

**Augsburg College Catalog
1998-2000**



AUGSBURG
C • O • L • L • E • G • E

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. The written policies in the catalog are the College policies in force at the time of printing. It is the responsibility of each student to know the requirements and academic policies in this publication. If you have questions about anything in this catalog, consult the Academic Advising Center, a faculty adviser, the dean of the college, or the registrar. Key offices are listed on page six for correspondence or telephone inquiries.

Published May 1998

A Greeting from the President

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

If you're dipping into this volume to figure out who and what Augsburg College is and what education it offers, welcome to these pages! May they convey the fundamental character of our mission: to provide an education especially serviceable in the contemporary world because it has been designed in the midst of and in full contact with the critical social, economic, religious, and political phenomena of the modern city. This education, however practical and professional, will be serviceable over the long haul only to the degree that it respects and pursues certain

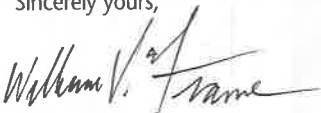
of what Martin Luther called "the fine liberal arts," and it will be exciting to the degree it is offered for the sake of improving both its students and the world itself.

The study you are undertaking at Augsburg—or thinking of undertaking—will occur on a small campus in the core of a great city; it will be led by faculty preoccupied with your welfare and the emergence and refinement of your vocational plans.

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

Bon voyage!

Sincerely yours,



William V. Frame
President



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1998-1999 ACADEMIC CALENDAR

Fall Term 1998

Summer.....	Freshman registration
Sept. 6-8/Sun.-Tues.	New student orientation
Sept. 9/Wed.	Upper-class validation
Sept. 9/Wed.	Classes begin
Sept. 15/Tues.	Last day to register
Sept. 15/Tues.	Last day to add a class, drop a class without notation on record
Oct. 30/Fri.	Mid-term break
Nov. 6/Fri.	Last day to designate grading option
Nov. 13/Fri.	Last day to withdraw from class
Nov. 16-Dec. 4/Mon.-Fri.	Interim registration
Nov. 16-Dec. 4/Mon.-Fri.	Spring term registration
Nov. 26/Thurs.	Thanksgiving recess begins
Nov. 30/Mon.	Classes resume
Dec. 11/Fri.	Classes end
Dec. 14-17/Mon.-Thurs.	Final exams

Interim Term 1999

Jan. 4/Mon.....	Interim classes begin
Jan. 5/Tues.....	Last day to register, add a class, or drop a class without notation on record
Jan. 15/Fri.....	Last day to designate grading option, or withdraw from a class
Jan. 27/Wed.....	Classes end

Spring Term 1999

Feb. 1/Mon.....	Classes begin
Feb. 5/Fri.	Last day to register
Feb. 5/Fri.	Last day to add a class or drop a class without notation on record
Mar. 29/Mon.	Mid-term/Easter break begins
Apr. 6/Tues.	Classes resume
Apr. 9/Fri.....	Last day to designate grading option
Apr. 16/Fri.....	Last day to withdraw from a class
Apr. 19-30/Mon.-Fri.	Early registration for fall
May 14/Fri.....	Classes end
May 17-20/Mon.-Thurs.	Final exams
May 23/Sun.	Baccalaureate/Commencement

1999-2000 ACADEMIC CALENDAR

TENTATIVE—CONSULT THE 1999-2000 ACTC CLASS SCHEDULE OR AUGSBURG REGISTRAR'S OFFICE FOR CHANGES

Fall Term 1999

Summer	Freshman registration
Sept. 5-7/Sun.-Tues.	New student orientation
Sept. 8/Wed.	Upper-class validation
Sept. 8/Wed.	Classes begin
Sept. 14/Tues.	Last day to register
Sept. 14/Tues.	Last day to add a class, drop a class without notation on record
Oct. 29/Fri.	Mid-term break
Nov. 5/Fri.	Last day to designate grading option
Nov. 12/Fri.	Last day to withdraw from class
Nov. 15-Dec. 3/Mon.-Fri.	Interim registration
Nov. 15-Dec. 3/Mon.-Fri.	Spring term registration
Nov. 25/Thurs.	Thanksgiving recess begins
Nov. 29/Mon.	Classes resume
Dec. 10/Fri.	Classes end
Dec. 13-16/Mon.-Thurs.	Final exams

Interim Term 2000

Jan. 3/Mon.	Interim classes begin
Jan. 4/Tues.	Last day to register, add a class, or drop a class without notation on record
Jan. 14/Fri.	Last day to designate grading option, or withdraw from a class
Jan. 26/Wed.	Classes end

Spring Term 2000

Jan. 31/Mon.	Classes begin
Feb. 4/Fri.	Last day to register
Feb. 4/Fri.	Last day to add a class or drop a class without notation on record
Mar. 20/Mon.	Mid-term break begins
Mar. 27/Mon.	Classes resume
Apr. 7/Fri.	Last day to designate grading option
Apr. 14/Fri.	Last day to withdraw from a class
Apr. 17-28 Mon.-Fri.	Early registration for fall
Apr. 21/Fri.	Easter break begins
Apr. 25/Tues.	Classes resume
May 12/Fri.	Classes end
May 15-18/Mon.-Thurs.	Final exams
May 21/Sun.	Baccalaureate/Commencement

Academic Advising.....	330-1025
Academic Affairs	330-1024
Undergraduate Admissions.....	330-1001
Toll-free number.....	(800) 788-5678
Alumni/Parent Relations.....	330-1178
Athletics.....	330-1243
Business Office (fees and accounts).....	330-1029
Career Services.....	330-1162
College Pastor/Campus Ministry.....	330-1732
Public Relations & Communication.....	330-1180
Conference/Events Coordinator.....	330-1107
Development (financial gifts to the College).....	330-1613
Toll-free number.....	(800) 273-0617
Facilities Management.....	330-1104
Financial Aid (scholarships).....	330-1046
General Information (other office numbers; business hours only).....	330-1000
Master of Arts in Leadership Program.....	330-1786
Master of Social Work Program.....	330-1307
Human Resources.....	330-1058
Interim Office.....	330-1150
Lost and Found.....	330-1000
President.....	330-1212
Registrar.....	330-1036
Residence Life (Housing).....	330-1109
Student Activities.....	330-1111
Academic and Learning Services.....	330-1160
Student Government.....	330-1110
Summer School.....	330-1787
Weekend College.....	330-1782

Mailing Address: 2211 Riverside Avenue
 Minneapolis, MN 55454

Web Site: www.augsburg.edu

Introducing Augsburg College



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8 MAJOR FIELDS OF STUDY AND AREAS OF EMPHASIS

Accounting

- General Accounting
- Managerial Accounting
- Public Accounting

Art

- Art History
- Studio Art

Biology

Business Administration

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

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

Communication

- General Communication Studies
- Mass Communication
- Organizational Communication

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

- Computational Economics (B.A.)

East Asian Studies ¹

Economics

- Applied Economics
- Economics
- Economics/Business Administration

Education

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

Engineering ²

English

Health Education

History

International Relations

Management Information Systems

Mathematics

- Applied Mathematics
- Mathematics

Metro-Urban Studies

Modern Languages ¹

- 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

Physician Assistant

Physics (B.A. or B.S.)

- Space Physics (B.S.)

Political Science

Psychology

Religion

- Youth and Family Ministry

Russian, Central, and East European Area Studies ¹

Social Work (B.S.)

Sociology

Theatre Arts

Transdisciplinary

Women's Studies ¹

It is possible for students to complete other majors through the Associated Colleges of the Twin Cities (ACTC). Students who wish to do so must apply through the Augsburg Office of the Registrar. Some majors may have a competitive application process with acceptance determined by the major department.

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.

Computational
Philosophy

At Augsburg College, we believe that the college experience should be a time of exploration, of discovery, of new experiences, and new possibilities. We also believe that a liberal arts education is your best preparation for living in the fast-paced, changing, and complex world of today and tomorrow. Upon graduation, you will be able to demonstrate not only the mastery of a major field of study, but also the ability to think critically, solve problems, and communicate effectively.

Emphasis on values, perspectives, experience, and skills

The heart of an Augsburg education is the Augsburg curriculum—the College's general education program, which structures your liberal arts studies through challenging and thought-provoking courses requiring students to consider important issues and examine values questions. These Liberal Arts Perspectives include Western Heritage, Intercultural Awareness, Human Identity, the Social World, Christian Faith, The City, Aesthetics, and the Natural World.

At the same time, courses across all disciplines stress the skills that will serve you for a lifetime—writing, speaking, critical thinking, and quantitative reasoning, to name a few.

Thanks to Augsburg's prime location in the heart of a thriving metropolitan area, many courses are able to offer rich and varied learning opportunities in real-life situations through academic internships, experiential education, volunteer community service, and cultural enrichment. In a sense, the resources of the Twin Cities are an extended campus for Augsburg students.

Selection from over 50 majors

Augsburg offers more than 50 majors—or you can create your own major either on campus or through the Associated Colleges of the Twin Cities (ACTC). (See page 53 for a complete list of majors and minors.) This five-college consortium allows students to take courses on other campuses without charge while a full-time student at Augsburg. The ACTC includes Augsburg College, College of St. Catherine, Hamline University, Macalester College, and the University of St. Thomas.

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

HISTORY

A College of the Church

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

Early Leaders Establish a Direction

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

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

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

Augsburg's next two presidents also emphatically rejected ivory tower concepts of education. This commitment to church and community has been Augsburg's theme for over 125 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. The college division, however, was still important primarily as an attachment to the seminary.

The Focus Changed

This attitude began to change after World War I. In 1911, George Sverdrup, Jr. became president. He worked to develop college departments with an appeal to a broader range of students than just those intending to be ministers. Augsburg admitted women in 1922 under the leadership of Gerda Mortensen, dean of women. She spent the next 42 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 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 Seminary) in St. Paul in 1963 when the Lutheran Free Church merged with the American Lutheran Church.

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 nontraditional 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 Christensen Center, Ice Arena, and Murphy Place.

Dr. Charles S. Anderson led the College from 1980 to 1997. He guided 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. Some of the accomplishments during his tenure include instituting two graduate degree programs, hosting national and international figures at College-sponsored forums and events, increasing accessibility, and the addition of the Foss Center for Worship, Drama, and Communication; the Oscar Anderson Residence Hall; and the James G. Lindell Family Library.

Dr. William V. Frame became president in August 1997. He has initiated a strategic planning process intended to identify the distinguishing marks of the Augsburg education—in both pedagogy and substance—and a restructuring effort intended to improve operating efficiencies and open access for the College to new sources of capital.

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 almost 14,000 Augsburg alumni. In a world that has changed much since those first days of the College, Augsburg still sends out graduates who make a difference where they live and work.

In addition to a traditional undergraduate liberal arts and sciences “day” program, Augsburg offers a Weekend College program for nontraditional students and master's degree programs in social work and leadership.

■ 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 complexes—Fairview-University Medical Center—are adjacent to Augsburg, with the Mississippi River and the Seven Corners theatre 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 the 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.

Office of Undergraduate

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

Offices of the American Indian Student Services Program and Pan-Afrikan Student Services Program

Located at 620 21st Avenue South, these programs provide support services and information to American Indian and African American students.

Anderson Hall (1993)—Named in honor of Oscar Anderson, president of Augsburg College from 1963 to 1980, this residence hall is located at 2016 S. Eighth Street. Anderson Hall contains four types of living units and houses 192 students and the Physician Assistant Program.

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-round use.

Christensen Center (1967)

The College center, with spacious lounges and recreational areas, dining areas, bookstore, and offices for student government and student publications.

