

Augsburg College Catalog 1994-1996



OFFICIAL PUBLICATION OF
AUGSBURG COLLEGE
2211 Riverside Avenue
Minneapolis, MN 55454
612-330-1000

This Catalog should answer most questions students have about Augsburg College 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 on the back of the catalog for correspondence or telephone inquiries.

Published March, 1994

Cheryl Johnson
Director of Catalogs
Augsburg College



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, 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.

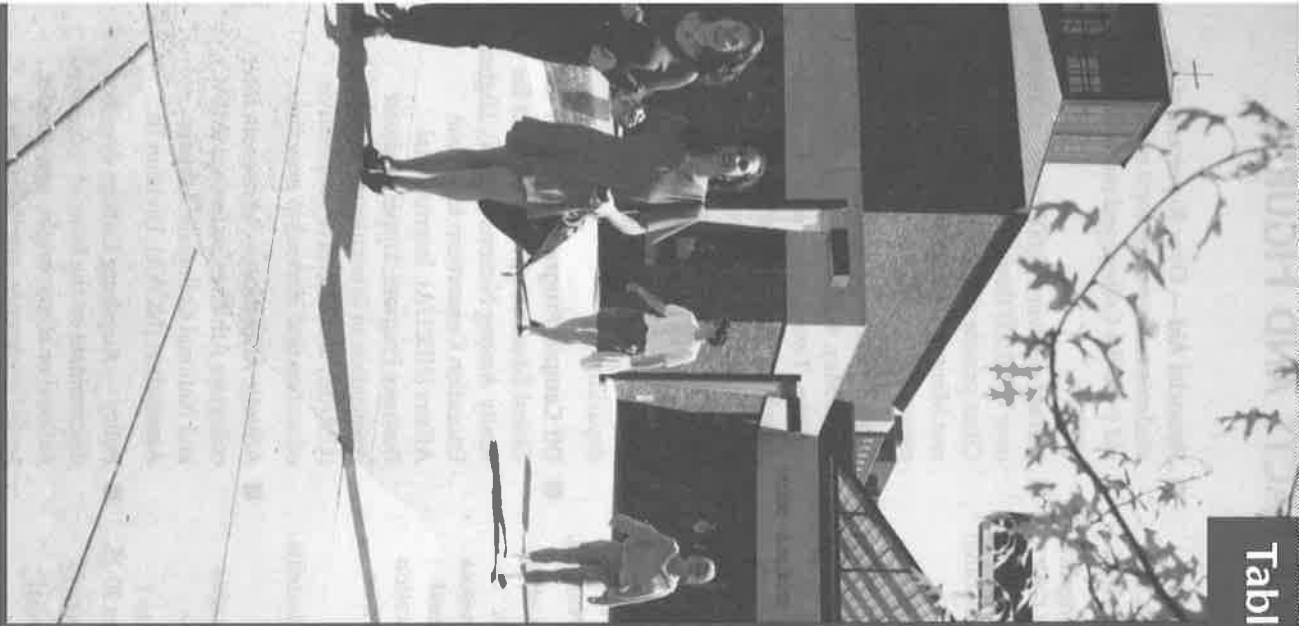
I invite you to become part of this tradition of excellence — Augsburg is an exciting and challenging place to prepare for your future.

I look forward to meeting you on campus.

Sincerely,

Charles S. Anderson
President

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- **Location** — Augsburg College was founded in 1869 in Marshall, Wis. The College moved to Minneapolis in 1872.
- **Religious Affiliation** — The Evangelical Lutheran Church in America (ELCA). Although a strong plurality of students are Lutheran, 18 percent represent other Protestant denominations and 21 percent represent the Roman Catholic Church.
- **Accreditation** — North Central Association of Colleges and Schools, National Council for Accreditation of Teacher Education. Approved by the American Chemical Society, Council on Social Work Education, National Association for Music Therapy, Inc., National Association of Schools of Music, and 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 (1993-'94)** — 2,964 students from 26 states and 26 nations.
- **Graduates** — 11,839 undergraduates from 1870 through July 31, 1993.
- **Student/Faculty Ratio** — 13.84 to 1. Undergraduate class size averages 20-25.
- **Campus** — 16 major buildings. Major renovations in 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.
- **Financial Aid** — Over 90 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 7,000,000 through CLIC, the Twin Cities private college library consortium and Minitex, the regional library network.
- **School Year** — Semesters from 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 40 majors in 22 departments.
- **Off Campus Programs** — Center for Global Education, Student Project for Amity Among Nations (SPAN), Higher Education Consortium for Urban Affairs (HECUA), International Business Program, Upper Midwest Association of Intercultural Education (UMAIE) and extensive cooperative education and internship programs.
- **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, gender, sexual preference, marital status 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.

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.

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.

Mission Statement

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

HISTORY

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

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

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

Accreditation for the College

Augsburg added departments essential to a liberal arts college, offering a modern college program based on general education requirements and elective majors.

With curriculum change came a long effort to become accredited.

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

A study in 1962 defined the College's mission as serving the good of society first and the interests of the Lutheran Free Church second. The Seminary moved to Luther Theological Seminary (now Luther 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 three graduate 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 11,800 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 — is 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 just minutes west and east via Interstate 94, which forms the southern border of the campus. (See map in back.)

Convenient bus routes run throughout the city and connect with the suburbs.

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.

■ FACILITIES AND HOUSING

Instruction facilities and student housing at Augsburg are conveniently located near each other. A tunnel/ramp/skyway system connects the two tower dormitories, the five buildings on the Quadrangle, plus Music Hall, Murphy Place, 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 a reception area for prospective students and their parents.

American Indian Support Program and Black Student Affairs Program Offices — Located at 620 21st Avenue South, these programs provide support services and information to American Indian and Black students.

Anderson Hall — Named in honor of Oscar Anderson, president of Augsburg College from 1963 to 1980, this residence hall is the newest building on campus. Located at 2016 S. Eighth Street, Anderson Hall contains four types of living units and houses 192 men and women. (1993)

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

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)

College Relations House — Located at 709 23rd Avenue South, provides offices for College Relations staff, who oversee public relations and publications for the College.

Center for Global Education — Located at 609 22nd Avenue South, provides offices for the Global Center staff and a resource room for those interested in global issues. It is also the office for the Coordinator of Academic Programs Abroad.

East Hall — Houses the Minnesota Minority Education Partnership (MMEP) and the Center for Atmospheric Space Sciences at 2429 S. Eighth Street.

Foss, Lobeck, Miles Center for Worship, Drama and Communication — 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 was built with the additional support of many alumni and friends of the College. The Tjornhom-Nelson Theater, Hoversten Chapel and the Arnold Atrium are also housed in this complex, which provides space for the Campus Ministry program, drama and communication offices. Augsburg's computer lab, the Karen Housh Tutor Center and the John Evans Learning Laboratory are located in the lower level of this facility. (1988)

The Jeroy C. Carlson Alumni Center — Named in 1991 to honor Jeroy C. Carlson, senior development officer and former alumni director, upon his retirement from Augsburg. Located at 2124 S. 7th Street, the center houses the offices of Alumni/Parent Relations, the Augsburg Fund, Community Relations, the Hispanic/Latino support

program and two admissions representatives.

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. It 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 upper-class 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 Modern Language and Art Departments, with classrooms used by other departments. Extensively remodeled in 1980, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places. (1900)

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

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

About Augsburg

George Sverdrup Library — Named in honor of Augsburg's fourth president, it 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, it provides space for administrative and faculty offices. (1938)

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

Urness Tower — Named in honor of Mr. and Mrs. Andrew Urness, who have given several generous gifts to the College. The tower 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)

■ ASSOCIATED SUPPORT ORGANIZATIONS

Augsburg College has a commitment to lifelong learning and to programs which increase both individual and group understanding and achievement. In addition to the programs listed below, the College is also home to Elderhostel and College of the Third Age programs.

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) — The Minnesota Minority Education Partnership, Inc., is a non-profit membership organization that works closely with students, the communities of color and representatives from education, business, government and non-profits to develop programs that help students of color succeed academically. By drawing on the talents and resources of others concerned with the success of students of color, MMEP creates collaborative, workable approaches to complex problems. MMEP believes that concentrating on the needs of students of color helps them move from thinking to doing, from wanting to having, and from dreaming to achieving. The MMEP office is located in East Hall.

Nordic Center — The Nordic Center promotes interest in contemporary Norden, encourages the pursuit of Nordic studies and nurtures intercultural relations between the United States and the five Nordic nations of Denmark, Finland, Iceland, Norway and Sweden. The Nordic Center is located at 2400 Butler Place.

Augsburg Youth and Family Institute — The Institute is designed to help churches better serve the changing needs of youth and families. The Institute at 2011 South Seventh Street offers academic programs at both undergraduate and graduate levels, as well as seminar/workshops, a resource center and counseling services.

■ POLICIES

It is the policy of Augsburg College not to discriminate on the basis of race, creed, national or ethnic origins, age, gender, sexual preference, marital status 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 will meet the standards of every student, educational institution or employer.

Admissions



Augustine College is looking for students who are academically strong and who are committed to the pursuit of knowledge. We are looking for students who are motivated and who are committed to the pursuit of knowledge. We are looking for students who are motivated and who are committed to the pursuit of knowledge.

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Application for Admission Decision —
Augustine College uses a "rolling" admission process. Students are notified of the admission decision usually within two weeks after the application file is complete and has been reviewed by the Admissions Committee.

Application for Admission — Apply
Students should complete the application for admission and the essay and return them to the Admissions Office together with the non-refundable \$25 application fee.

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. 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. We'll answer your questions and arrange a tour for you (including Saturday mornings during the school year). Our 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 as 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

■ FRESHMEN

Application for Admission — Applicants should complete the application for admission and the essay and return them to the Admissions Office together with the non-refundable \$20.00 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. General Education Development scores (G.E.D.) may be presented instead of the high school transcript.

Test Scores — Freshman applicants are required to submit results from the college entrance examination. The American College Test (ACT) is preferred. Results from SAT or PSAT are also accepted. 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 course work, 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* 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* tuition deposit. Those students who wish to live in College housing must also submit a \$100 housing deposit.

**Non-refundable after May 1.*

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.

■ 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 course work from two-year colleges once a student has reached junior status. If all transfer work has been taken at a two-year college as a freshman or sophomore, a maximum of 17 Augsburg courses, or 96 quarter credits, will be accepted toward the number of 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 section of this catalog to see if admission to the major is necessary.

■ 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 institution to the Registrar's Office. Returning students do not pay the application fee.

■ SPECIAL STUDENTS (NON-DEGREE)

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

Admissions

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.

INTERNATIONAL STUDENT SERVICES

Augsburg welcomes students from countries around the world. International students from more than 50 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 additional information, call (612) 330-1001, or 1-800-788-5678 (toll free), or write to:

International Student Admissions
Augsburg College
2211 Riverside Avenue
Minneapolis MN 55454

Financing Your Education



College Costs

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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 1994-'95

The Board of Regents has approved the costs listed below for the 1994-'95 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) **\$11,902.00**

This rate applies to all full-time students attending in September, 1994. Students are considered full-time when they take three or more courses during the semester terms. The charge includes tuition, general fees, facility fees and admission to most College-supported events, concerts and lectures. The amount is payable in two equal installments at the beginning of each semester.

Tuition
(part-time enrollment)
per one-credit course **\$1,270.00**

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 **\$485.00**

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
and basic service) **\$2,234.00**

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

Full Board
(19 meals a week) **\$2,138.00**

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

Partial board
(14 meals a week) **\$2,076.00**

Flex 5 point plan **\$1,890.00**

Fees **\$112.00**

■ 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) **\$25.00**

Registration Change after first five
days (cancel/add/change/grade
option, or combination
at one time) **\$5.00**

Music Therapy Internship
(one-half course credit) **\$485.00**

Private Music Lessons, per
semester (14 lessons) **\$270.00**

Student Teaching (per course
for full-time students) **\$50.00**

Student Teaching (per course
for part-time students) **\$100.00**

Study Abroad (in approved non-Augsburg programs)	\$193.00
Student Activity Fee	\$100.00
Student Activity Fee (part-time students)	\$50.00

Fees Payable by Check/Cash

Application (new and/or special students)	\$20.00
Nursing Credit Validation Tests . . .	\$128.00
Nursing Comprehensive Exam	\$16.00
Nursing Name Pins	\$5.00
Locker Rental (commuters)	\$26.00
Student Parking Lot Permit	
— car	\$81.00
— motorcycle	\$41.00
Transcript Fee (per copy after first, which is free)	\$2.00
Special Examinations, Cap & Gown Costs (Schedule on file in Registrar's Office)	

■ BOOKS AND SUPPLIES

These costs are estimated to 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 responsible for all costs incurred due to late cancellation or lack of proper notification. If the new contract is cancelled prior to July 1 for Fall Semester or January 1 for Spring Semester, \$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 1 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 Advising Center or Registrar's Office. 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.

■ REFUNDS FOR NEW STUDENTS — FIRST TERM AT AUGSBURG

Refunds will be calculated on a pro-rata basis (using federal government guidelines) 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. The federal statute guidelines and requirements for refunds are more stringent for

first-term new students. Students may appeal refund decisions through the Petition Committee.

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 1993-'94 academic year, nearly 9 out of 10 students at Augsburg received scholarships, grants, loans and part-time employment.

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 Free Application for Federal Student Aid (FAFSA) and the Augsburg Financial Aid Application help 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 Free Application for Federal Student Aid (FAFSA) from a high school or college financial aid office. Complete the application, enter the Augsburg College Code 002334, and send the application to the processing agency after January 1 but before April 15 for priority consideration.

3. Complete the Augsburg Financial Aid application and submit it to Student Financial Services.

4. After Augsburg receives the analysis and 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.

5. 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.

6. Transfer students must submit a financial aid transcript from each post-secondary institution previously attended before financial aid will be offered. The financial aid transcript forms are available from the Admissions or Financial Aid offices.

7. All applicants (and parents of dependent students) are required to provide a copy of their most recent federal tax form.

Returning Students

Eligibility for assistance must be re-

established each academic year by filing the Augsburg Application for Financial Aid and the Renewal Free Application for Federal Student Aid (FAFSA). 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 other sources.

Merit Scholarships

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 are available from the Admissions Office.

Transfer Scholarships — Transfer Scholarships up to \$5,000 are available to full-time students in the day schedule who are direct transfers to Augsburg College following two years of full-time study at a community college or other approved two-year college. Students must have maintained at least a 3.3 GPA on a 4.0 point scale. Scholarships are awarded without regard to need and will be renewed for a second year given satisfactory academic performance. Special application is due April 1. Details are available from the Admissions Office.

Regents' Merit Scholarships — The Regents' Merit Scholarships are awarded to incoming full-time freshmen of high academic achievement. Depending on high school class rank or college entrance test score, Augsburg will award scholarships of \$1,000 to \$4,000 each, renewable each year, regardless of financial need.

Performing Arts Scholarships — These recognize student excellence in music or theater. Students with talents in music (vocal and instrumental), acting, stage design or production are qualified for this \$1,000 annual award. Selection is based on individual performance auditions, good academic standing and letters of recommendation. These scholarships are renewable as students maintain involvement with a co-curricular performance group.

Hoversten Peace Scholarships — Recognize students who have demonstrated a commitment to peace, service and community. Examples of involvement of recent scholarship recipients include

Amnesty International, Habitat for Humanity, community service and church activities.

Lutheran Leader Scholarships —

These scholarships recognize incoming freshmen of high academic achievement with a demonstrated record of leadership within their congregations. Students eligible for the \$1,000 annual renewable award are those who rank in the top 30 percent of their high school class and have the recommendation of their pastor.

Paired Resources in Ministry and Education (PRIME) Awards — Augsburg College will match the first \$500 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.

Gift Assistance (Need Based)

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 1993-'94, these ranged from \$100 to \$5,889. All applicants from Minnesota are expected to apply.

Federal 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.

Federal 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 1994-'95 was \$2,300. Application is made by filing the FAFSA.

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 of 1/4 degree 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

Federal 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 \$40 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

Financial Information

study is \$15,000 (\$30,000 including graduate school).

Federal Stafford Student Loans —

Subsidized and Unsubsidized Stafford Loan funds are obtained directly from a local lender or state agency in states which provide such programs. Subsidized Stafford Loans are need-based loans which the federal government subsidizes by paying accrued interest while in school and during the grace period. Therefore, the borrower is not responsible for interest accrued while in school or during the six-month grace period.

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

The interest rate for new borrowers through the Subsidized and Unsubsidized Stafford Loan is variable and changes annually based on the 91-day Treasury Bill. For students with existing loans, the interest rate will match the interest rate on their existing loans (7%, 8%, 9% or 8%/10%).

The following borrowing limits apply to the Stafford Loan program after July 1, 1994:

- Freshmen: \$6,625 annually (Combined Subsidized & Unsubsidized Stafford)
- Sophomores: \$7,500 annually (Combined Subsidized & Unsubsidized Stafford)
- Juniors/Seniors: \$10,500 annually (Combined Subsidized and Unsubsidized Stafford)
- Aggregate maximum: \$46,000

Federal Nursing Student Loan — A 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.

Federal Parent Loan Program (PLUS) — PLUS is a loan program to help parents meet college costs of their dependent children. Parents may borrow up to the cost of attendance (minus other aid). Repayment begins within 60 days of check disbursement at a variable interest rate not to exceed 10 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.

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 \$6,000 per year minus any other student loan indebtedness. Maximum undergraduate borrowing is \$25,000. 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.

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.

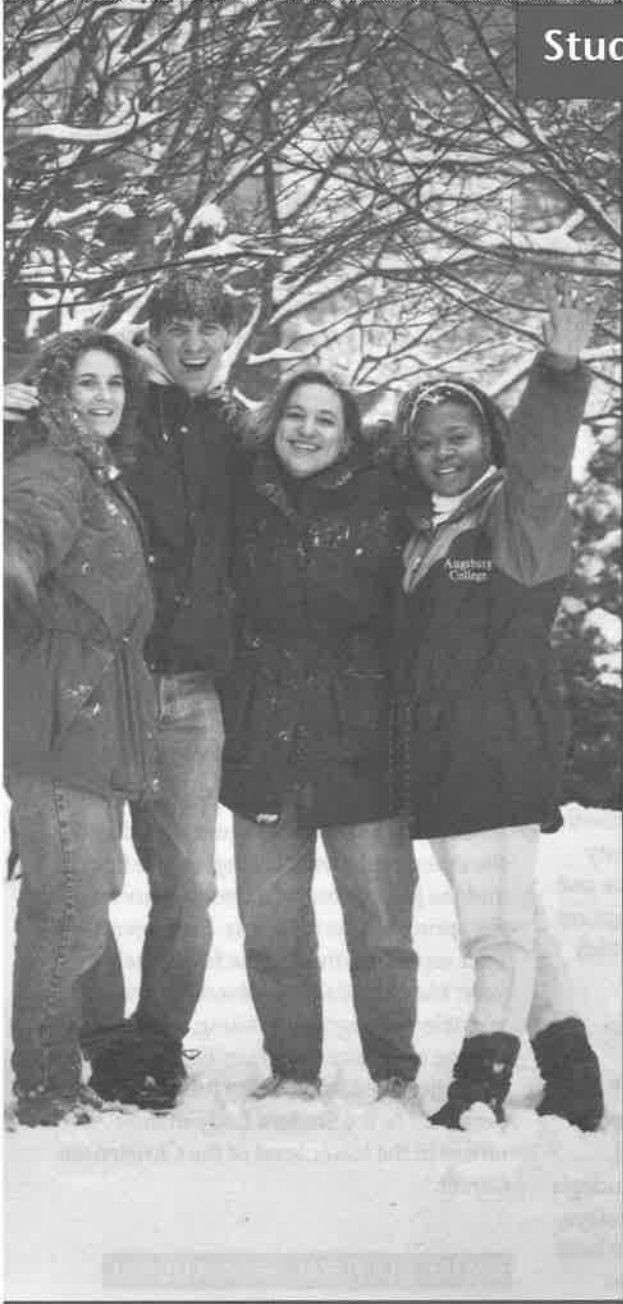
Federal College Work Study Program and Minnesota State Work Study Program — Under these programs the federal or state government supplies funds on a matching basis with the College to provide some part-time work opportunities.

SPONSORED SCHOLARSHIPS

Augsburg College, through generous gifts from alumni, faculty, staff and friends of the College, offers more than 175 sponsored scholarships. For more detailed information about sponsored scholarships, contact the Student Financial Services Office or your admissions counselor.

Sponsored scholarships are available in the following categories: general scholarships, special scholarships, minority/international student scholarships, and departmental scholarships.

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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, growth groups, outreach teams and community outreach opportunities, retreats, peace and justice forums, concerts and gatherings are examples of the wide variety of activities on campus.

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

We seek to develop a free and open environment where people are encouraged to use and discover the gifts and sense of call and vocation that God has given them. As a college of the church, we encourage students to form values guided by our

Christian heritage, which will be the basis for the kind and quality of life that reaches beyond their years at Augsburg.

The College Pastor and Campus Ministry staff have offices in the Foss, Lobeck, Miles Center and are 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 lower level of the Christensen Center.

SOCIAL, CULTURAL, RECREATIONAL

Throughout the year, a variety of social and cultural activities take place on campus as well as in the Twin Cities. These activities include dances, films, theme events, name entertainment and visiting personalities in various fields.

The Christensen Center is the focus of

leisure-time activity on campus. The Gameroom and Student Lounge, popular hang-outs, are located in the lower level. Many of the clubs that unite classroom and non-classroom related interests meet here. Student offices in this area include the College newspaper, the *Augsburg Echo*; the yearbook, *The Augsburgian*; Student Government and the Augsburg Student Activities Council. 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 Intercollegiate Athletic Conference (MIAC) and is a member of the National Collegiate Athletic Association (NCAA) Division III. Men annually compete in football, soccer, cross country, basketball, hockey, wrestling, baseball, tennis, track and field and golf. Women annually compete in volleyball, cross country, soccer, basketball, track and field, softball 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. Broom-ball 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

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

The Learning Center, located in Memorial Hall, Room 119 and Foss Center, Room 18, assists students in improving their skills in such areas as time management,

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

The Karen M. Housh Tutor Center, located in Foss Center, Room 18, arranges for students to meet with tutors for content tutoring in most freshman and sophomore-level courses. The Center also notifies students of tutoring labs available, as well as supplementary instruction sessions, in which tutors attend the classes and lead discussions after class on major concepts of the courses.

The John Evans Learning Laboratory, located in Foss Center, Room 18, offers students the opportunity to improve skills in reading, writing and mathematics through the use of computer software. Tutors are available to demonstrate the uses of the software, and students are able to monitor their progress.

■ PROGRAM FOR STUDENTS WITH DISABILITIES (CLASS)

The Center for Learning and Adaptive Student Services (CLASS) serves over 150 students and is recognized nationally as a leader in the field of educating students with diagnosed learning and physical disabilities. The CLASS program 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. Augsburg has a commitment to recruit, retain and graduate students with learning and physical disabilities who demonstrate the willingness and ability to participate in college-level learning.

The staff includes three licensed learning disabilities specialists, a physical disabilities specialist, and an accommodation specialist, who supervises work-study students and coordinates accommodation services for students. One-on-one meetings between students and specialists are the centerpiece of the program model. Accommodations include individualized academic support, advocacy with faculty and staff, special testing arrangements, taped textbooks, peer tutors, securing notetakers, access to and training on computers, and adaptive technology, such as a Braille printer, dictation and voice recognition software, and adaptive keyboard equipment. Modified and accessible dormitory rooms are available.

During the 1980s Augsburg spent nearly one million dollars to make the campus accessible to persons with physical disabilities by constructing a skyway-tunnel-elevator system that connects 10 major buildings. Augsburg has the oldest and most extensive learning disabilities program among the private colleges in Minnesota.

For more information, please contact the CLASS office at 612/330-1053 to request a copy of the CLASS brochure and/or schedule an informational appointment with a specialist.

SUPPORT PROGRAMS

■ AMERICAN INDIAN SUPPORT PROGRAM

The American Indian Support Program, located at 621 21st Avenue South, is a multifaceted office established in 1978 to recruit and retain American Indian students. It is a national model of success and continues to have one of the highest retention and graduation rates of Indian students in the state of Minnesota.

Components of the program are as follows:

American Indian Support Services:

Assistance in admissions procedures, financial aid procedures including BIA, Tribal and Minnesota Indian State Scholarship applications, orientation and registration, course work selection, individual education plans, academic advising, career counseling, employment, community and professional referrals, internships, student housing and crisis intervention. It advises and supports the Intertribal Student Union (ITSU).

Intertribal Student Union: ITSU serves as a peer support group for incoming and currently enrolled American Indian students. ITSU also organizes and co-sponsors cultural events.

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

American Indian Studies Minor: An academic component encompassing the range of American Indian contributions to North American culture. Courses offered include art, religion, history, literature, Ojibwe language and women's issues. For more information, contact Dr. Virginia Allery, 612/330-1385, or see course listings under Interdisciplinary Studies in the academic section of the catalog.

Anishinabe Library Project: Over 1,000 books, a variety of journals and scholarly publications, research materials, American Indian magazines and newspapers and over 125 VHS videos are housed in the Sverdrup Library and at the American Indian Support Program Office. The library project offers both a historical and contemporary perspective on the cultures of various tribal nations in the United States.

■ **ASIAN AMERICAN SUPPORT PROGRAM**

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

The Program provides assistance in the admissions and financial aid application procedures, orientation, registration and course work selection, career development, academic and non-academic difficulties, and employment and placement referrals.

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

■ **BLACK STUDENT SUPPORT PROGRAM**

The Black Student Affairs Office (BSA) is committed to enhancing the education and personal development of students of African descent, and to promote cultural and historical awareness, academic achievement and social interaction. BSA sponsors

events and activities, such as celebrating Martin Luther King's birthday, Afrikaana History Month, the Each One Reach One mentoring program and Augsburg Black Alumni Council gatherings.

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

■ HISPANIC/LATINO SUPPORT PROGRAM

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

Students find assistance in: admissions and financial aid procedures, orientation and registration, academic planning, career counseling, housing, internships and employment and placement referrals.

The program advises the Latino Student Association and supports academic, social, cultural events, and other activities that improve the academic and personal development of Hispanic/Latino students and provides awareness of the unique aspects of the Hispanic culture.

■ CAREER SERVICES

The Career Services Department is committed to assisting all students with their career planning. This process is an important part of a student's development while attending college. To aid students in this process, Career Services offers students the opportunity to actively participate in career seminars, career assessments, one-on-one counseling, self-paced computer career planning modules, and use of the

Alumni Resource Network for informational interviews.

Services are available to all students, but some programs are sponsored especially for seniors. Seniors are encouraged to attend one of three annual job fairs with recruiters representing business, education or nonprofit and government sectors. There is also an annual graduate and professional school fair for seniors to explore educational options after graduation.

■ CENTER FOR COUNSELING AND HEALTH PROMOTION

Counseling

Counseling provides a supportive environment where students have many opportunities to gain self-awareness through personal exploration with the assistance of trained, experienced counselors. Counselors serve as advocates providing support and assistance with direction. Services include individual counseling, group counseling, psychological testing, assessment and referral, workshops, and consultation and outreach.

Through the relationship with a skilled counselor, a student may discuss personal issues such as stress, depression, roommate problems, intimacy and sexuality, drug use, family problems, motivation, transitions, breaking away from family, self-image, difficult decisions, eating concerns, etc. Counseling is an educational process in which students learn to think objectively about themselves and learn methods of understanding themselves and others. Professional counseling can make a substantial contribution to the educational experiences of the student by providing the opportunity for increased self-understanding and personal growth.

Health Promotion

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

Professional staff offer private consultations, individual assessments and group workshops to accommodate the needs of all students. Topics include varied health issues such as fitness, nutrition, weight management, stress reduction, alcohol and other drug use, sexuality, etc. Students interested in health issues can combine learning and practice through involvement with Health Promotion services. Academic and practicum opportunities are also available to students from a variety of academic disciplines.

■ HEALTH SERVICE

Riverside University Family Practice Clinic serves as the Augsburg College Health Service and is a family practice residency clinic affiliated with the University of Minnesota. The clinic is located one block from campus at 2615 Franklin Avenue South. Office visits for illness and injury are free for all Augsburg students.

Students must check family health insurance coverage to determine if they are included. If not, contact the Vice President for Student Affairs Office for information regarding student health insurance.

■ FIRST YEAR EXPERIENCE PROGRAM (FYE)

The FYE program assists students in their first Augsburg registration, provides

orientation events before classes begin, and also includes a seminar series.

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, the FYE seminar is centered on a series of themes. These themes are 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.

■ 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.

■ INTERNATIONAL PROGRAMS

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

International Students — 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.

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 in integrating the experience abroad into their course work 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 Study Abroad Adviser 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.

■ 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 Christensen Center, Murphy's features grill items, pizza, soups and salads, desserts and beverages.

Augsburg provides a variety of board

plan options for those living in College houses or nearby apartments.

■ RESIDENCE LIFE PROGRAM

Augsburg recognizes the importance of the residence experience during the college years. Research indicates that students who live on campus will be more likely to complete their college degree successfully. Augsburg provides a diverse and dynamic residence program which fosters the development of community, and supports and enhances the academic experience. Live-in staff assist students by providing social and educational programming, facilitating conflict resolutions and assisting in emergencies.

Each complex contains 24-hour study rooms, computer services, laundry and vending services and access to security staff.

Augsburg expects all freshmen and sophomores, not living at home, to live in college-operated housing. Housing for married students and students with families is available.

Students rent a room at the beginning of the Fall term for the entire academic school year. New students receive room assignments the summer before they arrive at Augsburg. Upper-class students make housing arrangements in the Spring. All resident students must sign room and board 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 a \$100 deposit when they sign the housing

contract. The fee is credited to the student's account when he or she moves out.

The College houses approximately 700 students in residence hall rooms, apartments, floor houses, and townhouses. A wide variety of options are available, including single rooms.

Urness Tower — All new students and some upper-class 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 with a bed, dresser, desk and chair. Linens are not provided.

Mortensen Tower — This building is a 13-story high-rise apartment building. It contains 104 one-bedroom and two-bedroom apartments to accommodate 312 upper-class students. Mortensen Tower is carpeted, air conditioned and contains kitchen units. It is otherwise unfurnished.

Anderson Hall — Opened in Fall 1993, this is the newest residence hall. It contains four types of living units: two-bedroom apartments, two-room suites, floor houses and townhouses. This residence houses 192 men and women. All rooms are furnished with beds, dressers and desks. It is equipped with telephones, cable TV and computer hook-ups.

Special Interest Housing — Students may submit proposals in the Spring for a program which allows them to live as a group with a special educational contract. Examples of programs include Campus Ministry, healthy living options and international floors.

■ STUDENT STANDARDS OF BEHAVIOR, COMPLAINTS, RECORDS

The College has adopted a statement of standards for student behavior and has provided for due process in matters of disciplinary action, grievances and grade appeal.

The College operates in compliance with the Family Rights and Privacy Act. Students

have the right to inspect certain 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.

Persons seeking additional information on these topics should contact the Vice President for Student Affairs Office.

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

■ DEGREES OFFERED

Augsburg offers the Bachelor of Arts, the Bachelor of Music and the Bachelor of Science undergraduate degrees. Augsburg also offers the Master of Arts in Leadership, the Master of Arts in Education-Leadership and the Master of Social Work graduate degrees.

■ 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 course credits each semester and one course during Interim. A maximum of three course credits 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 on page 51 and Calendars on page 269 and 270.) 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. Augsburg offers two Summer School sessions. The Summer School catalog is published in the winter of each year, 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, pages 50 and 51).

■ FACULTY

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

activities, but see these activities as supporting their teaching. They are actively involved in an exciting faculty development program 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 participate regularly in campus activities. Every freshman is assigned a First Year Experience (FYE) adviser and, later, 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 and do research. The main library houses over 175,000 books, journals, records and microforms. Music, chemistry and art history slide libraries are located within 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 online 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 a large collection of sound recordings, video

tapes and films, and supplies media equipment 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 recent completion of a new computer classroom and lab in the Foss Center was an important addition to the growing list of computer resources accessible to Augsburg students and faculty.

Computing clusters — located in the residence halls, the Foss Center computer lab, the Library and the Science Building — are connected via a campus-wide network that offers a full range of network services. Students also have 24-hour access seven days a week to more than 30 computers in the Mortensen/Urness study lounge.

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

■ ACADEMIC ADVISING CENTER

The Academic Advising Center advises transfer students and students with undeclared majors, provides information on

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matters of general education, administers and tracks all entry level skills assessments, interprets catalog and graduation skills requirements, and advises both students who have been placed on academic probation and re-entering suspended students regarding GPA requirements. The Center also coordinates summer advising for the orientation program and provides in-service training and development for faculty advisers.

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 (Chair). Art, English, Modern Languages, Philosophy, Religion, Speech, Communication, Theatre Arts, College Librarians.

Natural Science and Mathematics — Mark Engebretson (Chair). Biology, Chemistry, Mathematics, Computer Science, Physics.

Social and Behavioral Sciences — Richard Nelson (Chair). Business Administration, Accounting, Economics, History, Management Information Systems (MIS), Political Science, Psychology, Sociology.

Professional Studies — Vincent Peters (Chair). 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 Bachelor of Arts degree.

Students may contact the Registrar about creating a unique major.

MAJORS

Accounting

- General Accounting
- Managerial Accounting
- Public Accounting

Art

- Art History
- Studio Art

Biology

Business Administration

- Business Administration/Economics
- Business Administration/Finance
- Business Administration/International Business
- Business Administration/Management
- Business Administration/Marketing

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

Communication

- General Communication Studies
- Mass Communications
- Organizational Communication

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

East and Southeast Asian Studies¹

Economics

- Applied Economics
- Economics
- Economics/Business Administration

Education

- Kindergarten-Elementary
- Secondary (non-major, licensure only)

Engineering²

English
 Health Education
 History
 International Relations
 Management Information Systems
 Mathematics
 Applied Mathematics
 Mathematics
 Metro-Urban Studies
 Modern Languages¹
 French
 German
 Norwegian
 Spanish
 Music
 Music (B.A.)
 Music Education (B.M.)
 Music Performance (B.M.)
 Music Therapy (B.S.)
 Nordic Area Studies
 Nursing (B.S. - Weekend College only)
 Philosophy
 Physical Education
 Physics (B.A. or B.S.)
 Space Physics (B.S.)
 Political Science
 Psychology
 Religion
 Russian, Central and East European Area
 Studies¹
 Social Science
 Social Work (B.S.)
 Sociology
 Speech
 Theatre Arts
 Transdisciplinary
 Women's Studies

MINORS

Accounting
 American Indian Studies
 Art

Art History
 Studio Art
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 East and Southeast Asian Studies
 Economics
 English
 Health Education
 History
 International Business
 International Relations
 Linguistics
 Management Information Systems
 Mathematics
 Metro-Urban Studies
 Modern Languages¹
 French
 German
 Norwegian
 Spanish
 Music
 Nordic Area Studies
 Philosophy
 Physical Education
 Physics
 Political Science
 Psychology
 Religion
 Social Welfare
 Sociology
 Russian, Central and East European Area
 Studies¹
 Special Education
 Speech
 Theatre Arts
 Theatre Arts
 Theatre History and 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/intermediate/advanced courses not available at consortium colleges in Arabic, Chinese, Hebrew, Japanese, Russian, and other infrequently taught languages. Students register directly with the ACTC office.*

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

■ OTHER STUDY PROGRAMS

Teaching Licensure

Teaching Licensure programs are offered at Augsburg in Kindergarten-Elementary Education and the following fields in Secondary Education: English-Language Arts, French, German, Health, Life Science, Mathematics, Physical Science (Chemistry or Physics), Science (grades 5-9), Social Studies, Spanish, Speech, Theatre Arts, and in the special areas of Art (K-12), Band (K-12) and Classroom Music (grades 5-12), Orchestra (K-12) and Classroom Music (grades 5-12), Vocal and Classroom Music (K-9), Vocal and Classroom Music (grades 5-12), and Physical Education (K-12).

Students planning to teach on the secondary level have advisers both in the Education Department and the area of their academic major(s).

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 Assistant to the Dean for Academic Advising 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 113, 114; 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. 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 145, 146; 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 113, 114, 201, 491 and at least one from each of five groups — (BIO 367, 386, 471), (BIO 355, 474), (BIO 351, 353, 473), (BIO 361, 440), (BIO 476, 481) — with BIO 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 their faculty adviser early in the freshman year.

Pre-Occupational Therapy, Pre-Physician's Assistant and Pre-Physical Therapy — Course work in preparation for these training programs should be discussed with a faculty member in the Biology Department.

Pre-Pharmacy — Augsburg has a program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: BIO 113, 114; CHM 115, 116, 351, 352; ECO 112 or 113; ENG 111 and a second course; MAT 145, 146; 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 145; public speaking, one course; CHM 115, 116 (or 105, 106), 351, 352, 353; BIO 113, 114; PHY 121, 122; economics, one course; two courses in art, literature, music, humanities, theatre, or Upper Division modern languages; and anthropology, economics, geography, history, political science, psychology or sociology courses to fulfill the rest of the curriculum requirements. Requirements at other universities may vary.

Honors Program

The Honors Program is designed to challenge and encourage the most academically distinguished students at Augsburg. The program combines academic and cultural components with social activities. Members of the program normally enter as freshmen, with opportunities for transfers

Academic Information

and others. Students graduate from the Honors Program upon successful completion of the program, which is noted on the transcript and which provides an advantage for both employment and graduate school application.

During the freshman and sophomore years, students take a four course honors sequence that satisfies four Perspectives. They also participate in a Monday Forum program that affords an opportunity to hear outside speakers, assess films, and pursue course sequence topics in greater depth. The First-Year Experience (FYE) is also integrated into the freshman sequence.

During the junior and senior years, students take four mini-seminars (one full course credit upon completion), one each semester and participate in a six week Monday Forum program each term. Seniors take a Senior Seminar during Interim, which satisfies a Perspective requirement, and are obliged to complete an approved Honors project. Some seniors satisfy this requirement by serving on the Augsburg Honors Review, a yearly journal which publishes outstanding student papers.

