FAFSA) from a high school or college financial aid office and complete the application

form. Mail the completed application to Federal Student Aid Programs in the envelope provided.

3. Obtain and complete the Augsburg Financial Aid Application. Submit this form and the required 1992 Federal Tax forms to the Student Financial Services Office at Augsburg.

4. Priority will be given to applications filed by April 15, 1993. Application materials postmarked after April 15 will be awarded on a first-come, first-served basis, based on available funds. Applications completed after July 1, 1993, may not be processed by Augsburg until October 1, and then based on available funds. Students enrolling for the fall term with incomplete financial aid applications must be prepared to meet the full cost of the term without financial aid.

5. Within four to six 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 offer.

6. Acceptance of this financial aid package is required within the deadline stated. If necessary, the appropriate loan forms and/or work applications will be sent to you.

7. All transfer students must submit a financial aid transcript from each institution previously attended regardless of whether or not you received aid at the institution. Returning students who attend summer sessions at another school are also required to provide the Financial Aid Transcript. These forms are available through the Admissions Office or the Student Financial Services Office.

KINDS OF AID (27)

Gift Assistance

Regents' Merit Scholarship Program — The Regents' Merit Scholarships are awarded to incoming full-time freshmen of high academic achievement. Depending on rank or score, Augsburg will award scholarships of \$1,000 to \$4,000 each year, renewable each year, regardless of financial need.

GRADUATION REQUIREMENTS (p. 78)

- Students Matriculating after January 1, 1993, under Distribution Requirements for Graduation — No changes.
- Students Matriculating after January 1, 1993, under Perspective Requirements for Graduation — See below.

8

Completion of 33 courses — At least 11 course credits 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, 15 for the Bachelor of Science (Social Work) degree, and 18 for the Bachelor of Science (Music Therapy) or Bachelor of Science (Nursing) degrees. The course total must include two 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 (but no more than two Interim courses are required). This is calculated on each transfer student's evaluation of transfer credits.

No more than the following maximums may be applied toward the 33 total courses required: two Interim courses; two courses by independent/directed study; four courses of internship; and eight course credits with a grade of Pass (P). Non-traditional grading (P) also has the following limits: two in the major except Elementary Education and Nursing; one in the minor if approved by the department chairperson. Interim courses taken that are not counted among the course total for graduation requirements (extra Interim courses) may still be counted for meeting Perspective or Graduation Skills requirements.

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.

- Students Matriculating prior to January 1, 1993, under Perspective Requirements for Graduation — See below.

Completion of 34 courses — At least 11 course credits 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, 15 for the Bachelor of Science (Social Work) degree, and 18 for the Bachelor of Science (Music Therapy) or Bachelor of Science (Nursing) degrees. The course total must include two 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 (but no more than two Interim courses are required). This is calculated on each transfer student's evaluation of transfer credits.

No more than the following maximums may be applied toward the 34 total courses required: three Interim courses; two courses by independent/directed study; four courses of internship; and eight course credits with a grade of Pass (P). Non-traditional grading (P) also has these limits: two in the major except Elementary Education and Nursing; one in the minor if approved by the department chairperson. Interim courses taken that are not counted among the course total for graduation requirements (extra Interim courses) may still be counted for meeting Perspective or Graduation Skills requirements.

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.

LIBERAL ARTS PERSPECTIVES (p. 84)

Perspective: The Character and Mission of Augsburg College: The Christian Faith

Three courses are required to meet this Perspective except for the following:

1. Transfer students entering with 14-23 courses will be required to take two courses in the Christian Faith Perspective while registered at Augsburg; and
2. Transfer students entering with 24 or more courses will be required to take one course in the Christian Faith Perspective while registered at Augsburg.

Perspective: Western Heritage

Two courses are required to meet this Perspective. (One course is required to meet this Perspective for transfer students entering with 14 or more courses.)

Perspective: The Social World

Two courses are required for this Perspective. (One course is required to meet this Perspective for transfer students entering with 14 or more courses.)

Perspective: The Natural World

Two courses are required to meet this Perspective. (One course is required to meet this Perspective for transfer students entering with 14 or more courses.)