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 (1988)

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 Theatre, Hoversten Chapel, and the Arnold Atrium are also housed in this complex, which provides space for campus ministry and the drama and communication offices. The Foss Center's lower level is home to the Gage Family Academic Enrichment Center, which includes the Learning Skills Office, the Center for Learning and Adaptive Student Services (CLASS) Program, the Groves Computer Lab, the Karen Housh Tutor Center, and the John Evans Learning Laboratory.

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. The center houses the Office of Alumni and Parent Relations and is located at 624 21st Avenue South.

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

The James G. Lindell Family Library (1997)—This new four-level brick structure opened during the 1997-98 academic year. As the library and information technology center, it houses all library functions and brings together the computer technology resources of the College. It is located on the block of campus bordered by 22nd and 21st Avenues, and by Riverside Avenue and Seventh St.

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

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

2222 Murphy Place (1964)—This facility provides offices for the Center for Global Education and a resource room for those interested in global issues. The Office of Academic Programs Abroad is also located here.

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

Old Main (1900)—Home for the modern languages 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.

Public Relations & Communication House—The public relations and publications offices for the College are located at 709 23rd Avenue South.

Science Hall (1949)—Houses classrooms, well-equipped laboratories, a medium-sized auditorium, faculty offices, the registrar's office, student financial services, and the business offices. In 1960 the Lisa Odland Observatory on the roof was completed.

Sverdrup Hall (1955)—Named in honor of Augsburg's fourth president, it contains the Academic Advising Center, Weekend College, and the Office of Continuing Education as well as classrooms and faculty offices.

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

Urness Tower (1967)—Named in honor of Mr. and Mrs. Andrew Urness, this 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.

■ ASSOCIATED SUPPORT ORGANIZATIONS

Augsburg College has a commitment to lifelong learning and to programs that 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.

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 nonprofit membership organization that works closely with students, the communities of color, and representatives from education, business, government, and nonprofit organizations 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 Norway, 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.

Youth and Family Institute of Augsburg College—The institute is designed to help churches better serve the changing needs of youth and families. The institute offers an undergraduate academic program, as well as seminar/workshops, a resource center, and counseling services.

■ POLICIES

Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, gender, sexual orientation, 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 on page 48 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
- Council on Social Work Education (B.S.W. and M.S.W.)
- National Association for Music Therapy, Inc.
- National League for Nursing
- Committee for Accreditation of Allied Health Programs (Physician Assistant Program)

Augsburg College is an institutional member of the:

- National Association of Schools of Music (NASM)
- Council of Independent Colleges (CIC)
- American Association of Colleges and Universities (AACU)
- American Association of Higher Education (AAHE)
- Association of Physician Assistant Programs

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

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

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

- **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, 20 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, the National League for Nursing, and the Committee for Accreditation of Allied Health Programs.
- **Member**—Associated Colleges of the Twin Cities, Lutheran Education Council in North America, Minnesota Private College Council, CIC, AACU, AAHE. Registered with the Minnesota Higher Education Services Office, as described on page 15.
- **Enrollment** (Fall 1997-98)—2,866 students from 36 states and 38 nations.
- **Graduates**—13,975 undergraduates from 1870 through August 1997.
- **Student/Faculty Ratio**—14 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.
- **Degrees Granted**—B.A., B.S., B.M., M.A., M.S.W.
- **Financial Aid**—Over 85 percent of the students receive some form of financial aid from the College and many other sources.
- **Library**—Over 175,000 items, direct access to over 1,300,000 through CLIC, the Twin Cities private college library consortium. The new James G. Lindell Family Library opened in September 1997.
- **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 50 majors in 23 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 orientation, 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.



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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.

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, gender, sexual affectional orientation, or age.

Visit the Campus

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 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). The Office of Undergraduate Admissions is located on the corner of Seventh Street and 21st Avenue South in Minneapolis. (Please call first.)

APPLICATION PROCEDURES

■ FRESHMEN

Application for Admission—

Applicants should complete the application for admission and the essay and return them to the Office of Undergraduate Admissions together with the non-refundable \$25 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, official transcript upon graduation. General Education Development (G.E.D.) scores 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 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 coursework, additional letters of recommendation, or writing samples may be requested by the committee. If any additional credentials are needed, the Office of Undergraduate Admissions 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 \$200 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 after completion of their junior year or first semester of their senior year of high school. Applicants must complete the normal procedures for freshman applicants, submit two academic recommendations from their high school faculty, and arrange a personal interview with the director of undergraduate 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 Office of Undergraduate Admissions for specific information.

■ TRANSFER STUDENTS

Augsburg College welcomes students who wish to transfer from 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 coursework from two-year colleges once a student has reached junior status. Students may transfer a maximum of 64 semester credits (96 quarter credits) from two-year colleges. Once a student reaches junior status, no additional credits will transfer from two-year institutions toward the minimum of 33 credits required for a baccalaureate degree. These courses can, however, be used to meet liberal arts and major requirements.

A cumulative grade point average (GPA) of 2.2 (on a 4.0 scale) or better is required on previous college work for admission to the College.

Acceptance of courses submitted for transfer is done by the registrar's office based upon the official student transcript(s). Acceptance of courses presented for a major or minor also requires approval of the department. The major or minor department may require certain courses or a minimum number of courses be taken at Augsburg.

Students transferring from the Minnesota State University and College System who have completed the Minnesota Transfer Curriculum, have earned the Associate of Arts degree from MNSCU, and have a 2.5 (on a 4.0 scale) cumulative GPA or higher will be given transfer status as outlined below.

The following applies only to the MNSCU A.A. graduate:

1. Admission will be with junior standing. A maximum of 17 Augsburg equivalent courses (64 semester credits or 96 quarter credits from a community college) will be accepted once junior status is reached. No additional courses may be transferred from a community college.

2. All Augsburg general education requirements will be waived except:

- The City Perspective
- Two courses in Christian Faith (any two areas)
- The language requirement as stated
- One course that meets the Quantitative Reasoning Graduation Skill requirement
- One graduation skill writing course in the major
- College algebra or Math Placement Group 3

3. Courses with D grades will not be accepted as prerequisites or for application to majors. Some Augsburg majors require additional prerequisite coursework beyond the A.A. degree. Also, the physician assistant major requires a cumulative GPA higher than 2.5. Students are advised to consult major departments for major requirements upon transfer.

Admission to a major, as well as admission to the College, is sometimes necessary. Please check with the Office of Undergraduate Admissions and consult the departmental section of this catalog.

Note: No student who falls below the standards for automatic admission to the College will be considered for admission by the Admissions Committee after August 15 for entry in fall semester or January 15 for entry in spring semester.

■ FORMER STUDENTS

Students who have interrupted attendance at Augsburg College for one semester or more 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 other institution(s) during their absence from Augsburg must have an official transcript sent from each institution to the Office of the Registrar. 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. Students may request a change in their degree status by submitting a petition to the registrar's office.

Students regularly enrolled at another college may take coursework at Augsburg College as a special student (non-degree). An application form for special-student status is available from the Office of Undergraduate Admissions. To apply for admission as a special student, submit the completed admission application and academic transcripts to the Office of Undergraduate Admissions.

■ SPECIAL STUDENTS (SECOND DEGREE)

Students who have completed a four-year degree at an accredited college or university may complete a second degree at Augsburg College. Second degree requirements include: a minimum of eight course credits taken at Augsburg, completion of a major, and completion of any liberal arts requirements not covered by a previous degree.

Depending on the student's previous degree, completion of a second major (non-degree) may also be an option.

INTERNATIONAL STUDENT SERVICES

Augsburg welcomes students from countries around the world. (See International Programs on page 46.)

International students should contact the Office of Undergraduate Admissions for an international student application and information on the application procedure. Applications must be completed two months prior to the start of the semester: July 1 for fall, Dec. 15 for spring.

For more information, call (612) 330-1001 or (800) 788-5678 (toll free), or write to:

International Student Admissions
Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454 USA

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, churches, 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 1998-99

The Board of Regents has approved the costs listed below for the 1998-99 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)\$14,470

This rate applies to all full-time students attending in September 1998. Students are considered full-time when they take three or more courses during the semester. 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.....\$ 1,564

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.....\$ 590

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).....\$ 2,624

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

Full Board (19 meals a week)\$ 2,510

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)\$ 2,440

Flex 5 point plan\$ 2,220

Student Activity Fee\$ 130

■ **OTHER SPECIAL FEES
(NON-REFUNDABLE)**

Fees Billed on Student Account

Student Activity Fee (part-time students)	\$ 65
ACTC Bus (full-time students only)	\$ 16
Late Registration (per day after classes begin)	\$ 35
Registration Change after first five days (cancel/add/change/grade option, or combination at one time)	\$ 10
Music Therapy Internship (one-half course credit)	\$590
Private Music Lessons, per semester (14 lessons)	\$301
Student Teaching (per course for full-time students)	\$ 61
Student Teaching (per course for part-time students)	\$121
Study Abroad (in approved non-Augsburg programs)	\$235

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 25
Nursing Comprehensive Exam	\$ 16
Locker Rental (commuters)	\$ 40
Student Parking Lot Permit	
—car	\$108
—motorcycle	\$ 50
Transcript Fee (per copy after first, which is free)	\$ 3
Special Examinations, Cap & Gown Costs (Schedule on file in registrar's office)	

■ **BOOKS AND SUPPLIES**

These costs are estimated to be \$675 per year.

■ **DEPOSITS**

Enrollment Deposit (non-refundable)\$ 100

Required of all new students after acceptance. The enrollment deposit is credited to the students' account only when their 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 Office of Undergraduate Admissions.

Housing Damage Deposit\$ 200

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 June 1 for fall semester or December 1 for spring semester, the \$200 damage deposit will be forfeited. After these dates, the student shall forfeit the full amount of the damage deposit and shall be assessed an additional \$450 for termination.

■ 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 Office of Student Financial Services 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 July 15 and ending April 15. No finance charge will be assessed on accounts that are current. An application will be sent upon request.

FINANCIAL POLICIES

A finance charge is applied at a simple rate of one percent per month on any account with an open balance of 30 days or more or on a 10-month payment plan where 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 (Federal Perkins Student Loan including the National Defense and National Direct Student Loans and the Nursing Student Loan), are current according to established repayment schedules and the loan entrance and exit interviews have been completed.

■ REFUNDS

Students who withdraw from Augsburg College may be eligible for a refund of a portion of their charges based on the appropriate refund schedule. Financial aid may be adjusted for those students who withdraw from the College or drop course(s) and receive financial assistance.

Students who wish to withdraw from Augsburg should complete the Leave of Absence/Withdrawal from College form available in the Academic Advising Center or the registrar's office. It must be filled out completely, signed and turned in to the registrar's office. Students who properly withdraw or change to part-time, who are dismissed, or who are released from a housing contract will have their accounts adjusted for tuition and/or room (except for the minimum deduction of \$100 to cover administrative costs).

- **Augsburg College Refund Policy:** Applies to Augsburg students who withdraw from all courses in a term and are not receiving Federal Title IV financial aid (Federal Title IV financial aid includes the Pell Grant, SEO Grant, Perkins Loan, Stafford Loan, and PLUS Loan). This policy also applies to all students who drop courses during a term.

<i>Refund Amount</i>	<i>Refund Period</i>
100%	Through the first five days of classes (less \$100 administrative fee)
90%	From the sixth day through the tenth day of classes
80%	From the 11th day through the 15th day of classes
70%	From the 16th day through the 20th day of classes
60%	From the 21st day through the 25th day of classes
50%	From the 26th day of classes through the midpoint of the term.

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

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

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

Augsburg College is required by federal regulations to complete two refund calculations for students who have completed at least one full term at Augsburg and receive Title IV funds. Refunds will be based on the calculation that provides for the greatest refund of tuition, fees, and room charges to the student's account and the greatest refund of financial aid dollars to the fund from which they were awarded. The refund calculations used are the Augsburg College Refund Policy as stated above and the Federal Refund Policy as stipulated by federal guidelines stated below.