Requirements center on full participation in the program and the maintenance of at least a 3.3 GPA the freshman year, a 3.4 the sophomore year, and a 3.5 the last two years. Please direct enquiries to Dr. Joan Griffin, Director of Freshman and Sophomore Honors, or Dr. Larry Crockett, Director of Junior and Senior Honors.

■ 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 additional 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, inequality 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 two and three year AFROTC scholarships. For more information, contact the Office of the Registrar.

Note: A maximum of one full Augsburg course credit of military science studies may apply toward the total credits required for graduation. Additional military science credits beyond the one credit allowed will be classified as non-degree credits.

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.

Note: A maximum of one full Augsburg course credit of military science studies may apply toward the total credits required for graduation. Additional military science credits beyond the one credit allowed will be classified as non-degree credits.

■ OPPORTUNITIES FOR 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 find themselves exploring the ancient Mayan ruins in Mexico, meeting with women's groups in Namibia, examining Scandinavian perspectives on world peace or thrilling to the sounds of music at a Viennese opera house.

International Study at Augsburg College is intended to motivate students to act responsibly and effectively in society by expanding their awareness of other cultures, deepening their understanding of the human condition on a global scale, and helping them to understand the connections between social justice and global interdependence.

Eligibility and Application

All students in good academic standing (a minimum GPA of 2.5) 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 for 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

Academic Information

program. Students majoring in a variety of disciplines, from the natural sciences and mathematics to the humanities, are among those who 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 Coordinator of Academic Programs Abroad. Also see the International Studies section of the Department and Programs section of this catalog for full course descriptions of the programs listed below.

The Center for Global Education

The Center for Global Education 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.

The Center's study programs are conducted in Mexico, Namibia, Norway and Switzerland. Students experience three distinct types of living situations, which include living with other participants in a community house, spending several days in a rural setting and several weeks living with host families. They also travel together on two-week seminars — in Mexico to Central America, in Namibia to South Africa, and in Switzerland to Italy and Germany. The cost of these programs is equivalent to full tuition, room and board for one semester on campus plus airfare.

Augsburg College/Østfold, Norway Semester or Academic Year

Augsburg, in cooperation with the University of North Dakota and the city of Moss, offers this semester or year-long exchange program in Moss, Norway. Students are taught in English. Courses offered may meet perspectives for general education requirements, or count as electives in communication, international business and Nordic Area Studies. Students live with host families on the island of Jeløy. Application deadline: April 15.

Women and Development: Latin American Perspectives — Fall

This program 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. The course offers credit in areas such as religion, political science and Spanish. Application deadline: April 1.

Social Policy and Human Services in Latin America — Fall

This program introduces students to the central issues currently facing Latin America by focusing on new models of political organizing, popular education and human services. Credit may be earned in social work, sociology, education, political science and Spanish. Application deadline: April 1.

Southern Africa Societies in Transition — Fall

This intensive program of study and travel is designed to introduce participants to the central issues facing Southern Africa. Namibia is a nation that has recently gained independence and is making a transition

from colonialism to independence. Students will explore the complex political, social and economic dynamics of building a new nation. Credit may be earned in history, political science and religion. Internships are available with development agencies. Application deadline: April 15.

Contemporary Issues in Mexico and Central America — Spring

This program examines the history of political change, the dynamics of social justice and the role of the church in Latin America. Students explore the importance of community and the role of U.S. citizens in social and political change. Credit may be earned in areas such as history, religion and Spanish. Application deadline: October 15.

International Development and Human Rights in Latin America — Spring

This program focuses on the themes of international development and human rights. It includes coursework in human rights, international development, Hispanic literature and Spanish composition and conversation. Credit may be earned in Spanish, Latin American studies, international relations, political science, economics, peace studies, anthropology and pre-law studies. Internships in human rights organizations are available. Application deadline: October 15.

Women and Development: A Southern Africa Perspective — Spring

This intensive study and travel program is designed to introduce participants to the central issues facing Southern Africa, with emphasis on the experience of women. The program introduces students to the struggle of women in Southern Africa, to the history of their role in society, and to the situation that exists for women in Africa. Students

may earn credit in political science, religion and sociology. Internships are available with agencies providing special services to women. Application deadline: October 15

Global Issues and World Churches — Summer

This intensive program of study and travel is designed to introduce participants to the workings of international nongovernmental organizations, especially ecumenical church agencies. The program will focus on justice issues (international responses to the challenges of humans rights, refugees and relief, and social and economic development); peace issues (international responses to conflict); and the integrity of creation (international responses to environmental and ecological travel).

The Higher Education Consortium for Urban Affairs (HECUA)

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

For more information on international HECUA programs, see the listings under International Studies, and for non-international programs, see Metro-Urban Studies under Interdisciplinary Studies.

Scandinavian Urban Studies Term: Norway — Fall

This interdisciplinary program focuses on contemporary Scandinavian society, culture and language, and the development

of cities, urban problem solving and urban life. Local, regional, and international field study and site visits in Copenhagen, Stockholm, Helsinki, and the former Soviet Union, will provide comparative perspectives on welfare states and global politics. Application deadline: March 15.

Community Internships in Latin America: Ecuador — Fall or Spring

This interdisciplinary program enables the student to combine intense involvement in a community-based organization with study of the community development process and increasing language skills. Students study philosophical and ideological perspectives of a variety of community agencies or groups working with or for low-income and other disenfranchised populations in Latin America. Application deadlines: November 1 for Spring Term and March 15 for Fall Term.

Literature, Ideology and Society in Latin America: Colombia or Ecuador — Spring

This interdisciplinary program focuses on development and social change in Latin America through the study of ideology, as reflected in literature, the arts and the ways in which ideologies shape perceptions of social realities. Application deadline: November 1.

Student Teaching Abroad

Selected Education Department students may participate in the International Student Teaching Abroad program coordinated through Moorhead State University or the University of Minnesota, Morris. Students have options for student teaching in dozens of countries through the International 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.

Interim Abroad

Each January, 25 to 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.

■ EXPERIENTIAL EDUCATION PROGRAMS

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, with copies made for the faculty, supervisor and student.

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 Evaluation and Grading on page 66.

A maximum of four courses of Internship may count toward the total 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 in work or service-based settings.

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

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: Accounting, Business Administration (specializations in finance, international business, management and marketing), Communication (concentrations in general communication, organizational

communication and mass communication), Computer Science, Economics, Elementary and Secondary Education, English, Management Information Systems, Nursing, Psychology, Religion and Social Work.

■ GRADUATE PROGRAMS

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 Academic Affairs.

Canadian Program

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

Milda K. Hedblom, Canadian Program Coordinator.

Elderhostel and College of the Third Age

Augsburg College has a commitment to lifelong learning and is host to both Elderhostel and College of the Third Age programs. For more information, contact the Academic Dean's office.

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 course credits per semester and one course during Interim. Students registered for three or more course credits in a semester are classified as full-time students. To register for more than 4.5 course credits, 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 academic year. As some courses are offered only in alternate years, students should also consult with Departmental advisers when planning their academic program.

Separate catalogs of courses are published by the Interim Office, Summer

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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 Hall 114, for Fall and Spring Terms

Interim Office — Memorial Hall 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 term and during the Spring for the Fall term.

Class Confirmation

All students must confirm their registration with a signature and final payment arrangements prior to the start of classes.

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 may result in a failing grade on their official academic record. Cancellation of courses or withdrawal from College must be completed in the Office of the Registrar. A Leave of Absence/Withdrawal from College form may be obtained in the Advising Center or in the Office of the Registrar. Withdrawal from College cannot occur during final examination week unless a petition is approved by the Student Standing Committee. Withdrawal from College and any consequential adjustments in accounts are effective as of the date the Withdrawal from College form is returned to the Office of the Registrar.

Leave of Absence

Students may request a Leave of Absence for academic or personal reasons. A Leave of Absence/Withdrawal from College form must be picked up in the Advising Center or the Office of the Registrar. It must be signed by Advising Center staff or authorized representative. The completed form must be submitted to the Office of the Registrar.

A leave of absence may be granted for one term or one academic year. If an extension is needed, an updated Leave of Absence form must be submitted to the Office of the Registrar prior to the expiration of the previous leave of absence period or an application for readmission will be required.

A student on leave of absence is responsible for keeping the Office of the Registrar informed of his or her mailing address. All deadlines for financial aid and housing must be observed by the returning student. A leave of absence does not defer payment of loans or extend incomplete course deadlines.

**CHECKLIST AND SUMMARY OF
GENERAL EDUCATION
REQUIREMENTS FOR GRADUATION**

This quick reference checklist is an abbreviated version of the General Education Curriculum requirements for graduation. As a summary, it is not comprehensive and cannot substitute fully for the complete degree requirements which begin on page 55. Students are advised to read carefully the full graduation requirements and to consult frequently with their advisers to ensure that all requirements are met for graduation.

All new freshmen and all freshman and sophomore transfer students entering after January 1, 1993, must complete the following requirements prior to graduation (transfer credit may apply to these requirements):

- Complete the FYE Fall Orientation and Seminar. (Sophomore transfer students are exempt.)
- Satisfy entry level skill requirements in
 - Reading
 - Mathematics
 - Writing
 - Word Processing
 - Critical Thinking
- Demonstrate proficiency in two different Lifetime Sports.
- Achieve a Math Placement Group score of III.
- Complete 33 course credits. Of these:
 - 11 must be Upper Division (numbered 300 or above)
 - Two must be Interim courses
 - No more than 13 courses may be in any one department, with the following exceptions:
 - Accounting (B.A.) 14
 - Music Education (B.M.) 17
 - Music Performance (B.M.) 20

- Music Therapy (B.S.) 17
- Social Work (B.S.) 15
- Other maximums are described on page 55.

- Completion of a major.
- Maintain minimum grade point average.
- Complete courses that fulfill the following Perspective Requirements:
 - Three Christian Faith perspectives
 - One City perspective
 - Two Western Heritage perspectives
 - One Human Identity perspective
 - One Aesthetic perspective
 - Two Social World perspectives, from different departments
 - One Intercultural perspective
 - Two Language perspectives, in other than your native language
 - Two Natural World perspectives, from different departments unless a year-long sequence is taken
- Complete courses that fulfill the following Graduation Skills with a minimum grade of 2.0 or F. (These requirements may be met with courses in the major or perspectives.)
 - Two courses in writing (one within the major)
 - One course in critical thinking
 - One course in speaking
 - One course in quantitative reasoning

All junior and senior transfer students (entering with 14 or more credits) after January 1, 1993, must complete the following requirements prior to graduation (transfer credit may apply to these requirements):

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- Satisfy entry level skill requirements in writing.
- Demonstrate proficiency in two different Lifetime Sports.
- Achieve a Math Placement Group score of III.
- Complete 33 course credits. Of these:
 - 11 must be Upper Division (numbered 300 or above)
 - Two must be Interim courses
 - No more than 13 courses may be in any one department, with the following exceptions:
 - Accounting (B.A.) 14
 - Music Education (B.M) 17
 - Music Performance (B.M.) 20
 - Music Therapy (B.S.) 17
 - Social Work (B.S.) 15
 - Other maximums are described on page 57.
- Completion of a major.
- Maintain minimum grade point average.
- Complete courses that fulfill the following Perspective Requirements:
 - Two Christian Faith perspectives (One Christian Faith perspective for transfer students entering with 24 or more course credits)
 - One City perspective
 - One Western Heritage perspective
 - One Human Identity perspective
 - One Aesthetic perspective
 - One Social World perspective
 - One Intercultural perspective
 - Two Language perspectives, in other than your native language
 - One Natural World perspective
- Complete courses that fulfill the following Graduation Skills with a minimum grade of 2.0 or P. (These requirements may be met with courses in the major or perspectives.)
 - One course with a writing component within the major
 - One course with a critical thinking component
 - One course in speaking
 - One course in quantitative reasoning

GENERAL EDUCATION CURRICULUM**■ GRADUATION REQUIREMENTS**

The responsibility for seeing that all degree requirements are satisfied rests with the student. Academic Advisers, Department Chairpersons, the Assistant to the Dean for Academic Advising and the Registrar are available for counsel and assistance in program planning. 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.

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

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

See the separate section on Graduation with Distinction to learn about requirements for these honors, page 71.

Degree requirements include completion of a minimum number of credits, a major, the First Year Experience (FYE), a minimum GPA, residence, and general education courses. Because the College is in transition during the change from Distribution to Perspective graduation requirements, the minimum number of credits required may vary depending on date of matriculation, as follows:

**Students Entering After January 1, 1993,
Under Perspectives Curriculum —
Requirements For Graduation:**

1. Completion of 33 course credits —
At least 11 course credits must be Upper Division, numbered in the 300s and 400s. Not more than 13 course credits may be in one department, except in certain approved majors: Accounting (B.A.) — 14; Music Education (B.M.) — 17; Music Performance (B.M.) — 20; Music Therapy (B.S.) — 17; and Social Work (B.S.) — 15.

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 these maximums may be applied toward the 33 total course credits 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 these limits: two in the major except Elementary Education (two in the major plus student teaching) and Nursing (no P/N grading is permitted); one in the minor if approved by the department chairperson. Interim courses taken that are not counted among the credit total for graduation requirements (extra interim courses) may still be counted for meeting perspective or graduation skills requirements.

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 specifically in 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 (no less than 7 of the last 9 credits) must be completed at Augsburg or within an approved ACTC exchange program. No less than a total of 9 credits are to be taken at Augsburg College. Contact the Registrar if an official interpretation is needed.

Students Entering Prior to January 1, 1993, Under Perspectives Curriculum — Requirements For Graduation:

1. Completion of 34 course credits — 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 — 14 (Accounting) for the Bachelor of Arts degree, 17 (Music Education) or 20 (Music Performance) for the Bachelor of Music degree, 15 for the Bachelor of Science (Social Work), and 18 for the Bachelor of Science (Music Therapy) or Bachelor of Science (Nursing) degree. 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 trans-

fer student's evaluation of transfer credits.

No more than these maximums may be applied toward the 34 total course credits 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 (two in the major plus student teaching) and Nursing (no P/N grading is permitted); one in the minor if approved by the department chairperson. Interim courses taken that are not counted among the credit total for graduation requirements (extra interim courses) may still fulfill perspective or graduation skills requirements.

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 specifically in 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 (no less than 7 of the last 9 credits) must be completed at Augsburg or within an approved ACTC

exchange program. No less than a total of 9 credits are to be taken at Augsburg College. Contact the Registrar if an official interpretation is needed.

Note: Students completing under Distribution Curriculum Requirements, go to page 64. A definition of students who fall under the Distribution Curriculum or prior catalog requirements is on page 64.

■ SKILLS COMPONENT

Entry Level Skills Requirements

The entry level skills tests are inventory assessments in:

- Reading
- Writing
- Critical thinking
- Word processing
- Mathematics

Placement in writing courses, math courses and critical thinking courses is determined by the assessments. (See page 68.)

Freshmen (all students entering Augsburg with fewer than seven college credit courses) and Sophomore Transfer Students:

- Take entry level skills assessments 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 ENG 101 Developmental Writing before ENG 111 Effective Writing. Fresh-

men should complete the writing requirement before the beginning of their Sophomore year.

• 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.

• Freshman and Sophomore transfer students will be required to satisfy all the graduation skill course requirements.

Junior and Senior Transfer Students

• Transfer students who enter as juniors and seniors in 1993-'94 or after are exempt from word processing, reading, critical thinking and quantitative assessments.

• Those who have not taken the ENG 111 Effective Writing course must take the entry level test in writing. If they do not achieve exemption from the writing requirement, they must take ENG 111 Effective Writing at Augsburg.

• Junior and Senior transfers (who enter 1994-'95 or after) are required to satisfy all the graduation skill course requirements, except that only the writing component course within the major is required.

Math Requirement

In order to graduate, students must take the Math Placement exam and achieve a score placing them in Group III (college algebra skills).

Students with an acceptable transfer mathematics course will have their placement level determined by the Registrar's Office. Students who have passed the College Board Advanced Placement Exam should consult the

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Mathematics Department. Math placement is indicated on the Evaluation of Transfer Credit form for students who have transfer courses in college-level math.

All students are required to have their Math Placement Group determined. The exam is given during college registration sessions and at other announced times during the year. Students needing to advance their Math Placement Group may take the appropriate MAT course or study on their own and retest. Additional information about the Math Placement Exam is available from the Director of Testing in the Academic Dean's Office.

Please note that all students majoring in Accounting, Business, Economics, Elementary Education, and Management Information Systems *and all students under the current General Education Perspective Curriculum Requirements must attain at least Math Placement Group III*. In addition, many courses have Math Placement Group requirements. In particular, MIS 379, 479; CSC 170, 210; SOC 362; PHY 103; all MAT courses; and all courses with a Graduation Skill Component in Quantitative Reasoning have at least Math Placement Group III as a prerequisite. In addition, MIS 175 and introductory Physics courses have at least Math Placement Group II as a prerequisite. Students should refer to the course descriptions to check the Math Placement Group prerequisites for courses that they are interested in taking.

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 (at least one within the major) 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, 34, or 33 course credit 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:

1. A student will choose a minimum of one course from each required perspective category.
2. No single course can fulfill the requirements in two or more categories.
3. No student will be permitted to count more than three courses from

the same department in meeting perspective requirements.

4. No student may count more than one course from the same department in meeting the requirements of any single perspective emphasis area except:

- Up to three courses in religion may be used to meet the perspective, "The Character and Mission of Augsburg College: The Christian Faith."

- Up to two courses in a year-long sequence (biology, chemistry or physics) may be used to meet the perspective, "The Natural World."

- Up to two courses of the same foreign language may be used to meet part of the perspective, "Intercultural Awareness."

■ THE EIGHT PERSPECTIVE REQUIREMENTS

Christian Faith (CF 1, 2 and 3)

Emphasizes the college's affiliation with the Lutheran Church. Area 1 is biblical studies, Area 2 covers Christian theology and area 3 includes the study of values or religions outside the Christian faith. Three course credits are required to meet this Perspective except for the following:

- Transfer students entering with 14-23 course credits will be required to take two courses in the Christian Faith Perspective while registered at Augsburg.
- Transfer students entering with 24 or more course credits will be required to take one course in the Christian Faith Perspective while registered at Augsburg.

The City (C)

This Perspective emphasizes the College's location in the heart of a metro-

politan area, and its mission of education for service. One course credit or experience is required to meet this Perspective.

Western Heritage (WH 1 and 2)

Reflection on western themes from politics, art, literature and other disciplines that have shaped our own society. Two course credits from different departments are required to meet this Perspective. One course is required to meet this Perspective for transfer students entering with 14 or more course credits.

Human Identity (HI)

An opportunity for self discovery and the study of what it means to be a person. One course credit is required to meet this Perspective.

Aesthetics (A)

Emphasizes creativity, beauty and self-expression, and how these enhance the human experience. One course credit is required to meet this Perspective.

Social World (SW 1 and 2)

The study of social, economic or political systems and how individuals exist within society. One course must focus on current theories and methods of a social science. Two course credits from different departments are required to meet this Perspective. One course is required to meet this Perspective for transfer students entering with 14 or more course credits.

Intercultural Awareness (IA 1)

The study of a specific, non-Western culture and how that culture has shaped the world. One course credit is required to meet this part of the Intercultural Awareness Perspective.

(IA 2 and 3)

Study of a modern language other than the native tongue. Up to two course credits of a beginning language or one at your placement level is required. Students with previous language study should contact an admissions counselor or the Registrar's Office for placement information. Students whose native language is not English should contact their admissions counselor or the Registrar's Office.

Natural World (NW 1 and 2)

The study of the self in relation to the physical world. One course must cover the scientific method through laboratory experience. The other reflects history of science, the difference between science and technology and the importance of symbols. Biology, chemistry, physics and other natural sciences may satisfy this requirement. Two course credits from different departments are required to meet this Perspective unless a two-year sequence is taken. One course is required to meet this Perspective for transfer students entering with 14 or more course credits.

■ THE EIGHT PERSPECTIVES: EXPLANATION

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.

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 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.

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 of and to 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.

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.

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.

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

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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.

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 modern language or American Sign Language for hearing students.

The modern language requirement will be determined by assessing previous experience and subsequent placement:

Modern Language Experience	Course Placement or Requirement
College level — none (0-2 semesters in High School)	111, 112
College level — 111 (3-4 semesters in High School)	112
College level — 112 (4-6 semesters in High School)	211
College level — 211 (7 semesters in High School)	212
College level — 212 (8 or more semesters in High School)	No course required

Students who are required to complete two semesters of modern language must complete the requirement with sequential courses in the same language. Hearing students who have demonstration competence in American Sign Language by passing an approved course sequence will have fulfilled IA-2 and IA-3 Perspectives.

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 development 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.

■ THE EIGHT PERSPECTIVES: RATIONALE

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 General Education 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, mathematics 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.

STUDENTS ENTERING UNDER DISTRIBUTION CURRICULUM

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 provided that they have been away from college for at least one calendar year.

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.

- Transfer students who entered in 1991-1992 as sophomores, juniors or seniors;
- Those entering in 1992-1993 classified as juniors or seniors;
- Those entering in 1993-1994 classified as seniors.

All other students entering Augsburg September, 1991, or later will follow the requirements listed in the section titled "The Augsburg General Education Curriculum" (see page 55).

■ REQUIREMENTS FOR GRADUATION — DISTRIBUTION CURRICULUM

1. Completion of 35 course credits —

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 — 14 (Accounting) for the Bachelor of Arts degree, 17 (Music Education) or 20 (Music Performance) for the Bachelor of Music degree, 15 for the Bachelor of Science (Social Work), and 18 for the Bachelor of

Science (Music Therapy) or Bachelor of Science (Nursing) degree. The course total must include three Interims for students whose complete academic work is at Augsburg. For transfer students, the credit 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 course credits 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 (two in the major plus student teaching) and Nursing (no P/N grading is permitted); one in the minor if approved by the department chairperson.

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 specifically in 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 (no less than 7 of

the last 9 credits) must be completed at Augsburg or within an approved ACTC exchange program. No less than a total of 9 credits are to be taken at Augsburg College. Contact the Registrar if an official interpretation is needed.

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 and periodically throughout the year.

Liberal Arts

An approved course from each of these seven areas:

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

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

Modern Languages

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

EVALUATION AND GRADING

■ EXPLANATION OF GRADES

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.

Pass/No Credit

Students who choose the P/N option are cautioned:

- In order to receive a grade of P, a student must achieve at least a grade of 2.0.
- Some graduate and professional schools do not look favorably on a large number of P-graded courses, or rank each as a "C".

- P-graded courses do not count toward the requirement that 14 traditionally graded course credits be earned at Augsburg in order to be considered for graduation with distinction. Transfer students should be especially aware of this requirement.

- See P/N limitations under Graduation Requirements, pages 55 and 56.

Certain courses have restrictions and are offered on one grading system only (i.e. Lifetime Sports are graded only P/N).

In courses where there is a choice, students will be graded on the traditional system unless they indicate on their registration that they wish to use the P/N grading option. Any changes in choice of grading system must be made according to dates published each term. A fee is charged for any changes after the first five days of classes.

Number 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.

An incomplete grade (I) may be given only in the case of extreme emergency. To receive an incomplete grade, a student must receive permission of the instructor 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. 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.

A course in which a grade of 0, 0.5, 1.0, 1.5, or N has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit and a grade, but may be audited. All courses taken and grades earned each term remain on the academic record. Only the credits and grades earned

the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average.

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 in the Financing Your Education section on page 18. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance and any other requirements. If expectations have been met, the course will be listed on the transcript as having been audited. If expectations have not been met, the course will be listed with a grade of W (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:

$$\text{GPA} = \frac{\text{Total grade points}}{\text{number of courses taken}}.$$

**Courses with 0 to 4 grade assigned*

Classification

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

Academic Information

- Sophomores — Seven courses completed.
- Juniors — 16 courses completed.
- Seniors — 24 courses completed.

International Baccalaureate Program (IB)

Courses earned from the International Baccalaureate Program will be considered by the College for advanced placement and appropriate credit. Departmental guidelines are available at the Registrar's Office.

■ 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 course work in a field of study within the Augsburg liberal arts curriculum and 2) it can be objectively demonstrated either by comprehensive examination or committee evaluation.

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

Advanced Placement Program Test (AP) — 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.

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

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

- There is a departmental instrument available for the subject area in question.
- There is a faculty member designated by the department to administer the exam.
- The Registrar approves the student's request to take the exam. Credit for departmental exams is available on a pass/no credit basis only, and there is a charge per exam of \$485.00 for a full course credit.

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

Students may apply for the credit assessment process after completing at least four 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 course credits applied to graduation. These credits will be recorded with the course number of

CAP 2xx. Application of this credit toward distribution requirements, Upper Division, 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 eight courses (about one-fourth of a baccalaureate degree) on transcript credit that is obtained through previous experiential learning. In compiling the eight courses of credit for previous experiential learning, the student may use any combination of the four assessment processes available in the APL program: AP exams, CLEP exams, departmental comprehensive 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, ENG 101 Developmental Writing or ENG 111 Effective Writing will be determined by their scores on the Michigan test (80-100 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

Academic Information

whether additional ESL course work is required. Usually a score of 80 to 100 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 toward the degree 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 modern 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 24 courses with a cumulative GPA of 1.9 or higher

Senior — A student who has taken 24 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, compiled after each semester, lists students whose grade point average for a semester is 3.5 or

better. Students must be full-time students (a minimum equivalent of three full course credits for a weekday schedule student or two equivalent full course credits for a Weekend College student), graded on the traditional grading system, with no incompletes in courses offered for credit. If permission is given by the student, 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 course credits) 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. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received.

■ FOUR YEAR ASSURANCE PROGRAM

This program applies to students who enter the Day School schedule as full-time freshmen in the fall of 1994 and thereafter. New freshmen are assured that they will be able to graduate in four years — if they maintain continuous full-time enrollment for four years, maintain a 2.0 GPA and follow advising guidelines — or they will receive the needed remaining courses free of additional tuition. A few professional majors are excluded from this program. Contact the Academic Advising Center in Memorial Hall for details.

Departments and Programs



Course Descriptions with Major and Minor Requirements - 74

Department majors and programs are listed alphabetically.

Also see index.

COURSE DESCRIPTIONS WITH MAJOR AND MINOR REQUIREMENTS

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 unless otherwise indicated. The Schedule of Classes published by the Associated Colleges of the Twin Cities (ACTC) 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 Education-Leadership 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. Unless noted, all courses are one course credit. 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 the academic adviser.

ACCOUNTING

See listing under Business Administration, Accounting and Management Information Systems.

AMERICAN INDIAN STUDIES

See listing under Interdisciplinary Studies.

ART DEPARTMENT – ART

Art is important as a field of study for our time. 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, such as teaching in public schools and colleges, ceramics, interior design, photography, film and video work, painting, gallery and museum work and design. Augsburg Art Department graduates have worked in many of these fields.

Art Faculty

Kristin Anderson (Chair), Lynn Bollman, Robert Friederichsen, Norman Holen, Philip Thompson

DEGREE AND MAJOR REQUIREMENTS

Studio Art Major

Majors are required to begin their programs with the Studio Arts Foundations:

ART 102 Design

ART 107 Drawing

One course in two dimensional art from:

ART 118 Painting I

or ART 223 Printmaking I

or ART 225 Communication Design I

or ART 360 Watercolor Painting

One course in three-dimensional art from:

ART 221 Sculpture I

or ART 250 Ceramics I

Five additional studio arts courses

ART 240 Art History Survey

And two additional art history courses

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Art History Major

Eight art history courses including:

ART 240 Art History Survey

ART 388 19th and 20th Century Art

Two studio courses from:

ART 102 Design

or ART 107 Drawing

ART 118 Painting

or ART 221 Sculpture

Honors Majors

GPA of 3.5 in the major, general growth and development and/or special projects such as senior exhibition and research. Application should be made to the Department Chair before the last term of the senior year.

Studio Art Minor

Five courses including ART 240, ART 107 and three additional studio courses.

Art History Minor

Five art history courses including ART 240.

Certificate in Art

Eight art courses, including at least one in art history. Up to four courses may be taken in one studio area or in art history.

ART COURSES

STUDIO ART FOUNDATIONS

Note: All studio courses require work outside of class sessions.

ART 102

Design

A study of design as the unifying foundation for the visual arts. Two- and three-dimensional projects demonstrating the use of the basic design elements and principles.

ART 107

Drawing

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

■ STUDIO ART**ART 100, 300 Special Topics**

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

ART 106 Calligraphy

Introduction and practice of calligraphic writing and designing with emphasis on the broad-edged pen.

ART 118 Painting I

Introduction to painting media and technique in acrylic and oil.

ART 132 Photography

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

ART 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 consider art as a major and/or explore career alternatives. Students must consult with the Department and Internship Office before registering for academic credit.

ART 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.

ART 223 Print Making I

An introduction to traditional and experimental media and methods of printing. Intaglio, relief, stencil and mono methods are explored.

ART 225 Communication Design I

An introduction to the principles and techniques of graphic design. Students will develop visual communication skills working with typography, symbols, logos and illustration.

ART 250 Ceramics I

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

ART 290 Tribal Arts and Culture

The rich heritage of indigenous cultures is explored through the visual arts, particularly within the United States. Other content includes poetry, dance, mythology, ritual, religion and drama of many American Indian tribes. Students will produce various art projects in weaving, basket-making, pottery, jewelry, sculpture or prints.

ART 299 Directed Study

Independent Study for Lower Division credit.

- ART 306 Calligraphy II**
Advanced work in calligraphic media and design.
- ART 330 Communication Design II**
An advanced study of graphic design using various techniques and tools, including the computer, to create visual communications for the print medium. (Prereq.: ART 225. Spring)
- ART 351 Ceramics II**
Advanced work in ceramics with an emphasis on throwing or handbuilding and a continuation of glazing. (Prereq.: ART 250)
- ART 355 Painting II**
Advanced study of painting. (Prereq.: ART 118)
- ART 360 Watercolor Painting**
Design concepts using descriptive and experimental techniques in transparent watercolor.
- ART 368 Print Making II**
Advanced work with color and composition in various media, including silk-screen, etching and woodcut, including Japanese woodcut technique. (Prereq.: ART 223)
- ART 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 art to the opportunities found in the placement. Students must consult with the Department and Internship Office before registering for academic credit.
- ART 478 Sculpture II**
Advanced work in sculpture. Choice of media: clay, welded steel and bronze, plaster and plexiglass. (Prereq.: ART 221)
- ART 499 Independent Study**
Advanced study in area of the student's choice, intended for senior art majors.

■ ART HISTORY

- ART 240 Art History Survey**
A survey of art of the Western world from prehistoric to modern times. Includes reading, research, viewing of slides and visits to museums.

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

- ART 352 Women and Art**
A study of the creative role of women in the visual arts, including the fine arts, the "traditional" arts and the work of Native American women.

- ART 382** **Scandinavian Arts**
The visual arts in Scandinavia from the Stone Age to the present, including architecture, folk arts, painting, sculpture and design.
- ART 385** **Prehistoric and Ancient Art**
The art of the Ice Age through the Roman period to the 4th century A.D.
- ART 386** **Medieval Art**
Early Christian through late Gothic and proto-Renaissance painting, sculpture and architecture in Europe.
- ART 387** **Renaissance and Baroque Art**
European painting, sculpture and architecture, from the 14th through the 18th centuries.
- ART 388** **19th and 20th Century Art**
European painting, sculpture and architecture from Neoclassicism through the present.
- ART 389** **American Art**
A study of early colonial through contemporary American art, architecture and folk arts.

ASIAN STUDIES

See listing under East and Southeast Asian Studies.

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 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

Esther McLaughlin (Chair), Mary K. Chelberg, Robert Herforth, Dale Pederson, Ralph Sulerud

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses including:

BIO 113 General Biology
 BIO 114 General Biology
 BIO 201 Introductory Cellular Biology
 and at least one from each of the five following groups:

A. Molecular and Cellular:

BIO 367 Biochemistry
 BIO 471 Advanced Cellular and Molecular Biology

B. Cellular to Organismal:

BIO 355 Genetics
 BIO 474 Developmental Biology

C. Organismic/Animals:

BIO 351 Invertebrate Zoology
 BIO 353 Comparative Vertebrate Zoology
 BIO 473 Animal Physiology

D. Organismic/Plants:

BIO 361 Plant Biology
 BIO 440 Plant Physiology

E. Environmental:
 BIO 476 Microbiology
 BIO 481 Ecology

The ninth course may be BIO 203 Principles of Nutrition or any Upper Division biology course, including an Interim course.

BIO 491 Seminar (non-credit) is required of all juniors and seniors.

Required Supporting Courses

CHM 105 Principles of Chemistry
 or CHM 115 General Chemistry
 CHM 106 Principles of Chemistry
 or CHM 116 General Chemistry
 CHM 223 Elementary Organic Chemistry
 PHY 116 Introduction to Physics
 Math Placement Group IV

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 BIO 113, 114 and three Upper Division courses; CHM 115, 116 (or CHM 105, 106).

OTHER REQUIREMENTS

Graduate and Professional Training

Students who intend to enter graduate school or professions such as medicine, dentistry or veterinary medicine should consult with the Biology Department as schools vary in their admission requirements. These may include CHM 351/352 instead of CHM 223, PHY 121/122 instead of PHY 116, and MAT 145/146 or one year of calculus.

Training as a physician's assistant, physical therapist or occupational therapist requires specific coursework which should be discussed with a member of the Biology Department.

Cooperative Education

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. Students interested should consult with the Biology Department Cooperative Education Coordinator.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

BIOLOGY COURSES

- BIO 101 Human Biology**
Basic biological concepts from an anthropocentric point of view: what makes a human just another member of the biotic fold? Do humans have a niche in the ecosystem? What influence do humans have on the environment? What influence does the environment, especially the urban environment, have on humans? (Three hours lecture. A student may not receive credit for both BIO 101 and 103. Does not apply to the major or minor. Fall)
- BIO 102 The Biological World**
The basic concepts of biology pertaining to both plants and animals are emphasized. The nature of science and the approach used by scientists to gather and analyze data and propose and test theories are considered. (Three hours lecture, three hours laboratory. Does not apply to the major or minor. Fall)
- BIO 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 BIO 101 and 103. Does not apply to the major or minor. Fall)
- BIO 105 Biology and Society**
A consideration of the biological basis of some of the problems facing society, such as toxic pollutants in air, water and soil, genetic engineering, AIDS, genetic diseases and counseling, extinction, wilderness ethics, global warming, cancer, hunger, drugs, biodiversity. (Three hours lecture. Does not apply to the major or minor. Spring)
- BIO 113, 114 General Biology**
A comprehensive introduction to biological science for biology and other science majors. The course includes an introduction to 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. Fall: 113; Spring: 114)
- BIO 199 Internship**
A work-based experience in which a student, faculty member and site supervisor design a learning agreement which enables the student to consider biology as a major and/or explore career alternatives. Students must consult with the Department and Internship Office before registering. (Prereq.: BIO 114)
- BIO 201 Introductory Cellular Biology**
An introduction to function and structure in the basic unit of life, the cell. A variety of methods are employed, including microscopy, cell culture and various separation and analytical techniques. (Three hours lecture, four hours laboratory. Prereq.: BIO 114. Spring)

- BIO 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.: BIO 114. Spring)
- BIO 299 Directed Study**
Independent Study for Lower Division credit.
- BIO 351 Invertebrate Zoology**
A study of the invertebrate groups stressing classification, morphology, behavior, life history and phylogeny. (Three hours lecture, four hours laboratory. Prereq.: BIO 114. Fall: alternate years)
- BIO 353 Comparative Vertebrate Zoology**
A comparative study dealing with the classification, organ system structure and function, and evolution of the vertebrates. (Three hours lecture, four hours laboratory. Prereq.: BIO 114. Spring)
- BIO 355 Genetics**
The principles of heredity with emphasis on recent advances in human genetics. Laboratory work stresses *Drosophila* genetics. (Three hours lecture, four hours laboratory. Prereq.: BIO 201. Fall)
- BIO 361 Plant Biology**
A survey of the major groups of algae, fungi and plants, including the study of structure, physiology, life histories and phylogeny. (Three hours lecture, four hours laboratory. Prereq.: BIO 114. Spring)
- BIO 367 Biochemistry**
An introductory consideration of proteins, carbohydrates, lipids and nucleic acids including intermediate metabolism. (Three hours lecture. Prereq.: BIO 201, CHM 223 or 352 or consent of instructor. Fall)
- BIO 399 Internship**
A work-based experience in which a student, faculty member and site supervisor design a learning agreement which links the ideas and methods of biology to the opportunities found in the placement. Students must consult with the Department and Internship office before registering. (Prereq.: BIO 201)
- BIO 440 Plant Physiology**
A consideration of the process involved in photosynthesis, respiration, growth, development and water relationships in plants including the relationships of these processes to structure and life histories. (Three hours lecture, four hours laboratory. Prereq.: BIO 201 and CHM 223 or 352. Fall: alternate years)
- BIO 471 Advanced Cellular and Molecular Biology**
An examination of the molecular organization of the cell, including the nature and function of organelles, chemical communication, growth and division, cytoskeleton and motility, the cell surface and gene expression.

(Three hours lecture, four hours laboratory. Prereq.: BIO 201 and CHM 223 or 352. Spring)

BIO 473**Animal Physiology**

A study of animal function with emphasis on the vertebrates. Topics include digestion, respiration, circulation, excretion, movement and sensory perception as well as the neural and hormonal control of these functions. (Three hours lecture, four hours laboratory. Prereq.: BIO 201; CHM 106 or 116; PHY 116 or 122, or consent of instructor. Fall)

BIO 474**Developmental Biology**

A consideration of the physiological and morphological changes which occur during development, with emphasis on the vertebrate animals. Experimental and descriptive studies are included in the laboratory. Embryonic development, malignancy, aging and regeneration are discussed. (Three hours lecture, four hours laboratory. Prereq.: BIO 201. Spring)

BIO 476**Microbiology**

An introduction to the study of microorganisms with emphasis on bacteria and viruses. Environmental, industrial and medical issues are discussed, with particular attention paid to human pathogens. (Three hours lecture, four hour laboratory. Prereq.: BIO 201. Fall)

BIO 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.: BIO 114. Spring)

BIO 491**Seminar (.0 course)**

A weekly meeting of biology majors. Active participation by juniors and seniors is required, including an oral presentation by seniors. Guest speakers are often invited. A noncredit requirement for the major. (Spring)

BIO 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.: BIO 201 and previous arrangement with instructor.)