1993-1994 ACADEMIC CALENDAR (p. 254)

Fall 1993

New student orientation	Su, Sept. 5 - Tu, Sept. 7
Freshman registration	W, Sept. 8
Upperclass validation	W, Sept. 8
Classes begin	W, Sept. 8
Last day to register	Tu, Sept. 14
Last day to add a class or drop a class without notation on record	Tu, Sept. 14
Last day to designate grading option	F, Oct. 22
Mid-term break	F, Oct. 22
Interim registration	M, Oct. 25 - F, Oct. 29
Spring Term registration	M, Nov. 15 - Tu, Dec. 3
Last day to withdraw from a class	F, Nov. 19
Thanksgiving recess begins	Th, Nov. 25
Classes resume	M, Nov. 29
Classes end	F, Dec. 10
Final exams begin	M, Dec. 13
Final exams end	Th, Dec. 16

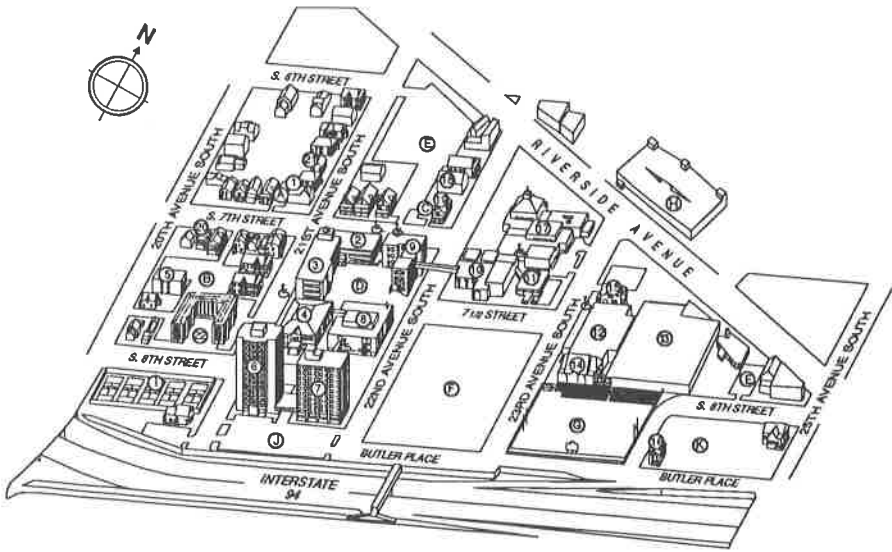
Interim 1994

Interim classes begin	M, Jan. 3
Last day to register, add a class, or drop a class without notation on record	T, Jan. 4
Last day to designate grading option, or withdraw from a class	F, Jan. 14
Classes end	W, Jan. 26

Spring 1994

Classes begin	M, Jan. 31
Last day to register	F, Feb. 4
Last day to add a class or drop a class without notation on record	F, Feb. 4
Last day to withdraw from a class	F, Mar. 25
Mid-term break begins	M, Mar. 28
Classes resume	Tu, Apr. 5
Last day to designate grading option	F, Apr. 8
Early registration for fall	M, Apr. 25 - F, May 6
Classes end	F, May 13
Final exams begin	M, May 16
Final exams end	Th, May 19
Baccalaureate/Commencement	Su, May 22

CAMPUS GUIDE



AUGSBURG COLLEGE

- | | |
|---|--|
| 1. Admissions House | 20. Youth and Family Institute |
| 2. George Sverdrup Library | 21. American Indian Support and Minority Education Partnership |
| 3. Science Hall | 22. Oscar Anderson Hall |
| 4. Old Main | |
| 5. West Hall | A. Admissions Parking |
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| 11. 2222 Murphy Place | G. Anderson-Nelson Athletic Field |
| 12. Si Melby Hall | H. Fairview/St. Mary's Parking Ramp |
| 13. Ice Arena | I. Husby-Strommen Tennis Courts |
| 14. Stage II Theatre | J. Resident Parking Only |
| 15. College Relations | K. Student/Commuter Parking |
| 16. Nordic Center | |
| 17. Foss, Lobeck, Miles Center for Worship, Drama and Communication | |
| 18. Center for Global Education | |
| 19. Jeroy C. Carlson Alumni Center | |

 Accessible Entrance



Augsburg College

731 21ST AVENUE SOUTH
MINNEAPOLIS, MN 55454