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

Students may appeal refund decisions through the Petition Committee.

■ MEDICAL REFUND

If a student is forced to withdraw from all courses in a term due to illness or an accident, the refund will include the normal percentage plus one-half of the percentage adjustment, upon submission of documentation from the attending doctor stating the inability or inadvisability of continued enrollment.

■ UNOFFICIAL WITHDRAWAL

Federal regulations require that records of financial aid recipients who earn failing grades in their classes be reviewed. If courses are not completed (e.g. unofficial withdrawal, stopped attending), the College is required to refund financial aid to the appropriate sources according to federal or Augsburg refund policies based on the last recorded date of attendance. Students are responsible for the entire cost of the term including the portion previously covered by financial aid should they stop attending. Students are strongly urged to follow guidelines for complete withdrawal

from college. If there are extenuating circumstances, a petition to have the cost of tuition refunded can be made. Petition forms are available in the Office of Student Life in Christensen Center.

FINANCIAL AID

All students who wish to be considered for financial assistance must establish financial aid eligibility on an annual basis. This includes completing the application process as outlined below and meeting the academic progress standards outlined in the brochure "Academic Progress Standards for Financial Aid." This brochure is available from the Office of Student Financial Services and is distributed to students on an annual basis.

Financing higher education could be the most significant investment a person or family makes in a lifetime. 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 protect access to a quality Augsburg education in a time of increasing financial challenge.

Financial assistance awarded through Augsburg may be 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. During the 1998-99 academic year, nearly eight out of ten students at Augsburg received financial assistance.

The primary responsibility for financing a college education rests upon the student and family. Financial aid supplements 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 takes into account such family financial factors as current income, assets, number of dependent family members, other educational expenses, debts, retirement needs, and special considerations.

■ HOW TO APPLY

The following are required to process your financial aid application:

1. Be admitted to Augsburg as a regular student or be a returning student in good academic standing with the College.

2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. FAFSA forms are available from the Office of Student Financial Services at Augsburg College or from high school guidance counselors. Renewal FAFSAs will be mailed to those students who applied for assistance during the prior school year. Be sure to include the Augsburg College Code, 002334, on your application. Mail your application to the processing agency after Jan. 1. Applications must be mailed by April 15 for priority consideration.

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

■ WHAT HAPPENS NEXT?

Once all documents are received, we review the financial aid application to determine financial aid eligibility for all available programs. A financial aid package will be sent to the student. This package includes:

- Letter detailing the financial aid award
- Information regarding financial aid programs and requirements for continued eligibility
- Subsidized/Unsubsidized Stafford loan application promissory note

Students are encouraged to complete and return one copy of their award letter to student financial services. In addition, the student must complete and return the Stafford Loan application promissory note to receive Stafford Loan funds. Applications for the SELF Loan and the Parent PLUS Loan are sent upon request.

■ 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 is 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 who meet their requirements. In addition to these sources, some students are eligible for aid through Vocational Rehabilitation, Educational Assistance for Veterans, Educational Assistance for Veterans' Children, and other sources.

Merit Scholarships

President's Scholarship—President's Scholarships are awarded based upon competition. The applicant must be in the top 15 percent of high school rank or top 20 percent ACT/SAT score. Separate applications are required. The application deadline is February 15.

Regents' Scholarship—The Regents' Scholarships are awarded to all qualified new freshmen in the top 30 percent of either high school rank or test score who apply and are accepted before May 1.

Regents' Transfer Scholarship—Regents' Transfer Scholarships are awarded to qualified transfer students with a minimum 3.0 GPA and 84 quarter (56 semester) credits in transfer from a Minnesota community college or Lutheran junior college who apply and are accepted for admission by May 1.

Transfer Merit Scholarship—Transfer Merit Scholarships are awarded to selected transfer students with a minimum 3.0 GPA and 84 quarter (or 56 semester) credits in transfer from a Minnesota community college or Lutheran junior college, who apply for and are accepted for admission by May 1. A separate application is required by May 1.

Legacy Scholarship—These scholarships provide tuition benefits to full-time day students who are children, grandchildren, or spouses of Augsburg graduates; siblings of current Augsburg students; children or spouses of current ELCA pastors; or children, grandchildren, or spouses of long-term Augsburg employees.

Phi Theta Kappa Scholarship—These scholarships are awarded to selected transfer students with a 3.5 GPA and 84 minimum quarter (56 semester) credits from a community college. A separate application is required by May 1.

Science Scholarship—These scholarships are awarded to incoming freshmen who are in the top 30 percent of their high school class or ACT/SAT test score, majoring in chemistry or physics at Augsburg.

Youth and Family Ministry Partner Scholarship—These scholarships are awarded by the partner congregation to a full-time Augsburg student who is majoring in Youth and Family Ministry.

Augsburg AmeriCorps Scholarship—These scholarships are awarded to qualified AmeriCorps members who are currently serving or have served for at least one year. Must be certified as eligible by the director of the AmeriCorps site, be accepted for admission, be a full-time day student, and complete the financial aid application.

PRIME Scholarship—This is a cooperative program in which Augsburg matches scholarships with Lutheran congregations. Separate application is required and church funds must arrive at Augsburg by October 1.

Leadership Scholarships

M. Anita Hawthorne Leadership Scholarship—Recognizes incoming freshmen and transfer African American students with a demonstrated record of and/or potential for leadership. Limited to full-time day students.

Bonnie Wallace Leadership Scholarship—Recognizes incoming freshmen and transfer American Indian students with a demonstrated record of and/or potential for leadership. Limited to full-time day students.

ASIA—Recognizes incoming freshmen and transfer Asian American students with a demonstrated record of and/or potential for leadership. Limited to full-time day students.

Hispanic/Latino Leadership Scholarship—Recognizes incoming freshmen and transfer Hispanic/Latino students with a demonstrated record of and/or potential for leadership. Limited to full-time day students.

Faculty Leadership Scholarship—Awarded to selected incoming freshmen who participate in the President's Scholarship competition.

Performing Arts Scholarship—Awarded to selected incoming students who demonstrate active participation in the performing arts. Separate application and audition are required. The deadline is February 15.

Hoversten Peace Scholarship—Awarded to incoming freshmen and transfer students who have demonstrated interest in peace and whose personal outlook and career plans show promise of contributing to the cause of peace. Separate application is required by March 15.

Community and Public Service Scholarship—Awarded to incoming freshmen and transfer students who have a demonstrated commitment to public and community service. Separate application is required by March 15.

Lutheran Leader Scholarship—Awarded to incoming freshmen in the top 30 percent of their high school rank or ACT/SAT test score who have demonstrated leadership within their Lutheran congregation and have the recommendation of their pastor. A separate application is required by February 15.

NASA Scholarship—Awarded to freshmen (only) who have excelled in the areas of science, mathematics, and technology and who have demonstrated a high potential in careers related to aerospace science, technology, and allied fields.

Lutheran Brotherhood and Aid Association for Lutherans—Awarded on financial need, participation in the Lutheran church and available funds. The AAL scholarship recipients must also have an AAL policy.

Gift Assistance (Need Based)

Augsburg Tuition Grant—These awards are based on financial eligibility, academic record, and participation in extracurricular activities in school, community, and church.

Minnesota State Scholarship and Grant—Eligibility requires Minnesota residency and enrollment of less than four years (or its equivalent) at any post-secondary school. Consult the Office of Student Financial Aid for accepted enrollment patterns.

Federal Supplemental Educational Opportunity Grant—Whenever law and funds permit, SEOGs are awarded to students who demonstrate exceptional financial need. Preference is given to students eligible for the Federal Pell grant.

Federal Pell Grant—Federal Pell grants are awarded to students attending eligible institutions of higher education and are based on financial need as defined by program guidelines maximum grant for 1998-99 is \$3,000.

Bureau of Indian Affairs/Tribal and State Indian Scholarship—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 a quarter degree Indian ancestry and be enrolled with a federally-recognized tribe. Eligibility criteria for Augsburg American Indian Scholarships vary. Contact the director of the American Indian Student Services Support Program. American Indian grants supplement all other forms of financial aid. Questions may be directed to the director of the American Indian Student Services Program or to your local BIA, Tribal, or State Indian Education Office.

Loan Assistance

Federal Perkins Student Loan—A federally-funded program administered through Augsburg College for students who demonstrate financial eligibility. 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 principal (at the minimum of \$40 a month) begin nine months after you leave school. Repayment may extend up to 10 years. The loan offers a teacher cancellation clause. The maximum that may be borrowed for undergraduate study is \$15,000 (\$30,000 including graduate school).

Federal Stafford Student Loan

Subsidized and Unsubsidized Stafford Loan funds are obtained directly from a lender or state agency in states that provide such programs. Subsidized Stafford Loans are need-based loans that the federal government subsidizes by paying the interest while the student is in school and during the grace period.

For the Unsubsidized Stafford Loan, interest begins accruing on the date of disbursement 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 accrue and 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 on July 1, based on the 91-day Treasury Bill.

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

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

Federal Nursing Student Loan—A

federal program with provisions similar to the Federal 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 9 percent and a minimum payment of \$50 per month. Application forms are available at Augsburg College or the lending institution.

The Student Educational Loan Fund (SELF)—SELF is administered

through the Minnesota Higher Education Services Office. Applications are available from the Office of Student Financial Services.

Undergraduate freshmen and sophomores may borrow up to \$4,500 per year minus any other student loan indebtedness; juniors and seniors up to \$6,000 year. Maximum undergraduate borrowing is \$25,000. The minimum loan amount per year is \$500. 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. Assignment is based on 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.

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 part-time work opportunities.

SPONSORED SCHOLARSHIPS

Augsburg College, through generous gifts from alumni, faculty, staff, and friends of the College, offers more than 400 sponsored scholarships.

All returning students are encouraged to apply for these funds by completing the Sponsored Scholarship Application. This form is available each February for the upcoming school year. Selection is based on academic achievement, financial need, and selection criteria established by the donor. A list of scholarships follows.

Note: For a complete description of Augsburg scholarships, request a copy of the Scholarship Catalog Supplement from the Office of Undergraduate Admissions.