DEPARTMENT OF BUSINESS ADMINISTRATION, ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS — BUS, ACC, MIS

Our mission is to prepare students for professional careers in business or for graduate studies. This preparation involves a curriculum which stresses analysis and communication, emphasizes both theory and practice, and is shaped by the needs of the business community. The Department fosters close ties with the corporate community which provide a wealth of practical expertise, a variety of internship opportunities and future job prospects.

The faculty believe they can best serve both the student and the community by providing an education that is technically competent, ethically based and socially aware.

Faculty

Amin Kader (Chair, Accounting and International Business Coordinator), John C. Cerrito (Management Coordinator), Fekri Meziou (Marketing Coordinator), Milo Schield (MIS Coordinator), Thomas Morgan (Finance Coordinator), Diane F. Busico, Steven J. LaFave, Lori L. Lohman, Magdalena M. Paleczny-Zapp, Kathy Schwalbe and Stuart M. Stoller.

GENERAL REQUIREMENTS

Majors

The Department of Business, Accounting and MIS offers four majors: Business Administration (BUS), Accounting (ACC), Management Information Systems (MIS), and a combined major in Business and Economics.

Specializations

Within the Business Administration major there are four specializations: Marketing, Management, Finance and International Business. Within the Accounting major there are three specializations: General Accounting, Public Accounting and Managerial Accounting.

Graduation Requirements

To graduate without intentionally taking courses in excess of the minimal number required (see page 55), students must avoid taking too many electives or exceeding the 13-course limit per academic department. Courses designated as ACC, BUS and MIS are considered as being in the same academic department. Taking extra electives, or choosing a particular combination of major and minor may require students to complete more than the minimum number of credits required for graduation.

Transfer Students

Transfer students must complete at least four of the Upper Division courses required in the major at Augsburg or obtain an exemption from the Department.

Advising

Students who plan to major in Business, Accounting or MIS are strongly encouraged to select a departmental adviser who teaches in their major. This should be done by the end of the sophomore year at the latest. In addition to advising, departmental faculty can counsel majors on their careers, assist majors in obtaining internships or jobs, and provide letters of

recommendation for prospective employers or graduate programs.

Internships

Students are strongly encouraged to work with the Cooperative Education and Department faculty to obtain an Internship (BUS/ACC/MIS 399) during their junior or

senior year. Although an Internship may count against the 13-course limit, students may petition for an exception. An Internship may satisfy the perspective on the City. Internships can provide students with experience that may be valuable in competing for jobs after graduation. Consult your adviser on this matter.

BUSINESS ADMINISTRATION – BUS

The major in Business Administration prepares students for professional careers in business administration or for graduate studies. The four specializations within this major share a common business core. This common core provides students with a broad foundation so they can readily adapt to internal changes in interests and goals and to external changes in circumstances and opportunities.

DEGREE AND MAJOR REQUIREMENTS

Business Core

10 courses including:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- MIS 175 Principles of Computing for Business
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- BUS 242 Principles of Management
- BUS 252 Principles of Marketing
- MIS 379 Quantitative Methods for Business and Economics
- BUS 301 Business Law
- BUS 331 Financial Management

Specialization in Marketing

Business core plus 3 courses:

- BUS 352 Marketing Research and Analysis
- BUS 355 Marketing Communications or BUS 357 Advertising
- BUS 450 Marketing Management

Specialization in Management

Business core plus 4 courses:

- BUS 340 Human Resource Management
- BUS 440 Operations Management
- BUS 465 International Management
- MIS 376 Project Management or ECO 318 Management Science

Specialization in Finance

Business core plus 4 courses:

- ACC 322 Accounting Theory and Practice I
- BUS 433 Financial Theory: Policy and Practice
- BUS 438 Investment Theory and one of the following:
- ECO 311 Public Finance
- ECO 312 Intermediate Macroeconomics
- ECO 313 Intermediate Microeconomics
- ECO 315 Money and Banking
- MIS 479 Intermediate Quantitative Methods for Business and Economics

Specialization in International Business

Business core plus 4 courses:

BUS 362 International Business
 BUS 465 International Management
 BUS 466 International Marketing
 and one additional Upper Division course
 in either International Business or
 International Economics.

Students must also complete three semesters of a foreign language (or equivalent). The language requirement may be waived for international students. Contact the International Business Coordinator for details on language equivalents or other configurations.

Combined Major in Business Administration and Economics

11 courses including:

ECO 112 Principles of Macroeconomics
 ECO 113 Principles of Microeconomics
 ECO 312 Intermediate Macroeconomics
 ECO 313 Intermediate Microeconomics
 and one other Upper Division Economics
 course

ACC 221 Principles of Accounting I
 ACC 222 Principles of Accounting II
 BUS 242 Principles of Management
 BUS 252 Principles of Marketing
 MIS 379 Quantitative Methods for
 Business and Economics

or BUS 331 Financial Management
 and one other Upper Division Business
 Administration, Accounting or MIS course

Honors Major

GPA of 3.5 in the major and 3.1 overall;
 a senior thesis and comprehensive oral
 exam in the major field of concentration.
 Interested juniors or seniors should contact
 the Department Chair.

Minor in Business Administration

Six courses including:

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

This minor is automatically completed
 while completing a major in Accounting or
 MIS.

Minor in International Business

Six courses including:

ECO 112 or ECO 113, ACC 221, BUS 242 or
 BUS 252, and three Upper Division courses
 in International Business (or one Upper
 Division course in International Economics
 and two Upper Division courses in
 International Business).

Students should consult the area
 coordinator concerning acceptable alterna-
 tives in International Economics.

BUSINESS ADMINISTRATION COURSES**BUS 199****Internship**

Lower Division Internship

BUS 242**Principles of Management**

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

Business Administration

- BUS 252 Principles of Marketing**
Principles of basic policy and strategy issues in marketing. Legal, ethical, competitive, behavioral, economic and technological factors as they affect product, promotion, marketing channel and pricing decisions.
- BUS 295 Topics**
Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of business administration. (Prereq.: consent of instructor)
- BUS 299 Directed Study**
Independent Study for Lower Division credit
- BUS 301 Business Law**
Legal rules relating to contracts, agency, negotiable instruments, property and business organizations under the Uniform Commercial Code.
- BUS 302 Business Ethics**
Examines individual choices in business using various ethical standards. Reviews critical thinking skills in relation to moral reasoning. Analyzes and evaluates various business practices and policies. Emphasizes conceptual precision in thinking, writing and speaking. (Prereq.: BUS 301 or PHI 120 or PHI 125, or Junior/Senior standing)
- BUS 331 Financial Management**
Theory of acquisition, allocation and management of funds within the firm. Sources and uses of long- and short-term funds, cost of capital, capital budgeting, leverage, dividend policy and related topics. (Prereq.: ECO 113, ACC 222)
- BUS 340 Human Resource Management**
Personnel function in business, acquisition and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: BUS 242)
- BUS 352 Marketing Research and Analysis**
Research process as an aid to decision-making in marketing management; research methodology; marketing research results; evaluation of the effectiveness of research in marketing. (Prereq.: BUS 252, 379, ECO 113, or consent of instructor)
- BUS 355 Marketing Communications**
Integration of advertising, public relations, sales promotion and personal selling into a coherent promotion mix. Emphasis is placed on the design and evaluation of marketing communications programs. (Prereq.: BUS 252) Note: Either 355 or 357 can be taken for graduation credit but not both.
- BUS 357 Advertising**
An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. Note: Either 355 or 357 can be taken for graduation credit, but not both.

BUS 362**International Business**

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

BUS 364**Contemporary East-West Relations**

An analysis of the conditions and motivations for East-West trade, economic and industrial cooperation. The commercial policies will be explained, including the changes in the organization of foreign trade in the organization of foreign trade in Eastern Europe and Russia. The effects of GATT, the World Bank, IMF, and EEC on East-West relations will be examined. (Prereq.: ECO 112 or 113)

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

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

BUS 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)

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

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

BUS 438**Investment Theory**

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

BUS 439**Risk Management and Insurance**

Analyzes exposure to accidental loss — its identification, measurement and evaluation. Reviews techniques for loss prevention and control. Surveys primary types of insurance. (Prereq.: BUS 331 and MIS 379)

BUS 440**Operations Management**

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

- BUS 450 Marketing Management**
Integration of marketing with other business functions; marketing management and decision-making, planning marketing programs, channels of distribution, pricing, product selling promotion policies. (Prereq.: BUS 352 and either BUS 355 or 357)
- BUS 465 International Management**
To provide the student with a private sector manager's perspective on the influence of national and international institutions on the multinational corporation and on the strategies, structures, practices and effects of the national corporation in the world today. (Prereq.: BUS 242. BUS 362 is recommended)
- BUS 466 International Marketing**
This course examines those issues and activities unique to marketing in an international setting. Emphasis is also placed on adaptation of a marketing mix according to the international marketing environment. (Prereq.: BUS 252, 362)
- BUS 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)
- BUS 499 Independent Study**
The student may earn Independent Study credits through individually supervised projects designed to afford him/her the opportunity to analyze some topic or issue in depth. (Prereq.: consent of instructor)

The major in accounting prepares students for professional careers in a wide variety of accounting-related positions. This major has two tracks: General Accounting and Professional Accounting. The General Accounting specialization is adequate for a wide variety of positions. The Professional Accounting track includes two specializations: public accounting and managerial accounting. The public accounting specialization is recommended for positions with CPA firms. The managerial accounting specialization is recommended for positions with large or rapidly-growing companies.

The two professional specializations relate to two professional designations: the CPA and the CMA. A Certified Public Accountant (CPA) focuses on external reporting; a Certified Management Accountant (CMA) focuses on internal reporting. The public accounting specialization includes the materials emphasized on the CPA exam; the managerial specialization includes the materials emphasized on the CMA exam. Both the CPA and CMA designation have an experience requirement in addition to passing the national exam. Under the rules of the Minnesota State Board of Accountancy, Accounting majors in the Public Accounting specialization are qualified to sit for the CPA examination during their last semester.

DEGREE AND MAJOR REQUIREMENTS

Accounting Core

14 courses including:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- MIS 175 Principles of Computing
for Business
- BUS 242 Principles of Management
- BUS 252 Principles of Marketing

- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- MIS 379 Quantitative Methods for
Business and Economics
- BUS 301 Business Law
- BUS 331 Financial Management
- ACC 322 Accounting Theory and
Practice I
- ACC 323 Accounting Theory and
Practice II
- ACC 324 Managerial Cost Accounting
- ACC 425 Advanced Accounting

(It is recommended that students take the courses in the sequence given above.)

Specialization in General Accounting

No additional courses required.

Specialization in Public Accounting

Accounting Core (14 courses) plus ACC 326 Tax Accounting and 423 Auditing.

Specialization in Managerial Accounting

Accounting Core (14 courses) plus ACC 424 Internal and Operational Audit and MIS 375 Management Information Systems in the Organization.

Honors Major

GPA of 3.5 in the major and 3.1 overall; a senior thesis and comprehensive oral exam in the major field of concentration. Interested juniors or seniors should contact the Department Chair.

Minor in Accounting

Six courses including:

- ACC 221, 222, BUS 331 or ACC 324, ACC 322, 323
- and one of the following: MIS 175, 379, ECO 112 or 113.

This minor is recommended for majors in MIS and Finance.

ACCOUNTING COURSES

- ACC 199 Internship**
Lower Division Internship
- ACC 221 Principles of Accounting I**
Introduction to business activities, basic concepts and fundamentals of accounting, the accounting cycle and preparation of financial statements.
- ACC 222 Principles of Accounting II**
A continuation of 221. Introduction to business activities, accounting for corporations. Basic concepts and fundamentals of managerial accounting, planning and controlling processes, decision-making and behavioral considerations. (Prereq.: ACC 221)
- ACC 295 Topics**
Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of business administration. (Prereq.: consent of instructor)
- ACC 322 Accounting Theory and Practice I**
An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements and other relevant issues as applied to assets. (Prereq.: ACC 222)
- ACC 323 Accounting Theory and Practice II**
A continuation of 322. An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements and other relevant issues as applied to liabilities and stockholders' equity. (Prereq.: ACC 322)
- ACC 324 Managerial Cost Accounting**
Accounting tools for heavy manufacturing systems as well as for managerial decision making. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: ACC 221, 222, BUS 242, 252, MIS 379, or consent of instructor)
- ACC 326 Tax Accounting**
The more common and important provisions of planning and compliance for income taxes. (Prereq.: ACC 221, BUS 331, ECO 112, 113, or consent of instructor)
- ACC 399 Internship Program**
A student may receive course credits through an internship program which is applicable to graduation but not to the major. This program will afford the student the opportunity to spend one full term working with some organization. In addition, the student will write a report on his/her activities. (Prereq.: consent of instructor)

ACC 423**Auditing**

Internal and external auditing procedures. Emphasis on the CPA's role to form the basis of opinion on a set of financial statements. (Prereq.: ACC 323)

ACC 424**Internal and Operational Audit**

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

ACC 425**Advanced Accounting**

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

ACC 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)

ACC 499**Independent Study**

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

The major in Management Information Systems prepares students for professional careers in information systems. MIS studies information systems as both a resource and a tool for decision-making. Students learn to analyze and evaluate existing systems and to design and program new systems. MIS is an extensive major (16 courses) and includes courses from Computer Science, Mathematics, Economics, Business and Accounting, as well as from MIS.

DEGREE AND MAJOR REQUIREMENTS

Management Information Systems Major

16 courses including:

A. Six courses in Economics, Business and Accounting:

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

B. Three courses in Mathematics and Computer Science:

- CSC 170 Structured Programming
- MAT 121 Finite Mathematics
or MAT 171 Discrete Mathematics

and one of the following:

- CSC 210 Data Structures
- CSC 270 FORTRAN
- CSC 271 COBOL
- CSC 272 UNIX and C

C. Seven courses in MIS:

- MIS 175 Principles of Computing for Business
or CSC 160 Introduction to Computing and Communications
- MIS 370 Advanced Computing for

- Business, Accounting, Economics and MIS
or CSC 352 Data Base Management and Design
- MIS 375 Management Information Systems in the Organization
- MIS 379 Quantitative Methods for Business and Economics
- MIS 475 Systems Analysis and Design
- MIS 476 Information Systems Projects and one of the following;
- MIS 376 Project Management
- MIS 479 Advanced Quantitative Methods for Business and Economics
- ECO 318 Management Science
- CSC 340 Introduction to Networking and Communications

Honors Major

GPA of 3.5 in the major and 3.1 overall; a senior thesis and comprehensive oral exam in the major field of concentration. Interested juniors or seniors should contact the Department Chair.

Minor in MIS

Seven courses including:
MIS 175 or CSC 160, ACC 221, BUS 242 or BUS 252, MIS 370 or CSC 352, MIS 375, ECO 113 and one of the following: MIS 376, 475, 479 or ECO 318

Mathematics Placement Group (MPG) Requirements

MIS 175, 370, 379, 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 379, they all must have at least MPG III.

MIS COURSES

- MIS 175 Principles of Computing for Business**
An introduction to microcomputer-based information systems. Introduction to business applications, operating systems, computer hardware and languages. Strong emphasis on spreadsheets (basic commands, functions, graphics and database.) Lesser emphasis on database. Emphasis on concepts and relation to business. (To test out of MIS 175, pass either a comprehensive exam or MIS 370.) (Prereq.: MPG II or a Pass in MAT 103.)
- MIS 199 Internship**
Lower Division Internship (see MIS 399).
- MIS 295 Topics**
Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the area of Management Information Systems.
- MIS 299 Directed Study**
Independent study for Lower Division credit (see MIS 499).
- MIS 370 Advanced Computing for Business**
An investigation of programmable systems using personal computers. Examine basic algorithms and associated flow charts. Apply these concepts by programming various applications (spreadsheets, word processing and database) and application-oriented languages such as Visual Basic. (Prereq.: MPG III or a Pass in MAT 105. Also, MIS 175 or CSC 170, or, with permission of instructor, extensive experience with spreadsheets and personal computers. Fall)
- MIS 375 Management Information Systems in the Organization**
Use of a systems approach in analyzing the role of information systems in organizations. Analyze various kinds of information systems in terms of their computer components and their benefits to staff and management. Introduction to a CASE tool such as Excelerator. (Prereq.: ACC 221, BUS 242 or 252, and one computer course such as MIS 175, 370, CSC 160 or 170. Recommended: ECO 113, ACC 221, BUS 242, MIS 379, BUS 331. Spring)
- MIS 376 Project Management**
Develops project management skills needed to define, plan, lead, monitor, and complete projects. Combines theories, techniques, group activities, and computer tools such as Microsoft Project. Emphasizes technical and communications skills needed to manage inevitable changes and problems associated with project management. (Prereq.: ACC 221, BUS 242, MIS 175 or 370.)
- MIS 379 Quantitative Methods for Business and Economics**
An introduction to quantitative reasoning to assist students in reading and interpreting data. Topics include descriptive measures, probability, sampling distributions, estimation and hypothesis testing. Emphasis on their use in applied problems in business and economics. Computer

software may be used to analyze survey data. (Prereq.: MIS 175 and either Math Placement Group III or a grade of at least 2.0 in MAT 104)

MIS 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)

MIS 475 Systems Analysis and Design

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

MIS 476 Information Systems Projects

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

MIS 479 Intermediate Quantitative Methods for Business and Economics

Utilize computer packages relevant to statistical analysis. Areas of interest include statistical descriptions, analysis of variance and statistical inference plus linear models, queuing models and Monte Carlo simulations. (Prereq.: MIS 379. Fall)

MIS 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)

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, and 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.

- 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 (Chair), Arlin E. Gyberg, Joan C. Kunz, Sandra L. Olmsted

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Graduation Major in Chemistry

CHM 105, 106 Principles of Chemistry
or CHM 115, 116 General Chemistry

CHM 351 Organic Chemistry
CHM 352 Organic Chemistry
CHM 353 Quantitative Analytical
Chemistry

CHM 361 Physical Chemistry
CHM 363 Physical Chemistry Laboratory
CHM 491 Chemistry Seminar
and one additional course from:
CHM 364 Physical Chemistry
CHM 464 Advanced Organic Chemistry

CHM 481 Advanced Analytical Chemistry
 CHM 482 Advanced Inorganic Chemistry
 CHM 483 Quantum Chemistry
 BIO 367 Biochemistry

Also required:

PHY 121, 122 General Physics I, II
 MAT 145, 146 AUGMENT Mathematics
 I & II
 or one year of calculus

Because Upper Division courses have mathematics and physics prerequisites, students should plan to take MAT 145, 146 in the freshman year and PHY 121, 122 in the sophomore year.

Teaching Licensure in Physical Science

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

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

American Chemical Society Approved Major

12 courses including:

CHM 105, 106 Principles of Chemistry
 or CHM 115, 116 General Chemistry

CHM 351, 352 Organic Chemistry
 CHM 353 Quantitative Analytical
 Chemistry

CHM 361, 363 Physical Chemistry and
 Laboratory

CHM 364, 365 Physical Chemistry and
 Laboratory

CHM 464 Advanced Organic Chemistry

CHM 481 Advanced Analytical Chemistry

CHM 482 Advanced Inorganic Chemistry

CHM 483 Quantum Chemistry

CHM 491 Chemistry Seminar

MAT 145, 146 AUGMENT Mathematics
 I & II

or one year of calculus

MAT 245 Mathematical Structures and
 Reasoning I

or approved math course

PHY 121, 122 General Physics I, II
 (should be taken in sophomore
 year)

Recommended: Modern Physics, additional mathematics, research experience, reading ability in German and computer proficiency.

Honors Major

Full ACS major; GPA 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:

CHM 105, 106 or CHM 115, 116, CHM 353, and two other Chemistry courses from: CHM 223, CHM 351, 352, CHM 361, or BIO 367

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

CHEMISTRY COURSES

- CHM 105 Principles of Chemistry**
Topics in this course include an introduction to matter, chemical change, chemical reactions, chemical bonding, energetics and equilibrium. The sequence, CHM 105, 106, is designed for students who have not studied chemistry in high school or who are less confident about their background in chemistry. Students may go into CHM 351 or 353 from CHM 106 and major in chemistry. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG II. Fall)
- CHM 106 Principles of Chemistry**
CHM 106 is a continuation of CHM 105 with more emphasis upon equilibrium and the chemistry of the elements. (Three one-hour lectures, one three-hour laboratory. Prereq.: CHM 105, MPG III. Spring)
- CHM 115 General Chemistry**
An intensive course for pre-medical students and future chemists. Includes chemical equations and calculations, energetics, and bonding theory with examples from inorganic chemistry. (Three one-hour lectures, one three-hour laboratory. Prereq.: high school chemistry, MPG III. Fall)
- CHM 116 General Chemistry**
A continuation of Chemistry 115. Emphasis on equilibrium and solution chemistry including kinetics and electrochemistry. (Three one-hour lectures, one three-hour laboratory. Prereq.: 115. Spring)
- CHM 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 must consult with the departmental Internship Coordinator and the Internship Office regarding requirements and permission to register.
- CHM 223 Elementary Organic Chemistry**
This one-semester course is designed for students whose professional goals require a survey of organic chemistry. 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 CHM 351, 352 is taken, nor does it fulfill the prerequisite requirement for CHM 352, nor does it meet Biochemistry requirements for other programs. (Prereq.: CHM 106 or 116. Three one-hour lectures, one three-hour laboratory. Spring)
- CHM 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.

CHM 351, 352 Organic Chemistry

Important classes of organic compounds with special emphasis on mechanisms and multi-step synthesis. Descriptive material is correlated by means of modern theories of chemical bonds, energy relations and reaction mechanism. (Three one-hour lectures, one four-hour laboratory. Prereq.: CHM 106 or 116. Fall: CHM 351; Spring: CHM 352)

CHM 353 Quantitative Analytical Chemistry

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

CHM 361 Physical Chemistry

The basic theoretical concepts of chemistry; thermodynamics, kinetics and quantum chemistry. (Three one-hour lectures. Prereq.: CHM 106 or 116; MAT 145, 146; PHY 121, 122. Fall)

CHM 363 Physical Chemistry Laboratory (.5 course)

Physical Chemistry Laboratory introduces students to techniques of data collection and experimental application of concepts presented in Physical Chemistry lecture. CHM 363 is to be taken in the fall and involves experiments related to CHM 361. (One four-and-one-half hour laboratory. Prereq.: CHM 361 or concurrent registration.)

CHM 364 Physical Chemistry

Applications of concepts studied in CHM 361 to areas of solutions, phase equilibria, electrolytes, molecular structure and electrochemistry. (Three one-hour lectures. Prereq.: CHM 361. Spring)

CHM 365 Physical Chemistry Laboratory (.5 course)

CHM 365 is to be taken the second semester and involves experiments relating to CHM 364. (One four one-and-one-half hour laboratory. Prereq.: CHM 364 or concurrent registration. Spring)

CHM 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 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 must consult with the departmental Internship Coordinator and the Internship Office regarding requirements and permission to register.

CHM 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. (Three one-hour lectures, six hours of laboratory. Prereq.: CHM 352, 353, 361 or consent of instruc-

tor. Some reading knowledge of German recommended. Fall)

- CHM 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 one-hour lectures, one four-and-one-half hour laboratory. Prereq.: CHM 353, 361 or consent of instructor. Spring)
- CHM 482 **Advanced Inorganic Chemistry****
 Correlation of inorganic reactions using the electrostatic, valence bond, and molecular orbital models. Coordination chemistry is discussed in terms of ligand field theory. The laboratory involves preparations of inorganic compounds using a variety of techniques. (Three one-hour lectures, one three-hour laboratory. Prereq.: CHM 352, 361 or consent of instructor. Fall)
- CHM 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.: CHM 364 or consent of instructor. Spring)
- CHM 491 **Chemistry Seminar (.0 course)****
 This seminar, which has no course credit, is a weekly meeting of chemistry majors under the direction of the Augsburg Chemistry Society. Juniors and seniors are expected to participate, with seniors presenting papers. Outside visitors are also invited to participate.
- CHM 497 **Introduction to Chemistry Research****
 Chemistry majors planning research careers need research experience before graduation which may be obtained by working on a summer research project (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. (Prereq.: junior or senior standing)
- CHM 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. (Prereq.: junior or senior standing)

COMMUNICATION

See listing under Speech/Communication and Theatre Arts.

The Augsburg Computer Science Department strives to give students a sound theoretical and practical foundation in computer science. We offer both a B.A. and a B.S. major. The computer science curriculum places emphasis on networks, communications and the use of computers as an information access tool. The course work provides students a strong base in computer science, with emphasis on concepts rather than on applications. We encourage students to strengthen their course work by electing an Internship or Cooperative Education experience. Our location in the Twin Cities provides us an excellent resource of such experiences for students, and allows them to add practical applications to their education.

Computer Science Faculty

Larry Ragland (Chair), Larry Crockett,
Noel Petit

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Computer Science Major

11 courses including:

- CSC 160 Introduction to Computing and Communications
- CSC 170 Structured Programming
- CSC 210 Data Structures
- CSC 320 Algorithms
- CSC 330 Theory of Computation
- CSC 340 Introduction to Networking and Communications
- CSC 345 Principles of Computer Organization
- CSC 495 Advanced Topics in Computer Science (may be repeated)
- MAT 145 Augment Mathematics I

and two courses, at least one of which is upper division, from:

- PHY 261 Electronics
- CSC 270 FORTRAN
- CSC 271 COBOL
- CSC 272 UNIX and C
- CSC 352 Data Base Management and Design
- CSC 399 Internship
- CSC 440 Advanced Networking and Communications
- CSC 445 Operating Systems and Computer Architecture
- CSC 450 Principles of Programming Languages
- CSC 495 Advanced Topics in Computer Science (may be repeated once)
- CSC 499 Independent Study

■ BACHELOR OF SCIENCE

Computer Science Major

15 courses including:

- CSC 160 Introduction to Computing and Communications
- CSC 170 Structured Programming
- CSC 210 Data Structures
- CSC 320 Algorithms
- CSC 330 Theory of Computation
- CSC 340 Introduction to Networking and Communications
- CSC 345 Principles of Computer Organization
- CSC 440 Advanced Networking and Communications
- CSC 495 Advanced Topics in Computer Science
- MAT 145 Augment Mathematics I
- MAT 146 Augment Mathematics II
- MAT 245 Mathematical Structures and Reasoning I
- MAT 246 Mathematical Structures and Reasoning II

and two courses, at least one of which is upper division, from:

- PHY 261 Electronics
- CSC 270 FORTRAN
- CSC 271 COBOL
- CSC 272 UNIX and C
- CSC 352 Data Base Management and Design
- CSC 399 Internship
- CSC 445 Operating Systems and Computer Architecture
- CSC 450 Principles of Programming Languages
- CSC 495 Advanced Topics in Computer Science (may be repeated)
- CSC 499 Independent Study

Honors Major

GPA of 3.5 in computer science and mathematics, GPA of 3.1 overall, and an independent study project.

Minor

Six courses including CSC 160, 170, 210, 345, MAT 145, and one Upper Division Computer Science course.

COMPUTER SCIENCE COURSES

- CSC 145 Computing for the Liberal Arts**
 An introduction to computers, programming, and computer applications, as well as some of the social and philosophical issues associated with computers. Primarily for students in non-science areas. Does not apply toward a computer science major or minor.
- CSC 160 Introduction to Computing and Communications**
 Basic computer applications using word processing, spreadsheets and databases; files and disks; using the computer as an information accessing tool through remote access to the library; use of e-mail, Internet, news, and information services; simple programming. (Prereq.: MPG III)
- CSC 170 Structured Programming**
 An introduction to problem-solving, algorithm development and programming using Pascal. (Prereq.: MAT 114 or MAT 122 or BUS 279 or MPG IV)
- CSC 210 Data Structures**
 Data structures such as linked lists, stacks and queues; recursion; objects, classes and methods. (Prereq.: CSC 170)
- CSC 270 FORTRAN**
 Study of the FORTRAN programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: CSC 170 or another course with a study of a programming language)

CSC 271

COBOL

Study of the COBOL programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: CSC 170 or another course with a study of a programming language)

CSC 272

UNIX and C

Study of UNIX operating system and the C programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: CSC 170 or another course with a study of a programming language)

CSC 320

Algorithms

A systematic study of algorithms and their complexity, including searching and sorting algorithms, mathematical algorithms, scheduling algorithms, and tree and graph traversal algorithms. The limitations of algorithms, the classes P and NP, NP-complete problems and intractable problems. (Prereq.: CSC 210 and MAT 145)

CSC 330

Theory of Computation

Basic theoretical principles embodied in formal languages, automata and computability. Topics include regular and context-free languages, finite automata, Turing machines, the halting problem and unsolvability. (Prereq.: CSC 170 or 345; MAT 145)

CSC 340

Introduction to Networking and Communications

Principles and methods of data communications, information theory, distributed processing systems, network protocols and security, standards, network management and general computer interfacing. (Prereq.: CSC 345)

CSC 345

Principles of Computer Organization

An introduction to computer architecture, processors, operating systems, instruction sets and assembly language programming. (Prereq.: CSC 160)

CSC 352

Database Management and Design

Structure of database management systems, query facilities, file organization and security, and the development of database systems. (Prereq.: CSC 210)

CSC 399

Internship

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

CSC 440

Advanced Networking and Communications

Network management; client/server databases and workstations; TCP/IP, IPX, Appletalk networks. (Prereq.: CSC 340)

- CSC 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.: CSC 345)
- CSC 450** **Principles of Programming Languages**
Principles that govern the design and implementation of programming languages. Topics include programming language syntax and semantics, parsing, compilers, interpreters, data structures, control structures and the run-time environment. (Prereq.: CSC 210)
- CSC 495** **Advanced Topics in Computer Science**
Study of advanced topics from areas of computer science not included in other courses. This course may be repeated when the topics vary. (Prereq.: consent of instructor)
- CSC 499** **Independent Study**
Topics defined through consultation between student and Department.

A major in East Asian Studies is offered through Augsburg and the other Associated Colleges of the Twin Cities (ACTC). This is an inter-college, inter-departmental program which is available as a result of the cooperation and cross-registration possibilities among Augsburg College, Hamline University, Macalester College, The College of St. Catherine and the University of St. Thomas. The program pools the resources and expertise within the five institutions. This major enables students to acquire a broad knowledge of Japan, China and other East Asian nations and to gain a functional knowledge of the language of one country.

Career opportunities for those who attain a liberal arts degree in East Asian Studies are diverse. Majors have the opportunity to be involved in government service, international business, journalism, language instruction, Asian arts and intercultural communication. The major provides a foundation for graduate work in various fields such as anthropology, economics, history, international relations, business, law, political science, sociology and theatre. This major is also recommended for those interested in education and work with social and recreational agencies.

East and Southeast Asian Studies Faculty

Martha Johnson, Director

DEGREE AND MAJOR REQUIREMENTS

Major in East Asian Studies

The requirements for the major consist of nine courses. Courses in the major must be approved by the campus adviser, and are distributed as follows: four courses in an East Asian language; four additional

courses, two of which must be Upper Division (strongly recommended that one of these be a history course on China or Japan); and an East Asian Studies Seminar. A term of study abroad and the completion of a minor in a discipline are strongly recommended.

Study abroad opportunities for the semester or a year are available in Hong Kong, Japan, Korea and the People's Republic of China. Study abroad strengthens the East Asian studies major by offering a cross-cultural experience in the country of specialization.

Language Courses

Elementary and intermediate courses in Chinese are offered at Hamline University. Elementary and intermediate courses in Japanese are offered at Macalester College and the University of St. Thomas. There is a contractual arrangement with the University of Minnesota to take Chinese or Japanese languages (without extra tuition charges); see campus adviser. Non-majors are also eligible to take the Chinese and Japanese language courses.

Minor in East Asian Studies

Five courses, no more than two of which may be in the language. A minor in East Asian studies provides exposure to an area of East Asia which would complement other disciplines.

Minor in East and Southeast Asian Studies

A minor in East and Southeast Asian Studies is an area of 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.

Five courses including one from:

- PHI 355 Oriental Philosophy
- REL 356 History of Religions
- SOC 336 Introduction to Cultural Anthropology

and one course from:

- HIS 474 The World and the West
- POL 351 Topics in Communist/Post Communist Systems
- POL 363 Foreign Policy: China and Russia

and one course from:

- HIS 226 Asian and Asian-American Women in Public Life
- HIS 399 Internship
- HIS 495 Seminar

Recommended:

- HIS 104 The Modern Non-Western World

Note: Interim courses or new courses related to the East and Southeast Asian Studies Program may be substituted when appropriate, with the consent of the campus adviser. Faculty advising is

recommended at all stages of the major to plan a coherent and effective program.

Each campus has a member on the ACTC East Asian Studies committee who can assist students. The current advisers are: Augsburg College — Khin Khin Jensen 330-1193, Hamline University — Richard Kagan 641-2433, Macalester — Yue-him Tam 696-6262, St. Catherine — Martha Hardesty 690-6189, St. Thomas — Robert Werner 962-5565.

Approved Augsburg College courses for the East Asian Studies Program (consult program director for ACTC listing of approved courses):

- BUS 368 Responding to the Challenge of Japan
- HIS 104 The Modern Non-Western World
- PHI 355 Oriental Philosophy
- POL 363 Foreign Policy: China and Russia
- REL 356 History of Religions
- THR 245 Introduction to Asian American Theatre

The Economics Department at Augsburg offers students a program which stresses a strong theoretical background, quantitative analysis and an emphasis on both national and international issues. Students who graduate with a major in the Economics Department are well prepared to continue their education in a variety of fields or to work successfully in the business world and government because of the strong liberal arts emphasis within the major.

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

As graduates, students will face a world in constant change. Students have to prepare themselves to take advantage of whatever opportunities become available. The study of Economics provides a firm foundation for confronting change because it presents a disciplined way to analyze and to make choices. Some reasons for studying economics are: economics deals with current problems; economics is a successful and prestigious social science; economics employs theoretical models and the scientific method; an economics major prepares students for community leadership; and an economics major leads to a great diversity of career opportunities. These include careers in business, law, teaching, journalism, politics, banking and finance, service in government, educational administration, both private and public

international service and industrial relations. A degree in Economics may prove to be a valuable credential. We encourage students who major in economics to learn to be somebody rather than to simply learn to do something.

Students are also able to combine an economics major with other disciplines such as business administration, international relations, mathematics, computer science, management information systems (MIS), political science, history and Nordic Area Studies.

Internships are available and highly recommended. Students must consult with the Department chair and the Internship office before registering for academic credit.

Economics Faculty

Satya P. Gupta (Chair), Jeanne Boeh, Edward Sabella.

DEGREE AND MAJOR REQUIREMENTS

Major in Economics

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- ECO 312 Intermediate Macroeconomics
- ECO 313 Intermediate Microeconomics
- ECO 414 Welfare Economics
- and three other Upper Division Economics courses:
- MIS 175 Principles of Computing for Business
- MIS 379 Quantitative Methods for Business and Economics
- MAT 114 Elementary Functions or MAT 121 Finite Mathematics or MAT 122 Calculus for the Social and Behavioral Sciences

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

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- ECO 311 Public Finance
or ECO 312 Intermediate
Macroeconomics
or ECO 315 Money and Banking
- ECO 313 Intermediate Microeconomics
- ECO 360 International Economics
- ECO 318 Management Science
or ECO 415 Managerial Economics
- ECO 413 Labor Economics
- ECO 399 Internship Program
or ECO 499 Independent Study
- MIS 175 Principles of Computing
for Business
- MIS 379 Quantitative Methods for
Business and Economics
- ENG 223 Writing for Business and the
Professions
- PHI 120 Ethics
or PHI 125 Ethics and Human
Identity

Combined Major in Economics and Business Administration

- Five Economics courses including:
- ECO 112 Principles of Macroeconomics
 - ECO 113 Principles of Microeconomics
 - ECO 312 Intermediate Macroeconomics
 - ECO 313 Intermediate Microeconomics
- And one other Upper Division Economics course
and six Accounting/Business Administration/MIS courses including:
- ACC 221 Principles of Accounting I
 - ACC 222 Principles of Accounting II
 - BUS 242 Principles of Management
 - BUS 252 Principles of Marketing

- BUS 331 Financial Management
or MIS 379 Quantitative Methods for
Business and Economics
and one other Upper Division Business
course

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

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.

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

In addition to the courses listed on the following pages, these topics have been offered under ECO 295, 495 Topics: Consumer Economics, Research Methods for Economics and Business, Advanced Economic Theory, Decision-Making with Finite Markov Chains and Soviet Economy.

ECONOMICS COURSES

- ECO 110** **Economics of Urban Issues**
Study of economic implications of many problems facing a metro-urban environment. Some of the topics to be discussed are fundamental microeconomic tools introduced to facilitate discussion of various topics, e.g. crime prevention, education, discrimination. (This is a basic course designed for those students who do not plan to major in Economics or Business Administration or MIS).
- ECO 112** **Principles of Macroeconomics**
An introduction to macroeconomics: national income analysis, monetary and fiscal policy, international trade. Application of elementary economic theory to current economic problems. May be taken independently of ECO 113 or 110. ECO 112 and 113 may be taken in either order. (Prereq.: MPG II)
- ECO 113** **Principles of Microeconomics**
An introduction to microeconomics: the theory of the household, firm, market structures and income distribution. Application of elementary economic theory to market policy. May be taken independently of ECO 110 or 112. ECO 112 and 113 may be taken in either order. (Prereq.: MPG II)
- ECO 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 consider Economics as a major and/or explore career alternatives.
- ECO 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 contemporary economic thought. (Prereq.: ECO 112 or 113)
- ECO 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.
- ECO 299** **Directed Study**
Independent Study for Lower Division credit.
- ECO 311** **Public Finance**
Analysis of the principles of taxation and public expenditures; the impact of fiscal policy on economic activity; debt policy and its economic implications. (Prereq.: ECO 113. Fall)

- ECO 312 Intermediate Macroeconomics**
Determinants of national income, employment and price level analyzed via macromodels. Attention paid to areas of monetary-fiscal policy, growth and the role of expectations. (Prereq.: ECO 112. Fall, Spring)
- ECO 313 Intermediate Microeconomics**
Theory of resource allocation, analysis of consumer behavior, firm and industry; the pricing of factors of production and income distribution; introduction to welfare economics. (Prereq.: ECO 113)
- ECO 315 Money and Banking**
Functioning of the monetary and banking systems, particularly commercial banks, the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: ECO 112)
- ECO 317 Comparative Economic Systems**
This course focuses on comparing the performance of various countries that rely on different economic systems for the allocation of resources, including systemic changes in Eastern Europe. Theoretical models are examined and compared to real-world variants. (Prereq.: ECO 112 or 113)
- ECO 318 Management Science**
Provides a sound conceptual understanding of the modern techniques of management science to prepare students to make better business and economic decisions. Emphasis is on applications, which are taken from the areas of transportation, marketing, portfolio selection, environmental protection, the shortest route, inventory models, information systems, etc. (Prereq.: ECO 113, MPG III)
- ECO 360 International Economics**
A study of the underlying forces affecting the economic relations among nations. Development of the basis for international trade; balance of payments; exchange rate systems and commercial policy. (Prereq.: ECO 113. Spring)
- ECO 399 Internship Program**
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 Economics to the opportunities found in the placement. (Prereq.: 50 percent completion of major or consent of instructor)
- ECO 413 Labor Economics**
Analysis of labor markets; labor as a factor of production; determination of wage collective bargaining; labor legislation and effects upon society. (Prereq.: ECO 313. Spring; alternate years)
- ECO 414 Welfare Economics**
Basic concepts and propositions; Pareto optimality, economic efficiency of alternative market structures; social welfare functions; normative concepts of economic theory. (Prereq.: ECO 313. Spring; alternate years)

- ECO 415 Managerial Economics**
Integrates economic theory and corresponding practices in business. Among the topics considered are theories and practices in forecasting, estimation of demand and cost functions, price and non-price competition, production and cost considerations, and an analysis of economic problems of relevance to management. (Prereq.: MIS 379, ECO 313. Spring)
- ECO 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, MAT 122)
- ECO 495 Topics**
Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and current national and international economic problems and policies.
- ECO 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.

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 abroad.

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 the PPST (a set of 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 Education 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.

Student Teaching Abroad

Selected Education Department students may participate in an International Student Teaching Abroad program. 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.

Education Faculty

Rich Germundsen (Chair), Virginia Allery, Mary Ann Bayless, Bruce Drewlow, Mary Endorf, Joseph Erickson, Ann Fleener, Ethelind Garetz, Gretchen Irvine, Marie McNeff, Mildred Mueller, Vicki Olson

ELEMENTARY EDUCATION — EDE

DEGREE AND MAJOR REQUIREMENTS

Kindergarten-Elementary Major and Licensure Requirements:

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

EDU 341 Media Technology

EDE 351 Techniques of Teaching Reading

EDE 352 Creating Learning Environments: Kindergarten — Elementary and Field Experience

Elementary Education

- EDE 381 Kindergarten-Elementary Curriculum: Art, Music
- EDE 382 Kindergarten-Elementary Curriculum: Mathematics
- EDE 383 Kindergarten-Elementary Curriculum: Physical Education
- EDE 384 Kindergarten-Elementary Curriculum: Social Studies, Thematic Studies
- EDE 386 Kindergarten-Elementary Curriculum: Children's Literature
- EDE 387 Kindergarten-Elementary Curriculum: Language Arts
- EDE 388 Human Relations
- EDE 481, 482, 483 Student Teaching K-6
- EDE 484 Student Teaching K-6 (optional)
- HPE 115 Health and Chemical Dependency Education
- HPE 116 Health Concepts for Educators
- SWK 260 Humans Developing
- PHY 103 Conceptual Physics
or MAT 131 Mathematics for the Liberal Arts
- EDS 377 Mathematics Methods and an academic minor

If students 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 the major and grades of P in student teaching courses is required for licensure, as well as minimum grades of 2.0 in all Education courses. The criteria for acceptance into the Department Licensure Program are available in the Education Department.

ELEMENTARY EDUCATION COURSES

- PHY 103** **Conceptual Physics**
(See Physics Department for course description.)
- EDU 120** **Learning in an Urban Setting**
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.
- EDE 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/or consider its career alternatives. Participation in a concurrent seminar is expected. Students must consult with the departmental Internship Coordinator before registering for academic credit. Seminar participation required.
- 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. (Prereq.: sophomore standing and ENG 111)
- EDU 282** **Introduction to Special Education**
(See Special Education for course description.)

- EDE 295 Topics in Education**
Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.
- EDE 299 Directed Study**
Lower Division independent study.
- EDU 341 Media Technology (.5 course)**
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production and evaluation of effective audio-visual materials for teaching/learning situations. Computer training will be included in this course. (Prereq.: PPST)
- EDE 351 Techniques of Teaching Reading**
The study and utilization of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. (Prereq.: PPST)
- EDE 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. (Prereq.: PPST)
- EDU 370 Classroom Management (.5 course)**
A class for Elementary and Secondary education students. The content of this course includes theories, issues and strategies of classroom management techniques. It is designed to empower future teachers with insights and strategies that will enable them to create positive learning environments that will enhance achievement and build self esteem in their students. (Prereq.: PPST. Spring)
- EDU 371 Teaching the Individual Learner (.5 course)**
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. (Prereq.: PPST. Fall)
- EDE 375 Discovery Learning in the World of Kindergarten (.5 course)**
Study and utilization of a variety of techniques and resources for teaching kindergarten. (Prereq.: PPST)
- EDE 381 Kindergarten-Elementary Curriculum: Art, Music (.5 course)**
Examination and preparation of materials and resources for art and music taught at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST)
- EDE 382 Kindergarten-Elementary Curriculum: Mathematics (.5 course)**
Examination and preparation of materials and resources for mathematics

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at the kindergarten and elementary levels. Laboratory experiences.
(Prereq.: PPST)

- EDE 383 Kindergarten-Elementary Curriculum: Physical Education, Health**
Examination and preparation of materials and resources for physical education and health at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST)
- EDE 384 Kindergarten-Elementary Curriculum: Social Studies, Thematic Studies (.5 course)**
Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST)
- EDE 386 Kindergarten-Elementary Curriculum: Children's Literature (.5 course)**
Examination and preparation of materials and resources for children's literature at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST)
- EDE 387 Kindergarten-Elementary Curriculum: Language Arts (.5 course)**
Examination and preparation of materials and resources for language arts at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST, EDU 265)
- EDU 388 Human Relations (.5 course)**
Emphasis on the study of values, of communication techniques, and of the major minority groups in Minnesota for the development of interpersonal relations skills applicable to teaching and other professional vocations. Open to all. (P/N grading only)
- EDE 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 to the opportunities found in the placement. Participation in a concurrent seminar is expected. Students must consult with the Department and the Internship Office before registering.
- EDE 478 School and Society**
(See Secondary Education for course description.)
- EDE 481, 482, 483, 484 Student Teaching K-6 and Seminar**
Observing and teaching 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. A full term of student teaching is required for all students pursuing an initial license. (Prereq.: All K-Elementary course work satisfactorily completed and admission into the Education Department Licensure program.)
- EDE 491 Practicum and Seminar in Special Education**
(See Special Education for course description)

- EDE 495 Topics in Education (.5 course)**
Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.
- EDE 498 Independent Study (.5 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).
- EDE 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 education faculty.

SECONDARY EDUCATION – EDS

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

- EDS 350 Reading in the Content Areas
- EDS 354 Creating Learning Environments: Secondary Field Experience
- EDU 388 Human Relations
- EDS 478 School and Society
- EDS 481, 482, 483 Student Teaching
- EDS 484 Student Teaching Seminar (for Art, Music, and Physical Education teaching majors)
- HPE 114 Health Safety Education (or equivalent)
- HPE 115 Health and Chemical Dependency Education
- HPE 116 Health Concepts for Educators Methods course in major/minor areas

DEGREE AND MAJOR REQUIREMENTS

Licensure Requirements in 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; and the following courses:

- EDU 210 Learning and Developing in an Educational Setting
- EDU 265 Orientation to Education in an Urban Setting and Field Experience
- EDU 341 Media Technology

GPA of 2.5 overall, 2.5 in Education, 2.5 in academic major and P in student teaching required. All required EDU/EDS courses must have a grade of 2.0 or higher. 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 four 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).

Modern Language Licensure

For modern language teachers (French, German, Spanish), see Modern 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.

SECONDARY EDUCATION COURSES

- EDU 120 Learning in an Urban Setting**
(See Elementary Education for course description.)
- EDS 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/or consider its career alternatives. Participation in a concurrent seminar is expected. Students must consult with the departmental Internship Coordinator before registering for academic credit. Seminar participation required.
- EDU 210 Learning and Development in an Educational Setting**
A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. PSY 105 Principles of Psychology is strongly recommended.
- 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. (Prereq.: sophomore standing and ENG 111)

- EDS 282 Introduction to Special Education**
(See Special Education for course description.)
- EDS 295 Topics in Education**
Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.
- EDS 299 Directed Study**
Independent Study for Lower Division credit.
- EDU 341 Media Technology (.5 course)**
(See Elementary Education for course description)
- EDS 350 Reading in the Content Areas (.5 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. (Prereq.: PPST)
- EDS 354 Creating Learning Environments: Secondary and Field Experience**
The mastery of theories and their application for teaching in learning settings. Laboratory experiences. (Prereq.: PPST)
- EDS 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. (Prereq.: EDS 354 and PPST. Spring)
- EDS 356, 357, 358 Music Methods: Brass and Percussion, Woodwinds, Strings (.5 course each)**
Study and application of instructional methods, materials and techniques. Courses offered on two-year cycle. Even year: Woodwinds. Odd year: Brass and Percussion, Strings. (Prereq.: PPST. Fall)
- EDS 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. (Prereq.: EDS 354 and PPST. Fall)
- EDS 362 Art Methods (Senior High School) (.5 course)**
Procedures, materials and issues relating to the teaching of art in the senior high school. (To be taken concurrently with 361. Prereq.: EDS 354 and PPST. Fall)
- EDS 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 and PPST. Joint day school and WEC. Fall)
- HPE 365 Physical Education Methods (K-12) (.5 course)**
(See Health and Physical Education Department for course description. Prereq.: PPST)

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- EDS 366 Modern Language Methods (.5 course)**
World language learning theory. The theory and practice of world language teaching. (Prereq.: EDS 354 and PPST. Consult with the Modern Language Department. Joint day school and WEC. Fall)
- EDU 370 Classroom Management (.5 course)**
A class for Elementary and Secondary Education students. The content of this course includes theories, issues and strategies of classroom management techniques. (Prereq.: PPST. Spring)
- EDU 371 Teaching the Individual Learner (.5 course)**
(See Elementary Education for course description. Prereq.: PPST)
- EDS 374 Natural Science Methods (.5 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. (Prereq.: EDS 354 and PPST. Joint day school and WEC. Fall)
- EDS 375 Social Studies Methods (.5 course)**
Introduction to the teaching of social sciences and history in secondary school classrooms. Emphasis on instructional strategies and curriculum development. Consult with the Education Department. (Prereq.: EDS 354 and PPST. Joint day school and WEC. Winter: WEC)
- EDS 376 Speech and Theatre Arts Methods (.5 course)**
The teaching of basic speech, interpretative reading, discussion and theatre, and directing of co-curricular speech and theatre activities. (Prereq.: EDS 354 and PPST. Spring)
- EDS 377 Mathematics Methods (.5 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. (Prereq.: EDS 354 and PPST. Spring)
- EDU 388 Human Relations (.5 course)**
(See Elementary Education for course description.)
- EDS 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.

- EDS 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. (Prereq.: senior standing, EDU 265 and PPST)
- EDS 481, 482, 483, 484 Student Teaching and Seminar**
Observing and directing learning at the secondary level under supervision of college and secondary school personnel. Three courses required of all 7-12 licensure majors. Four courses required of K-12 Art, Music, and Physical Education licensure majors and of double majors. (Prereq.: completion of all education coursework and admission to the Department.)
- EDS 495 Topics in Education**
Study of selected topics in education that are not treated extensively through current course offerings. Specific topics will be announced.
- EDS 498 Independent Study (.5 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).
- EDS 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.

See Department listing for a description of the following approved elective:

- HPE 410 Administration and Supervision of the School Health Program**
(See Health and Physical Education Department for course description. Prereq.: PPST)

SPECIAL EDUCATION – EDE / EDS

Minor

Minimum of six courses:

- | | | | |
|-------------------------|--|--------------------------------------|--|
| EDU 282 | Introduction to Special Education | MUS 110 | Interim Course |
| EDE 491 | Practicum and Seminar in Special Education | PSY 362 | Behavior Disorders |
| PSY 351 | Developmental Psychology: Child | SWK 340 | Interim Course |
| PSY 357 | Behavior Analysis | and one course chosen from: | |
| One course chosen from: | | PSY 352 | Developmental Psychology: Adolescent and Young Adult |
| HPE 354 | Physiology of Exercise | PSY 359 | Psychological Assessment |
| | | EDS 388 | Human Relations |
| | | LIN 289 | Introduction to Linguistics |
| | | Recommended as an additional course: | |
| | | BIO 103 | Human Anatomy and Physiology |

SPECIAL EDUCATION COURSES

- EDU 110** **Introduction to Deafness and Language of Deaf People**
Introduction to issues related to deafness and the modes of communication used by deaf people. Through lectures, guest speakers, videotapes, reading and field trips, we examine the language, education, social and political aspects, and cultural issues within the deaf community. (Odd years)
- EDU 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. (Fall)
- EDU 491** **Practicum and Seminar in Special Education**
A supervised field placement in a facility for an exceptional population plus on-campus seminar. (Students planning to take this course should consult with the Special Education Coordinator about a placement prior to registering for the course. Prereq.: completion of special courses for Special Education minor or consent of instructor. Spring)

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.

Engineering Adviser

Stuart Anderson

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.

DEGREE AND MAJOR REQUIREMENTS

Minimum course requirements for admission to the Dual Degree or Three-Two Programs:

CHM 115 General Chemistry

CHM 116 General Chemistry

CSC 170 Structured Programming

ENG 111 Effective Writing

PHY 121 General Physics I

PHY 122 General Physics II

Four Mathematics courses from A or B:

A.

MAT 145 AUGMENT I

MAT 146 AUGMENT II

MAT 245 Mathematical Structures and Reasoning I

MAT 247 Mathematical Structures and Reasoning II

B. (For WEC students. See WEC catalog for course descriptions.)

MAT 124 Calculus I

MAT 125 Calculus II

MAT 224 Calculus III, Differential Equations

MAT 226 Calculus III, Differential Equations

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.

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

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 working in 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, journal-

ism, government, law, the ministry, library science, medicine, advertising, public relations, publishing, writing and other professions and businesses.

English Faculty

Kathryn Swanson (Chair), Barbara Andersen, Cathleen Dalglish, Douglas Green, Joan Griffin, John Mitchell, Catherine Nicholl, Ronald Palosaari, John Schmit

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses above 111, including:

ENG 225 Intermediate Expository Writing

ENG 245 Introduction to Literature

One course in European literature:

ENG 271 European Literature: Homer to Dante

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

Two survey courses in British literature from:

ENG 331 British Literature, Medieval to Elizabethan

ENG 336 British Literature, 17th and 18th Centuries

ENG 337 British Literature, the Romantics and the Victorians

One Upper Division course in American literature:

ENG 350 American Literature to 1920
or ENG 351 American Literature Since 1920

One 400 level course

Two additional electives

Majors are encouraged to consult their Departmental adviser regularly. A student with a double major or special program

that involves considerable work in the English Department should also work closely with an adviser in the Department. Note: Transfer majors must take at least three of their English courses at Augsburg.

English-Language Arts Teaching Major

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

ENG 345 Introduction to the English Language

ENG 399 Internship in Teaching Writing

EDS 364 English Methods

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

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 no 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 Chair 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.

OTHER REQUIREMENTS

Transfer Students

Transfer students with a B.A. in English from another college must take at least two of their English courses at Augsburg (preferably Upper Division). These courses must be taken before the Department can recommend a student for student teaching.

The English Placement Test

A writing sample is required of students to determine their placement in an appropriate writing class. Students who do not show competence in composition skills — such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences — are required to enroll in ENG 101 Developmental Writing where they receive more individual instruction than is possible in ENG 111 Effective Writing. These students must pass ENG 101 Developmental Writing before enrolling in ENG 111 Effective Writing.

Prerequisites

ENG 111 Effective Writing is strongly recommended but not a prerequisite for a Lower Division literature course. Prerequisite for an Upper Division literature course is ENG 245 Introduction to Literature and/or consent of the instructor.

ENGLISH COURSES

- ENG 101 Developmental Writing**
A preparatory course for ENG 111 Effective Writing, this course is required of students identified by a writing sample (the English Placement Test) as needing additional preparation in composition. Students receive course credit, but this does not fulfill the graduation requirement in writing. The minimum passing grade for this course is 2.0.
- ENG 111 Effective Writing**
Emphasis is on exposition, including learning research techniques and writing critical reviews. Attention is given to increasing students' effectiveness in choosing, organizing and developing topics, thinking critically and revising for clarity and style. A Writing Lab is provided for those needing additional help. The minimum passing grade is 2.0.
- ENG 216 American Indian Literature**
A study of poetry and fiction by selected American Indian writers. Discussion and analysis will focus on ways in which literature reflect and illuminate American Indian culture and traditions. (Spring)
- ENG 217, 218 English as a Second Language**
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 course performance, will determine whether the ESL requirement is met. Students will continue in ESL until the requirement is completed. (Fall: ENG 217; Spring: ENG 218)
- ENG 223 Writing for Business and the Professions**
A practical course designed to improve writing skills for those preparing for business and professional careers. The writing of reports, letters and proposals is emphasized. Students are encouraged to use material from their own areas of specialization. (Prereq.: ENG 111. Spring)
- ENG 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.: ENG 111)
- ENG 226 Introduction to Creative Writing**
The purpose of the course is to introduce students to the process of creative writing and to various genres, emphasizing poetry and short fiction, but including journal keeping and creative prose. (Prereq.: ENG 111. Fall)
- ENG 227 Journalism**
An introductory newswriting course with emphasis on writing for the print media, including practice in writing for radio and television. Students consider how to recognize news, gather and verify facts, and write those facts into a news story. Basic copy preparation, editing

practices and an introduction to legal and ethical questions are included. (Prereq.: ENG 111)

ENG 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. (Spring)

ENG 245 Introduction to Literature

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

ENG 251 Readings in American Literature

An introduction to representative works that yield an understanding of the Western heritage and American world views. 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. (Fall)

ENG 271 European Literature: Homer to Dante

Study of major works of Greek and Roman literature, including works by such authors as Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, Ovid and Dante. These works are studied with reference to their mythological foundations, their cultural background, their influence on later literature and their enduring relevance. (Fall)

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

Study of masterpieces of literature, chiefly European, from the medieval to the modern period, including such authors as Moliere, Cervantes, Rabelais, Voltaire and Ibsen. (Spring)

ENG 282 Topics in Literature

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

ENG 299 Directed Study

Directed study for Lower Division credit. Supervised but largely independent study of a topic not normally offered among course selections. Instructor's and Department Chair's consent required. Students are responsible for proposing topics before the term in which they wish to undertake the study.

- ENG 327 Advanced Journalism: Interviewing and Editing**
Emphasis is on interviewing, organizing and writing the story, editing the work of others and learning layout and design. Includes workshop sessions during which students conduct interviews and critique the interview skills of others and laboratory sessions devoted to layout and design. (Prereq.: ENG 227. Alternate years)
- ENG 331 British Literature, Medieval to Elizabethan**
A study of Chaucer and the medieval milieu, as well as the development of English poetry and drama in the English Renaissance. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 336 British Literature, 17th and 18th Centuries**
Reading, analysis and discussion of works of selected writers from the metaphysical poets to Blake, with attention to the historical, intellectual and social influences and the major literary movements. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 337 British Literature, the Romantics and the Victorians**
A study of major writers of the 19th century, emphasizing Romantic and Victorian poetry, Victorian prose and two or three novels of the period. Relationships among these writers are emphasized, as well as their relationship to their own age and their lasting contribution to the forms of poetry and prose. (Prereq.: ENG 245 or consent of instructor. Spring)
- ENG 341 Advanced Creative Writing**
The purpose of this course is to help the experienced student improve creative writing in a single genre, as announced in the class schedule. (Prereq.: ENG 226 or consent of instructor on the basis of submitted work.)
- ENG 345 Introduction to the English Language**
A structural and historical overview of theoretical and social issues concerning the English language, including theories of language acquisition. Students will be introduced to the primary components of linguistics, the development of the English language and the social impact of language. (Prereq.: ENG 245 or consent of instructor)
- ENG 350 American Literature to 1920**
Reading and analysis of selected American writers from colonial times to WWI. Attention is given to issues relating to race, class and gender. Conceptions of the individual in relation to society, the nature of nature and regional differences are also studied. The approach is historical as well as topical. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 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.: ENG 245 or consent of instructor. Spring)

- ENG 361** **Studies in Modern Fiction**
Emphasis is on significant works of selected prose writers, chiefly non-Western, of the 20th century. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 399** **Internship**
The Department offers on-campus Internships in teaching writing and English as a Second Language, and various off-campus Internships in writing and editing. Interns meet with faculty advisers or seminar groups. Interested students should consult the Department Chair.
- ENG 423** **Studies in the British Novel**
A survey of the development of the novel in England from its 18th century beginnings to the 20th century. Novels studied are selected from the works of such authors as Defoe, Richardson, Fielding, Sterne, Austen, Dickens, Brontë, Eliot, Joyce and Woolf. (Prereq.: ENG 245 or consent of instructor. Alternate years)
- ENG 438** **Shakespeare**
Study of major plays — comedies, histories and tragedies. Additional plays are assigned for reading analysis. (Prereq.: ENG 245 or consent of instructor. Spring)
- ENG 445** **Creative Non-Fiction: Advanced Expository Writing**
Designed for the self-motivated writer, the course emphasizes the conventions of professional writing, including appropriate styles, voice, subjects and techniques for gathering information. (Prereq.: ENG 225 and consent of instructor. Alternate years)
- ENG 480** **Criticism**
The course focuses on a variety of recent critical theories and approaches with which graduate programs in English expect some familiarity. In a seminar setting, students read and discuss original theoretical essays and experiment with applications to a small group of literary and cinematic texts. (Prereq.: ENG 245 or consent of instructor. Alternate years)
- ENG 482** **Topics in Language and Literature**
Individual courses designed to investigate specific themes, movements, authors or works. The subjects selected for study in any year are listed in the class schedule for that year. Sample topics include Contemporary Poetry and Women and Fiction. (Prereq.: consent of instructor)
- ENG 499** **Independent Study**
Open to junior or senior English majors with an overall GPA of 3.0 or consent of Department Chair. Designed to enable advanced students to pursue a topic not covered by course offerings. The student must define a topic and a tentative reading list, then seek a faculty member willing and able to supervise the project. Department chair approval required.

See Department listing for a description of the following approved elective:

- THR 325** **Playwriting**

See listing under Interdisciplinary Studies.

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 in making a successful transition to being college students 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 college students.

The First Year Experience (FYE) is composed of four parts: Summer Registra-

tion, Fall Orientation, FYE Seminars and an optional FYE Interim Term Course.

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 and a 0.25 credit. Students without a P for FYE 005 will not be permitted to graduate with an Augsburg degree.

FIRST YEAR EXPERIENCE COURSES

GST 005 **FYE Seminar** (.25 course)

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 LANGUAGES

See listing under Modern Languages.

FRENCH

See listing under Modern Languages.

GENERAL STUDIES – GST

Some courses help to integrate learning around topics in ways which are different from the more traditional disciplines. General Studies includes 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

GENERAL STUDIES COURSES

- GST 009 Cooperative Education (.0 course)**
Placement in a Co-op Education assignment, satisfactory completion of the evaluation process, and participation in seminars conducted by Cooperative Education staff. No course credit.
- GST 140, 141 Introduction to the Liberal Arts (.5 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, notetaking and textbook reading, time management, vocabulary, spelling, test taking, concentration and memorization, conflict management, assertiveness training, career planning and making decisions.
- GST 209 City Seminar: Experiential Education (.0 course)**
Students engaged in a minimum of 50 hours of internship/service/cooperative education use that experience as a catalyst for learning about the Twin Cities as an urban community system. Students do a series of 5-6 reflective assignments designed to introduce them to a systematic way of thinking about how their particular organization functions in the larger community. The seminar enables the student to utilize experiential education options to meet the objectives of the City Perspective. Permission of Instructor. Non-credit.
- 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.

GERMAN

See listing under Modern Languages.

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 participant 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/YWCA programs and community services, municipal park and recreation departments as adult fitness instructors, and in working with people with disabilities.

Health and Physical Education Faculty

Carol Enke and Edwin J. Saugestad (Co-Chairs), Brian Ammann, Richard Borstad, Marilyn Florian, Paul Grauer, Alvin Kloppen, Jack Osberg, Joyce Pfaff, Jeff Swenson.

DEGREE AND MAJOR REQUIREMENTS

■ HEALTH EDUCATION

Health Education Major

- HPE 110 Personal and Community Health
HPE 114 Health and Safety Education
HPE 115 Health and Chemical Dependency Education
HPE 216 Human Sexuality
HPE 254 Introduction to Developmental/Adapted Physical Education
HPE 320 School Health Curriculum
HPE 355 Tests and Measurement
HPE 410 Administration and Supervision of the School Health Program
BIO 103 Human Anatomy and Physiology
BIO 114 General Biology
PSY 105 General Psychology
PSY 351 Developmental Psychology: Child
or PSY 352 Developmental Psychology: Adolescent and Young Adult

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Teaching Minor

Students interested in the Teaching Minor should consult with the Department Chair.

■ PHYSICAL EDUCATION**Physical Education Major**

- HPE 101 Fitness for Life
- HPE 114 Health and Safety Education
- HPE 115 Health and Chemical Dependency Education
- HPE 210 History and Principles of Physical Education and Sport
- HPE 220 Motor Learning
- HPE 223 Team Sports
- HPE 231 Individual and Dual Sports
- HPE 232 Dance
- HPE 254 Introduction to Development/Adaptive Physical Education
- HPE 340 Organization and Administration of Physical Education Programs
- HPE 350 Kinesiology
- HPE 351 Physiology of Exercise
- HPE 355 Tests and Measurement
- HPE 473 Physical Education Curriculum
- HPE 475 Prevention and Care of Athletic Injuries
- BIO 103 Human Anatomy and Physiology

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Major with Specialization in Adapted Physical Education

Students interested in this program should consult with the Department Chair for individual program planning.

Minor

HPE 101, 115, 210 223, 231, 232, 351.
There is no PE teaching minor in Minnesota Public Schools.

Coaching Endorsement (not a major)

- HPE 310 Psychology of Sport
 - HPE 351 Physiology of Exercise
 - HPE 475 Prevention and Care of Athletic Injuries
 - HPE 486 Organization and Administration of Coaching
 - HPE 489 Practicum
- One course from:
- HPE 476 Coaching of Football
 - HPE 477 Coaching of Basketball
 - HPE 478 Coaching of Hockey
 - HPE 479 Coaching of Track and Field
 - HPE 480 Coaching of Baseball/Softball
 - HPE 483 Coaching of Volleyball
 - HPE 487 Coaching of Wrestling (Interim only)

Internship in Athletic Training

- BIO 103 Human Anatomy and Physiology
- HPE 110 Personal and Community Health
- HPE 114 Health and Safety Education
- HPE 350 Kinesiology
- HPE 351 Physiology of Exercise
- HPE 475 Prevention and Care of Athletic Injuries

And advanced athletic training (ACTC schools)

Also required: 1500 hours of practical experience under the direction of a Certified Athletic Trainer.

HEALTH AND PHYSICAL EDUCATION COURSES

■ HEALTH EDUCATION

- HPE 110 Personal and Community Health**
 Modern concepts and practices of health and healthful living applied to the individual and the community.
- HPE 114 Health and Safety Education (.5 course)**
 Principles and practices of safety education in school and community life. National Safety Council First Aid and CPR certification.
- HPE 115 Health and Chemical Dependency Education (.5 course)**
 An analysis of chemical abuse and what can be done for the abuser. Includes information about school health education and services.
- HPE 116 Health Concepts for Educators (.5 course)**
 A course to prepare future teachers for their role in the school health program. Includes common childhood health problems with an emphasis on prevention.
- HPE 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.
- HPE 216 Human Sexuality**
 A study of the psychological, social and biological components of human sexuality. Open to all students.
- HPE 254 Introduction to Developmental/Adapted Physical Education
 (.5 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.
- HPE 299 Directed Study**
 Independent Study for Lower Division credit.
- HPE 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.: HPE 110)
- HPE 355 Tests and Measurement (.5 course)**
 Survey of basic statistical procedures and evaluation of tests in health and physical education.
- HPE 399 Internship**
 A work-based learning experience in which the student, faculty member and site supervisor design a learning agreement which links the principles

Health and Physical Education

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.

- HPE 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.: HPE 110)
- HPE 499 Independent Study**
Independent Study for Upper Division credit.

■ PHYSICAL EDUCATION

- HPE 002, 003 Lifetime Sports (.0 course)**
Three hours per week. Two Lifetime Sports meet the General Education requirements. (Part-time students should consult with Department Chair.)
No course credit.
- HPE 101 Fitness for Life**
A course designed to provide the knowledge and skills to modify personal health and fitness.
- HPE 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 consider Health/Physical Education as a major and/or explore career options.
- HPE 210 History and Principles of Physical Education and Sport (.5 course)**
History, principles and philosophy of physical education and sport.
- HPE 220 Motor Learning (.5 course)**
The study of the processes associated with developing motor skills relative to physical activity.
- HPE 223 Team Sports**
Theory and practice in team sports including history, rules and skill development.
- HPE 231 Individual and Dual Sports**
Theory and practice in skills, teaching, and officiating individual and dual sports including history, rules and skill development.
- HPE 232 Dance (.5 course)**
Theory and practice in performing American heritage and international folk dances. Practice in teaching and performing selected social dances.
- HPE 254 Introduction to Developmental/Adapted Physical Education (.5 course)**
(See Health Education for course description.)

- HPE 299 Directed Study**
Independent Study for Lower Division credit.
- HPE 310 Psychology of Sport (.5 course)**
The application of psychology to athletes and athletic situations. Psychology of Sport deals with the effect of psychological factors on behavior in sports, and the effect that participation in sport or physical activity has on the performer.
- HPE 340 Organization and Administration of Physical Education Programs (.5 course)**
A survey of management, leadership and decision making for Physical Education and athletic programs. (Prereq.: HPE 210)
- HPE 350 Kinesiology (.5 course)**
Mechanics of movement with special emphasis upon the muscular system and analysis of movement. (Prereq.: BIO 103)
- HPE 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.
- HPE 355 Tests and Measurement (.5 course)**
(See Health Education for course description.)
- HPE 365 Physical Education Methods (K-6)**
Procedures, materials and issues for teaching physical education in grades K-6. An in-depth view of all aspects of teaching physical education to elementary aged children. (Consult with Department Chair for prerequisites)
- HPE 368 Physical Education Methods (7-12) (.5 course)**
Procedures, materials and issues for teaching physical education in secondary schools. (Consult with Department Chair for prerequisites)
- HPE 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.
- HPE 473 Physical Education Curriculum (.5 course)**
Examination and preparation of materials and resources for physical education with laboratory experience. (Prereq.: HPE 210)
- HPE 475 Prevention and Care of Athletic Injuries (.5 course)**
Preventing and treating common athletic injuries. Practical experience in taping and training room procedures. (Even years. Interim)
- HPE 476 Coaching of Football (.5 course)**
Theory, technique and administrative aspects of coaching football. (Odd years)

Health and Physical Education

- HPE 477 Coaching of Basketball (.5 course)**
Theory, technique and administrative aspects of coaching basketball.
(Odd years)
- HPE 478 Coaching of Hockey (.5 course)**
Theory, technique and administrative aspects of coaching hockey.
(Odd years)
- HPE 479 Coaching of Track and Field (.5 course)**
Theory, technique and administrative aspects of coaching track and field.
(Odd years)
- HPE 480 Coaching of Baseball/Softball (.5 course)**
Theory, technique and administrative aspects of coaching baseball and softball. (Odd years)
- HPE 483 Coaching of Volleyball (.5 course)**
Theory, technique and administrative aspects of coaching volleyball.
(Odd years)
- HPE 486 Organization and Administration of Coaching (.5 course)**
Principles of athletic administration at the interscholastic level. (For non-physical education majors seeking coaching endorsement.)
- HPE 489 Practicum**
- HPE 499 Independent Study**
Directed intensive study in an area of physical education. Open only to junior or senior majors.

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

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 a wide variety of career choices and personal enrichment.

History Faculty

Richard Nelson (Chair), William Green, Donald Gustafson, Christopher Kimball

DEGREE AND MAJOR REQUIREMENTS

Major

Eight courses plus one seminar. At least four of these courses must be Upper Division. A major must have at least one course (either survey or upper level) from each of the four areas: ancient and medieval; modern Europe; U.S.; and non-Western.

Teaching Licensure

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

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.

OTHER REQUIREMENTS

First year students should enroll in one or more of the 101-104 courses. 200-level courses are normally reserved for sophomore or Upper Division students. Upper Division courses are numbered 300 and above.

Prerequisites

Satisfactory completion of a Lower Division course is normally required before enrolling in an Upper Division course. See instructor for permission.

Transfer Students

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

HISTORY COURSES

- HIS 101 The Beginning of the Western Culture**
An analysis of the primary civilizations in the Near East, the classical world of Greece and Rome, and the Middle Ages of Europe into the 13th century.
- HIS 102 The Shaping of Western Civilization**
A consideration of European institutions and values from the waning of the Middle Ages through the remodeling of Europe by Napoleon.
- HIS 103 The Modern World**
A study of the main currents in Western civilization from the time of Napoleon to the present.
- HIS 104 The Modern Non-Western World**
An introduction to various centers of cultural and political power in Asia and Africa of the last 200 years.
- HIS 199 Internship**
A limited number of work-based Lower Division experiences may be available to qualified students in which the student, faculty member and site supervisor design a learning agreement which enables the student to consider history as a major while exploring career alternatives. Consultation with the Department and Internship Office is required before registration.
- HIS 220 America to 1815**
The historical evolution of America to 1815 beginning with the contact of American, African and European cultures, then turning to the political, religious and racial diversity of colonial life. After treating independence and the creation of a new republic, the course will conclude with examination of the expansion and democratization of that republic.
- HIS 221 19th Century U.S.**
An historical survey of the United States during the 19th century, emphasizing the social changes brought about by immigration, expansion, sectionalism and the slavery debate. After considering the Civil War and

Reconstruction, the course will conclude with an examination of political, economic, and cultural changes influenced by industrialization and urbanization.

HIS 222

20th Century U.S.

An historical survey of the United States in the 20th century, focusing on the nation's adjustment to industrialization and urbanization, the emergence of the U.S. as a world power, the rise of a strong federal government, the implications of increasing racial and ethnic diversity, and the impact of affluence.

HIS 225

History of the Twin Cities

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

HIS 241

Topics in African-American History

Selected topics in African-American history including the history of civil rights, African-Americans in Minnesota, contributions to world culture and leadership. The specific topics to be offered will be announced prior to registration.

HIS 242

History of African-American Civil Rights, 1619-1915

An examination of the historical development of civil rights for African-Americans from the appearance of black slaves brought to Jamestown to 1915, focusing on the legal, economic and political issues stemming from race and class, with special consideration of perception, emancipation and integration of slaves and former slaves.

HIS 243

History of African-American Civil Rights, 1915-1972

A continuation of the examination of the historical development of civil rights for African-Americans for the period 1915-1972, with special emphasis placed on the contributions of W.E.B. DuBois, Marcus Garvey, A. Philip Randolph, Charles Houston, Thurgood Marshall and Martin Luther King, Jr.

HIS 245/345

The American and Scandinavian Shared Heritage

An exploration of key aspects of the cultural history of the United States and Scandinavia from the 19th century to the present. Emphasis is placed on the Atlantic migration and the similarities and differences between these cultures, especially in their movement from agrarian to industrial society. (Offered only in the Augsburg College/Østfold, Norway program. See International Studies)

HIS 299

Directed Study

An opportunity for the 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 chair of the department before registration. A maximum of one course in directed study may be applied to the major.

HIS 326

American Indian History

A study of the native people of North America from the pre-Columbian period through European exploration and settlement to the present, emphasizing American Indian contributions to world culture, tribal structure and inter-governmental relations.

HIS 331

Topics in U.S. History

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

HIS 332

History of U.S. Foreign Relations

A survey of U.S. foreign relations from the American Revolution through the Cold War. Attention will be paid to changing definitions of war and peace, tensions between internationalism and isolationism, the emergence of the U.S. as an economic and military power, and the making of diplomacy in the nuclear age.

HIS 335

American Urban History

A study of urban development from colonial and frontier beginnings through the age of industrialization to the present, including the dynamics of urban growth and planning, politics and reform, and the growth of urban culture.

HIS 346

Namibia and South Africa: An Historical Perspective

An historical overview of Namibia and South Africa including the experience of indigenous peoples, the impact of South African occupation, the war for independence, and the roots of apartheid and its institutionalization. (For offerings see International Studies)

HIS 347

MesoAmerica: Legacy of the Conqueror

Four specific mini-courses together provide an overview of Mexico's historical development from pre-Columbian times to the present day. (For offerings see International Studies)

HIS 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 cultural borrowing, achievement in the arts, religion and political institutions.

HIS 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 Rome's contributions in law and the political process.

HIS 370

The Late Middle Ages to 1560

A study of the scholastic tradition and the role of the Church and state, emphasizing modifications of these institutions by the Italian Renaissance and the early years of the Reformation.

- HIS 399 Internship**
A limited number of work-based Upper Division learning experiences are often available to qualified history majors in which the student, faculty member and site supervisor design a learning agreement which unites the study of history with opportunities found in the placement. Consultation with the Department and Internship Office is required before registration.
- HIS 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.
- HIS 474 The World and the West**
This course begins with Europe's discovery of the rest of the world, considers cultural interaction and conflict, the building of European empires in Asia and the Americas, and concludes with the breakdown of these imperial systems at the end of the 18th century.
- HIS 495 Seminar**
This course is required for the major and enrollment is normally restricted to students who have nearly finished their course work. Selected topics will be announced prior to registration. Permission of the instructor is required. (Offered at least once each year, during the Fall term.)
- HIS 499 Independent Study**
Majors with an average of 3.5 GPA or above in history courses are encouraged to apply for Independent Study. The proposed study must be approved by the directing faculty member and the chair of the Department before registration. A maximum of one course in Independent Study may be applied to the major.