**Indicates endowed scholarships*

■ GENERAL SCHOLARSHIPS

ADC Telecommunications Inc.
 Charles and Ellora Alliss Educational Foundation Scholarships
 American Express Company
 Henry and Leona Antholz Scholarship*
 Class of 1931 Scholarship*
 Alma Jensen Dickerson Memorial Scholarship*
 Oliver M. and Alma Jensen Dickerson Memorial Scholarship*
 Elias B. Eliason, Sr. Memorial Scholarship*
 M. J. Estrem Scholarship*
 E. W. Hallet Scholarship
 Reuben I. and Marion Hovland Scholarship*
 Tze-Lien Yao-Hsieh, Lenorah Erickson, and Mildred Joel Memorial Scholarship*
 Edwin C. Johnson Scholarship*
 The Jostens Foundation, Inc.
 Kopp Investment Advisors Presidential Scholarship
 Memorial Scholarship Foundation Scholarships*

Minnesota Mining and Manufacturing Company Liberal Arts Scholarships
 Minnesota Scholars Fund Scholarship
 Northern States Power Company Scholarship
 Clifford and Martha Nylander Scholarship*
 Marvin T. Nystrom Scholarship*
 Rev. Martin J. and Olga S. Olson Scholarship
 Casey Albert T. O'Neil Foundation Scholarship
 John G. Quanbeck Scholarship Fund*
 Martin and Esther Quanbeck Scholarship*
 Rahr Foundation Scholarship
 Readers Digest Endowed Scholarship*
 Russel and Virginia Smith Scholarship*
 St. Luke's Lutheran Church Centennial Scholarship*
 Genevieve E. Stelberg Memorial Scholarship*
 Ernest and Vivian Tinseth Scholarship*
 Robert W. Warzyniak Memorial Scholarship*
 Lea A. and Elsie L. Wildung Endowment Fund*
 Edward Yokie Memorial Scholarship*

■ SPECIAL SCHOLARSHIPS

John Andrew Adam Memorial Scholarship*
 Aid Association for Lutherans Scholarship
 Alne-Swensen Scholarship*
 Charles and Catherine Anderson Diversity Scholarship*
 Charles and Kate Anderson Endowment Fund*
 Phyllis M. Baker Memorial Scholarship*
 Jeroy C. and Lorraine M. Carlson Scholarship*
 Carl C. and Kathleen A. Casperson Scholarship*
 Mildred Ryan Cleveland Memorial Scholarship*

Dain Rauscher Scholarship*
 Laura Ann Erickson Memorial
 Scholarship*
 David J. Formo Memorial Scholarship*
 Julian P. Foss Scholarship*
 The Grace Scholarship*
 Kay Halverson Scholarship*
 Hanwick Thanksgiving Scholarship*
 Rev. John Hjelmeland Endowed
 Scholarship Fund*
 Hormel Foods Company Scholarship
 Hoversten Peace Scholarship*
 Catha Jones Memorial Scholarship*
 King Harald Scholarship
 Torgney and Valborg Kleven Memorial
 Scholarship*
 Harold B. and Laura M. Lanes Scholarship*
 Mary E. Larsen International Studies
 Scholarship*
 Floyd Lorenzen Memorial Scholarship*
 Lutheran Brotherhood Lutheran Senior
 College Scholarship
 Lutheran Brotherhood Opportunity
 Scholarship
 Minnesota Power Company Scholarship
 Forrest T. Monson and Thelma (Sydnes)
 Monson Scholarship*
 Karen Neitge Scholarship*
 Marilyn and John Paul Nilsen Scholarship*
 Norwest Foundation Scholarship
 Rev. Horace E. Nyhus Memorial
 Scholarship*
 Ole K. and Evelyn L. Olson Scholarship*
 Timothy O. Olson Memorial Scholarship*
 Jay and Rose Phillips Family Foundation
 Scholarship
 ReliaStar Foundation Scholarship
 Clayton and Ruth Roen Memorial
 Scholarship*
 John and Agnes Siverson Scholarship*
 Genevieve E. Stelberg Memorial Scholarship*
 Student Government Alumni Scholarship
 Dr. James L. Tuohy Scholarship

■ MULTICULTURAL/INTERNATIONAL STUDENT SCHOLARSHIPS

Kent Anderson American Indian
 Scholarship*
 Ada Bakken Memorial-American Indian
 Scholarship*
 Grace Jewel Jensen Buster Memorial
 Scholarship*
 Cargill Foundation American Indian
 Scholarship
 CBS Foundation Scholarship
 General Mills Foundation Scholarship
 Grand Metropolitan American Indian
 Scholarship
 Grand Metropolitan Food Sector
 Foundation Scholarship*
 Hearst American Indian Scholarship*
 Honeywell Corporation Scholarship
 Grace Anne Johnson Memorial
 Scholarship*
 Kerridge/Mueller American Indian
 Scholarship
 Little Six, Inc. Scholarship*
 McKnight Foundation Scholarship
 Marilyn Peterson Memorial Scholarship*
 Prairie Island Indian Community
 Scholarship*
 Shakopee Mdewakanton Dakota
 Community Scholarship*
 Marlys Johnson Simengaard Memorial
 Scholarship*
 St. Paul Companies, Inc. Scholarship
 St. Paul Companies, Inc. Teaching
 Assistants Scholarship
 James R. Thorpe Foundation Scholarship
 Trinity Lutheran Congregation 125th
 Anniversary Scholarship*
 UPS Foundation Scholarship
 U.S. Bancorp Foundation Scholarship
 West Group Scholarship
 Westwood Lutheran Church Second Mile
 Mission Scholarship*

■ PUBLIC SERVICE SCHOLARSHIPS

- Margaret E. Andrews Public Service Scholarship Fund
 Kleven Public Service Scholarship Fund
 Person Public Service Scholarship Fund
 Adeline Marie (Rasmussen) Johnson Memorial Scholarship
 Martin O. and Sylvia A. Sabo Scholarship for Leadership in Public and Community Service
 Joel and Frances Torstenson Scholarship in Urban Affairs*

■ DEPARTMENTAL SCHOLARSHIPS**Art**

- Lucy Bodnarczuk Memorial Scholarship
 August Molder Memorial Art Scholarship*
 Queen Sonja Art Scholarship

Biology

- Biology Scholarships
 Robert Ellingrod Memorial Scholarship
 Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen Biology Scholarship*

**Business Administration/Accounting/
Economics**

- Allianz Life Insurance Company Scholarship
 Marianne Anderson Entrepreneurial Scholarship*
 Augsburg Business Alumni Scholarship Fund*
 Cargill Foundation Scholarship
 Farmers Insurance Group of Companies Scholarship
 Forss-Herr Scholarship*
 Gamble-Skogmo Foundation Scholarship*
 Mildred and Eleanor Krohn Scholarship*
 Gertrude S. Lund Memorial Scholarship*
 Minnesota Mutual Foundation Scholarship
 David L. Shaver Memorial Scholarship*

- Clair E. and Gladys I. Strommen Scholarship
 Leland and Louise Sundet Scholarship*
 Joan L. Volz Business Scholarship*

Chemistry

- Courtland Agre Memorial Scholarship*
 Augsburg College Chemistry Alumni Scholarship*
 Department of Chemistry Scholarships
 Robert Ellingrod Memorial Scholarship*
 Carl Fosse Chemistry Scholarship*
 Dr. Kenneth D. and Mrs. Linda (Bailey) Holmen Chemistry Scholarship*
 Minnesota Mining and Manufacturing Company Chemistry Scholarship
 Conrad Sunde Memorial Chemistry Scholarships*

Education

- James and Shelby Andress Education Scholarship*
 S. Luther Kleven Family Scholarship*
 Elva B. Lovell Life Scholarship*
 David Mathre Scholarship*
 Debra Boss Montgomery Memorial Scholarship*
 John L. and Joan H. Ohlin Memorial Scholarship*
 Barbara Tjornhom and Richard K. Nelson Scholarship*

English

- Dagny Christensen Memorial Scholarship*
 Anne Pederson English Scholarship*
 Prof. P. A. Sveeggen Memorial Scholarship*

Foreign Language

- Emil M. Fossan Modern Language Scholarship*
 Mimi Baez Kingsley Modern Language Scholarship*
 Theodore and Virginia Menzel Scholarship*

Health-Education

Roy and Eleanor Krohn Scholarship*
 Robert D. and Carolyn W. Odegard
 Scholarship*

Health-Related

Augsburg Nurses Alumni Association
 Scholarship*
 Blue Cross and Blue Shield of Minnesota
 Scholarship
 Eleanor Christensen Edwards Memorial
 Scholarship*
 Linnea A. Danielson Scholarship*
 Fairview Nursing Alumnae Association
 Scholarship*
 Dr. Kristofer and Mrs. Bertha E. Hagen
 Memorial Scholarship*

History

Rev. and Mrs. O. J. Haukeness History
 Award
 H. N. Hendrickson History Scholarship*
 John R. Jewswold Memorial Scholarship*
 Dr. Bernhardt J. Kleven Scholarship*
 Theodore and Lucille Nydahl History
 Scholarship*

Mathematics and Computer Science

Allianz Life Insurance Company
 Scholarship
 Beverly Durkee Mathematics Scholarship*
 Mathematics Scholarship

Music

Centennial Singers Scholarship*
 Peggy Christensen Benson Memorial
 Scholarship
 Sam Coltvet Memorial Choral Music
 Scholarship*
 Rev. Clement A. Gisselquist Church Music
 Scholarship*
 David Gronner Memorial Scholarship*

Marjorie and James R. Gronseth, Jr.
 Memorial Music Scholarship*
 Lynn Halverson Cello Scholarship*
 O. I. Hertsgaard Scholarship*
 Bernice Kolden Hoversten Memorial
 Choral Scholarship*
 Professor Roberta Stewart Kagin
 Scholarship*
 Ruth Krohn Kisingbury Choral Music
 Scholarship*
 Leonard and Sylvia Kuschel Scholarship*
 Nicholas Lenz Memorial Scholarship*
 Kenneth O. Lower-Nordkap Male Chorus
 Music Scholarship*
 Arthur Carl Mammen Music Scholarship*
 Lucille H. Messerer Music Scholarship*
 Music Education Scholarship
 Edwin W. and Edith B. Norberg
 Scholarship*
 Lois Oberhamer Nye Memorial
 Scholarship*
 Henry P. Opseth Music Scholarship*
 Performing Arts Scholarship (Music)
 Rev. Mark Ronning Memorial Instrumental
 Music Scholarship*
 St. John's Lutheran Church - John Norris
 Memorial Scholarship*
 Leland B. Sateren Choral Music
 Scholarship*
 Mayo Savold Memorial Scholarship*
 Marilyn Solberg Voice Scholarship*
 String Scholarships
 John and Vera Thut Scholarship*

Nordic Area Studies

Olaf Gaastjon Memorial Scholarship*
 Walter G. and Ruth I. Johnson
 Scandinavian Studies Scholarship*
 Iver and Myrtle Olson Scholarship*

Philosophy

Kenneth C. Bailey Philosophy Scholarship*
 Dr. Kenneth C. and Mrs. Dorothy A. Bailey
 Scholarship*

Physical Education

Paul Dahlen Memorial Scholarship*
 David Gronner Memorial Scholarship*
 Keith Hoffman Memorial Scholarship*
 Rory Jordan Memorial Scholarship
 Magnus and Kristofa Kleven Scholarship*
 Hoyt Messerer Athletic Scholarship*
 James P. Pederson Memorial Scholarship*
 Stan Person Memorial Scholarship*

Physics

Robert Ellingrod Memorial Scholarship
 Theodore J. Hanwick Physics Scholarship*
 Alfred A. Iverson Scholarship
 NASA Space Grant Scholarship
 Leif Sverdrup Physics Scholarship*

Political Science

Myles Stenshoel Scholarship*

Psychology

Jacob and Ella Hoversten Scholarship*
 Rev. and Mrs. George Pauluk Scholarship

**Religion and Christian Service
Scholarships**

C. A. L. and Esther J. E. Anderson
 Scholarship*
 Kyle A. and Sandra L. Anderson
 Scholarship
 Augsburg College Associates Scholarship*
 Norman and Louise Bockbrader
 Scholarship*
 Andrew and Constance Burgess Scholarship*
 Thorvald Olsen and Anna Constance
 Burntvedt Memorial Scholarship*
 Rev. Donald C. Carlson Memorial
 Scholarship Fund
 Henning and Sellstine Dahlberg Memorial
 Scholarship*
 Ernest S. Egertson Family Scholarship*

Luthard O. Gjerde Scholarship*
 Rev. Dr. Harald D. and Jonette T. Grindal
 Scholarship*
 Dave Hagert Memorial Scholarship*
 Elias P. Harbo Memorial Scholarship*
 Arnold and Neola Hardel Memorial
 Scholarship*
 Helen (Mohn) Henderson Memorial
 Scholarship*
 Iver and Marie Iverson Scholarship*
 Rev. Arnold J. Melom Memorial
 Scholarship
 Gerda Mortensen Memorial Scholarship*
 Onesimus Scholarship*
 Philip and Dora Quanbeck Scholarship*
 Johan H. O. Rodvik Memorial
 Scholarship*
 Rev. Olaf Rogne Memorial Scholarship*
 Rev. Lawrence and Gertrude Sateren
 Scholarship*
 Paul G., Jr., and Evelyn Sonnack
 Scholarship*
 Roy C. and Jeanette Tollefson Scholarship*
 Morris G. C. and Hanna Vaagenes
 Missionary Scholarship Fund*
 Johan L. Weltzin Memorial Scholarship*

Social Work

Blanca-Rosa Egas Memorial Scholarship*
 Edwina L. Hertzberg Scholarship
 Arvida Norum Memorial Scholarship*
 Steen Family Scholarship Fund for
 Minority Social Work Students*
 Bodo F. Suemig Memorial Scholarship*
 Edwin Yattaw Memorial Scholarship*

Sociology

Adolph Paulson Memorial Prize*

Speech/Communication/ Theatre Arts

Ailene Cole Theatre Arts Scholarship*
 Performing Arts Scholarship (Drama)
 Esther J. Olson Memorial Theatre
 Arts/Religion Scholarship*

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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 for Worship, Drama, and Communication 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.

STUDENT ACTIVITIES

The Student Activities Program creates opportunities for students to enhance their leadership skills through active involvement in developing events, activities, and organizations that 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.

SOCIAL, CULTURAL, RECREATIONAL

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

The Christensen Center is the focus of leisure-time activity on campus. Cooper's Attic (the gameroom and student lounge) is a popular hangout 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 *Echo*; the yearbook, *The Augsburgian*; Student Government; and the Augsburg Student Activities Council. KCMR, a student-operated nonprofit 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 Program and have the opportunity to attend a series of on-campus workshops with visiting arts professionals.

ATHLETICS AND SPORTS

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

When Augsburg announced in February 1995 that it was adding women's ice hockey as a varsity sport, it became the first college or university in Minnesota to do so.

■ INTRAMURALS

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

■ SPORTS AND RECREATION

At Augsburg, sports are for the average student as well as the intercollegiate athlete. The campus offers on a space-available basis a double-rink ice arena, gymnasium, tennis courts, a fitness center with workout machines and weight room, and an air supported dome over the athletic field for winter fitness use by walkers and runners. (See Fitness Center on page 45.)

ACADEMIC AND LEARNING SERVICES

Augsburg's mission focuses on student learning in the broadest sense. As an indication of the emphasis placed on student learning, the student and academic affairs offices work to bring together the student learning found in the classroom with the activities of experiential education and work, residence life, and the learning resources of the library and information technology. The following sections elaborate on facets of student life. The formal academic programs and requirements are described on page 52.

■ GAGE FAMILY ACADEMIC ENRICHMENT CENTER

The Gage Family Academic Enrichment Center, located in Rooms 17 and 18 of Foss Center, is designed to offer students study-skill assistance so that they may achieve academic success. The center has four offices: the Learning Skills Office, the Tutor Center, the Learning Laboratory, and the Center for Learning and Adaptive Student Services (CLASS).

The Learning Skills Office, located in Foss Center, Room 17, 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 and coordinates supplementary instruction

sessions, in which tutors attend the classes and lead discussions after class on major concepts of the course.

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, as well as to review and prepare software for tests such as PPST, MCAT, LSAT, and GRE. 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) Program serves nearly 200 students and is recognized as a leader in educating college students with disabilities. The CLASS Program exemplifies the College's commitment to provide a high-quality liberal arts education for students with diverse backgrounds, experiences, and preparation. Augsburg is committed to recruiting, retaining, and graduating students with diagnosed learning, physical, and psychiatric disabilities who demonstrate the ability and willingness to participate in college-level learning.

The CLASS staff includes four licensed learning disabilities specialists and a physical disabilities specialist who meet individually with students to assist them with advising and registration, academic support services, learning strategies, self-advocacy skills, organization and time management, and selecting appropriate accommodations. The accommodations specialist coordinates testing accommodations, note-taking services, taped textbooks, adaptive technology, such as dictation and voice recognition software, a scanner, CCTV, Braille printer, adaptive keyboards, and computer assistance.

The Groves Computer Lab is designed for students with disabilities and contains computers and adaptive equipment to assist them in their academic progress.

The campus is accessible to students with physical disabilities and includes a skyway tunnel elevator system that connects 10 major buildings. Modified and accessible rooms are available in all residence halls.

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

■ STEPUP PROGRAM

The mission of the StepUP Program at Augsburg College is threefold: (1) it strives to affirm the College's commitment to provide a high-quality liberal arts education for students with diverse backgrounds, experiences and preparation; (2) it provides students in recovery who demonstrate the willingness and ability to participate in college-level learning with ongoing study and living skills that support them in their academic progress toward a degree; and (3) it supports students in their commitment to sobriety.

STUDENT SUPPORT PROGRAMS

■ AMERICAN INDIAN STUDENT SERVICES

The American Indian Student Services Program, located at 620 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 American Indian students in the state of Minnesota.

Components of the program are:

American Indian Student Services:

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

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 the director of American Indian studies at (612) 330-1385, or see course listings under Interdisciplinary Studies in the Departments and Programs 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 Lindell Library and at the American Indian Student Services office. The library project offers both a historical and contemporary perspective on the cultures of various tribal nations in the United States.

■ PAN ASIAN STUDENT SERVICES

The Pan Asian Student Services Program was created 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 coursework selection, career development, academic and non-academic difficulties, and employment and placement referrals.

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

■ PAN-AFRIKAN STUDENT SERVICES

The program 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. It sponsors events and activities such as celebrating Martin Luther King's birthday, Afrikana History Month, the Each One Reach One mentoring program, and Augsburg African American Alumni Council gatherings.

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

■ HISPANIC/LATINO STUDENT SERVICES

The Hispanic/Latino Student Services 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, and cultural events, as well as other activities that improve the academic and personal development of Hispanic/Latino students and provide awareness of the unique aspects of Hispanic culture.

HEALTH AND FITNESS

■ 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 five blocks from campus at 2615 Franklin Avenue South. Many services are available for all Augsburg students. Please refer to the *Student Guide* for details.

Students must check family health insurance coverage to determine if they are included. If not, contact the health service coordinator for information regarding student health insurance and other services available through RUFPC.

■ FITNESS CENTER

Located on the lower level of Melby Hall, the Fitness Center was built in 1993 and equipped with stationary bicycles, stair steppers, treadmills, and other aerobic workout machines. It includes a weight room with universal and free weight systems. All staff, students, and faculty may use the center.

INTERNATIONAL PROGRAMS

The Office of International Student Services in the undergraduate admissions house 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, and personal concerns.

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

(Also see English as a Second Language on page 79.)

Augsburg Community—Study abroad 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 that include activities sponsored by the Cross-Cultural Club, 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.

(Also see Study Opportunities Abroad on page 57 and Student Teaching Abroad on page 60.)

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 that 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 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 \$200 deposit when they sign the housing contract. The fee is credited to students' accounts when they move out.

The College houses approximately 700 students in residence hall rooms, apartments, floor houses, and townhouses. A wide variety of options is 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—Open 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 students. 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 that allows them to live as a group with a special educational contract. Examples of programs include Campus Ministry, healthy living options, and international floors.

■ FOOD SERVICE

Commons—Situating on the top floor of 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, sandwiches, salads, desserts, and beverages.

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

COLLEGE POLICIES

■ 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 academic honesty, disciplinary action, grievances, and grade appeal. These are in the *Student Guide*.

The College operates in compliance with the Family Educational Rights and Privacy Act. Students have the right to inspect certain official records, files, and data that pertain to them and that are maintained in the registrar's office and the placement office, and to challenge inaccurate or misleading information.

Information on these policies are found in the *Student Guide* available from the Office of Academic and Learning Services.

■ FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides certain rights to students regarding their education records. Each year Augsburg is required to give notice of the various rights accorded to students pursuant to FERPA. A copy of Augsburg's policy is published in this catalog on page 81 and in the *Student Guide* distributed annually to students.

Augsburg College understands that no information other than "directory information" can be released without the written permission of the student. Students must give permission in writing for educational information to be released to anyone outside of the official personnel (faculty and administration) at Augsburg. This means that faculty or others cannot write letters of support/recommendation or nominate students for awards unless explicit written permission is given by the student to release non-"directory information." It is not sufficient to ask for letters of recommendation.

Complete information about Augsburg's procedures with regard to FERPA are available from the registrar's office.

■ DISCRIMINATION COMPLAINTS

The College has designated the following persons as coordinators for discrimination inquiries or grievances:

Affirmative Action Coordinator (for matters based on race, creed, national, or ethnic origin)—Contact Lora Steil, manager of human resources, Ground Floor, Memorial Hall, (612) 330-1023.

504 Coordinator (for matters based on physical or mental handicap)—Contact Vern M. Bloom, assistant professor of social work, Memorial Hall 332, (612) 330-1133.

Title IX Coordinator (for matters based on sex or marital status)—Contact the associate dean for student affairs, First Floor, Christensen Center, (612) 330-1160.

Employment—Contact Human Resources, Ground Floor, Memorial Hall, (612) 330-1058.

All correspondence should be addressed to the designated office at Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454. Formal grievance procedures are described in the *Student Guide*. Copies are available from the Office of Academic and Learning Services.

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

Required courses in Christian Faith 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 opportunities to develop skills for participation in exercise and sporting activities.

Students choose from over 50 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 degrees. Augsburg also offers the master of arts in leadership and the master of social work degrees.

■ ACADEMIC CALENDAR

The Augsburg day program follows the 4-1-4 calendar, with fall and spring semesters of approximately 14 weeks, separated by a four-week January Interim. Full-time

students normally take four course credits each semester and one course during Interim. Day school freshmen are required to take an Interim course their first year.

The calendar is coordinated with those of the four other colleges of the Associated Colleges of the Twin Cities, so students can take a course on another campus during the regular term. (See Registration on page 64 and Calendars on pages 4 and 5.) 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. 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 Summer Session Catalog, published in the winter of each year, is distributed to all students, and is available by contacting the Office of Summer School.

Augsburg Weekend College and graduate programs follow a trimester calendar (see Augsburg Weekend College and Graduate Programs on page 62.)

■ 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 a 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 activi-

ties, but see these activities as supporting their teaching. They are actively involved in an exciting faculty development program that introduces them to current thought in many fields, but especially in teaching techniques and theories.

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

■ LIBRARY AND INFORMATION TECHNOLOGY SERVICES

The James G. Lindell Family Library opened at the start of the 1997-98 academic year. The new, four-level, 77,000-square-foot facility houses all library and information technology functions of the College. In addition to the 175,000 volume main collection, the Lindell Library includes the Gage Family Art Gallery, special collections and archives, a curriculum library and instructional technology lab, library instruction classroom, and facilities for media viewing and listening. A bridge will link the new building to Sverdrup Hall (the former library), which will be renovated to house additional computer labs and multimedia classrooms as well as a lounge and vending area.

Library Resources

A service-oriented staff provides students and faculty alike with assistance to meet diverse information needs including instruction in the use of the library, reference service, and guidance in pursuing research. Arrangements are made for access by students with physical limitation and special needs. Students can search a wide

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

Information Technology Resources

Augsburg College has been a member of the National Science Foundation's Internet since 1990 and has built a reputation as a leader in its commitment to provide students with the best access to information technology and training. In *Newsweek* magazine's *Cyberscope* section on Aug. 1, 1994, for example, Augsburg was cited as one of two first-rate sources for information about the Internet. Visit Augsburg's Web site <www.augsburg.edu> for more on IT at Augsburg.