Interdisciplinary Studies covers a broad spectrum of experience and course work. 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.

Courses listed in these areas may be used to fulfill the Urban Concerns, Women's Studies or Ethnic 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 major and minor in Women's Studies, and to minor in American Indian Studies.

For other Interdisciplinary course listings, see International Studies.

■ AMERICAN INDIAN STUDIES

The American Indian Studies minor offers nine 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.

Approved electives from other departments include Women, a Cross-Cultural Perspective; Contemporary American Indians; and American Indian Women.

Coordinator

Virginia Allery

MINOR REQUIREMENTS

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.

AMERICAN INDIAN STUDIES COURSES

INS 105

Introduction to American Indian Studies

This course is an introduction to the content areas of the American Indian Studies curriculum, including an overview of American Indian history, 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

(See Modern Languages for course description.)

ENG 216

American Indian Literature

(See English Department for course description.)

INS 233

Women: A Cross-Cultural Perspective

This course examines a variety of issues concerning the biological, evolutionary and historical origins of women's roles and status in society.

Comparative roles of women are examined in tribal contexts across various indigenous cultures. Studies include the role of women in Native American and African tribes, peasant societies of eastern Europe, Mexico, the Middle East and China. (Cross-listed with the Women's Studies Department.)

INS 260

Contemporary American Indians

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

ART 290

Tribal Arts and Culture

(See Art Department for course description.)

INS 320

American Indian Women

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

HIS 326

American Indian History

(See History Department for course description.)

REL 370

American Indian Spirituality and Philosophical Thought

(See Religion Department for course description.)

■ **ETHNIC STUDIES**

REL 231

Religion in African-American History

(See Religion Department for course description.)

INS 232

The African-American Experience in America

An overview of the major issues related to the African-American experience, focusing on historical, sociological, economic, legal and psychological aspects of that experience.

HIS 241

Topics in African-American History

(See History Department for course description.)

■ **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 General Education City requirement introduce students to the wide variety of developing careers related to urban and metropolitan affairs and equip students with the analytical and theoretical tools required to understand the metropolitan community.

Internships, Community Service-Learning and Cooperative Education 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 Hesser (Director, SOC), Andrew Aoki (POL), Jeanne Boeh, (ECO), Robert Clyde, Norman Ferguson (PSY), Chris Kimball (HIS)

DEGREE AND MAJOR REQUIREMENTS

Major

- 13 courses including:
- POL 122 Metropolitan Complex
 - POL 421 Topics in American Politics
 - PSY 356 Environmental Psychology
 - SOC 211 Human Communities and the Modern Metropolis
 - SOC 381 The City and Metro-Urban Planning
 - HIS 225 History of the Twin Cities
 - HIS 335 Urban American History
 - MIS 379 Quantitative Methods for Business and Economics or SOC 362 Statistical Analysis
 - POL 484 Political Analysis Seminar or SOC 363 Research Methods
 - INS 399 Internship
- Plus three additional approved urban-related courses. (Courses fulfilling the City Perspectives generally meet the urban-related requirement.)

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 Microeconomics.

Minor

POL 122, SOC 211, HIS 225 and two of the following: POL 421, PSY 356, HIS 335, SOC 381 or INS 399.

The Internship, INS 399, is highly recommended where appropriate. Other combinations are feasible if approved by the Director of the Program.

METRO URBAN STUDIES COURSES

INS 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. Students must consult with the Department and Internship and Cooperative Education Office prior to registration.

INS 299

Directed Study

Independent Study for Lower Division students (Prereq.: consent of instructor and POL 122 or SOC 211)

INS 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. Students must consult with the Department and Internship and Cooperative Education Office prior to registration.

INS 498

Independent Study — Metropolitan Resources

An independently designed course which a student (or group of students) develops, which utilizes resources available in the metropolitan community, e.g., lectures, symposia, performances, hearings. The course is designed in consultation with and evaluated by a Department faculty member. (Prereq.: POL 122 or SOC 211 and consent of instructor)

INS 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 18 colleges and universities. 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.

For information on the international HECUA programs, see International Studies listings.

URBAN STUDIES COURSES

I. Metro-Urban Studies Term (MUST)

This "Semester in the Cities" program focuses upon the Twin Cities metro area.

INS 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 in the context of dominant ideology and perspectives of people who challenge it.

INS 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.

INS 399

Internships (2 course 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. 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.

INS 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 a variety of arts performances and cultural events.

INS 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.

INS 399

Internships (2 course 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.

■ NORDIC AREA STUDIES – NAS

(Formerly Scandinavian Area Studies)

Nordic Area Studies is an interdisciplinary program drawing on the combined resources of the ACTC schools and the Nordic Center at Augsburg College. The curriculum treats Norden (Denmark, Finland, Iceland, Norway and Sweden) not only as a geographical area, but as an

integrated cultural region with a shared history, common values, and a high degree of political, social, and economic interdependency. Courses in Nordic Area Studies postulate a Nordic regional identity as a context in which to appreciate the differences between the five individual countries and to understand the complexity of their interactions among themselves and the global community.

Advisor

Frankie Shackelford

DEGREE AND MAJOR REQUIREMENTS**Major**

Eight Upper Division courses.

Minor

Four Upper Division courses.

OTHER REQUIREMENTS

Note: At least four of the Upper Division courses required for the major must be Augsburg courses. The remainder

may be transfer credits 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 language course listings under the Modern Language Department.

Recommended supporting preparation: Study in Denmark, Norway, Sweden, Finland or Iceland (see International Studies Department – Østfold Program, Metro-Urban Studies, SUST or Oslo Year Program), and elective courses or a second major such as Norwegian, History, Political Science, Urban Studies, Business Administration, International Relations, Sociology or Social Work.

NORDIC AREA STUDIES COURSES**NAS 330****Contemporary Norden**

A broad survey of Nordic culture with special emphasis on conditions and developments in the 20th century. Knowledge of Scandinavian language not required. (Fall: alternate years)

NAS 351**The Modern Nordic Novel**

Lectures illustrate the development of the Nordic novel. Class discussion based on reading of selected works in translation, including masterpieces from all five Nordic countries. Norwegian majors will be required to do appropriate readings and written work in Norwegian. (Spring: alternate years)

NAS 352**The Modern Nordic Drama**

Readings include dramatic works by Ibsen, Strindberg, and selected 20th century dramatists. Lectures provide a context for understanding the development of the Nordic drama. Norwegian majors will be required to do appropriate readings and written work in Norwegian. (Spring: alternate years)

NAS 372**Norwegian Language and Culture**

(See International Studies, Scandinavian Urban Studies Term.)

NAS 377**Scandinavia in the World**

(See International Studies, Scandinavian Urban Studies Term.)

- ART 382** **Scandinavian Arts**
(See Art Department.)
- NAS 393** **Norwegian Art and Literature: Perspectives on Social Change**
(See International Studies, Scandinavian Urban Studies Term.)
- NAS 394** **Urbanization and Development in Scandinavia**
(See International Studies, Scandinavian Urban Studies Term.)
- NAS 399** **Internship**
A work-based learning experience in which the student, a faculty member and the site supervisor design a learning agreement that enables the student to apply theoretical knowledge of Nordic culture in a professional context and to explore career possibilities related to the major. Consult with the departmental Internship Coordinator and the Internship and Cooperative Education Office.
- NAS 499** **Independent Study**
In consultation with a faculty member, the student selects a specific topic for study.

■ WOMEN'S STUDIES

The program in Women's Studies provides students with the opportunity to examine critically women's contributions and experiences in various historical and cultural contexts. This is an inter-college program with course offerings at Augsburg College, Hamline University, the College of St. Catherine and the University of St. Thomas. Courses are drawn from many disciplines and combine theoretical, practical and research components that focus not only on gender, but also acknowledge that race, class and sexual identity are crucial aspects of women's experiences.

The Women's Studies Program offers both a major and a minor, and provides students with academic preparation for careers in human services, education, and social work as well as graduate study.

Women's Studies Faculty

Maria Woroby (Coordinator), Kristin M. Anderson, Maria Brown, Grace B. Dyrud,

Mary G. Endorf, Milda Hedblom, Victoria Littlefield, Lynne Lorenzen, Mildred "Mike" Mueller, Catherine Nicholl, Beverly J. Nilsson, Norma Noonan, Nancy K. Steblay, Beverly J. Stratton

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses which must include INS 201 Foundations in Women's Studies, INS 495 (Seminar), and INS 199 or INS 399 (Internships). The remaining seven electives are to be selected from approved Women's Studies courses. At least three courses must be Upper Division courses. Students may take courses at any of the colleges participating in the Women's Studies Program. However, at least three courses must be completed at Augsburg. The writing component of the Graduation Skills Requirements for the Women's Studies major must also be completed at Augsburg. Each student's program must

have the written approval of the Women's Studies Program Coordinator.

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 Program Coordinator.

WOMEN'S STUDIES COURSES

INS 199

Internship

Must be approved by Women's Studies Program Coordinator.

INS 201

Foundations in Women's Studies

This multidisciplinary course introduces students to the contributions of women in history, religion, literature, philosophy, sciences and the arts, and how the questions and methodologies of these disciplines differ when seen from women's perspectives. Students will also study the diversity of women's experiences in terms of race, sexual orientations and class, and other contemporary issues.

INS 233

Women: A Cross Cultural Perspective

This course will examine a variety of issues concerning the lives of women in non-Western societies, including their economic, political and social contributions, familial roles, and status in society. Emphasis will be placed on the comparative roles of women in different cultures.

INS 265

Women in American Culture

Through a discussion of works by women historians and selections from women's journals, speeches, literature and other aesthetic creations, the class analyzes the position of women in American culture. Emphasis will be placed on the perspectives of women of color and other women minority groups.

INS 281

Topics in Women's Studies

INS 311

The Development Process

(See International Studies, Women and Development.)

INS 320

American Indian Women

(See American Indian Studies for course description.)

INS 325

African American Women: Social, Historical and Creative Perspectives

This course examines the historical roots of African American women from Africa to locations in the United States and other parts of the African Diaspora. The effects of slavery and its resulting effect on African women are examined in depth, as well as past and current contributions by African American women to government, business and family.

INS 399

Internship in Women's Studies

(Must be approved by the Women's Studies Program Coordinator.)

Interdisciplinary Studies

INS 481 **Topics in Women's Studies**

INS 495 **Women's Studies Seminar**

This advanced course will include student research and presentations that incorporate feminist theory. The seminar is required of all majors and minors who do not elect to do an Independent Study (499). It is offered at a different college each year.

INS 499 **Independent Study**

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

See department listings for descriptions of the following approved electives:

ART 352 **Women and Art**

ENG 282 or 482 **Topics in Literature: Women and Fiction**

POL 421 **Topics in American Politics**

POL 459 **Topics in Comparative Politics**

PSY 371 **Psychology of Gender**

REL 441 **Feminism and Christianity**

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 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, Russia and East Central Europe, the Far East, Southeast Asia, etc.

Recent students have had double majors in History, Political Science, International Business or a foreign language. Numerous combinations of majors and minors are possible with the International Relations major.

Director

Norma Noonan

DEGREE AND MAJOR REQUIREMENTS

Major

Required courses:

- ECO 112 Principles of Macroeconomics or ECO 113 Principles of Microeconomics
- HIS 103 The Modern World or HIS 104 The Modern Non-Western World
- POL 158 Political Patterns and Processes or POL 160 World Politics

POL 490 Seminar in International Relations

Two of the following:

HIS 332 History of U.S. Foreign Relations

POL 363 Russian and Chinese Foreign Policy

POL 461 Topics in International Politics
Also, the equivalent of four terms of college work in a modern language

Required electives

Six of the following (not more than three from any one discipline may be counted toward the major):

BUS 362, 465, 466

ECO 314, 317, 360

HIS 440, 474

PHI 355

POL 350, 351, 359, 382, 459

REL 356, 420

SOC 336

SPC 329

FRE 332, GER 332, NOR 331, SPA 331, SPA 332, SCA 330 (See Modern Languages.)

Interim courses, seminars, Independent Study, topics courses and courses at other colleges/universities can be considered here with the approval of the Program Director, as well as a fourth term or higher of college work in a second language.

Honors Major

GPA of 3.6 in the major; 3.0 overall. In addition to fulfilling the requirements for the major, the student must complete an Honor's Thesis no later than March 1 of one's senior year and must defend the thesis before a faculty committee. Students should declare their intention to complete an Honor's Major by the end of their junior year.

Minor

ECO 112 or 113, HIS 103 or 104, and POL 158 or 160. One course from HIS 332, POL 363 or 461. One year of modern language. Three courses from the list of required electives for the major. Not more than two courses from any department can count toward the minor.

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

INTERNATIONAL STUDIES

International Study at Augsburg College is intended to motivate students to act responsibly and effectively in society by expanding their awareness of other cultures, deepening their understanding of the human condition on a global scale, and helping them to understand the connections between social justice and global interdependence. The Center for Global Education administers international study opportunities available to Augsburg students.

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 to mathematics, 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 the Coordinator of Academic Programs Abroad and appropriate faculty before departure.

All students in good academic standing (a minimum GPA of 2.5) at Augsburg may apply for permission to study off-campus through the Center for Global Education. Students must apply by December 15 for study off-campus for the next year. The cost for many programs is equivalent to full room, board and tuition for a semester on-campus. Financial aid is granted on the same basis as on-campus study.

International study programs approved through Augsburg are listed below. For information on these or other programs, contact the Coordinator of Academic Programs Abroad.

■ THE CENTER FOR GLOBAL EDUCATION

The Center for Global Education 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.

The Center's study programs are conducted in Mexico, Namibia, Norway and Switzerland. Students experience three distinct types of living situations, which include living with other participants in a

community house, spending several days in a rural setting and several weeks living with host families. They also travel together on two-week seminars: in Mexico to Central America, in Namibia to South Africa, and in Switzerland to Italy and Germany.

CENTER FOR GLOBAL EDUCATION COURSES

■ WOMEN AND DEVELOPMENT: LATIN AMERICAN PERSPECTIVES — FALL

This program 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.

Courses are offered for credit in the disciplines as listed. INS 311 and POL 359 are also 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 116, 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for four 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 are examined, as well as social change strategies.

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.

■ SOCIAL POLICY AND HUMAN SERVICES IN LATIN AMERICA — FALL

This program introduces students to the central issues currently facing Latin America by focusing on new models of political organizing, popular education and human services.

SPA 116, 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for four 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

Latin America: Development Issues

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 and 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

International Models of Social Work

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.)

■ SOUTHERN AFRICA SOCIETIES IN TRANSITION — FALL

This intensive program of travel and study is designed to introduce participants to the central issues facing Southern Africa. Namibia is a nation that has recently gained independence and is making a transition from colonialism to independence. Students will explore the complex political, social and economic dynamics of building a new nation.

INS 312 The Development Process — Southern Africa

This course will provide the opportunity to reflect critically on issues of development, hunger, injustice and human rights. The course will examine basic theories of development as well as particular strategies of development that are being implemented in Namibia and South Africa.

REL 346 The Church and Social Change in Southern Africa

This course examines the changing role of the church in the midst of the political transformations of Southern Africa. Students will meet with people representing a variety of religious perspectives and roles within churches and religious organizations. Readings include selections of biographies and personal accounts of some key religious leaders in Southern Africa who played important roles in the anti-apartheid struggle.

HIS 346 Namibia and South Africa: An Historical Perspective

This course is an overview of the history of Namibia and South Africa, including the experience of indigenous peoples, the impact of occupation by South Africa and the war for independence. An exploration of the historical roots of apartheid and the process by which it has been institutionalized during the 20th century is an integral component.

POL 353 or SOC 304 Political and Social Change in Namibia: A Comparative Perspective

This course is an integrative seminar for the semester. The Namibian situation is a case study for exploring the process of political and social change occurring in Southern Africa during the second half of the century. The legacy of apartheid in Namibia will be examined with particular focus on the social and political movements that have evolved in the struggle for independence. The structure and process of Namibian politics will be compared to those of South Africa and Zimbabwe.

INS 399 Internship

A limited number of Internships will be available to provide students with opportunities to gain hands-on work experience in a development agency.

■ AUGSBURG COLLEGE ØSTFOLD, NORWAY — SEMESTER OR ACADEMIC YEAR

Augsburg, in cooperation with the University of North Dakota and the city of Moss, offers this semester or year-long exchange program in Moss, Norway. Twenty U.S. students and 20 Norwegian students join to explore the cross-cultural dimensions of a variety of fields.

NOR 111/112 Beginning Norwegian

This course aims to develop the four basic language skills of speaking, listening, reading and writing. Special emphasis will be placed on helping students learn to use Norwegian in their daily lives, including at school, with host families and in the community of Moss. Television, radio, movies, newspapers, magazines and visits by native Norwegians are incorporated into class sessions. (Intermediate and advanced Norwegian courses can be arranged for students who have already completed a year of Norwegian language study.)

NAS 199/399 Internships

Students are placed in local businesses, institutions, or organizations in the Moss area where they work approximately 8 to 10 hours per week. In addition, students complete the academic component of the internship, which usually includes reading appropriate books and articles, keeping a journal, writing a paper, and participating in seminars with other interns. Students, faculty, and work supervisors cooperate to develop learning contracts which spell out the work and study obligations of the students.

HIS 245/345 The American and Scandinavian Shared Heritage

An exploration of key aspects of the cultural history of the United States and Scandinavia from the 19th century to the present. Emphasis is on the Atlantic migration and the similarities and differences between these cultures, especially in their movement from agrarian to industrial society.

NAS 250 Comparative Social Structures in Scandinavia and the United States

This course examines concepts basic to the study of sociology, including group interaction, social institutions and culture. It also explores the development and current status of social structure in Scandinavia and the United States.

NAS 299/499 Directed Study/Independent Study

(Some of the Lower Division courses may also be taken for Upper Division credit.)

SPC 332 Intercultural Communication

This course will explore both the opportunities and the problems associated with communication between people from different cultural backgrounds. Factors such as ethnocentrism, stereotyping, prejudice, role expectation, values and non-verbal symbols will be examined. The Western cultures of Norway and the United States will be examined as well as the non-Western culture of Asian foreign workers.

SPC 346 Theories of Communication and Media

This course will explore the relationship between communication and

media by examining texts, ideas, media products and technical facilities. Special attention will be given to the social, psychological, ethical and demographic issues from American and Scandinavian cultures, which have resulted in the development of two distinct media traditions.

SPC 349

Interactive Communication and Media

This course will explore interactive communication and media. In this context, interactive communication refers to a two-way exchange of messages, and the media most commonly used for this purpose are computers, television and interactive video systems. Scandinavian and American media systems and their interactive media products will serve as the framework for this study.

ART 382

Scandinavian Art

(See Art Department for course description.)

■ INTERNATIONAL DEVELOPMENT AND HUMAN RIGHTS IN LATIN AMERICA — SPRING

This program examines approaches to development in Latin America and the relationship of these approaches to achievement of basic human rights.

SPA 116, 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for four 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)

ECON 495

Topics of Economic Development in the Third World

Study the models of economic development implemented in Latin America during the past 50 years. Examine the economic strategies utilized in Mexico and Central America during the past decade, as well as the impact of U.S. economic policies in the region. Learn about the current debate on economic development as well as the implications of the North American Free Trade Agreement for Latin America. (Prereq.: ECO 112 or equivalent)

POL 495

Seminar on Human Rights in Latin America

Examine the philosophical foundations and contemporary definitions of human rights, including international standards and covenants. Become familiar with the work of international agencies, grassroots organizations and churches in promoting respect for human rights. Concentrate on the ways in which human rights affect women, children and other marginalized groups. Study international humanitarian law and the relationship of human rights to both international development and U.S. foreign policy.

GST 230

Cultural Issues Seminar

Look at aspects of Latin American culture, history and contemporary realities. Through a series of mini-seminars gain an understanding of Mexican cultural identities and develop a cultural framework for understanding contemporary issues.

HIS 347

Meso-American Legacy of Conquest

Obtain a comprehensive view of Mexico's development from pre-Colombian times to the present day. Through a series of mini-seminars trace the roots of pre-Colombian civilization in Mexico, study the turmoil of the Mexican revolution and its effects on modern Mexican society, and investigate the strategies of current revolutionary movements in Mexico, Nicaragua and El Salvador.

REL 366

The Church and Social Change

Learn about the role of religion past and present within situations of political oppression and social injustice. Focus on the role of women in the church and emerging theologies of liberation.

INS 399

Internship

Gain hands-on work experience in a human rights organization or development agency located in Cuernavaca, Mexico. Provide 80 hours of service to the agency, attend field placement seminars, and report to fellow students about experiences.

■ WOMEN AND DEVELOPMENT: A SOUTHERN AFRICA PERSPECTIVE — SPRING

This intensive travel and study program is designed to introduce participants to the central issues facing Southern Africa, with emphasis on the experience of women. The program introduces students to the struggle of women in Southern Africa, to the history of their role in society and to the situation that exists for women in Africa.

SOC 236

Family Systems and Social Policy in Southern Africa

Using a cross-cultural approach, this course will examine the family as a social institution in Namibia and South Africa. A family stay will serve as a laboratory for students to observe various aspects of family life in Namibia, including kinship, child-rearing, courtship and the marriage relationship. The course will also examine formation of social policy responses to family issues in post-independent Namibia.

INS 312

The Development Process — Southern Africa

This course will provide the opportunity to reflect critically on issues of development, hunger, injustice, and human rights, with special emphasis given to the experience of women. The course will examine basic theories of development as well as particular strategies of development being implemented in Namibia and South Africa.

REL 346

The Church and Social Change in Southern Africa

This course examines the changing role of the church in the midst of the political transformations of Southern Africa. Students will meet with people representing a variety of religious perspectives and roles within churches and religious organizations. Readings include selections of biographies and personal accounts of some key religious leaders in Southern Africa who played important roles in the anti-apartheid struggle.

POL 359**Topics: Women in Comparative Politics — Southern Africa**

This course is an integrative seminar focusing on the participation of women in struggles for liberation in Southern Africa and on their emerging role in newly independent Namibia. The experience of Namibian women in the political process will be compared to that of women in South Africa and Zimbabwe.

INS 399**Internship**

A limited number of internships will be available to provide students with the opportunity to gain hands-on work experience in a development agency working with or providing special services to women.

■ GLOBAL ISSUES AND WORLD CHURCHES — SUMMER

This intensive program of study and travel is designed to introduce participants to the workings of international nongovernmental organizations, especially ecumenical church agencies. The program is focused on peace and justice issues and the integrity of creation.

Based in Geneva, Switzerland, the program will also include seminars in Italy and a family stay in Eastern Germany.

POL 356**International Organizations and Religious NGOs**

A study of the functional organization and role of nongovernmental agencies, with emphasis on world church agencies, and their relationship to other voluntary agencies and to intergovernmental organizations (United Nations committees) responding to global issues.

REL 379**Ecumenism in the Contemporary World**

A study of the policies and programs of world church agencies with attention to the ethics, theology and socio-political assumptions on which their work is grounded.

■ THE HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS (HECUA)

Augsburg, in consortium with other colleges and universities, offers programs through HECUA in three different full semester programs in Norway, Colombia and Ecuador. All programs emphasize the impact of social change and cross-cultural

factors on the human community. HECUA programs include intense language experience, internships and field trips. The cost of HECUA programs is equivalent to full tuition, room and board for one semester on-campus plus airfare.

For non-international HECUA courses, see Interdisciplinary Studies (INS), Metro-Urban Studies.

HECUA COURSES

■ SCANDINAVIAN URBAN STUDIES TERM: NORWAY (SUST) — FALL

This interdisciplinary program focuses on the contemporary Scandinavian societies and issues of the development of cities, urban problem solving and urban life. Local, regional and international field study and site visits in Scandinavia and the former Soviet Union.

INS 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. Students should consult with the Chair of the Modern Language Department for language credit.

INS 377

Scandinavia in the World

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. Includes field travel to other capitals for discussions with advocates of competing perspectives.

INS 393

Scandinavian 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.

INS 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 other capitals for a comparative view.

INS 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.

■ **SOUTH AMERICAN URBAN SEMESTER: COLOMBIA OR ECUADOR (SAUS) — FALL**

This semester in the city program is located in either Bogota, Colombia or Quito, Ecuador. This interdisciplinary program focuses on the relationships between Third World development and the consequences of urbanization, especially inequality in Latin America. Analyses of competing theories of development are integrated with field study in the host city and outlying regions.

INS 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.

INS 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 is on economic development issues, theories and models applicable to Latin America.

INS 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.

INS 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.

INS 499

Independent Study

Students with advanced Spanish are required to prepare an Independent Study research paper. Depending on the topic and resources required, supervision is by a professional at a local college or research institution or by SAUS faculty.

■ **COMMUNITY INTERNSHIPS IN LATIN AMERICA: ECUADOR (CILA) — FALL OR SPRING**

This interdisciplinary program enables the student to combine intense involvement in a community-based organization with the study of community development process and the increase of language skills.

■ **LITERATURE, IDEOLOGY, AND SOCIETY IN LATIN AMERICA: COLOMBIA OR ECUADOR (LISLA) — SPRING**

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

- INS 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.
- INS 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.
- INS 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, dependence and Marxism.
- INS 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.

MANAGEMENT INFORMATION SYSTEMS

See listing under Business Administration, Accounting and Management Information Systems.

MATHEMATICS – MAT

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 courses at Augsburg are intended to help develop these skills.

Mathematical ideas have had a formative impact on the development of civilization. Since a liberal education should include a variety of perspectives on our culture and heritage, a study of mathematics and its influences is an important part of a liberal arts education.

The Department aims to provide its majors with skills necessary to serve the larger community through a variety of careers. Mathematics majors are prepared for graduate school or work in industry or service professions. Students may pursue a concentration in applied mathematics or 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.

Additionally, an increasing number of academic disciplines require a working knowledge of the tools of mathematics. This Department serves students majoring in a wide variety of fields. Toward the goal of serving students with a diversity of needs, the Department uses an integrated curriculum that introduces mathematics and science majors to modern mathematical developments and a wide variety of concepts in the first two years, not just calculus. A major federal grant supported the development of this AUGMENT curriculum.

Mathematics Faculty

Larry Copes (Chair), Suzanne Dorée, Beverly Durkee, Ken Kaminsky, Beverly Stratton

DEGREE AND MAJOR REQUIREMENTS

Major

Eight courses including:

- MAT 145 AUGMENT Mathematics I
- MAT 146 AUGMENT Mathematics II
- MAT 245 Mathematical Structures and Reasoning I
- MAT 246 Mathematical Structures and Reasoning II
- MAT 314 Abstract Algebra
- MAT 324 Analysis
- MAT 491 Mathematics/Computer Science Colloquium (junior and senior years)
- CSC 170 Structured Programming or CSC 270 FORTRAN

And three electives from MAT courses above 200, at least two of which are above 300.

Note: At least two mathematics courses above 300 must be taken at Augsburg.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Mathematics

Mathematics Major with concentration in Applied Mathematics

Ten courses including:

- MAT 145 AUGMENT Mathematics I
- MAT 146 AUGMENT Mathematics II
- MAT 245 Mathematical Structures and Reasoning I
- MAT 246 Mathematical Structures and Reasoning II
- MAT 247 Introduction to Applied Mathematics
- MAT 324 Analysis
- MAT 491 Mathematics/Computer Science Colloquium (junior and senior years)
- PHY 121 General Physics I
- PHY 122 General Physics II
- CSC 170 Structured Programming or CSC 270 FORTRAN

And three electives from:

- PHY 327 Special Functions of Mathematical Physics
- MAT 328 Complex Analysis
- MAT 355 Numerical Analysis
- MAT 373 Probability and Statistics I
- MAT 374 Probability and Statistics II
- MAT 481 Topics (must be approved)

Note: At least two mathematics courses above 300 must be taken at Augsburg.

Honors Major

GPA of 3.5 in the major, 3.1 overall, and Independent Study at an advanced level.

Mathematics Minor

- MAT 145 AUGMENT Mathematics I
- MAT 146 AUGMENT Mathematics II
- MAT 245 Mathematical Structures and Reasoning I
- MAT 246 Mathematical Structures and Reasoning II
or MAT 247 Introduction to Applied Mathematics

And one elective above MAT 300.

At least one of the MAT courses above 200 must be taken at Augsburg.

OTHER REQUIREMENTS

Math Placement Group (MPG)

Before enrolling in any mathematics course, the student must have appropriate math placement. All students are required to have their Math Placement Group (MPG) determined. In some cases, students who have transferred in a college-level mathematics course taken at another college may have their Math Placement Group determined by the Registrar's Office. Students who have passed the College Board Advanced Placement Exam should consult with the Mathematics Department. All other students must take the Augsburg Math Placement Exam. The exam is given during college registration sessions and at other announced times during the year. Students who need to advance their Math Placement Group may take the appropriate MAT course or study on their own and retest. Additional information about the Math Placement Exam is available from the Director of Testing in the Academic Dean's Office.

Prerequisites

A course must be completed with a grade of 2.0 or higher to count as a prerequisite for a mathematics course.

MATHEMATICS COURSES**MAT 103****Basic Mathematics**

A review of arithmetic and an introduction to algebra. Topics include integers, fractions, decimal numbers, ratios, percents, exponents, radicals and evaluation of algebraic expressions. Successful completion advances the student to Math Placement Group II. P/N grading only. Counts as one course in semester's load but does not give credit toward graduation. (Prereq.: MPG I. Fall, Spring)

MAT 104**Intermediate Algebra**

A review of basic algebraic skills and concepts. Topics include polynomials and rational expressions, exponents and radicals, solving and graphing linear and quadratic equations, and inequalities. Successful completion advances the student to Math Placement Group III. P/N grading only. Counts as one course in semester's load but does not give credit toward graduation. (Prereq.: MPG II. Fall, Spring)

MAT 105**Applied Algebra**

An exploration of applications of algebra to the social and natural sciences, business and everyday life using linear, exponential, logarithmic and other models. Use of calculator, estimation and graphs are stressed. Successful completion advances students to MPG III. Students in Math Placement Group III or IV should consult the Mathematics Department. Students preparing for MAT 114 should consult the Mathematics Department. (Prereq.: MPG II and a year of high school algebra)

MAT 114**Elementary Functions**

A study of algebraic, exponential, logarithmic and trigonometric functions. For students planning to take MAT 145 or calculus. Students who have completed MAT 145 or calculus may register for credit only with consent of instructor. Successful completion advances student to Math Placement Group IV. (Prereq.: MPG III and two years of high school algebra. Spring)

MAT 121**Finite Mathematics**

Topics of finite mathematics including combinatorics, probability, matrices, linear programming and graph theory. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG III. Fall: odd years)

MAT 122**Calculus for the Social and Behavioral Sciences**

Differential and integral calculus with applications in the social and behavioral sciences. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG III. Offered occasionally)

MAT 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. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG III. Offered occasionally)

MAT 145, 146 AUGMENT Mathematics I & II

An exploration of mathematical ideas, paying attention 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, graph theory and combinatorics. (Prereq.: MPG IV for MAT 145; MAT 145 for 146. Fall: 145; Spring: 146)

MAT 173 Math of Interest

An introduction to actuarial mathematics. Topics include life insurance, annuities, mortgages, loan payments, and other topics in the mathematics of financial transactions. Offered occasionally. (Prereq.: MPG III)

MAT 245 Mathematical Structures and Reasoning I

Further exploration of topics introduced in MAT 145-146 including calculus, vectors, matrix theory, graph theory and set theory. Emphasis is on mathematical thinking, including logical reasoning and understanding algorithmic procedures and proof formats. Part of the AUGMENT curriculum. (Prereq.: MAT 146 or a year of college calculus. Fall)

MAT 246 Mathematical Structures and Reasoning II

Emphasis on mathematical thinking continues from MAT 245 with conjecturing, generalizing, abstracting and communicating mathematics in both written and oral forms. Topics include ideas from linear algebra, dynamical systems, analysis, number theory and abstract algebra. Part of the AUGMENT curriculum. (Prereq.: MAT 245. Spring)

MAT 247 Introduction to Applied Mathematics

Designed primarily for applied mathematics, pre-engineering and physical science majors. Includes topics from calculus, differential equations, discrete mathematics and applied algebra. Emphasis is on modeling and reading mathematics. Part of the AUGMENT curriculum. (Prereq.: MAT 245 or three semesters of college calculus. Spring)

MAT 314 Abstract Algebra

An introduction to modern abstract algebra: a rigorous study of the basic structures of modern abstract algebra, such as groups, rings, integral domains and fields. (Prereq.: MAT 246 or three semesters of calculus and one course in linear algebra. Fall)

MAT 324 Analysis

An introduction to mathematical analysis: a rigorous study of major concepts used in the calculus and their application to more abstract situations. (Prereq.: ENG 111, MAT 246 or 247 or three semesters of calculus and one course in linear algebra. Spring)

MAT 328 Complex Analysis

A study of complex numbers, functions, limits, derivatives, integrals, series, analytic functions, conformal mapping and applications. (Prereq.: MAT 246 or 247 or three semesters of calculus and one course in linear algebra. Fall: even years)

- MAT 351 Modern Geometry**
A study of transformational geometry including complex number representations and applications to fractal geometry. (Prereq.: MAT 246 or three semesters of calculus and one course in linear algebra. Spring: even years)
- MAT 355 Numerical Analysis**
A study of approximation methods and an analysis of the computational algorithms used. Topics include approximating solutions of nonlinear equations, linear systems of equations and differential equations, interpolation, extrapolation, curve fitting, numerical differentiation and integration, and error analysis. (Prereq.: MAT 245 or three semesters of calculus, CSC 170. Fall: odd years)
- MAT 373 Probability and Statistics I**
A study of modern probability, enumeration techniques, discrete and continuous probability distributions with applications to statistical problems, mathematical expectation, Chebyshev's inequality and the central limit theorem. (Prereq.: MAT 245 or three semesters of calculus. Fall)
- MAT 374 Probability and Statistics II**
A study of sampling distributions associated with the normal and other distributions, methods of estimation, hypothesis testing, regression, analysis of variance and nonparametric statistics. (Prereq.: MAT 373. Spring)
- MAT 399 Internship**
A work-based learning experience that links the ideas and methods of mathematics to the opportunities found in the Internship. Presentation at a departmental Colloquium is expected. Students must consult with the Department and Internship Office before registering.
- MAT 441 Foundations of Mathematics**
A rigorous investigation of some of the foundations of mathematics including set theory, logic, axiomatic method and development of the real number system. (Prereq.: MAT 314, Coreq.: MAT 324. Spring: odd years)
- MAT 481 Topics in Mathematics**
Study of an advanced topic. (Prereq.: MAT 246 or 247 and consent of instructor. Spring)
- MAT 491 Mathematics/Computer Science Colloquium (.0 course)**
This colloquium, which has no course credit, meets weekly to keep students informed about contemporary developments, career opportunities, and other interesting ideas in Mathematics and Computer Science. Junior and senior majors must attend. Others are welcome. Sessions are presented by students, faculty members or outside visitors. (Fall, Spring)
- MAT 499 Independent Study**
The student, with the guidance of a faculty member, selects and studies an advanced topic. (Prereq.: consent of instructor)
- PHY 327 Special Functions of Mathematical Physics**
(See Physics Department listing for a description of this approved elective)

See listing under Interdisciplinary Studies.

MINORITY STUDIES

See Ethnic Studies listing under Interdisciplinary Studies.

MODERN LANGUAGES DEPARTMENT

The Modern Languages 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, second language study goes beyond the development of new communication 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 a global perspective and hence is indispensable in the education of Augsburg students.

The Modern Languages Department offers language, literature, and culture courses leading to majors in French, German, Norwegian and Spanish. Introductory courses in Ojibwe and Russian are offered at Augsburg, and courses in Chinese, Japanese, Latin and Greek are available to Augsburg students through the College's affiliation with ACTC, a consortium of Twin Cities colleges.

In addition to courses in language and culture, the Department offers linguistics courses in which students may go beyond the study of individual languages to investigate the general principles that operate in and shape all languages. In this way the study of linguistics provides a unique view of one of the most intriguing and central facets of the human mind.

Knowledge of several languages, perhaps combined with the study of linguistics, is essential in preparing for careers in second-language education and translation, but also represents a valuable special qualification in many other professions. Students anticipating careers in international business, social work, the diplomatic corps, the health professions, or the ministry may wish to take a second major or minor in modern languages. In addition, a minor in languages or linguistics is a valuable research tool for those intending to pursue graduate study in most academic disciplines.

Modern Languages Faculty

Frankie Shackelford (Chair), Nancy Aarsvold, Ruth Aaskov, Mary Kingsley, Randi Quanbeck, Román Soto, Donald Steinmetz

DEGREE AND MAJOR REQUIREMENTS**Major Requirements**

Majors must take nine Upper Division courses, five to seven of them at Augsburg and two to four on an approved study-abroad program.

The major must include the following: 350; two courses in culture; two courses in language (311 or above); two courses in literature; two electives (from any of the three areas above).

Minor

Minors must take at least two Upper Division courses at Augsburg. 311 is a prerequisite to all other Upper Division courses.

The minor must include four courses above 212, including one each in language, literature and culture.

OTHER REQUIREMENTS**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 Chair for details.

MODERN LANGUAGES COURSES**■ 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 for more information.

Transfer Students

Transfer students intending to major or minor in languages must take a minimum of one Upper Division course per year at Augsburg. See Department faculty for limits on non-Augsburg courses.

Study Abroad

Study abroad is required of all language majors (minimum of one semester) and highly recommended for minors. An advanced-level Internship in the major language (399) or an interdisciplinary internship (INS 199), linking language skills with community service and career exploration, is strongly encouraged.

Teaching Licensure

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. All transfer teacher candidates, including those who have completed a college language major elsewhere, must take at least two courses in language, literature, or culture at Augsburg. A 3.0 average in Conversation and Composition (311) is a Departmental requirement for teaching majors. Licensure requires successful completion of the Competency Exam prior to student teaching. See requirements for State of Minnesota Licensure for Teaching in Secondary Schools under Department of Education.