Computing

Students have access to over 180 on-campus personal computer systems. There are desktop machines in three computer labs and four computer classrooms, as well as a suite of laptops that can be checked out at the IT Service Center. Other machines are available for student use within academic departments. A campus-wide network offers a full range of network services including printing, e-mail, newsgroups, the World Wide Web, and access to resources available via Gopher, Telnet, and FTP. Appropriately equipped student-owned machines can also be connected to the network to provide access from dormitory rooms. (Also see Honors Computing and Communications Lab under Honors Program on page 56.)

Media

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

Telecommunications

A campus-wide telecommunications system enables easy and convenient voice communication between students, faculty, and staff. Students can leave voice mail messages with any member of the faculty, administration or the staff; voice mail or call waiting are available to resident students at a modest cost. Long-distance service, billed to individual students, can be arranged for any on-campus residence phone.

■ ACADEMIC ADVISING CENTER (AAC)

The Academic Advising Center advises all incoming students with undeclared majors, provides information on matters of general education, administers and tracks all entry level skills assessments, interprets catalog and graduation skills requirements, and advises students who have been placed on academic probation and re-entering suspended students regarding GPA requirements. The AAC also provides materials for organizing and recording student academic progress. The center also coordinates summer advising for the orientation program and provides in-service training and development for faculty advisers.

■ AUGSBURG SEMINAR (AUG)

The Augsburg Seminar assists students in their first Augsburg registration, provides orientation events before classes begin, and includes a seminar series.

The Augsburg Seminar 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 Augsburg 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. (Also see page 92.)

ACADEMIC ORGANIZATION AND PROGRAMS

■ DIVISIONS AND DEPARTMENTS

The College curriculum is offered by 23 departments that 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—Larry Ragland (Chair). Biology, chemistry, mathematics, computer science, physics, physician assistant studies.

Social and Behavioral Sciences—Garry Hesser (Chair). Business administration/accounting/MIS, economics, history, political science, psychology, sociology.

Professional Studies—Anne Jensen (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 may 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 student-designed major.

MAJORS

Accounting

- General Accounting
- Managerial Accounting
- Public Accounting

Art

- Art History
- Studio Art

Biology

Business Administration

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

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

Communication

- General Communication Studies
- Mass Communication
- Organizational Communication

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

- Computational Economics (B.A.)

East Asian Studies¹

Economics

- Applied Economics
- Economics
- Economics/Business Administration

Education

- Education Studies (non-licensure)
- Elementary Education Studies
(non-licensure)
- Kindergarten-Elementary (licensure)
- 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

Physician Assistant

- Physics (B.A. or B.S.)
- Space Physics (B.S.)

Political Science

Psychology

Religion

- Youth and Family Ministry

Russian, Central and East European Area Studies¹

Social Work (B.S.)

Sociology

Theatre Arts

Transdisciplinary

Women's Studies¹

MINORS

Accounting
 American Indian Studies
 Art
 Art History
 Studio Art
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 East 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
 Sociology
 Social Welfare
 Russian, Central, and East European Area
 Studies¹
 Special Education
 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. Some majors may have a competitive application process with acceptance determined by the major department.

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, 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), health (K-12), and physical education (K-12). (See Department of Education on pages 127-137.)

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

The State of Minnesota intends to have new teacher licensure rules in effect by August 1, 2000. Students who enter the programs in the fall of 1998 and beyond will be under the new rules. It is expected that license areas after that date will be similar to the list printed above. It is the student's responsibility to work closely with an education department adviser and to stay informed about changing requirements in their teaching field.

Pre-Professional Programs

Students who plan to enter the fields of law, medicine, dentistry, 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 Academic Advising Center 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, 215; PHY 121, 122; CHM 115, 116 (or 105, 106), 351, 352; MAT 124; PSY 105. Requirements at other universities may vary.

Pre-Engineering—See engineering degree and major requirements on pages 138-139.

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 law-related courses to help determine their interest in law. Pre-law students should major in a discipline of their own choosing; most law school entrance requirements will be satisfied with a record of solid achievement coupled with an acceptable LSAT score.

Pre-Medicine—Many medical schools are encouraging a liberal arts education to prepare for study in medicine. While a major in chemistry and biology is not required to apply to medical schools, many students with an interest in the sciences choose to major in these fields. Coursework that is required by most medical schools includes: two composition courses, including ENG 111; CHM 115, 116 (or 105, 106); CHM 351, 352; BIO 113, 114, 215, 367; MAT 145, 146; PHY 121, 122. Courses recommended in preparation for MCATs: BIO 355, 473, 476; CHM 361. Students must consult with faculty in biology and chemistry as well as the pre-medical adviser in the Academic Advising Center early in their studies.

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

Pre-Pharmacy—Augsburg has a program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: BIO 113, 114, 215, 476; CHM 115, 116 (or 105, 106), 351, 352; ECO 113; ENG 111, and a second course; MAT 145, 146; PHY 121, 122; electives from human anatomy (ACTC); and 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, 146; public speaking, one course; CHM 115, 116 (or 105, 106), 351, 352, 353; BIO 113, 114, 215; 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, but students may enter the program as late as the beginning of the junior year. Students graduate from the Honors Program upon successful completion of the program, which is noted on the transcript. That notation provides an advantage for both employment and graduate school application.

The Honors Program at Augsburg was awarded a National Science Foundation Grant in 1995 to establish an Honors Computing and Communications Lab in Foss 20, and to put the program on a computational footing. Students entering the program as freshmen are required to take an honors version of CSC 160 Introduction to Computer Science and Communications, which establishes crisp computing and communications skills at the outset of their collegiate careers. Other courses in the program make use of these computing skills in lab-oriented sequences exploring literature, writing, history, religion, philosophy, and social and natural science.

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 that 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 inquiries to Dr. Joan Griffin, associate director of the Honors Program, 330-1045, or Dr. Larry Crockett, director of the Honors Program, 330-1060.

■ 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, the Augsburg community has direct access to over 1,300,000 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 or approved independent studies. 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, offers off-campus study semesters in Scandinavia, South and Central America, and the Twin Cities. (See HECUA programs on page 59.)

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 registrar's office.

Army ROTC—Augsburg students may participate in the Army ROTC program at the University of Minnesota under an

agreement between Augsburg, the University of Minnesota, and the program. For more information, contact the registrar's office.

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 registrar's office.

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 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.

Academic Requirements and Credit

Study abroad is an integral part of several majors at Augsburg, but will add an international dimension to any academic program. Students normally receive the same number of course credits abroad as if studying on campus. Courses abroad can

fulfill major, general education, and graduation requirements when approved by academic advisers and department chairs before departure.

Students receive advice on selecting programs that best fit their academic, career, and personal objectives. Assistance is provided with application, course registration, financing, and travel arrangements. Orientation and re-entry programs assist students in integrating the experience abroad into their coursework and personal lives.

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, they are not required. Since it takes some time to prepare for studying abroad, students should start planning during their freshman and sophomore years.

The deadline for application is Sept. 30 for off-campus study during spring term and March 1 for off-campus study during fall term.

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.

The Center for Global Education

The Center for Global Education facilitates cross-cultural learning experiences that prepare people to think more critically about global issues and to work toward a more just and sustainable world. The center's programs explore a diversity of view-

points 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 Central America, Mexico, and Namibia. Students experience three distinct types of living situations: 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—from Mexico to Central America, and from Namibia to South Africa. The cost of these programs is equivalent to full tuition, room, and board for one semester on campus, plus airfare.

Women and Development: Latin American Perspectives (Mexico)—Fall

This program explores the experiences 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 program offers credit in religion, interdisciplinary studies, political science, and Spanish. Application deadline: April 1.

Sustainable Development and Social Change (Guatemala, El Salvador, Nicaragua)—Fall and Spring

This program introduces students to the key issues facing the Central Americans. For two decades the people of Central America have been in upheaval and have experienced fundamental social and political change. Students examine the impact of revolution and civil war on the lives and culture of the people and the environment of Guatemala, El Salvador, and Nicaragua. Course credit may be earned in Spanish, religion, interdisciplinary studies, and eco-

nomics. Application deadline: April 1 for fall, October 15 for spring.

Multicultural Societies in Transition: Southern African Perspectives (Namibia)—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. Credit is available in history, political science, and interdisciplinary studies. Application deadline: April 1.

Gender and Environment: Latin America Perspectives (Mexico)—Spring

This program introduces students to the socio-economic and political issues of the region with a focus on the impact of environmental policies on the lives of women and men from varying economic classes and ethnic groups in Mexico and Central America. Credit is available in Spanish, sociology, and religion. Application deadline: October 15.

Women and Development: Southern African Perspectives (Namibia)—Spring

This intensive travel and study program is designed to introduce students to the central issues facing southern Africa, with emphasis on the experiences 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. Credit is available in sociology, religion, political science, and interdisciplinary studies. Application deadline: Oct. 15.

Higher Education Consortium for Urban Affairs (HECUA)

Augsburg, in consortium with other colleges and universities, offers programs through HECUA in four 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 other countries, including the former Soviet Union, will provide comparative perspectives on welfare states and global politics. Application deadline: March 15.

South American Urban Semester: Colombia—Fall

This semester-in-the-city program, located in Bogotá, Colombia, is an interdisciplinary program that focuses on the relationships between third world development and the consequences of urbanization and social inequality. Analysis of competing theories of development are integrated with field study in the host city and outlying regions.

Community Internships in Latin America: Colombia—Spring

This interdisciplinary program enables the student to combine intense involvement in a community-based organization with study of the community development process and increase 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: Nov. 1.

Culture 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: Nov. 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 Department of Education.

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 dur-

ing the spring and fall terms for the following January. Application deadline: Oct. 25.

■ THE CENTER FOR SERVICE, WORK, AND LEARNING

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

The center helps students take advantage of Augsburg's metropolitan location through the highly successful experiential programs that link the College's academic programs to Twin Cities employers and organizations. Through internships, cooperative education, and community service-learning, Augsburg students integrate and expand their liberal arts education by embracing the worlds of work and service and integrating this learning with their career and vocation plan.

The center helps link employers, community organizations, and the academic program in ways that enrich and expand a student's educational experience and personal development. Experiential education opportunities are closely related to a student's major, coursework, or career interest. Placements may be in small and mid-size companies, large corporations, non-profit organizations, schools, government agencies, and community-based organizations.

The 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, personal, and career decisions.

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 that is 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 (see page 85).

Internships are available in all majors and can be taken during a semester (or Weekend College trimester), Interim, or summer session. Interdisciplinary internships are also available. For extension of an internship beyond one term see Evaluation and Grading on page 75.

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, 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 in the summer. Co-op jobs are flexible and can begin and end

anytime. Co-op ed is not accredited in and of itself, but a non-credit cooperative education transcript notation is highly recommended during the academic terms the student is employed. Co-op ed students are encouraged to register for 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.

Community Service-Learning

Augsburg's Community Service-Learning Program provides students with opportunities to respond to human needs in the city through service experiences, which include reflection on and analysis of community issues in order to promote personal and educational growth. Augsburg students learn from the community in which they live by participating in service activities combined with learning components such as orientation sessions, seminars, and class discussions. This dynamic and interactive educational approach employs reciprocal learning between the students and the community. Community service examples include tutoring at schools and community centers close to campus, volunteering at homeless shelters, building housing for low-income people, or working with environmental groups. Service-learning experiences include course-embedded community service, internships, cooperative education, and a wide range of extracurricular volunteer options.

The service-learning program works closely with the student-directed Augsburg LINK, residence hall directors, and campus ministry.

CAREER SERVICES

Career Services 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.

■ 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 to 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 academic year, from early September through June. Students may take from one to four classes each term.

Although Augsburg Weekend College involves the same courses as the day program, the curriculum is limited to selected liberal arts courses and the following majors: accounting, business administra-

tion (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, history, management information systems, nursing, psychology, religion, social work, and studio art. A separate Weekend College catalog is available from the Office of Weekend College, (612) 330-1782.

■ GRADUATE PROGRAMS

Augsburg College offers two graduate degree programs: the Master of Arts in Leadership (MAL) and the Master of Social Work (MSW). Catalogs for each degree program should be consulted for complete information.

The Master of Arts in Leadership 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 a broad spectrum of abilities to provide them with a more comprehensive understanding of their world. Designed for working adults, the program operates on alternate Saturdays and alternate Thursday evenings.

The Master of Social Work (MSW) prepares students for entering advanced social work practice. The program builds on the liberal arts base of the College and supports the College's mission to nurture future leaders in service to the world.

There are two concentrations: family practice or program development, policy, and administration. Students choose one of the two concentrations for their program focus. The curriculum emphasizes work with diverse and oppressed groups, social justice, leadership for social change and a holistic, strengths-based, problem-solving framework. Graduate social work classes meet in four-hour blocks on Friday evenings, Saturday mornings, and Saturday afternoons.

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.

■ OTHER PROGRAMS

Continuing Education Program

The mission of the Augsburg College continuing education program is to provide working adults with lifelong learning opportunities that will enable them to continue to grow personally, professionally, and spiritually in their homes, workplaces, and communities. The program strives to meet the needs of the community by offering credit and non-credit programs consistent with the mission and values of the College. Adult students who wish to earn traditional course credit should contact the Office of Weekend College.

The Office of Continuing Education is currently developing a series of non-credit programs to offer through the Center for Professional Development. These seminars will focus primarily on leadership, management, communications, and information technology for businesses and nonprofit organizations. Call the office for information on current course offerings.

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. For more information contact 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. For more information, contact the Office of Continuing Education.

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 are also charged for cancelling or adding courses or changing the 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 locations 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.

Interim, summer school, Weekend College, and graduate program courses are published in separate catalogs.

Specific information on registration and help with registration on other campuses are available from these offices:

Office of the Registrar—
Science Hall 114

Interim Office—
Memorial Hall 226

Office of Summer School—
Memorial Hall 226A

Office of Weekend College—
Sverdrup Hall

MAL Graduate Program Office—
Memorial Hall 226A

MSW Graduate Program Office—
Memorial Hall 12

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 (payment of fees)

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 the College must be completed in the registrar's office. A Leave of Absence/Withdrawal from the College form may be obtained in the Academic Advising Center or in the registrar's office. Withdrawal from College cannot occur during final examination week unless a petition is approved by the Committee on Student Standing. Withdrawal from College and any consequential adjustments in accounts are effective as of the date the Withdrawal from College form is returned to the registrar's office.

Leave of Absence

Students may request a leave of absence for academic or personal reasons. A Leave of Absence/Withdrawal from the College form must be picked up in the Academic Advising Center or the registrar's office. It must be signed by advising center staff or an authorized representative. The completed form must be submitted to the registrar's office.

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 registrar's office prior to the expiration of the previous leave of absence period, or an application for re-admission will be required.

Students are responsible for keeping the registrar's office informed of their mailing addresses. 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.

Former Students

Former Augsburg students, re-admitted to complete a degree after being away from the College for at least one calendar year, 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 re-admission. Students must meet all of the requirements in effect under the catalog they choose. Choosing to complete under the current catalog will require re-evaluation of prior coursework, including transfer credit, to determine applicability to current academic requirements.

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 that begin on page 68. Students are advised to read carefully the full graduation requirements and to consult frequently with their advisers to ensure that all requirements for graduation are met.

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

- Complete the AUG fall orientation and seminar (see page 92). (Sophomore transfer students are exempt.)
- Satisfy entry level skill requirements in:
 - Mathematics • Writing
 - Critical Thinking
- Demonstrate proficiency in two different lifetime sports.
- Achieve a Math Placement Group score of three.
- 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
Physician Assistant (B.A.)	19.5
Social Work (B.S.)	15
Other maximums are described on page 68.	

- Complete a major.
- Maintain minimum grade point average.
- Complete courses that fulfill the following perspective requirements. No students will be permitted to count more than three courses from the same department in meeting perspective requirements.
 - One City Perspective
 - Two Western Heritage Perspectives from different departments
 - One Human Identity Perspective
 - One Aesthetic Perspective
 - Two Social Work Perspectives, from different departments
 - One Intercultural Awareness Perspective
 - Two Intercultural Awareness (language) Perspectives, other than your native language
 - Two Natural World Perspectives, from different departments unless a year-long sequence is taken
- Complete courses designated to 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.)
 - Two courses with Writing components (one within the major)
 - One course with a Critical Thinking component
 - One course with a Speaking component
 - One course with a Quantitative Reasoning component

All transfer students (entering with 14 or more credits) must complete the following requirements prior to graduation (transfer credit may apply to these requirements):

- Satisfy entry level skill requirements in writing
 - Demonstrate proficiency in two different lifetime sports
 - Achieve a Math Placement Group score of three.
 - Complete 33 course credits. Of these:
 - 11 must be upper division (numbered 300 or above)
 - No students will be permitted to count more than three courses from the same department in meeting perspective requirements.
 - 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 |
| Physician Assistant (B.A.) | 19.5 |
| Social Work (B.S.) | 15 |
- Other maximums are described on page 68.

- Complete 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 Awareness Perspective
 - Two Intercultural Awareness (language) Perspectives, 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, the Academic Advising Center staff, department chairs, 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. See page 21 in Undergraduate Admissions—Special Students (Second Degree).

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).

Degree requirements include completion of a minimum number of credits, a major, the Augsburg Seminar (AUG), a minimum GPA, residence, and general education courses, including lifetime sports.

Requirements For Undergraduate 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; physician assistant (B.A.) – 19.5; and social work (B.S.) – 15.

This course total must include two Interims for students who enter with fewer than 14 courses. Students transferring with 14 or more courses are not required to take the Interim courses. Freshmen are required to take an Interim course their first year. A maximum of four Interim course credits may be counted toward the 33 course credits required for graduation.

No more than these maximums may be applied toward the 33 total course credits required: four Interim courses; two courses by independent/directed study; four courses of internship; and eight course credits with a grade of Pass (P). Nontraditional grading (P) also has these limits: two in the major except elementary education (two in the major plus student teaching), social work (two in the major plus field work practicums).

2. Completion of a Major—Requirements for each major are listed under the departmental headings.

3. Augsburg Seminar (AUG)—All students who enter the College as freshmen in the weekday schedule program must satisfactorily complete fall orientation and the Augsburg Seminar. See the program section on the Augsburg Seminar for a full description.

4. Grade Point Average—2.0 for most majors. A minimum grade point average of 2.0 is required for all courses taken and specifically for all courses that apply toward a major or special program. 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, and 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. Some departments have a minimum number of courses that are required to be taken in residence within the major. Consult the catalog description of the major or the chairperson of the department

■ SKILLS COMPONENT

Entry Level Skills Requirements

The entry level skills tests are inventory assessments in:

- Writing
- Mathematics
- Critical thinking

Placement in writing courses, math courses, and critical thinking courses is determined by the assessments.

Freshmen (all students entering Augsburg with fewer than seven college credit courses) and sophomore transfer students with fewer than 14 courses:

- 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 math placement assessment. 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. Freshmen should complete the writing requirement before the beginning of their sophomore year.
- 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 of the Graduation Skill course requirements.

Advanced Transfer Students

- Transfer students who enter with 14 credits or more are exempt from critical thinking assessments.
- Those who have not passed the equivalent of ENG 111 Effective Writing course must take the entry level test in writing. Augsburg's entry level test in writing will determine placement in an appropriate writing course.
- Advanced transfer students are required to satisfy all the Graduation Skill course requirements, except only one of the writing courses (the one 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 3 (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 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 (MPG) determined. The exam is given during college registration sessions and at other announced times during the year. Students in MPG 2 needing to advance to MPG 3 may take MAT 105. Students in MPG 3 needing to advance to MPG 4 may take MAT 114. No other MAT courses change a student's Math Placement Group. Students in MPG 1 needing to advance to MPG 2

should consult the registrar's office or Academic Advising Center for advice on transferable equivalent courses available off campus. Students are also permitted to retake the Math Placement Exam until September of the following academic year. Review help is available from the Academic Enrichment Center.

Please note that all students must attain at least Math Placement Group 3. 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 3 as a prerequisite. In addition, MIS 175 and introductory physics courses have at least Math Placement Group 2 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 Skill components (at least one within the major) and one course each with Critical Thinking, Speaking, and Quantitative Reasoning Skill components. These courses can simultaneously satisfy skill requirements and graduation requirements for the major or general education perspectives.

All Writing Skill courses have the prerequisite of ENG 111, all Quantitative Reasoning Skill courses have the prerequisite of Math Placement Group 3, and all Critical Thinking Skill courses have the prerequisite of passing the entry level Critical Thinking Assessment.

Lifetime Sports

Two different lifetime sports are required. Students in the day program who are not health and physical education majors or in intercollegiate athletics may test out of one lifetime sport. Weekend College students may test out of two lifetime sports. Lifetime sports are non-credit courses, are not counted as meeting Interim course requirements, and are not included in the 33-course requirement.

LIBERAL ARTS PERSPECTIVES

The general education Liberal Arts Perspectives have the primary goal of providing the basis for beginning to understand what it means to be a human. The goals of the perspectives are achieved through a variety of courses that have been approved as meeting the criteria established for each perspective.

Students will choose from a list of courses meeting the Liberal Arts Perspectives, available from the registrar's office. 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 of approved natural science courses may be used to meet the perspective, The Natural World.
- Up to two courses of the same modern language may be used to meet part of the perspective, Intercultural Awareness.

RATIONALE FOR PERSPECTIVES

Augsburg, in its mission statement, declares the College exists "to nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian Church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community." One way that the College seeks consciously to realize this mission is through its general education curriculum.

The Augsburg faculty has designed a cohesive academic program incorporating general education, major courses, supporting courses, and elective courses leading to the bachelor's degree. The core of the Augsburg curriculum is found in the liberal arts as expressed in the general education component of the College curriculum that is 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 that 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 that 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 perspective requirements. 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 Intercultural 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 Aesthetics enables students to focus on 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 that pays attention to the skills of both incoming and graduating students. Entry level skill requirements in a number of critical areas, including writing, mathematics, and critical thinking, will be assessed and help will be 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, and do not 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.

■ THE EIGHT PERSPECTIVE REQUIREMENTS

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.

Christian Faith (CF 1, 2, and 3)

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.

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 a GST 209 seminar related to the perspective.

The City (C)

One course credit or experience is required to meet this perspective.

Perspective: Western Heritage

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

Western Heritage (WH 1 and 2)

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.

Perspective: Human Identity

This perspective is intended to help students view themselves as people with unique abilities, values, beliefs, experiences, and behaviors.

Human Identity (HI)

One course credit is required to meet this perspective.

Perspective: Aesthetics

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

Aesthetics (A)

One course credit is required to meet this perspective.

Perspective: The Social World

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

Social World (SW 1 and 2)

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.

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.

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.

Intercultural Awareness (IA 2 and 3)

Study of a modern language other than the native tongue. For a language previously studied, consult the table below for the requirement. For a language not previously studied, successful completion of 111, 112 is required. Students with previous language study should contact the modern languages department if there are questions. There is a seven-year time limit on courses presented for transfer and automatic waiver. Students whose native language is not English should contact the Academic Advising Center.

H.S. Semesters	Augsburg Required	Placement Courses
0	111	111 & 112
1	111	111 & 112
2	111	111 & 112
3	112	112
4	112	112 or 211
5	211	211
6	211	211 or 212
7	212	212
8	311	exempt

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 demonstrated 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.

Natural World (NW 1 and 2)

Two course credits from different departments are required to meet this perspective unless an approved one-year sequence is taken. One course is required to meet this perspective for transfer students entering with 14 or more course credits.