Modern Languages

■ FRENCH (FRE)

FRE 111, 112 Beginning French

Aimed to develop communication skills of understanding, speaking, reading and writing. Through conversations, classroom practice and readings, these courses work toward the discovery of French culture and way of life. Four class meetings per week. Laboratory work is an integral part of the course. (Fall: 111; Spring 112)

FRE 211, 212 Intermediate French

Selected articles, interviews and literary readings are the basis of practice in communication, vocabulary building and developing greater ease in reading and writing French. Review of basic structures and grammar. Laboratory work. (Fall: 211; Spring: 212)

FRE 243 French Literature in Translation

Major representative works of French literature are read in English translation. Through assigned readings, class discussion and written reaction, 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)

FRE 299 Directed Study

Independent Study for Lower Division credit.

FRE 311 Conversation and Composition

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

FRE 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 spoken models from the media. (Prereq.: FRE 311 or consent of instructor. On demand)

FRE 331 French Civilization: Historical Perspective

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

FRE 332 French Civilization Today

Topics in 20th-century problems, ideas. Cultural manifestations that promote understanding of French-speaking people and their contribution to the contemporary scene. Readings, reports, extensive use of audio-visual materials and periodicals. In French. (Prereq.: FRE 311 or consent of instructor. Spring: on rotational basis)

- FRE 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. (Prereq.: FRE 311 or consent of instructor. On demand)
- FRE 351, 353 Survey of French Literature I, II**
The study of major French authors and literary movements in France through the reading of whole literary works where possible. Lectures, discussion, oral and written reports in French. (Prereq.: FRE 311 or consent of instructor. Spring: on rotational basis)
- FRE 355 20th 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.: FRE 311 or consent of instructor. Spring: on rotational basis)
- FRE 399 Internship**
A work-based learning experience in which the student, a faculty member, and the site supervisor design a learning agreement that enables the student to apply advanced French skills in a professional context and to explore career possibilities related to the major. Consult with the departmental Internship Coordinator and the Internship and Cooperative Education Office.
- FRE 411 Advanced Conversation and Composition**
By means of reading, speaking and writing on topics of intellectual, social or political interest, the student acquires extensive training in 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. Laboratory assignments. (Prereq.: FRE 311 or consent of instructor. Fall)
- FRE 450 French Seminar: Novel, Drama, Poetry, Short Story**
In-depth study of a topic or genre in French literature. Student presentations in French. For advanced students. (See also Interim Catalog. Prereq.: FRE 311 or consent of instructor. On demand)
- FRE 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)

GER 111, 112 Beginning German

Aims at developing basic skills. Classroom practice in speaking, under-

standing 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. (Fall: 111; Spring: 112)

GER 211, 212 Intermediate German

For students with two terms (or four to five semesters 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. (Fall: 211; Spring: 212)

GER 244 German Literature in Translation

Principal works of German literature representing Medieval to modern periods (including Mann, Hesse, Grass, Kafka, Brecht) are read and discussed in English. Readings are considered in the context of German cultural history as well as in context of the universal human condition. Credit for this course does not apply to a German major or minor. (Sophomore standing. On demand)

GER 299 Directed Study

Independent Study for Lower Division credit.

GER 311 Conversation and Composition

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

GER 331 German Civilization and Culture I

Follows the cultural and social development of the German-speaking peoples from the prehistorical Indo-European origins (ca. 3,000 B.C.) to the Thirty Years War (1643), with emphasis on the impact of Roman civilization, the re-emergence of German cultural self-awareness in the Middle Ages and the upheavals of the Reformation. In German. (Prereq.: GER 311 or consent of instructor. Spring: on rotational basis)

GER 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.: GER 311 or consent of instructor. Spring: on rotational basis)

GER 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. (Prereq.: GER 311 or consent of instructor. On demand)

- GER 351 German Literature through the 18th Century**
Survey of heroic, courtly, Reformation, Baroque, Enlightenment, Storm and Stress, Classic and Romantic literature. Readings in German supplemented by lectures on the history of German literature in its cultural and geopolitical context. Class discussions help improve students' ability to express ideas in German. (Prereq.: GER 311 or consent of instructor. Spring; on rotational basis)
- GER 352 German Literature: The 19th Century**
Study of later Romanticism, Young-Germany, Poetic Realism, Naturalism and Impressionism. Lectures include the literary reaction to the decline of idealistic philosophy and the rise of technology and science. Readings in German. Class discussions help improve students' ability to express ideas in German. (Prereq.: GER 311 or consent of instructor. Spring; on rotational basis)
- GER 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.: GER 311 or consent of instructor. Spring; on rotational basis)
- GER 399 Internship**
A work-based learning experience in which the student, a faculty member and the site supervisor design a learning agreement that enables the student to apply advanced German skills in a professional context and to explore career possibilities related to the major. Consult with the departmental Internship Coordinator and the Internship and Cooperative Education Office.
- GER 411 Advanced Conversation and Composition**
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.: GER 311 or consent of instructor. Fall)
- GER 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.: GER 311 or consent of instructor. On demand)
- GER 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.: GER 311 or consent of instructor. On demand)
- GER 499 Independent Study**
Independent Study for Upper Division credit.

Modern Languages

■ 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)

- LIN 289 Introduction to Linguistics**
An introduction to linguistic analysis and general linguistic principles, with focus on linguistic universals and psycholinguistics. Theoretical questions will be approached by studying samples of various languages. No prerequisite. Recommended for all language majors and minors. (On demand)
- LIN 299 Directed Study**
Independent Study for Lower Division credit.
- LIN 311 Theories of Grammar**
Comparative analysis of various views of language represented in current linguistic research with the aim of distinguishing underlying philosophical assumptions, investigational criteria and explanatory goals. The theories will be contrasted with those of adjacent disciplines (anthropology, psychology, logic and communication theory). (On demand)
- LIN 499 Independent Study**
Independent Study for Upper Division credit.

■ NORWEGIAN (NOR)

Two courses in Norwegian are also offered as part of the Østfold Program, listed under International Studies.

- NOR 111, 112 Beginning Norwegian**
Introduction of the four basic language skills: speaking, listening, reading and writing. Stress is on spoken rather than literary Norwegian. Laboratory work expected. (Fall: 111; Spring: 112)
- NOR 211 Intermediate Norwegian**
Continued acquisition and refinement of communication skills (speaking, listening, reading, writing). Emphasis is on social or cultural contexts and integrated vocabulary clusters. Selected readings in Norwegian are used as a basis for class activities and writing exercises. Includes grammar review. Laboratory work expected. (Prereq.: NOR 112 or equivalent. Fall)
- NOR 299 Directed Study**
Study for Lower Division credit.
- NOR 311 Conversation and Composition**
Practice in spoken and written Norwegian with emphasis on communicative contexts and integrated vocabulary. Some attention given to regional dialects and to differences between the two official languages of Norway.

Readings in history, social science and literature form a basis for class activities and frequent writing practice. (Prereq.: NOR 211 or equivalent. Spring)

- NOR 331 Norwegian Civilization and Culture**
A two-tiered approach allows students to place contemporary cultural developments, such as Norway's changing role in the global community, into an historical context. Readings in history are supplemented by newspaper articles and video tapes. Readings, lectures, class discussion, writing assignments and periodic oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor. Fall: alternate years)
- NOR 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. (Prereq.: NOR 311 or consent of instructor. On demand)
- NOR 353 Survey of Norwegian Literature**
Selected readings in contemporary Norwegian literature provide a basis for the study of major works from earlier periods, including several in nynorsk. Readings, lectures, discussion, journals, essays and oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor. Fall: alternate years)
- NOR 399 Internship**
A work-based experience in which the student, a faculty member and the site supervisor design a learning agreement that enables the student to apply advanced Norwegian skills in a professional context and to explore career possibilities related to the major. Consult with the Departmental Internship Coordinator and Internship and Cooperative Education Office.
- NOR 411 Advanced Conversation and Composition**
Extensive practice in spoken and written Norwegian, based on literary and cultural readings. Some attention is given to the historical development of the Norwegian language. Students serve as peer-tutors for those registered in NOR 311. Readings, journals, discussion, role-playing, written and oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor. Spring)
- NOR 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 Modern Language Department and as part of the American Indian Studies minor.

- OJB 111, 112 Beginning Ojibwe**
An introduction to the language and culture of the Ojibwe (Chippewa).

Modern Languages

Emphasis is on vocabulary, reading, writing and conversational skills. Classroom practice will include linguistic patterns and oral interaction. The second course extends vocabulary usage, reading, writing, oral skills and cultural studies, with increased emphasis on comprehension.

■ RUSSIAN (RUS)

One year of Russian is offered at Augsburg. Russian language studies may be continued in the ACTC Russian, Central and East European Studies Program, which requires two years of language for the major. See Russian, Central and East European Studies Program Campus Coordinator for more information.

RUS 111, 112 Elementary Russian

Aimed to develop reading, writing, understanding and conversational skills through oral classroom practice, elementary readings, short compositions and a growing acquaintance with Russian culture. Extensive use of the language lab. (Fall: 111; Spring: 112)

■ SPANISH (SPA)

Courses in addition to those below are offered through various programs listed under International Studies.

SPA 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. (Fall: 111; Spring: 112)

SPA 211, 212 Intermediate Spanish

Through the reading of selected Latin American and Spanish texts that stimulate intellectual growth and promote cultural understanding, students review all of the basic structures of Spanish and build conversational skills through class discussions. Designed for students with four to five semesters of high school Spanish or its equivalent. (Fall: 211; Spring: 212)

SPA 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 for this course does not apply to a Spanish major or minor. (On demand)

SPA 299 Directed Study

Independent Study for Lower Division credit.

SPA 311 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.: SPA 212 or equivalent. Fall)

SPA 312**Spanish Expression**

Intended for students who have a basic command of writing and speaking skills in Spanish and 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. Conducted in Spanish. (Spring: on rotational basis)

SPA 331**Spanish Civilization and Culture**

Study of the Spanish character and of Spanish contributions to world civilization through historical, intellectual, literary and artistic movements. In Spanish. (Prereq.: SPA 311 or consent of instructor. Spring: on rotational basis)

SPA 332**Latin American Civilization and Culture**

A study of the cultural heritage of the Spanish American countries from the pre-Columbian civilizations to the present. In Spanish. (Prereq.: SPA 311 or consent of instructor. Spring: on rotational basis)

SPA 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 of literature. (Prereq.: SPA 311 or consent of instructor. On demand)

SPA 352, 353**Survey of Spanish Literature I, II**

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

SPA 354**Representative Hispanic American Authors**

An introduction to Spanish-American literature. Lectures, discussions, written and oral reports in the language. (Prereq.: SPA 311 or consent of instructor. Note: Students who have taken SPA 356 [taught in Mexico] may not take 354. Spring: on rotational basis)

SPA 399**Internship**

A work-based learning experience in which the student, a faculty member and the site supervisor design a learning agreement that enables the student to apply advanced Spanish skills in a professional context and to explore career possibilities related to the major. Consult with the departmental Internship Coordinator and the Internship and Cooperative Education Office.

SPA 411**Advanced Conversation and Composition**

Emphasis on increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written

Modern Languages

compositions and grammatical exercises. (Prereq.: SPA 311 or consent of instructor. Fall)

SPA 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. Spring: on rotational basis)

SPA 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. Spring: on rotational basis)

SPA 499

Independent Study

Independent Study for Upper Division credit.

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.

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 to participate 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

Merilee Klemp (Chair), Stephen Gabrielsen, Robert Karlén, Roberta Metzler, John Moye, Robert Stacke

Music Coordinator

Mary Ella Pratte

ENTRANCE PROCEDURES

Bachelor of Arts

Freshmen will enroll in the regular Bachelor of Arts program. Theory tests will be required of all incoming students and will be given the first week of class. The petition to be accepted as a B.A. candidate will be submitted to the Department prior to registration for Upper Division courses.

Bachelor of Music – Education

Theory placement tests will be required of all incoming students and will be given the first week of class. Students wishing to become Bachelor of Music – Education candidates must perform (Level II repertoire) in their major performance medium for a faculty panel. They may then apply, by petition, to the Department as early as their second semester 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 is necessary for the education licensure program.

Bachelor of Music – Performance

Theory placement tests will be required of all incoming students and will be given the first week of class. Students wishing to become Bachelor of Music – Performance 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. A cumulative GPA of 2.5 in music courses and a 3.0 in performance studies must be maintained.

Bachelor of Science – Music Therapy

Theory placement tests will be required of all incoming students and will be given the first week of class. Students considering a music therapy major should consult with the director of the program. An equivalency program is available for those who have a four-year college degree.

Music Minor

Candidates must apply by petition to the Department prior to registration for Upper Division courses.

Freshman Performance Scholarships

Available to freshmen taking lessons for credit. Consult with individual instructors or the Music Office.

Transfer Students

Transfer students will 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 will be required to take the theory placement test the first week of class.

Ensembles

Auditions for membership in ensembles are scheduled, following application, during summer orientation sessions or during the first week of the school year.

Honors Major

Candidates for the honors program are nominated each spring from among those

juniors with 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: a 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):

- MUS 101 Materials of Music I
 - MUS 102 Materials of Music II
 - MUS 111 Aural Skills I
 - MUS 112 Aural Skills II
 - MUS 201 Materials of Music III
 - MUS 211 Aural Skills III
 - MUS 231 History and Literature of Music I
 - MUS 232 History and Literature of Music II
- Plus ensemble participation, performance studies, and recital requirements as given under each specific degree and major (see Applied Music section). Also, French or German study as stated in General Education Requirements and in specific degree 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: 12 course credits

Core curriculum plus:

MUS 202 Form and Analysis

MUS 212 Aural Skills IV

One music credit elective

And two semesters chosen from:

MUS 311, 312 Composition

MUS 341 Basic Conducting

MUS 342 Choral Conducting

MUS 344 Instrumental Conducting

MUS 331 Music of the Baroque Era

MUS 332 Music of the Classical Era

MUS 333 Music of the Romantic Period

MUS 334 Music of the 20th Century

Performance Studies

Eight quarter course credits in the major instrument/voice.

Eight quarter course credits in a major ensemble

Four semesters in a non-credit small ensemble

Keyboard proficiency

Pass three Music Repertoire tests

Consult the Music Department Student Handbook for more information on individualized degree requirements.

Music Minor

Six course credits including:

MUS 101, 102 Materials of Music I, II

MUS 111, 112 Aural Skills I, II

MUS 231 History and Literature of Music I or MUS 232 History and Literature of Music II

MUS 341 Basic Conducting

And one additional course in Music History or Conducting

Plus four consecutive quarter courses in a major ensemble concurrent with four quarter courses of Performance Studies in the student's major instrument. Music minors also 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 course work which allows the student to become certified to teach at the elementary through the secondary levels.

Requirements: 16.5 course credits

Core curriculum plus:

MUS 202 Form and Analysis

MUS 212 Aural Skills IV

MUS 311, 312 Composition I, II

MUS 341 Basic Conducting

MUS 342 Choral Conducting or MUS 344 Instrumental Conducting

Performance Studies

Two quarter course credits in the major instrument/voice

Four half course credits in the major instrument/voice

Two full course credits in the major instrument/voice

Two quarter course credits in the minor instrument/voice

MUS 358 Half junior recital

MUS 459 Full senior recital

Eight quarter course credits in a major ensemble

Four semesters in a non-credit small ensemble

Improvisation competency on major instrument or voice

Keyboard proficiency

Pass three Music Repertoire tests

Achieve a cumulative GPA of 2.5 in all music courses and in the major performance medium.

Choose one area of emphasis:

Vocal emphasis – MUS 251, 252, 253, 254, 435

Instrumental emphasis – MUS 152, 155, and one course credit of music elective

Other Requirements

- HPE 114 Health and Safety Education
 HPE 115 Health and Chemical Dependency Education
 HPE 116 Healthy Concepts for Educators
 EDU 210 Learning and Development in an Educational Setting
 EDU 265 Orientation to Education in an Urban Setting and Field Experience
 EDS 341 Media Technology
 EDS 350 Reading in the Content Areas
 EDS 354 Creating Learning Environments: Secondary and Field Experience
 EDS 355 Music Methods (K-12)
 EDS 356, 357, 358 Music Methods: Brass and Percussion, Woodwinds, Strings
 EDS 388 Human Relations
 EDS 478 School and Society
 EDS 481, 482, 483, 484 Student Teaching and Seminar

Consult the Education Department and Music Department Student Handbook and program adviser.

■ BACHELOR OF MUSIC

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: 19.5 course credits:

- Core Curriculum plus:
 MUS 202 Form and Analysis
 MUS 212 Aural Skills IV

- MUS 311, 312 Composition I, II
 MUS 341 Basic Conducting
 MUS 342 Choral Conducting
 or MUS 344 Instrumental Conducting

Performance Studies

Two quarter course credits and six full course credits in the major instrument/voice

Two quarter course credits in the minor instrument/voice

- MUS 358 Full junior recital
 MUS 459 Full senior recital
 Eight quarter courses in a major ensemble
 Four semesters in a non-credit small ensemble

Keyboard proficiency test

Pass three Music Repertoire tests

Achieve a cumulative GPA of 2.5 in all music courses and 3.0 in the major performance medium.

Choose one area of emphasis:

Vocal emphasis – MUS 251, 252, 253, 254, 435, one course credit of music elective. French or German to fulfill language requirement.

Piano or Organ emphasis – MUS 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.

Consult the Music Department Student Handbook for more information.

■ 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 is chosen by students who wish to become registered music therapists.

Requirements: 16.5 course credits

Core curriculum plus:

- MUS 152 Basics of Singing
- MUS 155 Class Piano
- MUS 158 Class Guitar
- MUS 271 Music Therapy Techniques and Materials
- MUS 274, 275 Music Therapy Practicums
- MUS 311, 312 Composition I, II
- MUS 341 Basic Conducting
- MUS 372, 373 Psychological Foundation of Music I, II
- MUS 374, 375 Music Therapy Practicums
- MUS 472 Human Identity Through the Creative Arts
- MUS 473 Music Therapy Senior Seminar
- MUS 474, 475 Music Therapy Practicums
- MUS 479 Music Therapy Clinical Internship

Performance Studies

Eight quarter course credits in the major instrument/voice

MUS 458 Half senior recital

Four quarter course credits in major ensemble

Four semesters in major (credit) or small (non-credit) ensemble

Four semesters in small ensemble (no credit)

Keyboard proficiency, guitar proficiency

Pass three Music Repertoire tests

Achieve a minimum grade of 2.5 in each music therapy course

Additional required courses:

- EDS 282 Introduction to Special Education
- EDS 356, 357, 358 Music Methods: Brass and Percussion, Woodwinds, Strings

- PSY 105 General Psychology
- PSY 362 Behavior Disorders
- BIO 103 Human Anatomy and Physiology
- SOC 362 Statistical Analysis or PSY 230 Research Methods: Design, Procedure and Analysis I

Graduates are eligible to take the National Association for Music Therapy certification examination.

OTHER REQUIREMENTS

■ 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 elements are required of music majors/minors — lessons, jury examination at end of each semester, mandatory attendance at performance workshop and attendance at off- and on-campus performances. See Music Department Student Handbook for details.

Areas of Concentration

The music major/minor student must declare an area of concentration. A secondary area, required of Music Educa-

tion 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 12 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 (jury examination), and additional performances as required by the instructor.

Listening: All music majors/minors registered in Performance Studies for credit are required to attend designated music events during each semester (recommended: four on-campus and four professional off-campus) during each semester. Failure to attend the required number of recitals, major ensemble concerts, other designated events and the Performance Workshops or student recitals will be 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 and specific degree requirements.

Recitals: A committee composed of the student's teacher and two other music faculty members will determine the final grade for all recitals. A pre-recital hearing will be mandatory for all students performing recitals that partially fulfill degree requirements. The charge of the recital jury shall be to determine if the recital is likely to be adequately prepared by the recital date for the student to receive a grade of 3.0 (B.M. Performance) or 2.5 (B.A., B.M.-Education, B.S.) as specified in Department guidelines. 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 this 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

Many music courses are offered alternate years. Consult the ACTC Class Schedule or the Music Department for course offerings in each term.

■ THEORY

- MUS 101 Materials of Music I (.5 course)**
Notation, scales, intervals, triads, keyboard harmony and principles of part writing. To be taken concurrently with MUS 111. (Fall)
- MUS 102 Materials of Music II (.5 course)**
Diatonic harmony, secondary dominants and simple modulations. To be taken concurrently with MUS 112. (Spring)
- MUS 111 Aural Skills I (.5 course)**
Rhythmic and melodic dictation, interval and triad recognition, sight singing and harmonic dictation to parallel progress in MUS 101. (Prereq.: concurrent registration in/or completion of MUS 101. Fall)
- MUS 112 Aural Skills II (.5 course)**
Development of listening and reading skills to parallel progress in MUS 102. (Prereq.: concurrent registration in/or completion of MUS 102. Spring)
- MUS 201 Materials in Music III (.5 course)**
Continuation of MUS 102 with chromatic harmony and modulation. (Prereq.: MUS 102. Fall)
- MUS 202 Form and Analysis (.5 course)**
Musical structures of common practice period and introduction to 20th century practice. (Prereq.: MUS 201. Spring)
- MUS 211 Aural Skills III (.5 course)**
Melodic, harmonic dictation and sight singing to parallel progress in MUS 201. (Prereq.: MUS 211 and concurrent registration in/or completion of MUS 201. Spring)
- MUS 212 Aural Skills IV (.5 course)**
Further development of listening skills to parallel progress in MUS 202. (Prereq.: MUS 211 and concurrent registration in/or completion of MUS 202. Spring)

Music

- MUS 301 Counterpoint I (.5 course)**
Sixteenth through 18th century contrapuntal techniques including double counterpoint, passacaglia, fugue and canon. (Prereq.: MUS 201, 211. Alternate years: Fall 1995)
- MUS 302 Counterpoint II (.5 course)**
Study of contemporary counterpoint including works of Schoenberg, Bartok, Hindemith, Stravinsky and Carter. (Alternate years: Spring 1996)
- MUS 311 Composition I (.5 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. (Fall)
- MUS 312 Composition II (.5 course)**
Advanced arranging for vocal and instrumental ensembles of varying sizes and types. Contemporary techniques, atonal systems, and larger forms are studied and used. (Spring)
- MUS 341 Basic Conducting (.5 course)**
Study of fundamental conducting patterns and baton technique. Score analysis and preparation. Rehearsal techniques. Basic nomenclature. (Fall)
- MUS 342 Choral Conducting (.5 course)**
Choral literature and organization. Vocal methods and voice selection. Advanced conducting techniques with class as the choir. (Alternate years: Spring 1995)
- MUS 344 Instrumental Conducting (.5 course)**
Preparation of and conducting instrumental literature. Advanced conducting techniques. Organization of instrumental ensembles. (Alternate years: Spring 1996)

■ HISTORY AND LITERATURE

- MUS 130 Introduction to Music in the Fine Arts**
Relationship between music of each period and the other fine arts. For non-music majors.
- MUS 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.
- MUS 231 History and Literature of Music I**
A study of the evolution of music from antiquity to 1750. (Prereq.: MUS 112, 201. Fall)
- MUS 232 History and Literature of Music II**
Continuation of MUS 231 from 1750 to the present. (Prereq.: MUS 112, 201. Spring)

The following four half-courses are extensive studies of special eras in music history:

- MUS 331 Music of the Baroque Era (.5 course)**
(Prereq.: MUS 231, 232. Alternate years: Fall 1994)
- MUS 332 Music of the Classical Period (.5 course)**
(Prereq.: MUS 231, 232. Alternate years: Spring 1995)
- MUS 333 Music of the Romantic Period (.5 course)**
(Prereq.: MUS 231, 232. Alternate years: Fall 1995)
- MUS 334 Music of the 20th Century (.5 course)**
(Prereq.: MUS 231, 232. Alternate years: Spring 1996)
- MUS 432 Church Music and Worship**
Development and influence of church music as evidenced in contemporary worship practices. Designed for the general as well as the music and theology student. (Alternate years: Spring 1995)
- MUS 435 Voice Repertoire (.5 course)**
Interpretation, style and programming of the song literature from the 16th century to the present, with an emphasis on literature and source materials used for teaching voice. (Prereq.: MUS 231, 232. Alternate years: Spring 1995)
- MUS 436 Piano Repertoire (.5 course)**
Study of the piano literature from the 17th century to the present by listening, analyzing and performing. (Prereq.: MUS 231 and 232. Alternate years: Spring 1995)
- MUS 498 Independent Study (.5 course)**
Advanced research and projects not otherwise provided for in the Department curriculum. Open only to advanced students upon approval by the faculty.
- MUS 499 Independent Study**
Advanced research and projects not otherwise provided for in the Department curriculum. Open only to advanced students upon approval by the faculty.

■ TECHNIQUE

- MUS 152 Class Voice (.25 course)**
Fundamentals of tone production and singing. (Spring)
- MUS 155 Class Piano (.25 course)**
Basic keyboard familiarity, including scales, chords, arpeggios, sight-reading, and simple accompaniment and music reading skills necessary to pass the Piano Proficiency Test. (Prereq.: MUS 101 or consent of instructor. Fall)
- MUS 158 Class Guitar (.25 course)**
Beginning techniques of classic guitar. (Spring)

- MUS 252 English Diction (.25 course)**
 Fundamental course in correct standard English diction for singing. Familiarization with the International Phonetic Alphabet. Open to all students registered for vocal instruction. (Alternate years: Fall 1995)

The following three quarter-courses are continuations of MUS 252 with application for the Italian, German and French languages.

- MUS 251 Italian Diction (.25 course)**
 Familiarization with the International Phonetic Alphabet and its application to basic Italian song literature. (Prereq.: MUS 252. Alternate years: Fall 1995)
- MUS 253 German Diction (.25 course)**
 Continued use of the International Phonetic Alphabet in basic German song and choral literature. (Prereq.: MUS 252. Alternate years: Spring 1996)
- MUS 254 French Diction (.25 course)**
 Continued use of the International Phonetic Alphabet in basic French song and choral literature. (Prereq.: MUS 252. Alternate years: Spring 1996)
- MUS 358 Junior Recital (.0 course)**
 B.M. candidates only. Half recital at repertoire Level III, Music Education majors or full recital at Level IV, Music Performance majors. No course credit.
- MUS 456 Piano Pedagogy (.5 course)**
 Principles, methods, materials and techniques for teaching piano. Survey of various pedagogical schools of thought. (Alternate years: Spring 1996)
- MUS 458 Senior Recital (.0 course)**
 Half recital by B.A. or B.S. candidates at repertoire Level III. No course credit.
- MUS 459 Senior Recital (.0 course)**
 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. No course credit.

■ THERAPY

- MUS 271 Music Therapy Techniques and Materials (.5 course)**
 Study of non-symphonic instruments, Orff-Schulwerk, applications of recreational music activities to clinical settings. Includes on-campus practicum with children.
- MUS 272 Human Identity through the Creative Arts**
 A study of the aesthetic expression and experience as they relate to human identity, with an emphasis on psychological, cultural and biological aspects of musical behavior. An understanding of the relationships of the creative therapies of art, music, drama and movement. (Alternate years: Fall 1995)

- MUS 274, 275 Music Therapy Practicums (.0 course)**
Volunteer work in a clinical setting, two hours per week. No course credit.
- MUS 372 Psychological Foundations of Music I**
An objective approach to musical stimuli and response, with an emphasis on acoustics and sociopsychological aspects of music. An understanding of the research process and development of an experimental research project. (Alternate years: Fall 1994)
- MUS 373 Psychological Foundations of Music II**
Implementation of group and individual research projects, emphasis on a multidisciplinary approach to music therapy. Theories of learning music, musical talent and performance. (Alternate years: Spring 1995)
- MUS 374, 375 Music Therapy Practicums (.0 course)**
Volunteer work in a clinical setting, two hours per week. No course credit.
- MUS 472 Human Identity through the Creative Arts**
(See course description for MUS 272.) Enrollment for Upper Division credit required for music therapy majors, and will include an additional course module. (Alternate years: Fall 1993)
- MUS 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. (Alternate years: Spring 1994)
- MUS 474, 475 Music Therapy Practicums (.25 course each)**
Volunteer work under the supervision of a registered music therapist, two hours per week. (Prereq.: three of MUS 274, 275, 374, 375.)
- MUS 479 Music Therapy Clinical Internship (.5 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. For Jazz Ensemble membership, preference is given to Concert Band members.

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. Some instruments are available for use by students.

MUE 111 Augsburg Choir (.25 course)	MUE 131 Woodwind Chamber Music (.0 course)
MUE 112 Chapel Choir (.25 course)	MUE 141 Concert Band (.25 course)
MUE 113 Vocal Chamber (.0 course)	MUE 142 Brass Ensemble (.0 course)
MUE 114 Advent Vespers Choir (.0 course)	MUE 143 Jazz Ensemble (.0 course)
MUE 121 Orchestra (.25 course)	MUE 144 Percussion Ensemble (.0 course)
MUE 122 String Ensemble (.0 course)	

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.

MUP 111-411 Voice lessons	MUP 137-437 Horn lessons
MUP 121-421 Violin lessons	MUP 141-441 Trumpet lessons
MUP 122-422 Viola lessons	MUP 142-442 Trombone lessons
MUP 123-423 Cello lessons	MUP 143-443 Baritone lessons
MUP 124-424 Bass lessons	MUP 144-444 Tuba lessons
MUP 131-431 Oboe lessons	MUP 152-452 Piano lessons
MUP 132-432 Bassoon lessons	MUP 159a Piano accompanying
MUP 133-433 Clarinet lessons	MUP 161-461 Guitar lessons
MUP 134-434 Saxophone lessons	MUP 171-471 Percussion lessons
MUP 135-435 Flute lessons	MUP 181-481 Organ lessons
	MUP 191-491 Harp lessons

Note carefully the following provisions:

1. Performance study registration occurs the first week of classes.
2. A semester of study is 14 weeks of lessons and coaching. Any lessons during the Interim or Summer are arranged privately with the teacher.
3. 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.
4. 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 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.

Coordinator

Arlin Gyberg

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

LICENSURE REQUIREMENTS

Broad Base Requirements

Two Earth Science (PHY 101 Astronomy, PHY 106 Meteorology or Geology)
BIO 113, 114 General Biology
PHY 116 Introduction to Physics
or PHY 121, 122 General Physics I, II
CHM 105, 106 Principles of Chemistry
or CHM 115, 116 General Chemistry

Biology Major

(for licensure in Life Science)

Broad Base Requirements, plus:

- BIO 201 Introduction to Cellular Biology
BIO 491 Seminar
Six other Biology courses, including at least one from each of the following groups:
BIO 351 Invertebrate Zoology
or BIO 353 Comparative Vertebrate Zoology
or BIO 473 Animal Physiology
BIO 361 Plant Biology
or BIO 440 Plant Physiology
BIO 367 Biochemistry
or BIO 471 Advanced Cellular and Molecular Biology
BIO 476 Microbiology
or BIO 481 Ecology
And one course in Organic Chemistry

Physical Science Broad Base Requirement

Two courses: one in Earth Science (Astronomy, Meteorology or Geology), and one in General Biology.

Chemistry Major

(for licensure in Physical Science)

Physical Science Broad Base Requirement
Graduation Major in Chemistry:
CHM 105, 106 Principles of Chemistry
or CHM 115, 116 General Chemistry
CHM 351 Organic Chemistry
CHM 352 Organic Chemistry
CHM 353 Quantitative Analytical Chemistry
CHM 361 Physical Chemistry
CHM 363 Physical Chemistry Laboratory
CHM 491 Chemistry Seminar
MAT 145, 146 AUGMENT Mathematics I, II
or MAT 124, 125 Calculus I, II (WEC only)
One advanced Chemistry Course
One year of General Physics and
Two Physics courses above General Physics
(Recommended: PHY 245 Modern Physics and PHY 261 Electronics)

Physics Major (for licensure in Physical Science)

Physical Science Broad Base Requirement

Graduation Major in Physics:

PHY 121 General Physics

PHY 122 General Physics

PHY 245 Modern Physics

PHY 351 Mechanics I

PHY 362 Electromagnetic Fields I

PHY 363 Electromagnetic Fields II

PHY 395 Comprehensive Laboratory

PHY 396 Comprehensive Laboratory

MAT 145, 146 AUGMENT Mathematics I, II

or MAT 124, 125 Calculus I, II

(WEC only)

MAT 245 Mathematical Structures and Reasoning I

MAT 247 Introduction to Applied Mathematics*

or MAT 224, 226 Calculus III,

Differential Equations

(WEC only)

Two additional Physics courses above 122

One year of General Chemistry

One course of Organic Chemistry and

One course of Analytical Chemistry

*Note: PHY 327 Special Functions of Mathematical Physics may substitute for MAT 247

NORDIC AREA STUDIES

See listing under Interdisciplinary Studies.

NORWEGIAN

See listing under Modern Languages.

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

The scope of nursing practice is changing and expanding. Nurses are being called on to function in a variety of settings that differ from those in the past. Today nurses work in hospitals, clinics, corporations, government agencies, schools and community organizations. Some are self-employed, running their own businesses. All of these nurses provide comprehensive health assessment for individuals from all cultures and socioeconomic levels. From helping parents have safe deliveries of healthy infants to coordinating home care for the dying, nurses assist people through the entire life span.

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

Augsburg's nursing program, leading to a Bachelor of Science degree with a major in Nursing, is accredited by the National League for Nursing. Graduates of the program are eligible to apply for public health nurse registration in Minnesota. With one additional course, they are eligible to apply for school nurse certification.

Nursing Department Faculty

Beverly Nilsson (Chair), Marian Enos, Lucie Ferrell, Sharon McDonald, Pamela Weiss

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses including:

- NUR 305 Contemporary Nursing I: Communication
- NUR 306 Contemporary Nursing II: Paradigms in Nursing
- NUR 310 Community Health Nursing I
- NUR 311 Community Health Nursing II: Practicum
- NUR 330 Trends and Issues in Nursing
- NUR 350 Introduction to Nursing Research
- NUR 403 Contemporary Nursing III: Families
- NUR 423 Practicum in Nursing: Nursing of the Family
- NUR 431 Leadership and Management: Theory and Practice
- PHI 380 Ethics of Medicine and Health Care

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

The program has been planned so that the Nursing major can be completed within two academic years, however, students may pursue their studies at a slower pace.

Courses in the Nursing major are offered on weekends with clinical courses requiring additional weekday time. While courses are designed so that the major may be completed within two years, more time may be required to complete the total course of study depending on the number of credits transferred from other colleges or universities. Students 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 NUR 499 to complete the thesis.

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

ENTRANCE REQUIREMENTS

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

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

2. RN Licensure in Minnesota: Applicant must be a registered nurse licensed in Minnesota or be registered to take the State Board Exams prior to beginning at Augsburg.

3. Prerequisite Course Content: The following courses must have been completed with a GPA of 2.0 or better: chemistry, anatomy and physiology, microbiology, English composition, introductory

sociology and introductory psychology. These courses may be taken at Augsburg or at another accredited college or university.

4. Written Entrance Exam: Applicants must validate their theoretical knowledge by taking the AD Comprehensive written exam. There is a fee for this examination, which is given at Augsburg through the Department of Nursing. Upon successful completion of the validation testing, credits for up to six courses may be granted. Scores for this test may be transferred.

5. Current Clinical Practice: Applicants must give evidence of current nursing clinical practice (within the past five years). This may include: graduation from a school of nursing (a minimum overall GPA of 2.5 is required), work experience, or completion of a nursing refresher course or an acceptable equivalent.

Options for Completing the Degree

Augsburg recognizes that nurses have a variety of time schedules, personal responsibilities and work demands that must be taken into account in any decision to work toward a college degree. For this reason, Augsburg offers full and part-time alternatives for pursuing this degree.

Courses are offered at different times throughout the year to suit various schedules. The entire Nursing major and the necessary prerequisite courses are available through Augsburg's Weekend College. Classes usually meet on alternate weekends for one three-and-one-half hour time block.

Students also can complete their liberal arts General Education Requirements by taking courses in day school and Weekend College.

NURSING COURSES

- NUR 305** **Contemporary Nursing I: Communication**
A course that introduces the components of the professional role and begins the professional socialization process. The communicative process is emphasized as one means by which the nurse-client relationship is negotiated. Interactive and group theories are explored for their applicability to changing professional roles and practice.
- NUR 306** **Contemporary Nursing II: Paradigms in Nursing**
An introduction to theories and conceptual thinking in the process of professional development. The function of theory in guiding nursing practice is emphasized. Selected nursing conceptual models are studied and their application to practice is examined.
- NUR 310** **Community Health Nursing I**
This course focuses on community health delivery systems. Health care is examined within the cultural, political, and economic diversity of the city. Students complete an assessment of an elderly person and an urban community and critically discuss the ethical issues of health care delivery.
- NUR 311** **Community Health Nursing II: Practicum****
This course provides a clinical experience in the practice of public health nursing in which students give direct care to culturally diverse clients and groups. Students will provide care to both disease and disability and health promotion clients. Students analyze a specific community system and the community's provision of health related services. (Prereq.: NUR 310)
- NUR 330** **Trends and Issues in Nursing**
This transitional course is designed to investigate the current responsibilities of the professional nurse. Current economic, social, political and professional trends and issues are explored in relation to their implications for nursing practice.
- NUR 350** **Introduction to Nursing Research**
The research process and methods appropriate to nursing are emphasized in this course. Issues of ethics in nursing research are explored. Students critique nursing research for its applicability to nursing practice and design a research proposal.
- NUR 403** **Contemporary Nursing III: Families**
This course provides a theoretical basis for nursing interventions with culturally diverse families and explores theories related to family structure and functioning throughout the life span. Consideration is given to the role of the nurse in family health care. (Prereq: NUR 311)
- NUR 423** **Practicum in Nursing: Nursing of the Family****
A clinical practicum offering the student an opportunity to provide complex nursing care to families in a selected practice setting. (Prereq.: NUR 403)

NUR 431

Leadership and Management: Theory and Practice**

This course examines the professional nurse roles of leader and manager. Concepts of change, conflict and system dynamics are explored. Ethics, accountability and advocacy in the leader-manager role are studied. Application of theory occurs in selected practice settings. (Prereq.: NUR 423)

NUR 432

Topics in Nursing

A course designed to provide in-depth exploration of selected topics in nursing. The subjects studied will vary depending upon the interests of the faculty and students.

NUR 499

Independent Study

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

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

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 Department Faculty

Mark Fuehrer (Chair), David Apolloni, Bruce Reichenbach.

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses including:

- PHI 230 Logic
- PHI 241 History of Philosophy I: The Classical Philosophers
- PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy
- PHI 343 History of Philosophy III: Enlightenment and 19th Century Philosophy
- PHI 344 History of Philosophy IV: 20th Century Philosophy

A 400 level course (other than PHI 499)

Three elective courses in Philosophy

Note: Five 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 that involves research above the course level, and a defense of this thesis before the faculty of the Department.

Minor

Five courses, including two from PHI 241, 242, 343 and 344.

PHILOSOPHY COURSES

- PHI 110 Introduction to Philosophy**
Philosophy raises some of the most basic questions that human beings can ask about meaning, ideas, beauty and truth. The purpose of this course is to provide the student with some experience in examining these concepts, thereby to sharpen the critical and analytical skills required to evaluate and construct a system of ideas and beliefs. (Fall, Spring)
- PHI 120 Ethics**
Ethics studies our moral beliefs, helping students to consider the bases they use to make moral judgements. The course explores the major philosophical approaches to evaluating moral actions, and then applies them to contemporary personal and social moral issues. Throughout the course Christian ethics will inform our considerations. Students taking PHI 120 may not take PHI 125. (Fall, Spring)
- PHI 125 Ethics and Human Identity**
This course is a philosophical study of the role of human understanding, feelings and action with respect to the pursuit of happiness. We begin by asking what the end or purpose of human life is, assess the role of reason, will and passion with respect to this end, and then decide on the moral and intellectual virtues required to reach the end. The topic of friendship and human love is investigated next. The course ends with an analysis of human happiness. Students taking PHI 125 may not take PHI 120. (Fall, Spring)
- PHI 175 Philosophy of Love and Sex**
We begin by studying some common conceptions and misconceptions of romantic love and some philosophers' definitions of it. We then try to decide what it is to be in love with someone, and how this differs from just being friends or sexually desiring them. Finally, we consider issues such as the ethics of sex, sexual attraction, marriage, adultery and homosexuality.
- PHI 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.
- PHI 241 History of Philosophy I: The Classical Philosophers**
The writings of Plato and Aristotle are the foundations of all philosophical thought in Western civilization. In this course students read and analyze some of the key works by Plato and Aristotle, as well as work in Stoicism, Epicureanism and Neoplatonism. (Fall)
- PHI 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 various Medieval and Renaissance philoso-

phers in order to understand the process of philosophical assimilation involved in constructing a Christian philosophy. (Suggested prior course: PHI 241. Spring)

- PHI 260 Philosophy and the Arts**
 What is artistic creativity? What is a work of art and what makes great works of art great? What is it to appreciate works of art? Is one's appreciation of music or art simply a matter of taste? Does aesthetic experience differ from other kinds of experience? We will consider answers to these and many other related questions.
- PHI 299 Directed Study**
 Independent Study for Lower Division credit. (On request)
- PHI 343 History of Philosophy III: Enlightenment and 19th Century Philosophy**
 This course studies the major rationalists of the 17th century (Descartes, Spinoza, Leibniz), 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: PHI 241 or 242. Fall)
- PHI 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, phenomenology and post-modernism. (Suggested prior courses: PHI 241, 242, and 343)
- PHI 350 Philosophy of Religion**
 What is the relation between faith and reason? Does God exist, and if so, what can be said about God? Can we reconcile the goodness of God with human and animal suffering? We will conduct a systematic inquiry into these questions which form the basis of Western religious beliefs. (Suggested: one prior course in philosophy. Cross-listed with Religion Department. Offered annually)
- PHI 355 Oriental Philosophy**
 A study of the basic concepts and philosophies which underlie Hinduism, Buddhism, Confucianism and Taoism. (Suggested: one prior course in philosophy. Alternate years)
- PHI 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. (Alternate years)
- PHI 365 Philosophy of Science**
 The course explores what scientific knowledge is, whether the scientist's knowledge of the world is profoundly different and better than that of the non-scientist, and what degrees of certainty are yielded by scientific

Philosophy

methods. Students will also work in researching and developing philosophical responses to significant issues in this area. (Suggested prior course: PHI 230 or one course in natural science. Alternate years)

PHI 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. Alternate years)

PHI 380

Ethics of Medicine and Health Care

Application of ethical principles to problems which arise in the areas of health care and delivery, human experimentation, genetic engineering, abortion, care for the dying and euthanasia. (Alternate years)

PHI 399

Internship

Internship for Upper Division credit.

PHI 410

Topics in Philosophy

Advanced studies covering either an individual philosopher or a specific area of philosophy, such as philosophical movements, the history of an idea or specific problem, or inter-disciplinary problems. Seminar format. May be taken more than once for credit. (Suggested prior courses: any from PHI 241, 242, 343, 344 or consent of instructor. Offered annually)

PHI 499

Independent Study

Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the faculty adviser. (On request.)

PHYSICAL EDUCATION

See listing under Health and Physical Education.

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 Cooperative Education 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 Department Faculty

Jeffrey Johnson (Chair), Stuart Anderson,
Mark Engebretson, Kenneth Erickson,
William Monsma, Robert Stenstrom.

Physics Research Staff

Anthony Hansen, William Jaspersen,
David Venne. Atmospheric Sciences
Research Group, Augsburg College Center
for Atmospheric and Space Sciences.

DEGREE AND MAJOR REQUIREMENTS**■ BACHELOR OF ARTS****Major**

13 courses including:

- PHY 121 General Physics I
 - PHY 122 General Physics II
 - PHY 245 Modern Physics
 - PHY 351 Mechanics I
 - PHY 362 Electromagnetic Fields I
 - PHY 363 Electromagnetic Fields II
 - PHY 395, 396 Comprehensive Laboratory
- Two elective Physics courses above PHY 122
- MAT 145, 146 AUGMENT Mathematics I, II
or MAT 124, 125 Calculus I, II
(WEC only)
 - MAT 245, 247 Mathematical Structures and Reasoning I, II
or MAT 245 Mathematical Structures and Reasoning I
and PHY 327 Special Functions of Mathematical Physics
or MAT 224, 226 Calculus III,
Differential Equations (WEC only)

■ BACHELOR OF SCIENCE**Major**

17 courses including:

- PHY 121 General Physics I
 - PHY 122 General Physics II
 - PHY 245 Modern Physics
 - PHY 261 Electronics
 - PHY 351 Mechanics I
 - PHY 352 Mechanics II
 - PHY 362 Electromagnetic Fields I
 - PHY 363 Electromagnetic Fields II
 - PHY 395 Comprehensive Laboratory
 - PHY 396 Comprehensive Laboratory
 - PHY 486 Quantum Physics I
- One Physics course above PHY 122
- CHM 105, 106 Principles of Chemistry
or CHM 115, 116 General Chemistry
 - MAT 145, 146 AUGMENT Mathematics I, II
or MAT 124, 125 Calculus I, II
(WEC only)
 - MAT 245, 247 Mathematical Structures and Reasoning I, II
or MAT 245 Mathematical Structures and Reasoning I
and PHY 327 Special Functions of Mathematical Physics
or MAT 224, 226 Calculus III,
Differential Equations (WEC only)

■ BACHELOR OF SCIENCE**Physics Major With Concentration in Space Physics**

18 course credits. It is the same as the B.S. major, with the addition of PHY 320 and PHY 420, and the omission of the elective Physics course.

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.

OTHER REQUIREMENTS

In planning their courses of study, students are encouraged to work closely with members of the Physics faculty. Normally, students should have MAT 124 or 145, 125 or 146, and PHY 121, 122 during the freshman year, and MAT 224 or 245 and 226 or 247 (or PHY 327) during the sophomore year.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

PHYSICS COURSES

PHY 101

Astronomy

A descriptive course covering our solar system, stars and galaxies. In addition the course traces the development of scientific thought from early civilization to the present day. Night viewing and laboratory sessions are important components of the course. (Three one-hour lectures. Prereq.: MPG II. Fall, Spring)

PHY 103

Conceptual Physics

An introductory course in which the applications, problems, and experiments are selected to illustrate fundamental principles of physics. The course stresses a hands-on intuitive approach to physics and is designed to serve students in education. (Two three-hour lectures/laboratories. Prereq.: MPG III. Fall, Spring)

PHY 106

Introductory Meteorology

A survey of the basic principles involved in understanding the earth's weather and climate. Topics include winds, fronts, cyclones, clouds and

Minor

Seven courses including:

PHY 121 General Physics I

PHY 122 General Physics II

Three elective Physics courses above PHY 122

MAT 145, 146 AUGMENT Mathematics I, II
or MAT 124, 125 Calculus I, II
(WEC only)

Society of Physics Students

The Augsburg chapter of the Society of Physics Students provides students the opportunities of membership in a national physics society and of participating in the physics community on a professional basis. Membership in 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.

precipitation, thunderstorms, tornados and hurricanes, climate and climate change, global warming and ozone depletion. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG II. Fall)

- PHY 116 Introduction to Physics**
An algebra-based introductory course in which the applications, problems and experiments are selected to illustrate fundamental principles and provide a broad survey of physics. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG III. Fall)
- PHY 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, one three-hour laboratory. Prereq.: MPG IV. Fall: PHY 121; Spring: PHY 122)
- PHY 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 consider physics as a major and/or explore its career alternatives. Students must consult with the Department and Internship Office before registering for academic credit.
- PHY 245 Modern Physics**
An introduction to modern physics from a historical and experimental basis. Relativity, quantum effects, atomic and molecular physics, nuclear and solid state physics. This course indicates the need for, and develops the experimental basis of, quantum mechanics. (Three one-hour lectures, one one-and-one-half hour laboratory. Prereq.: PHY 122. Fall)
- PHY 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.: PHY 116 or 122; and MAT 122 or 125 or 146. Spring. Cross-listed with Computer Science Department.)
- PHY 299 Directed Study**
Independent Study for Lower Division credit.
- PHY 320 Introduction to Space Science**
A survey of the earth's space environment including solar, planetary, magnetospheric, ionospheric and upper atmospheric physics (solar dynamics, the bow shock, magnetopause, radiation belts, plasma sheet, magnetic storms, substorms, current systems, particle precipitation and aurora). (Three one-hour lectures. Prereq.: PHY 245. Spring)
- PHY 327 Special Functions of Mathematical Physics**
An introduction to special functions in physics and engineering (complex numbers, partial differentiation, Fourier series, series solution of selected

differential equations, Legendre, Bessel and other orthogonal functions, and functions of a complex variable). (Three one-hour lectures. Prereq.: PHY 122 or consent of instructor, MAT 224 or 245 or equivalent. Spring. Cross-listed with Mathematics Department.)

PHY 351, 352 Mechanics I, II

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, two-particle kinematics, noninertial reference frames, thermodynamics and statistical mechanics. (Three one-hour lectures. Prereq.: PHY 122, MAT 226 or 247 (or PHY 327). Fall: PHY 351; Spring: PHY 352)

PHY 362, 363 Electromagnetic Fields I, II

The classical electromagnetic field theory is developed using the vector calculus throughout. Topics include 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 (or PHY 327). Fall: PHY 362; Spring: PHY 363)

PHY 395, 396 Comprehensive Laboratory (.5 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 or senior standing or consent of instructor. Fall: PHY 395; Spring: PHY 396)

PHY 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 found in the placement. Students must consult with the Internship Office before registering for academic credit.

PHY 420 Plasma Physics

A rigorous study of the fundamentals of plasma physics including plasma parameters, plasma drifts, particle motion, electric and magnetic fields, kinetic theory, Maxwell-Boltzmann distribution function, Boltzmann equation, magnetohydrodynamics, plasma waves, instabilities, transport processes and applications to laboratory and space plasmas. (Three one-hour lectures. Prereq.: PHY 362, 363 or concurrent registration)

PHY 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. Applications include potential wells and barriers, the harmonic oscillator, and the hydrogen atom. (Three one-hour lectures. Prereq.: PHY 245, 351. Fall)

PHY 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.: PHY 486. Spring)

PHY 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.

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 learning.

Political Science Faculty

Milda Hedblom (Chair), Andrew Aoki, Mary Ellen Lundsten, Norma Noonan, Myles Stenshoel

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses:

- POL 158 Political Patterns and Processes
- POL 484 Political Analysis Seminar
- Required elective — one of the following:
- POL 121 American Government and Politics
- POL 122 Metropolitan Complex
- POL 160 World Politics
- POL 170 Law in the United States

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.

SOC 362 Statistical Analysis

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change

after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Honors Major

The Honors Major in Political Science includes the requirements listed above, plus the following: The student's GPA 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 Department Chair. Students should apply for the Honors major no later than the first term of the junior year.

Minor

Five courses, including POL 121 or 122 or 170; POL 158; and at least three Upper Division courses in three out of five political science areas.

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 Chair.

See the class schedule for precise listing of terms in which courses are offered.

POLITICAL SCIENCE COURSES

■ I. AMERICAN GOVERNMENT AND POLITICS

POL 121

American Government and Politics

The politics of American government including the forms of political ideas; the pattern of participation; the dynamics of congressional, presidential and bureaucratic policy making; and current issues in American society.

POL 122

Metropolitan Complex

Examines politics in metropolitan areas, emphasizing central cities and focusing on actors, structures and other influences on urban public policy. Discussion-lecture, case studies of the Twin Cities metro area, and meetings with public officials and activists.

POL 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)

- POL 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)
- POL 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. (Prereq.: junior or senior standing or consent of the instructor)
- POL 370 Constitutional Law**
(See Section IV for description.)
- POL 371 Topics in Constitutional Law**
(See Section IV for description.)
- POL 375 Media Law**
(See Section IV for description.)
- POL 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)

■ II. COMPARATIVE POLITICS AND ANALYSIS

- POL 158 Political Patterns and Processes**
An analysis of basic patterns in the political system and decision-making process with some comparison of major political systems and discussion of contemporary issues.
- POL 350 Topics In European Politics**
Study of the political behavior, institutions and processes of European states. The course will focus on either European Community Law and Politics or Domestic Politics in European states. (Prereq.: one course in political science or consent of instructor)
- POL 351 Topics In Communist/Post-Communist Systems**
Analysis of the former Soviet Union and/or other communist/post-communist states in terms of political behavior, evolution, institutions and political processes. (Prereq.: one course in political science or consent of instructor)
- POL 359 Topics: Women in Comparative Politics**
Various aspects of women in comparative politics will be explored. Themes and countries vary. (Prereq.: one course in political science or consent of instructor)

- POL 459** **Topics in Comparative Politics**
Selected themes including interpretations of political systems and comparisons of political processes such as political participation, political development, political change and revolution. Topic to be included in subtitle. (Prereq.: one course in political science or consent of instructor)
- **III. INTERNATIONAL POLITICS**
- POL 160** **World Politics**
Introduction to the processes and issues of international politics, including the dynamics of the international system, theories of international relations, and a focus on recent problems.
- POL 363** **Russian and Chinese Foreign Policy**
Analysis of theory and policy in the foreign policy process in Russia (and the former USSR) and China. (Prereq.: one course in political science or consent of instructor)
- POL 461** **Topics in International Politics**
Selected themes including interpretations of international politics, foreign policy decision making, simulations of international problems. Topic to be included in subtitle. (Prereq.: one course in political science or consent of instructor)
- POL 490** **Seminar in International Relations**
Capstone seminar for students majoring in international relations; analysis of some methods for studying international relations; analysis of major trends; senior thesis. Open to other students by consent of instructor. (Prereq.: four courses in the International Relations sequence)
- **IV. PUBLIC LAW**
- POL 170** **Law in the United States**
A survey of American law and legal process. Theories of law; law and society; roles of courts, police, lawyers and juries; the United States Constitution as "supreme" law; law as politics; historic and contemporary legal issues.
- POL 370** **Constitutional Law**
The legal-political-philosophical role of the Supreme Court in the American political system in significant decisions affecting the allocation of powers in the national government and in the federal system. (Prereq.: POL 170 or consent of instructor)
- POL 371** **Topics in Constitutional Law**
Selected topics in constitutional law, especially civil rights. Content will vary, defined by the subtitle of the course. (Prereq.: POL 170 or consent of instructor)
- POL 375** **Media Law**
Study of key issues and contemporary conflicts in media law and regulation, including the uses of law to settle disputes about media content,

access, ethics and ownership. (Prereq.: one course in political science, POL 342, or consent of instructor)

■ V. POLITICAL THEORY AND ANALYSIS

POL 158 Political Patterns and Processes

(See Section II for description.)

POL 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)

POL 381 Topics in Democratic Theory

A study of democratic theories. Topics vary and may include the emergence of political democracy in comparative perspective or American political thought. Topic to be included in the subtitle. (Prereq.: one course in political science or consent of instructor)

POL 382 Marxist Theory

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 changing role of Marxist doctrines in society. (Prereq.: POL 158 or consent of instructor)

POL 484 Political Analysis Seminar

An analysis of different approaches and theories in the study of politics including an examination of the requirements of science as a model for political study. Major research is required. (Prereq.: POL 495 or SOC 362; POL 158 and two Upper Division courses, or consent of instructor)

■ VI. SEMINARS, INDEPENDENT STUDY AND INTERNSHIPS

POL 199 Internship

Lower Division internship. Consult Internship Supervisor in the Department to determine project. (P/N grading only unless Internship Supervisor grants exception.) (Fall, Interim, Spring)

POL 295 Lower Division Seminar

Special topics. Consult Department Chair concerning terms and subject matter. (On demand)

POL 299 Directed Study

Independent Study for Lower Division students. (Fall, Interim, Spring)

POL 399 Internship

A work-based learning experience in which the student, faculty member and site supervisor design a learning agreement which links the ideas and methods of political science to opportunities found in the placement.

Political Science

Students must consult with the Department supervisor and the Internship and Cooperative Education Office. (P/N grading only unless Internship Supervisor grants exception.) (Fall, Interim, Spring)

POL 495

Seminar

Selected topics. Consult Department Chair concerning terms and subject matter.

POL 499

Independent Study

Topics defined through consultation between instructor and student. (Fall, Interim, Spring)

P 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, social, and organizational psychology and analysis of public policy.

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.

Psychology Faculty

Nancy Steblay (Chair), Grace Dyrud,
Norman Ferguson, Duane Johnson,
Victoria Littlefield

DEGREE AND MAJOR REQUIREMENTS

Major

10 courses including:

- PSY 102 The Individual in a Social World
or PSY 105 General Psychology
- PSY 230 Research Methods: Design, Procedure and Analysis I
- PSY 330 Research Methods: Design, Procedure and Analysis II
- PSY 399 Internship
- PSY 381 Psychology in Historical Perspective
or PSY 493 Seminar: Contemporary Issues
- PSY 354 Perception and Cognition
or PSY 355 Brain and Behavior
- PSY 325 Social Behavior
or PSY 359 Psychological Assessment

Three additional Upper Division Psychology courses.

Note: A minimum of five courses must be from Augsburg. No more than two courses from among PSY 299, 399, and 499 may be counted. It is recommended that Psychology majors take additional course work from other areas that will complement and strengthen their particular interests and skills in psychology. All Psychology majors must have an adviser in the Psychology Department.

- PSY 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 room, buildings and cities. (Prereq.: PSY 102 or 105)
- PSY 357 Behavior Analysis**
Principles of learning. Behavior change principles and their application to instruction. Behavior change and individualized instruction projects. (Prereq.: PSY 102 or 105)
- PSY 359 Psychological Assessment**
Theory, principles and examples of tests of personality and intelligence. (Prereq.: PSY 230)
- PSY 361 Personality**
An introduction to the field of personality study, including theory, research, assessment and contemporary applications. (Prereq.: PSY 102 or 105)
- PSY 362 Behavior Disorders**
An introduction to maladaptive human behaviors from social, organic and psychological points of view. (Prereq.: PSY 102 or 105)
- PSY 371 Psychology of Gender**
Psychological theory and research on biosocial aspects of behavior. Emphasis on the social construction of gender and its impact on the lives and behavior of individuals. Consideration of such topics as cognitive, physical and social development, social relationships, and economic and political power. (Prereq.: PSY 102 or 105)
- PSY 373 Organizational Psychology**
Theoretical conceptualizations of organizational behavior. The study of the individual, groups, structure and change and development in organizations. (Prereq.: PSY 102 or 105)
- PSY 381 Psychology in Historical Perspective**
Historical development of psychological viewpoints and theoretical positions. (Prereq.: two PSY courses)
- PSY 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 psychology with the opportunities found in the placement. Participation in a concurrent seminar is required. Students must consult with the Department and the Internship Office before registration. (Prereq.: PSY 330)
- PSY 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 PSY courses and junior class standing)

PSY 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.: PSY 102 or 105 and consent of instructor)

PSY 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 PSY courses)

PSY 499**Independent Study**

Limited registration by special permission for advanced students in psychology. Students must present a written plan prior to registration including a carefully considered rationale and purpose for the proposed study. (Prereq.: PSY 330)

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 whole world and 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 Christianity. The Department of Religion seeks to introduce students to some of these major religious traditions.

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. 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.

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

Bradley Holt (Chair), John Benson, Lynne Lorenzen, Philip Quanbeck II, Eugene Skibbe

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Religion Major

Eight courses including:

- REL 111 Introduction to Theology
- REL 221 Biblical Studies
- REL 356 History of Religions
- REL 481 Contemporary Theology
- REL 495 Seminar

Three additional Religion courses.

Note: Seminar, especially for majors, should be taken in the junior or senior year. Before taking the seminar, each major must have written one formal research paper and placed it on file with the Department Chair. Only one Interim course may be applied to the major. One New Testament Greek course may be applied to the major.

Religion Major with a Concentration in Youth and Family Ministry

Nine courses including:

- REL 111 Introduction to Theology
- REL 221 Biblical Studies
- REL 342 Theology of Youth and Family Living
- REL 343 Theology of Marriage
- REL 358 Life and Work of the Church
- REL 399 Internship
- REL 481 Contemporary Theology
- REL 495 Seminar

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.

Honors Major

GPA of 3.5 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.

OTHER REQUIREMENTS

Religion 111 or 221 is prerequisite to all other courses and is to be taken in either the freshman or sophomore year at Augsburg. Exceptions may be made for junior or senior transfer students, but the basic courses are still highly recommended as preparation for Upper Division courses.

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

All majors must consult with the Department Chair. See also International Studies Department: Global Issues and World Churches.

RELIGION COURSES

- REL 111 Introduction to Theology**
An introduction to the academic discipline of theology and to the dialogue between the church and the world which concerns Christian doctrine.
- REL 199 Internship**
A work-based learning experience designed by the student, faculty member and site supervisor to meet the goals of the student; i.e. exploring career alternatives in religion. The learning agreement must be completed before registering.
- REL 221 Biblical Studies**
The origin, literary character and transmission of the biblical documents. The task of biblical interpretation. The history of Israel and the emergence of the church.
- REL 231 Religion in African-American History**
An examination of selected topics related to the Black experience, e.g., African backgrounds, religion under slavery and evangelicalism.
- REL 299 Directed Study**
Independent study on Lower Division level. Limited to special cases, on application to Chair.
- REL 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. (Fall)

- REL 353** **Denominations and Religious Groups in America**
A study of the beliefs and worship practices of the major Christian denominations and of many contemporary American religious groups. Some controversial religious movements will also be considered. (Spring)
- REL 356** **History of Religions**
An introductory survey of some of the major living religions of the world, including Hinduism, Buddhism, Confucianism, Taoism, Shinto and Islam. Lectures plus some discussion of primary documents from these religious communities. (Fall)
- REL 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.
- REL 358** **Life and Work of the Church**
Congregational life in its varied character with attention to Christian education and curriculum, youth work and parish work. (Spring)
- REL 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.
- REL 361** **The Church in the First Four Centuries**
A study of the early Christian Church, including such topics as persecution and martyrdom, the development of the creeds, Christianity in conflict with Gnosticism and mystery religions, monasticism and mysticism, early Christian worship and theology.
- REL 362** **Theology of the Reformers**
An introduction to the theological thought of the Protestant reformers of the 16th century. Special attention to the writings of Martin Luther and other representative figures.
- REL 363** **Religion in America**
A study of the history of religion in America. Special attention to the rise of religious liberty, revivalism, denominations and the responses of religion to the challenges of its environing culture. (Fall)
- 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 powers 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.

- REL 399 Internship**
A work-based learning experience designed by the student, faculty member and site supervisor focusing on methodology and specialties within the field of religion. The learning agreement must be completed before registering.
- REL 420 The Russian Orthodox Church**
This course will explore the history, theology and liturgical life of the Eastern Orthodox Christian Church. Theology and history will be considered primarily from the perspective of those Christians who live in Greece, Turkey and Eastern Europe, with special attention to the Orthodox Church in Russia. (Spring)
- REL 441 Feminism and Christianity**
This course will consider the central ideas of Christianity and feminism and how they might be compatible. Attention will be given to religious influences on societal roles for women and men, feminist interpretation of the Bible and the impact of feminism on Christian theology, especially in terms of language and metaphor. (Fall)
- REL 471 Jesus and His Interpreters**
Consideration of the New Testament documents, particularly the Gospels, dealing with their context, literary structure and relationships. Attention to the variety of interpretations given the person of Jesus, including the "quests for the historical Jesus."
- REL 472 Paul the Apostle**
A study of the Apostle Paul including his historical background, his relationship to the early church and some of the themes found in his writings.
- REL 473 The Message of the Old Testament**
The various types of Old Testament literature. The distinctive ideas of Hebrew thought with emphasis on the message of the prophets.
- REL 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. (Fall)
- REL 481 Contemporary Theology**
An introduction to some representative trends in Christian theological thought today, as seen from the systematic perspective, in the light of the continuing theological task of the Christian Church. (Spring)
- REL 483 Christian Ethics**
The bases of Christian social responsibility, in terms of theological and sociological dynamics. Emphasis on developing a constructive perspective for critical reflection upon moral action.

REL 495 Seminar
Selected topics. Required of majors in the junior or senior year. Others by permission of instructor. (Fall)

REL 499 Independent Study
Limited to students who are Religion majors and satisfy Departmental guidelines.

See Department listing for a description of the following approved elective:

PHI 350 Philosophy of Religion

RUSSIAN, CENTRAL AND EAST EUROPEAN STUDIES

Coordinator

Magda Paleczny-Zapp

DEGREE AND MAJOR REQUIREMENTS

Major

11 courses including:

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 courses from the approved list of electives.

Each student's major program must be approved by the Coordinator.

Minor

Six courses including:

Two courses (one year) of basic college

Russian (or equivalent competencies)

One course in Russian history

One course in Marxist theory

One course from the approved list of electives.

Central and East European Concentration Minor

Consult the Coordinator for information.

Courses that are regularly offered in Augsburg College are: POL 351, POL 363, POL 382, POL 459, ECO 317, REL 356, REL 420, HIS 348, RUS 111, RUS 112.

SCANDINAVIAN STUDIES

See Nordic Area Studies under Interdisciplinary Studies.

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.

Coordinator

Jerry Gerasimo

Social Studies Teaching Licensure

Seven courses:

- ECO 112 Principles of Macroeconomics
or ECO 113 Principles of
Microeconomics
- HIS 222 20th Century U.S.
- POL 158 Political Patterns and Processes
- PSY 105 General Psychology
- SOC 121 Introduction to Human Society
- SOC 336 Introduction to Cultural
Anthropology

One course in geography (human or cultural) plus a major in one of five fields — economics, history, political science, psychology or sociology. Geography 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.

For students beginning in Fall, 1994 or later: New requirements for the social studies licensure were under consideration as this catalog went to press. Contact Prof. Gerasimo and the Department of Education for information on curriculum and requirements.

The Social Work major prepares graduates for entry-level generalist 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. 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 go beyond being 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 variety 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, always emphasizing social justice.

Social Work Faculty

Rosemary Link (Chair), Vern Bloom, Maria Brown (BSW Program Director), Francine Chakolis (MSW Program Director), Anthony Bibus, Blanca Rosa Egas, Hans Eriksson, Carol Kuechler, Sharon Patton,

Curt Paulsen, Vincent Peters, Michael Schock, Edward Skarnulis, Mary Lou Williams

DEGREE AND MAJOR REQUIREMENTS

Major

11 core courses:

- SWK 361 Social Responses to Human Needs
- SWK 363 Methods and Skills of Social Work
- SWK 364 Field Work I
- SWK 365 Quantitative Analysis and Program Evaluation
- SWK 461 Advanced Methods and Skills in Social Work
- SWK 462 Field Work II
- SWK 463 Community Development and Organization
- SWK 465 Social Policy: Analysis and Development
- SWK 466 Field Work III
- SWK 467 The Social Worker as Professional
- SWK 469 Field Work IV

and seven supporting courses:

- SWK 257 Exploring Human Services
- SWK 260 Humans Developing
- BIO 101 Human Biology
- PSY 105 General Psychology
- SOC 121 Introduction to Human Society
- SOC 231 Family Systems: A Cross-Cultural Perspective
- SOC 265 Culture: Ethnicity, Gender and Race

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

Concentration

Concentrations in Aging, Chemical Dependency, Crime and Corrections, Social

Ministries, and Youth are possible. A 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:

- SWK 257 Exploring Human Services
 - SWK 260 Humans Developing
 - SWK 361 Social Responses to Human Needs
 - SWK 463 Community Development and Organization
 - SOC 265 Culture: Ethnicity, Gender and Race
- and one course from:
- SWK 465 Social Policy: Analysis and Development
 - POL 121 American Government and Politics
 - POL 158 Political Patterns and Processes
 - POL 325 Public Administration

School Social Work

State Department of Education required coursework includes EDU 255; HPE 115, and 400 hours in a senior year field placement in a school setting. See adviser for additional specifics.

SOCIAL WORK COURSES

■ ELECTIVE COURSES OPEN TO ALL STUDENTS

SWK 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 many other disciplines which are vital to fostering peace, development and enhancement of a better quality of life for all human kind.

SWK 257

Exploring Human Services

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

SWK 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. Growth related to populations and groups which represent ethnic and/or life-style diversity or special stresses relevant to growth is also a focus. Students will gain self-understanding through use of their own experiences.

SWK 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.: SWK 257 and consent of instructor)

SWK 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)

SWK 399

Internship*

Provides field learning experience for the non-major and supplements the required field work of majors (Prereq.: consent of instructor)

SWK 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)

SWK 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.: SWK 361, 463 and senior standing or consent of instructor.)

SWK 499

Independent Study

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.

* Can be taken in coordination with Cooperative Education, which may provide payment for work in field sites.

■ COURSES RESERVED FOR SOCIAL WORK MAJORS ONLY

SWK 363

Methods and Skills of Social Work

Basic features of the helping process, theoretical foundations, principles and techniques of social work interventative 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. Includes videotaping laboratory sessions. (Prereq.: SWK 361, junior standing)

SWK 364

Field Work I*

Beginning supervised professional experience in a social work agency which focuses on interviewing experience and relationship building. A total of 120 hours, plus one small group supportive/discussion seminar per week. (Prereq.: SWK 361, junior standing, concurrent with SWK 363)

SWK 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 and qualitative information. Use of data-processing equipment for statistical analysis. (Prereq.: MPG III)

SWK 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 and family work skills, emphasis on development of generalist practice skills and eclectic approaches with a focus on diversity of professionals and client populations. (Lectures and/or laboratory exercises each week)

Social Work

- SWK 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. A total of 120 hours, plus one supportive/discussion seminar per week. (Prereq.: candidacy status; concurrent with SWK 461)
- SWK 466** **Field Work III (.5 or 1.0 course*)**
Continuation of field work, a total of 60 or 120 hours. (1/2 course option during Interim. (Prereq.: candidacy status)
- SWK 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)
- SWK 469** **Field Work IV***
Continuation of SWK 466. (Prereq.: candidacy status. Concurrent with SWK 467)

* Can be taken in coordination with Cooperative Education, which may provide payment for work in field sites.

Sociology is the study of society as a whole and of human social organization and groups. The sociological perspective provides a way to better understand the social world and how individuals come to think and act as they do.

The goal of the Department is to help students develop their understanding of the social order and how it affects them in their daily lives. Sociology majors develop an understanding of the theories of society and social groups, learn to create and use sociological tools of analysis, and learn how to apply sociological concepts to the solution of social problems.

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 metropolitan setting as a laboratory for learning. Internships and Cooperative Education 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, urban planning and criminal justice.

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

Sociology Faculty

Diane Pike (Chair), Jerry Gerasimo, Garry Hesser, Gordon Nelson, Rita Weisbrod

DEGREE AND MAJOR REQUIREMENTS

Major

10 courses including:

- SOC 121 Introduction to Human Society
 - SOC 349 Complex Organizations
 - SOC 362 Statistical Analysis
 - SOC 363 Research Methods
 - SOC 375 Social Psychology
 - SOC 485 Modern Sociological Theory
- and four additional Sociology courses.

Note: SOC 399 is highly recommended.

An Internship, Cooperative Education experience, independent study or Upper Division Interim course in Sociology is recommended to take advantage of the variety of learning models offered through the Department. Consult the Department Chair concerning areas of concentration.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

Honors Major

To complete the Honors Major in Sociology, the student must have a minimum GPA of 3.5 in the major and overall. In addition, she or he must: 1) successfully complete an internship, independent study or cooperative educa-

tion experience; 2) submit a portfolio of completed papers and projects, including a theory paper, a research methods project, and two projects or papers of the student's choosing which represent outstanding work in sociology; and 3) write an acceptable reflective statement on the sociology major and on the work included in the portfolio.

Application for Honors Major can be obtained from the Department Chair. A

letter of intent to apply for Honors should be received by the Chair no later than Nov. 1 of the Senior year. The application and portfolio must be submitted for Department acceptance by March 1.

Minor

Five courses including SOC 121 and two Upper Division courses (i.e., SOC 300 and above), at least one of which must be taken at Augsburg College.

SOCIOLOGY COURSES

- SOC 121 Introduction to Human Society**
What is society and how does it make us who we are? As a unique way of understanding, sociology offers insights into discovering the world and one's place in it. Course study focuses on an understanding of culture, social structure, institutions and our interactions with each other. (Fall, Spring)
- SOC 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 consider sociology as a major and/or explore career alternatives. Students must consult with the Department and Internship Office before registering for academic credit. (Fall, Spring, Summer)
- SOC 211 Human Communities and the Modern Metropolis**
The course asks a fundamental question of our times: how is community possible in the face of multicultural, economic and ideological forces that are characteristic of urban life? The cultural and structural dynamics of the Twin Cities are a basis for exploring this possibility. (Fall, Spring)
- SOC 231 Family Systems: A Cross-Cultural Perspective**
The human family system is explored in its variation among world cultures and within sub-cultures in the United States. Students prepare and deliver oral reports on topics of their choice including a world family pattern, an American sub-cultural pattern and a family process. (Fall)
- SOC 265 Culture: Ethnicity, Gender and Race**
Why do we set people aside for negative special treatment? How are they stigmatized? The people to whom we do this are often reflections of our own fears. A sociological analysis of "self" and "other" provides a way to examine racism, sexism and other "-isms." Offered on P/N basis only. (Fall, Spring)
- SOC 299 Directed Study**
Independent Study for Lower Division students. (Fall, Spring, Summer)

SOC 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)

SOC 336 Introduction to Cultural Anthropology

The concept of culture is examined in anthropology. In what way do we see and live in the world? An analysis of basic assumptions underlying the ideas of "nature," "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.: SOC 121 or consent of instructor. Fall, Spring)

SOC 349 Complex Organizations

What is the nature of these modern organizations in which we spend so much of our daily lives? Organizations as corporate actors are analyzed with respect to their goals, culture, technology and structure, as well as corporate deviance. (Prereq.: SOC 121 or consent of instructor. Spring)

SOC 360 Religion and Society

An examination of the interaction of religion and society in terms of sociological analysis with particular emphasis on contemporary sociological research on religious movements and institutions in American society. (Prereq.: SOC 121 recommended. Fall)

SOC 362 Statistical Analysis

The amount of quantitative information in the world is ever-increasing. This course is an introduction to descriptive and inferential statistics in the social sciences; as such, it provides a foundation for understanding quantitative analysis — be it in an academic journal or a daily newspaper. (Prereq.: MPG III. Fall)

SOC 363 Research Methods

Good research — how do you know it when you see it, can you produce it yourself? Social science research skills are learned through the practice and application of the basic tools of valid and reliable research design and data analysis. (Prereq.: SOC 362 or consent of instructor. Spring)

SOC 375 Social Psychology

An examination of the ideas of group, role and self in the understanding of the relationship between the individual and society. A look at the major assumptions and processes underlying our everyday life using interaction theories. (Prereq.: SOC 121 or consent of instructor. Fall, Spring)

SOC 381 The City and Metro-Urban Planning

The primary focus of the course is upon the major issues confronting the present and future metropolis. Emphasis will center on alternative theories and approaches to planning and shaping metropolitan areas. Resources include extensive readings, simulations, films, outside speakers and field trips in a seminar format. (Prereq.: SOC 121 or 211 or consent of instructor. Spring)

Sociology

SOC 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 sociology with the opportunities inherent in the placement. Participation in a concurrent seminar is expected. (Prereq.: consent of instructor)

SOC 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 SOC 121 or consent of instructor. Fall)

SOC 498

Independent Study — Metropolitan Resources

An independently designed course a student (or group of students) develops, making extensive, systematic and integrated utilization of resources available in the metropolitan community, e.g. lectures, symposia, performances, hearings. These resources become the core of the course, supplemented by traditional college resources. (Prereq.: SOC 121 or 211 and/or consent of instructor. Fall, Spring, Summer)

SOC 499

Independent Study

The student must present a written proposal containing rationale, objectives and methodology of the proposed study according to Department guidelines. Limited registration by permission for advanced students in Sociology. (Prereq.: SOC 121 and consent of instructor. Fall, Interim, Spring)

SPANISH

See listing under Modern Languages.

SPEECH/COMMUNICATION AND THEATRE ARTS DEPARTMENT— SPC, THR

SPEECH/COMMUNICATION — SPC

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

Since 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.

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 (Chair), Deborah Bart, Julie Bolton, Michael Burden, James Hayes, Anne Holmquest, Martha Johnson

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Communication Major

12 courses overall — seven required core courses and five courses within one of three concentrations. For transfer students, at least six of these 12 courses must be Upper Division courses offered at Augsburg.

Required of all Communication majors:

- SPC 111 Public Speaking
or SPC 112 Contest Public Speaking
 - SPC 351 Argumentation
 - SPC 352 Persuasion
 - SPC 354 Interpersonal Communication
 - SPC 355 Small Group Communication
 - POL 342 Mass Communication in Society
- One of the following: ENG 223, 225, 226, 227.

Note: Participation in at least two interscholastic forensics tournaments in two different events is also required.

General Communication Studies Concentration

Five additional electives from the following: SPC 329, 343, 345, 347, 399, 495, 499; THR 350, 360; LIN 311; PSY 325, 371; SOC 362, 375.

Organizational Communication Concentration

Five additional electives from the following: ART 132, 225, 330; SPC 329, 345,

Speech/Communication

399, 495, 499; BUS 340, 355 or 357; PSY 325, 371; SOC 265, 349, 375.

Mass Communication Concentration

Five electives from the following: SPC 343, 347, 348, 399, 495, 499; ART 132, 225, 330; ENG 241, 327; POL 375; THR 232, 325, 350, 360.

For All Three Concentrations

Majors must participate in Augsburg's Interscholastic Forensics Program by attending at least two interscholastic speech tournaments in at least two different events. Students should be aware that the tournament season is essentially from October through mid-March, and should plan schedules accordingly.

Majors in all three concentrations should plan to include at least one Internship (SPC 399) as one of their electives.

Students may petition the Department to include as part of their major concentration other Augsburg courses not listed above. Such requests must be submitted in writing to the Departmental Adviser for prior approval. Also, students may petition to include up to three courses from other ACTC schools as electives, with prior approval of the Registrar and adviser or Department chair.

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 registration). Honors candidates should meet with their Departmental Adviser prior to their senior year to develop a proposal for the honors project.

Communication Minor

Six courses including:

- SPC 111 Public Speaking
or SPC 112 Contest Public Speaking
- POL 342 Mass Communications In Society
- SPC 351 Argumentation
or SPC 352 Persuasion
- SPC 354 Interpersonal Communication
- SPC 345 Organizational Communication
or SPC 355 Small Group Communication
- ENG 223, 225, 226 or 227

Note: For transfer students, at least three of these six courses must be Upper Division courses offered at Augsburg. Prospective minors must obtain prior approval from a Communication faculty adviser.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

COMMUNICATION COURSES

- SPC 111 Public Speaking**
Theory and practice of effective speaking and critical listening. Students give several speeches and receive feedback from the class and the instructor. The course focuses on developing self-confidence, speech preparation and organization, audience analysis and adaptation, effective delivery, style and language, and critical thinking and listening. (Note: Students may take either SPC 111 and 112 for credit, but not both.) (Fall, Spring)
- SPC 112 Contest Public Speaking**
Theory and practice of preparing speeches for delivery in formal and contest situations. Students are expected to attend three interscholastic speech tournaments and compete in at least two of the following: informative speaking, persuasive speaking, Lincoln-Douglas debate, speaking to entertain and/or communication analysis. (Note: Students may take either SPC 111 or 112 for credit, but not both.) (Fall)
- SPC 329 Intercultural Communication**
This course explores both the problems and potential of communication between persons of different cultural groups. Factors such as ethnocentrism, stereotyping, prejudice, role expectations, values, language and non-verbal symbols are examined in this course. (Fall: alternate years)
- SPC 343 Broadcast Production I**
Introduction to video production with an emphasis on creative concept development, script-writing, directing and producing for video. Students will work in production teams and will gain experience in operation of equipment. (Fall)
- SPC 345 Organizational Communication**
An examination of the dynamics of communication in organizational settings. Focuses on topics such as superior-subordinate relationships, formal and informal communication networks, management styles, power and authority, motivation of employees, organizational culture, performance appraisal, effective use of meetings and sources of communication problems in the workplace. (Fall: alternate years)
- SPC 347 Documentary Video**
A video production course which integrates lecture and criticism with hands-on experience dealing with non-fiction subjects. Students will work as production teams, gaining experience in field production editing. The production teams will produce a 30-minute documentary piece. This course requires additional lab time for editing.
- SPC 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.

Speech/Communication

- SPC 351 Argumentation**
Application of standards for sound evidence and reasoning in public speaking, discussion and debates. Stresses skill in analyzing the quality of argumentative claims, understanding tests for evidence and fallacies in reasoning, and learning to apply principles of argumentation to contemporary public issues. Students enhance their skills in debate and discussion and learn to analyze and critique arguments they encounter in their daily lives. (Fall)
- SPC 352 Persuasion**
Theory of how people are influenced to change attitudes and behavior. Examines obstacles to persuasion; cultural dimensions of persuasion; the use of logical and psychological appeals; empirical research in persuasion; how persuasion is used in politics, sales, advertising and interpersonal contexts; the nature of mass movements and campaigns; the impact of the mass media on persuasion; and ethical issues related to persuasion. (Spring)
- SPC 354 Interpersonal Communication**
A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers. This course combines theory and practice to help the student understand and manage communication problems more effectively. (Fall, Spring)
- SPC 355 Small Group Communication**
A study of group dynamics and leadership with emphasis on factors related to decision making, styles of leadership and conflict management. This course combines lecture with practical experiences to help the student become a more effective and productive member of a task-oriented small group. (Spring)
- SPC 399 Internship**
(Consult faculty in area of emphasis)
- SPC 495 Communication Topics**
Selected topics in communication, with emphasis on the use of primary sources and methodology of research.
- SPC 499 Independent Study**
Independent Study for Upper Division credit.

See Department listings for the following approved electives:

ART 132	Photography	POL 342	Mass Communication in Society
ART 225	Communication Design I	POL 375	Media Law
ART 330	Communication Design II	PSY 325	Social Behavior
BUS 340	Human Resource Management	PSY 371	Psychology of Gender
BUS 355	Marketing Communications	SOC 265	Culture: Ethnicity, Gender and Race
BUS 357	Advertising	SOC 362	Statistical Analysis
LIN 311	Theories of Grammar (see Modern Languages)	SOC 375	Social Psychology

THEATRE ARTS – THR

The study of theatre is essential to a liberal arts education in that theatre is a laboratory for experiencing, experimenting and integrating knowledge from many disciplines. Theatre enables students to seek, confront and experience authentic life in its mystery, ambiguity and beauty. We seek to create every opportunity for students to grow as human beings by encouraging connections between theory and application through course study, production work and the Artist Series.

Currently we offer a solid base in classical, modern and contemporary theatre and we are exploring ways of incorporating non-Western and non-traditional theatre to support our commitment to the multicultural experience.

Augsburg is an ideal place to study theatre as it is located in one of the major theatre centers in the United States. Augsburg students expand their knowledge of theatre not only by attending, but by working with numerous local theatre artists and professional theatre companies. Our theatre faculty, curricu-

lum and program are models for other small colleges.

At Augsburg we encourage students to participate in all aspects of theatre production, while providing each student the opportunity of emphasizing a specific area of interest. We prepare students to enter graduate school, law school, seminary, education and various communication fields including professional theatre, television and film.

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Theatre Arts Major

10 courses including:

- THR 222 Introduction to Theatre
- THR 228 Introduction to Stagecraft
- THR 232 Acting
- THR 328 Theatrical Design
- THR 361 Theatre History and Criticism I
- THR 362 Theatre History and Criticism II
- THR 366 Stage Direction I

Theatre Arts

Three of the following:

- THR 116 Creative Dance
- THR 245 Introduction to Asian and Asian American Theatre
- THR 325 Playwriting
- THR 350 Voice and Diction
- THR 360 Interpretive Reading
- THR 365 Advanced Acting
- THR 399 Internship
or THR 499 Independent Study in Theatre

Ten production units in three or more of the following areas: acting (two required), technical crew work and design (four required), and theatre management/miscellaneous (two required).

Freshmen planning to major in theatre arts should begin with courses THR 116, 222, 232; sophomores: THR 228, 245, 361, 362; juniors: THR 325, 328, 350, 360, 361, 365; seniors THR 365, 366.

Please Note: Several courses are offered alternate years only.

This major should be supported by courses in multi-cultural dramatic literature, and Shakespeare, Modern Drama and Scandinavian Drama. Strongly recommended: courses in movement, dance, art and media art (cinema, radio, television, video). A capstone course is encouraged, but not required.

Majors must participate in dramatic productions every year. Students must maintain an overall 2.0 GPA to have major participation in productions.

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 (THR 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:

- THR 222 Introduction to Theatre
- THR 228 Introduction to Stagecraft or THR 328 Theatrical Design
- THR 232 Acting
- THR 361 Theatre History Criticism I or THR 362 Theatre History Criticism II
- THR 366 Stage Direction I

Five production units in the following areas: acting (one required), technical crew work (two required), and theatre management/miscellaneous (one required).

Theatre History and Criticism Dramaturgy Minor

Five courses:

- THR 222 Introduction to Theatre
- THR 325 Playwriting
- THR 361 Theatre History Criticism I
- THR 362 Theatre History Criticism II

A directed studies course in dramaturgy or theatre criticism or theatre history

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers which may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

THEATRE ARTS COURSES

- THR 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. (Fall)
- THR 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. Students attend and review live productions. Crew requirement. (Fall)
- THR 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. (Fall)
- THR 232 Acting**
An introduction to the art of acting. Focus on physical, mental and emotional preparation and exploration of the creative approach to scene and character study in American drama. Students attend and review live productions. (Spring)
- THR 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 culture, as well as Asian American drama. The course will include lecture, films, videos and demonstrations by visiting performers. Students will read and analyze selected plays and attend and review one live production. (Fall: alternate years)
- THR 299 Directed Study**
Independent study for Lower Division credit.
- THR 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. Cross-listed with the English department. Fall: alternate years)
- THR 328 Theatrical Design**
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 practical involvement with the Augsburg spring production. (Lab required, some materials needed. Prereq.: permission of instructor. Spring)

Theatre Arts

- THR 350 Voice and Diction**
A study of vocal skills including tone production, breathing, placement, relaxation, resonating, articulating, listening, introduction to phonetics and the vocal mechanism. Emphasis on healing vocal vulnerabilities. Theory and practice are combined in oral projects, reports and papers, voice tapes and individual coaching. (Fall: alternate years)
- THR 360 Interpretive Reading**
Basic principles of oral interpretation of prose, poetry and drama. Study, discuss, practice and perform readings in prose, poetry and drama before small and large groups. (Spring)
- THR 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. Need not be taken sequentially with THR 362. (Spring)
- THR 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. Need not be taken sequentially with THR 361. (Spring)
- THR 365 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 theatre of the absurd, culminating in preparation and presentation of a professional audition. (Prereq.: THR 222 and THR 232. Spring: alternate years)
- THR 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). Permission from instructor required. (Prereq.: THR 361, THR 362, THR 328. Spring)
- THR 399 Internship**
(Consult faculty in area of emphasis.)
- THR 495 Theatre Topics**
Selected topics in theatre.
- THR 499 Independent Study in Theatre**
Independent study for Upper Division credit.

See listing under Speech, Communications and Theatre Arts.

URBAN STUDIES

See Metro-Urban Studies listing under Interdisciplinary Studies.

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Minneapolis, Minn.

flo wiger, Ph.D. (1995)

Associate Professor, St. Cloud State
University, St. Cloud, Minn.

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Edina, Minn.

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- Dr. Carl H. Chrislock**, Professor Emeritus of History. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- L. Gracia Christensen**, Professor Emerita of English.
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- Dr. John R. Holum**, Professor Emeritus of Chemistry.
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- Jeannette H. Milgrom** (1992). Instructor, part-time, Social Work. B.S.W., Christian Social Academy, Groningen, Netherlands; M.S.W., University of Minnesota.
- Dawn L. McDougal Miller** (1993). Instructor, part-time, Music. B.A., Gustavus Adolphus College; M.M.Ed., University of Kansas.
- Jay A. Miskowiec** (1991). Instructor, part-time, English. B.A., University of Minnesota; M.A., Universite de Paris VIII, France; Ph.D., City University of New York.
- Kinney G. Misterek** (1989). Instructor, part-time, Business Administration/MIS. B.S., M.B.A., University of South Dakota; M.B.T., University of Minnesota.
- John R. Mitchell** (1968). Associate Professor of English. B.A., Maryville College; M.A., University of Tennessee.

Augsborg College Faculty

- William B. Monsma** (1987). Instructor, part-time, Physics. B.A., Calvin College; M.Div., Calvin Seminary; Ph.D., University of Colorado.
- Thomas F. Morgan** (1983). Associate Professor of Business Administration/MIS. B.S., Juniata College; M.B.A., University of Denver; M.S., University of Oregon; Ph.D., University of Minnesota.
- William D. Morris** (1987). Instructor, part-time, Political Science. B.A., Oakland University; Ph.D., Carnegie-Mellon University.
- John N. Moyer** (1991). Assistant Professor of Music, Orchestra Director. B.M., M.A., Jacksonville University; Ph.D., Florida State University.
- Mildred ("Mike") Mueller** (1988). Assistant Professor of Education. B.A., M.A., Central Michigan University; Ed.D., University of Minnesota.
- Robert M. Murphy** (1986). Instructor, part-time, Business Administration/MIS. B.A., University of Toledo.

N

- Sharol A. Nau** (1993). Instructor, part-time, Art. B.A., Carleton College; M.F.A., Michigan State University.
- Eliawira N. Ndosi** (1990). Instructor, part-time, Economics. B.A., Carleton College; M.A., University of Minnesota.
- Gordon L. Nelson** (1967). Professor of Sociology. B.A., M.A., University of Minnesota; B.D., Luther Theological Seminary; M.A., Ph.D., University of Chicago.
- Leslie D. Nelson** (1993). Instructor, part-time, Mathematics. B.A., St. Olaf College.
- Richard C. Nelson** (1968). Professor of History. B.A., University of Nebraska; M.A., Ph.D., University of Minnesota.
- Jack Nelson-Pallmeyer** (1984). Instructor, part-time, Religion. B.A., St. Olaf College; M.Div., Union Theological Seminary.
- Melissa R. Newman** (1993). Instructor, part-time, Psychology. Ph.D., University of Minnesota.
- Catherine C. Nicholl** (1973). Professor of English. B.A., Hope College; M.A., University of Michigan; Ph.D., University of Minnesota.
- Beverly J. Nilsson** (1977). Professor of Nursing. B.S.N., M.S., Ph.D., University of Minnesota.
- Norma C. Noonan** (1966). Professor of Political Science. B.A., University of Pennsylvania; M.A., Ph.D., Indiana University.

O

- Celeste M. O'Brien** (1975). Studio Artist/Piano, part-time, Music. B.A., Hamline University.
- John J. O'Brien** (1992). Instructor, part-time, English. B.A., Augustana College; M.Phil., University of Dublin, Ireland; A.B.D., University of Minnesota.

- Michael E. O'Neal** (1989). Instructor, part-time, Sociology. B.A., University of Missouri; M.A., Ph.D., University of Minnesota.
- Sandra L. Olmsted** (1979). Assistant Professor, Chemistry. B.A., Augsburg College; M.S., University of Wisconsin; Ph.D., University of Minnesota.
- Bettye Olson** (1992). Director, College of the Third Age. B.S., M.Ed., University of Minnesota.
- Jeremiah Olson** (1989). Instructor, part-time, Religion. B.A., Minot State University; M.Div., Trinity Lutheran Seminar; D.Th., Luther-Northwestern Theological Seminary.
- Lila J. Olson** (1990). Instructor, part-time, Music. B.M., University of Kansas; M.M., University of Nebraska.
- Vicki B. Olson** (1987). Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.
- P**
- Magdalena M. Paleczny-Zapp** (1986). Assistant Professor of Economics. B.A., M.A., Central School for Planning and Statistics, Warsaw, Poland; Ph.D., Akademia Ekonomiczna, Krakow, Poland.
- Ronald G. Palosaari** (1965). Professor of English. B.A., Bethel College; B.Div., Bethel Seminary; M.A., Ph.D., University of Minnesota.
- Patricia A. Parker** (1960). Instructor, part-time, Education. B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan.
- Sharon K. Patten** (1991). Associate Professor of Social Work. B.A., St. Olaf College; M.S.W., M.A., Ph.D., University of Minnesota.
- Catherine L. Paulsen** (1990). Instructor, part-time, Religion. B.A., St. Olaf College; M.A., Lone Mountain College.
- Curtis Paulsen** (1990). Associate Professor of Social Work. B.A., St. Olaf College; M.S.W., University of Minnesota; Ph.D., Fielding Institute.
- Richard W. Pearl** (1992). Instructor, part-time, Education. B.A., M.A., University of St. Thomas.
- Dale C. Pederson** (1992). Assistant Professor of Biology. B.A., Augsburg College; Ph.D., University of Minnesota.
- Paul E. Pender** (1985). Instructor, part-time, Business Administration/MIS. B.A., M.B.A., University of Wisconsin.
- Rick Penning** (1993). Studio Artist/Voice, part-time, Music. B.A., Luther College; M.M., University of Cincinnati.
- Curtis C. Peter** (1983). Instructor, part-time, Religion. B.A., Wartburg College; M.Div., Wartburg Theological Seminary.
- Vincent Peters** (1988). Assistant Professor of Social Work. B.A., Loyola College, Madras, India; M.A., Madras School of Social Work.

Augsburg College Faculty

- Noel J. Petit** (1984). Professor of Computer Science. B.A., St. Olaf College; M.S., Ph.D., University of Minnesota.
- Ronald W. Petrich** (1980). Instructor, part-time, Education. B.A., Augsburg College; M.A., United Theological Seminary.
- Joyce M. Pfaff** (1966). Associate Professor, part-time, Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Glenn S. Pickering** (1994). Instructor, part-time, Psychology. B.E.E., Ph.D., University of Minnesota; M. Div., United Theological Seminary.
- Diane L. Pike** (1981). Professor of Sociology. A.B., Connecticut College; Ph.D., Yale University.
- Alisa M. Potter** (1993). Instructor, part-time, Sociology. B.A., Concordia College, St. Paul; Ph.D., University of Minnesota.
- Sandra L. Powers** (1990). Studio Artist/Clarinet, part-time, Music. B.M., Eastman School of Music; M.M., Northwestern University.
- T. Peter Przytula** (1993). Instructor, part-time, Political Science. M.A., University of Lodz, Poland; M.A., A.B.D., University of Minnesota A.B.D., University of Poznan, Poland.

Q

- Philip A. Quanbeck** (1957). Professor of Religion. B.A., Augsburg College; B.D., Augsburg Theological Seminar; M.Th., Ph.D., Princeton Theological Seminary.
- Philip A. Quanbeck, II** (1987). Assistant Professor of Religion. B.A., St. Olaf College; M.Div., Luther Theological Seminary.
- Randi Quanbeck** (1990). Instructor, part-time, Modern Languages. B.A., Concordia College; M.A., Northwestern University.

R

- Larry C. Ragland** (1985). Associate Professor of Computer Science. B.S., M.A., Central Missouri State College; Ph.D., University of Texas at Austin.
- O. Nicholas Rath**s (1987). Instructor, part-time, Music. B.M., M.M., University of Minnesota.
- Patricia L. Redding** (1992). Instructor, part-time, Business Administration/MIS. B.A., Indiana University; M.B.A., University of Minnesota.
- Bruce R. Reichenbach** (1968). Professor of Philosophy. B.A., Wheaton College; M.A., Ph.D., Northwestern University.
- Cynthia D. Richards** (1992). Instructor, part-time, English. B.A., Brown University; M.A., M. Phil., New York University.
- James F. Rodde** (1993). Choral Director/Instructor of Music. B.A., Augsburg College; M.A., D.M.A., University of Iowa.
- Steven P. Rohde** (1993). Visiting Assistant Professor of Speech, Communication, and Theatre Arts (Designer and Technical Director). B.S., University of Wisconsin-LaCrosse; M.F.A., University of Minnesota.

- I. Michael Romanov** (1992). Instructor, part-time, Business Administration/MIS. B.A., Hofstra University; M.B.A., University of St. Thomas.
- Glenda D. Rooney** (1992). Instructor, part-time, Social Work. B.S., University of North Texas; M.S.W., University of Illinois.
- Patricia L. Rude** (1990). Instructor, part-time, Education. B.A., Gustavus Adolphus College; M.Ed., University of Minnesota.
- William R. Russell** (1991). Instructor, part-time, Religion. B.A., Ph.D., University of Iowa; M.Div., Luther Northwestern Seminary.

S

- Edward M. Sabella** (1967). Professor of Economics. B.S., University of Rhode Island; Ph.D., University of Minnesota.
- Pauline Sateren** (1974). Instructor, part-time, Education. B.A., Northwestern College; M.M.Ed., University of Colorado.
- Edwin J. Saugestad** (1959). Associate Professor of Health and Physical Education. B.A., Augsburg College; M.A., University of Minnesota.
- Jack B. Schaffer** (1993). Instructor, part-time, Psychology. B.A., Buena Vista College; M.Div., Union Theological Seminary; M.A., Ph.D., University of North Dakota.
- Milo A. Schield** (1985). Associate Professor of Business Administration/MIS. B.S., Iowa State University; M.S., University of Illinois; Ph.D., Rice University.
- John S. Schmit** (1990). Assistant Professor of English. B.S., St. John's University; M.A., University of New Orleans; Ph.D., The University of Texas.
- Michael D. Schock** (1993). Assistant Professor of Social Work. B.A., University of Washington; M.S.W., University of Minnesota; Ph.D., University of Washington.
- Sandra Nei Schulte** (1987). Costume Designer, part-time, Speech, Communication, and Theatre Arts. B.A., M.A., M.F.A, University of Minnesota.
- Robert T. Schultheis** (1990). Instructor, part-time, Business Administration/MIS. B.B.A., College of Santa Fe; M.B.A., University of St. Thomas.
- Kathryn A. Schwalbe** (1991). Assistant Professor of Business Administration/MIS. B.S., University of Notre Dame; M.B.A., Northeastern University.
- Laura Sewell** (1991). Studio Artist/Cello, part-time, Music. B.M., The Juilliard School; M.M., The Cleveland Institute of Music.
- Frankie B. Shackelford** (1990). Assistant Professor of Modern Languages. B.A., Texas Christian University; Ph.D., University of Texas.
- Judith E. Shevelev** (1991). Instructor, Global Education. B.A., University of California at Davis; M.A., Columbia University.
- Deep Shikha** (1991). Instructor, part-time, Economics. B.A., Delhi University, India; M.A., M.Ph., Delhi School of Economics; Ph.D., Louisiana State University.
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6 Augsburg College Faculty

- Edward R. Skarnulis** (1990). Associate Professor of Social Work. B.A., Omaha University; M.S.W., Ph.D., University of Nebraska.
- Eugene M. Skibbe** (1964). Professor of Religion. B.A., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., University of Heidelberg, Germany.
- Gail S. Smogard** (1993). Instructor, part-time, Speech, Communication and Theatre Arts. B.A., St. Cloud State College; M.F.A., Southern Methodist University.
- Yong Nam Song** (1987). Instructor, part-time, Economics. B.A., Jeon Buk National University, Korea.
- Roman Soto-Feliu** (1993). Assistant Professor of Modern Languages. B.A., M.A., Universidad de Concepcion, Chile; Ph.D., The Catholic University of America.
- Robert J. Stacke** (1990). Assistant Professor of Music, Band and Jazz Director. B.A., Augsburg College; M.A.C.I., University of St. Thomas.
- John J. Stangl** (1991). Instructor, part-time, Education. B.S., M.A., University of Minnesota.
- Nancy K. Steblay** (1988). Associate Professor of Psychology. B.A., Bemidji State University; M.A., Ph.D., University of Montana.
- John P. Stein** (1992). Instructor, part-time, Economics. B.S., University of Detroit; M.A., University of Illinois.
- Donald B. Steinmetz** (1968). Professor of Modern Languages. B.A., M.A., Ph.D., University of Minnesota.
- Robert Stenstrom** (1990). Assistant Professor of Physics. B.S., M.S., University of South Dakota.
- Stuart M. Stoller** (1986). Assistant Professor of Business Administration/MIS. B.S., M.S., Long Island University.
- Diane L. Strandberg** (1989). Instructor, part-time, Education. B.S., M.S., Mankato State University.
- Beverly J. Stratton** (1986). Assistant Professor of Mathematics. B.A., M.A., Boston University.
- Marie J. Struss** (1988). Instructor, part-time, Education. B.S., M.S., Mankato State University.
- Mary Jo Stump** (1988). Student Teacher Supervisor, part-time, Education. B.A., Ball State University; M.A., Northern State College.
- Grace K. Sulerud** (1966). Associate Professor, Librarian. B.A., Augsburg College; M.A., University of Minnesota.
- Ralph L. Sulerud** (1964). Professor of Biology. B.A., Concordia College, Moorhead; M.S., Ph.D., University of Nebraska.
- Kathryn A. Swanson** (1985). Associate Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.
- Gabriela Sweet** (1992). Instructor, part-time, Modern Languages. B.S., State University of New York, Oneonta.
- William Swenson** (1989). Instructor, part-time, Philosophy. A.B., Ph.D., University of Chicago.

T

- Philip J. Thompson** (1959). Professor of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa.
- Sonja K. Thompson** (1993). Instructor, part-time, Music. B.M., University of Minnesota; M.M., The Juilliard School.
- Mark A. Thomsen** (1994). Instructor, part-time, Music. B.A., Gustavus Adolphus College; M.M., Eastman School of Music.
- Diane Thoreson** (1993). Instructor, part-time Education. B.S., University of South Dakota; M.A., University of St. Thomas.
- James Trelstad-Porter** (1993). Instructor, Global Education. B.A., Augustana College; M.A., American University.
- Cynthia K. Troy** (1990). Instructor, part-time, Psychology. B.A., University of California, Santa Cruz; Ph.D., University of Minnesota.

U - V

- David E. Venne** (1992). Instructor, part-time, Physics. B.S., University of Minnesota; Ph.D., Iowa State University.
- Joseph M. Volker** (1993). Instructor, part-time, M.A.L. Program. B.A., University of California-Irvine; M.A., Ph.D., University of Minnesota.

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- Anthony R. Wagner** (1993). Instructor, part-time, Social Work. B.A., M.S.W., University of Minnesota.
- Ronald F. Walter** (1988). Instructor, part-time, Modern Languages. B.A., Swarthmore College; M.A., Ph.D., Indiana University.
- Gloria M. Warner** (1988). Instructor, part-time, Biology. B.S., St. Olaf College; M.S., Ph.D., University of Minnesota.
- Donald M. Warren** (1980). Instructor, part-time, Introduction to Liberal Arts, Director of Academic Enrichment. B.A., M.A., University of Minnesota.
- Martha A. (Cary) Waterman** (1991). Instructor, part-time, English. B.A., University of Denver; B.S., M.A., Mankato State University.
- Charee M. Watters** (1990). Instructor, part-time, Business Administration/MIS. B.A., University of Minnesota; M.Org.L., College of St. Catherine; M.B.A., University of St. Thomas.

Augsburg College Faculty

- Mark I. Wegener** (1993). Instructor, part-time, Religion. B.A., Concordia Senior College; M.Div., Concordia Theological Seminary; M.S.Th., Christ Seminary-Seminex; Th.D., Lutheran School of Theology at Chicago.
- Rita R. Weisbrod** (1991). Assistant Professor of Sociology. B.A., M.A., University of Minnesota; Ph.D., Cornell University.
- Pamela J. Weiss** (1983). Assistant Professor, part-time, Nursing. B.S.N., University of Nebraska; M.P.H., Ph.D., University of Minnesota.
- Patricia F. Weiss** (1991). Associate Professor, part-time, Education, Paideia Associate-in-Residence. B.A., Boston College; M.Ed., Ph.D., University of North Carolina, Chapel Hill.
- Mary Louise Williams** (1984). Assistant Professor of Social Work. B.F.A., M.S.W., University of Pennsylvania.
- Theartrice Williams** (1993). Instructor, part-time, Social Work. B.A., University of Illinois; M.S.W., University of Pennsylvania.
- Helen Woelfel** (1993). Adjunct Faculty in Nursing, Coordinator of Nursing Center. M.S., Marquette University; M.S. University of Minnesota.
- Maria K. Woroby** (1990). Assistant Professor, Librarian, Director of Women's Studies. B.S., M.A., University of Minnesota.
- Angela J. Wyatt** (1981). Studio Artist/Saxophone and Clarinet, part-time, Music. B.A., St. Olaf College.
- Robert D. Wykstra** (1989). Instructor, part-time, Business Administration/MIS. B.A., Calvin College; M.B.A., Western Michigan University.
- R. D. Zehnder** (1991). Instructor, part-time, History. B.A., Carleton College; M.A., Stanford University, University of California, Davis; Ph.D., Kansas University.

ACADEMIC CALENDAR 1994-'95

Fall 1994

- New student orientation Su, Sept. 4 – Tu, Sept. 6
- Freshman registration summer
- Upperclass validation W, Sept. 7
- Classes begin W, Sept. 7
- Last day to register Tu, Sept. 13
- Last day to add a class, drop a class without notation on record Tu, Sept. 13
- Last day to designate grading option F, Oct. 21
- Mid-term break F, Oct. 21
- Interim registration . M, Oct. 24 – F, Oct. 28
- Spring term registration M, Nov. 14 – Tu, Dec. 2
- Last day to withdraw from a class F, Nov. 18
- Thanksgiving recess begins . . . Th, Nov. 24
- Classes resume M, Nov. 28
- Classes end F, Dec. 9
- Final exams begin M, Dec. 12
- Final exams end Th, Dec. 15

Interim 1995

- Interim classes begin T, Jan. 2
- Last day to register, add a class, or drop a class without notation on record T, Jan. 3
- Last day to designate grading option, or withdraw from a class F, Jan. 13
- Classes end W, Jan. 25

Spring 1995

- Classes begin M, Jan. 30
- Last day to register F, Feb. 3
- Last day to add a class or drop a class without notation on record F, Feb. 3
- Last day to withdraw from a class F, Apr. 7
- Mid-term break begins M, Mar. 20
- Classes resume Tu, Mar. 27
- Last day to designate grading option F, Apr. 7
- Early registration for fall M, Apr. 24 - F, May 5
- Classes end F, May 12
- Final exams begin M, May 15
- Final exams end Th, May 18
- Baccalaureate/Commencement Su, May 21

ACADEMIC CALENDAR 1995-'96

Fall 1995

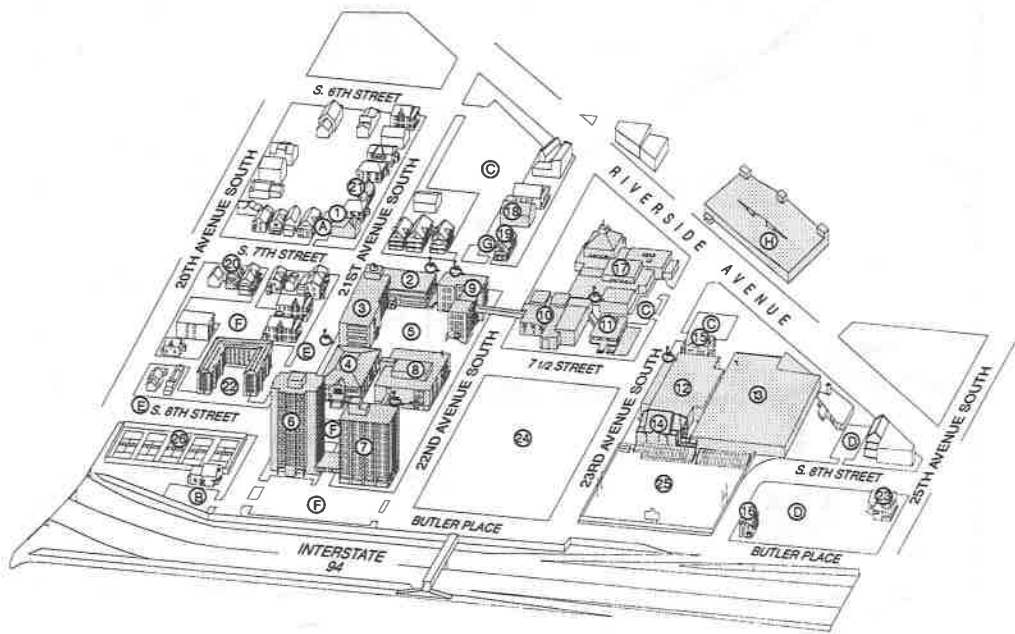
New student orientation Su, Sept. 3 - Tu, Sept. 5
Freshman registration summer
Upperclass validation W, Sept. 6
Classes begin W, Sept. 6
Last day to register Tu, Sept. 12
Last day to add a class, drop a class without notation on record Tu, Sept. 12
Last day to designate grading option F, Oct. 20
Mid-term break F, Oct. 20
Interim registration . M, Oct. 23 - F, Oct. 27
Spring term registration M, Nov. 13 - Tu, Dec. 1
Last day to withdraw from a class F, Nov. 27
Thanksgiving recess begins . . . Th, Nov. 23
Classes resume M, Nov. 27
Classes end F, Dec. 8
Final exams begin M, Dec. 11
Final exams end Th, Dec. 14

Interim 1996

Interim classes begin T, Jan. 2
Last day to register, add a class, or drop a class without notation on record W, Jan. 3
Last day to designate grading option, or withdraw from a class F, Jan. 12
Classes end Th, Jan. 25

Spring 1996

Classes begin M, Jan. 29
Last day to register F, Feb. 2
Last day to add a class or drop a class without notation on record F, Feb. 2
Last day to withdraw from a class F, Apr. 5
Mid-term break begins M, Mar. 18
Classes resume Tu, Mar. 25
Last day to designate grading option F, Apr. 5
Early registration for fall M, Apr. 22 - F, May 3
Classes end F, May 10
Final exams begin M, May 13
Final exams end Th, May 16
Baccalaureate/
Commencement Su, May 19



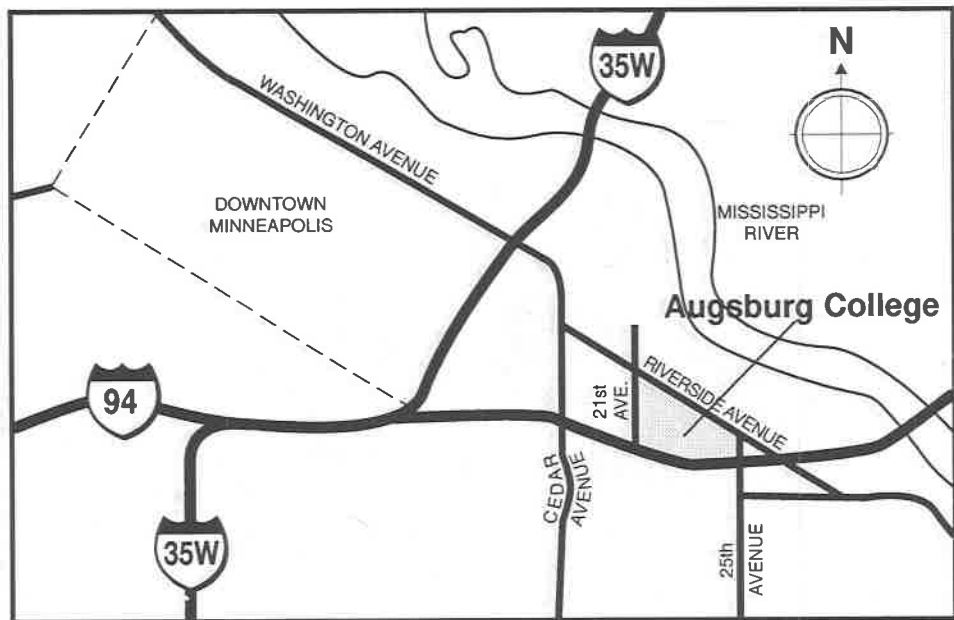
1. Admissions House
2. George Sverdrup Library
3. Science Hall
4. Old Main
5. Quad
6. Mortensen Tower
7. Urness Tower
8. Christensen Center
9. Sverdrup-Oftedal Memorial Hall
10. Music Hall
11. 2222 Murphy Place
12. Si Melby Hall
13. Ice Arena
14. Stage II Theatre
15. College Relations
16. Nordic Center
17. Foss, Lobeck, Miles Center for Worship, Drama and Communication
18. Center for Global Education

19. Jeroy C. Carlson Alumni Center
20. Youth and Family Institute
21. American Indian Support and Black Student Affairs
22. Oscar Anderson Hall
23. East Hall
24. Murphy Square
25. Anderson-Nelson Athletic Field
26. Husby-Strommen Tennis Courts

Parking Lots

- A. Admissions Parking
- B. Faculty/Staff/Commuter/Residence Parking
- C. Faculty/Staff Parking
- D. Faculty/Staff/Commuter Parking
- E. Commuter - Street Parking
- F. Resident Parking
- G. Visitor Parking
- H. Fairview/St. Mary's Parking Ramp

CAMPUS LOCATION



Directions to Campus

From Minneapolis on I-94 East—
Take the Riverside/25th Avenue exit and turn left on 25th Avenue, turn left at Riverside Avenue, turn left at 21st Avenue South.

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

From the South on 35W—
Follow I-94 St. Paul signs, take the Riverside/25th Avenue exit, turn left on 25th Avenue, turn left at Riverside, turn left at 21st Avenue South.

From the North on 35W—
Take the Washington Avenue exit, turn left on Washington (turns to the right onto Cedar Avenue), turn left at Riverside Avenue, turn right at 21st Avenue South.

Public Parking

All posted Augsburg College faculty/staff/commuter lots are free and open for use from 4:30 p.m. Friday through Sunday evening. Lots are located on 7th Street between 21st and 22nd Avenues and north or south of 8th Street between 24th and 25th Avenues. Most street parking is four 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.



It is the policy of Augsburg College not to discriminate on the basis of race, color, creed, religion, sexual or affectional preference, national or ethnic origin, age, marital status, sex, status with regard to public assistance, or disability as required by Title IX of the 1972 Education Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admissions policies, education programs, activities and employment practices.

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