EVALUATION AND GRADING

■ EXPLANATION OF GRADES

Student achievement in courses is measured by final examinations, shorter tests, written papers, oral reports, and other types of evaluation.

Most courses are offered with grading options—traditional grading on a 4.0 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, page 68.

Certain courses have restrictions and are offered on one grading system only (e.g., 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. All changes in grading option that are made after initial registration require the signature of an adviser or the instructor.

Numeric Grades

Numeric grades are used with these definitions:

4.0	Achieves highest standards of excellence
3.5	
3.0	Achieves above basic course standards
2.5	
2.0	Meets basic standards for the course
1.5	
1.0	Performance below basic course standards
0.5	
0.0	Unacceptable performance (no credit for the course)

Grades of P (Pass) or N (No credit) are not computed in the grade point average.

An incomplete grade (I) may be given only in the case of extreme emergency. To receive an incomplete grade, a student must receive permission from the course instructor, stating the reasons for the request, the work required to complete the course, the plan and date for completing the work with comments from the instructor; and must file the form with the registrar's office. 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 (extension) 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. If the course is not complete, a grade of 0.0 will be assigned.

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

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 each term and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V). 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 24. 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.

Grade Point Average

The grade point average (GPA) is based on final grades for all work at Augsburg. It does not include credit and grade points for work transferred from other colleges. Courses taken on the P/N grading option are recorded, but not computed in the GPA. The formula for computing the GPA is:

GPA = Total grade points divided by number of 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.

- Sophomores—7 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 comprise the academic program of a liberal arts college. The APL program (Assessment of Previous Learning) at Augsburg provides a means by which a student's previous learning, other than that which is transferred from another accredited institution, may be presented for examination for possible credit toward the completion of a baccalaureate degree.

Not all learning from life experience, however, is appropriate for credit recognition at a liberal arts college. Such learning must meet two essential criteria: (1) it is relevant to coursework in a field of study within the Augsburg liberal arts curriculum, and (2) it can be objectively demonstrated either by comprehensive examination or committee evaluation.

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

Advanced Placement Program Test (AP)—The Advanced Placement program may allow students who have scores of 3, 4, or 5 on the CEEB Advanced Placement Test to receive college credit for selected courses. A score of 4 or 5 is required on the AP Language and Composition examination for credit for ENG 111 Effective Writing. Additional credit or placement is at the discretion of the department. Inquiries should be addressed to the registrar's office.

The College Level Examination Program (CLEP)—This is a series of standardized tests that 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 registrar's office and the Academic Advising Center.

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 P/N basis only, and there is a charge per exam of \$400 for a full course credit.

The Portfolio Assessment Program—This is a credit assessment alternative in which a faculty team completes a credit evaluation of a learning portfolio submitted by the student. The faculty team is composed of two faculty members from fields of study directly related to the student's previous learning. Students who wish to prepare a portfolio of previous learning for credit assessment should consult the registrar's office. In completing the evaluation of a student's previous learning, the faculty team applies the following criteria:

- There is documentable evidence of a cognitive component in the previous learning experience that involved prescribed and/or systematic study of content material found within liberal arts coursework.
- The learning has been objectively verified by individuals in addition to the presenting student.
- The learning lends itself to both qualitative and quantitative measurement.
- The learning relates well to the student's educational goals.
- The learning and skills involved are current and could be used at the present time.

Students may apply for the credit assessment process after completing at least four courses/credits of academic work at Augsburg College with a cumulative Augsburg GPA of at least 2.5. It is strongly recommended that the process not be used

when four or fewer courses remain for graduation. There is a non-refundable application deposit of \$200 to initiate the credit assessment process for each course presented in a portfolio. An additional \$200 is charged upon approval of each course. Credit is available on a P/N credit basis only.

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

English as a Second Language (ESL)

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 whether additional ESL coursework 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.

All students whose native language is not English must stay enrolled in ENG 217/218 until such time that they pass the ESL placement test at 80 percent or higher. The ESL course can be counted only twice in the total number of courses required for graduation.

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 7 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, junior, or senior 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. Courses taken outside of a program's calendar (e.g., crossover courses taken in a Weekend College trimester term by a day student or in a semester term by a weekend student) are not calculated when determining the Dean's List. 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

Augsburg recognizes those students who have demonstrated exemplary academic achievement as graduates of distinction. This designation will begin with the year 2000 commencement and will apply to all students who complete degree requirements after Jan. 1, 2000. Students achieving Graduation with Distinction will have an overall GPA of 3.5 and will have completed an outstanding project as determined by the student's major department. Students wishing to be considered for Graduation with Distinction should consult with their major department no later than the fall semester of their junior year.

Qualification for Commencement

Augsburg College has one commencement ceremony per academic year in the month of May. Undergraduate students who will not have met degree requirements by the end of the spring term may qualify to participate in commencement if: (1) no more than three course credits/requirements will remain in their program at the end of the spring term, and (2) the remaining requirements will be completed in the summer or fall terms following participation in commencement. Candidates for graduation who will complete summer or fall terms will be noted as such in the commencement program.

Veterans of Military Service

Augsburg is approved by the state approving agency for Veterans Education. Veterans should consult with the registrar's office 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 1996 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 remaining required courses free of additional tuition. A few professional majors are excluded from this program. Students must complete a formal advising agreement with the College by the end of their sophomore year (16 course credits are completed) in order to qualify. Contact the Academic Advising Center for details.

■ FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides certain rights to students regarding their education records. Each year Augsburg College is required to give notice of the various rights accorded to students pursuant to FERPA. In accordance with FERPA, you are notified of the following:

Right to inspect and review education records—You have the right to review and inspect substantially all of your education records maintained by or at Augsburg College.

Right to request amendment of education records—You have the right to seek to have corrected any parts of an education record that you believe to be inaccurate, misleading, or otherwise in violation of your right to privacy. This includes the right to a hearing to present evidence that the record should be changed if Augsburg decides not to alter your education records according to your request.

Right to give permission for disclosure of personally identifiable information—You have the right to be asked and to give Augsburg your permission to disclose personally identifiable information contained in your education records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without your permission.

Right to withhold disclosure of “directory information”—FERPA uses the term “Directory Information” to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Augsburg College without notification of the request or disclosure to the student.

Under FERPA you have the right to withhold the disclosure of the directory information listed below. Please consider very carefully the consequences of any decision by you to withhold directory information. Should you decide to inform Augsburg College not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg College will be refused.

“Directory information” includes the following:

- The student’s name;
- The student’s address;
- The student’s telephone number;
- The student’s date and place of birth;
- The student’s major field of study;
- The student’s participation in officially recognized activities and sports;
- The student’s degrees and awards received;
- The weight and height of members of athletic teams;
- The student’s dates of attendance;
- The most recent previous educational agency or institution attended by the student; and
- The student’s photograph.

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. Forms for withholding disclosure of Directory Information are available from the registrar’s office. If the completed form is not received by the registrar prior to Sept. 15, it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new form for withholding disclosure must be completed each academic year.

Right to complain to FERPA Office—You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 600 Independence Ave. S.W., Washington, D.C., 20202, concerning Augsburg’s failure to comply with FERPA.

Right to obtain policy—You have the right to obtain a copy of the written Augsburg policy regarding FERPA. A copy may be obtained in person from the registrar’s office.

Reporting Educational Information

No additional educational information will be reported, except to Augsburg faculty and administration for their official use, without the explicit written consent of the student.

Letters of reference must be requested in writing and explicitly indicate what information may be reported in the letter.

Departments and Programs



Course Descriptions with Major and Minor Requirements - 84
Department majors and programs are listed alphabetically.
Also see index.

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 that 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.

COURSE DESCRIPTIONS

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, requirements, and evaluations 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 each spring by the Associated Colleges of the Twin Cities (ACTC) lists offerings and locations for fall and spring terms.

Since some courses are offered 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 Interim, Summer Session, Weekend College, the Master of Arts in Leadership, and the Master of Social Work courses are published in separate catalogs.

Credits

A full course is offered for one course credit. A few fractional courses, for one-half or one-quarter course 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 per week with additional time required for laboratory work.

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 as prerequisites. 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.

INTERNSHIPS AND INDEPENDENT STUDIES

Every department offers opportunities for internships and independent study. The course description and process for registering is normally the same for each department. Some departments have additional statements that can be found in the departmental course listing. Interdisciplinary internships are also available.

■ INTERNSHIPS

Registration for internships consists of the following steps:

1. Obtain the internship registration permission form from the Center for Service, Work, and Learning 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 in the Center for Service, Work, and Learning) must be completed with the faculty member responsible for grading the experience and the work supervisor. The original is turned in to the Center for Service, Work, and Learning, with copies made for the faculty, supervisor, and student.

199 Internship

A work or service-based learning experience at the sophomore level in which a student, faculty member, and site supervisor design a learning agreement that links the ideas and methods of the discipline with the opportunities inherent in the placement. Participation in a concurrent seminar may be expected. Prior to the beginning of the term/registration, interested students must consult with the departmental internship coordinator and the Center for Service, Work, and Learning regarding requirements and permission to register.

399 Internship

A work or service-based learning experience at the junior/senior level in which a student, faculty member, and site supervisor design a learning agreement that links the ideas and methods of the discipline with the opportunities inherent in the placement. Participation in a concurrent seminar is often 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.

■ DIRECTED AND INDEPENDENT STUDIES**299 Directed Study**

An opportunity to study topics not covered in the scheduled offerings under the direction of an instructor. Open to all students, but normally taken by sophomores and juniors. Approval must be secured in writing from the instructor and the department chairperson before the term in which the study is undertaken.

499 Independent Study/Research

An opportunity for advanced and specialized research projects. Normally open to junior and senior majors. Approval must be secured in writing from the instructor and the department chairperson before the term in which the study is undertaken.

ACCOUNTING

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

AMERICAN INDIAN STUDIES

See listing under Interdisciplinary Studies.

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.

Art Faculty

Kristin Anderson (Chair), Tara Christopherson, 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

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

Two additional art history courses

Senior studio majors must participate in at least one exhibit during their final year.

Teaching Licensure Major

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

ART 102 Design

or ART 107 Drawing

ART 118 Painting I

or ART 221 Sculpture

Honors Major

GPA of 3.5 in the major and overall, portfolio of artwork (studio majors) or research (art history majors) reflecting high quality work, and 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 I**
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 35mm, single lens reflex camera. Materials will cost approximately \$200-225.

- ART 221** **Sculpture I**
An introduction to sculpture. Choice of media: clay, wood, alabaster, welded steel and bronze, plaster, or Plexiglas. Learn to model, carve, cast, weld, or 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 224** **Publication Design**
An introduction to design concepts and procedures for publication design. Theory and practice of coordinating visual images and typography with content in publications using traditional and electronic tools.
- ART 225** **Communication Design I**
An introduction to the principles and techniques of graphic design. Students will use the computer to develop their visual communication skills as they create designs using typography, symbols, logos, and illustrations.
- 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 306** **Calligraphy II**
Advanced work in calligraphic media and design.
- ART 330** **Communication Design II**
An advanced study of graphic design using traditional and electronic tools. (Prereq.: ART 225)
- 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, e.g., silk-screen, etching, and woodcut, including Japanese woodcut technique. (Prereq.: ART 223)

- ART 478 Sculpture II**
Advanced work in sculpture. Choice of media: clay, wood, alabaster, welded steel and bronze, plaster, and Plexiglas. (Prereq.: ART 221)

■ **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. (Prereq.: ENG 111)
- 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 fourth century A.D.
- ART 386 Medieval Art**
Early Christian through late Gothic and proto-Renaissance painting, sculpture, and architecture in Europe. (Prereq.: ENG 111)
- ART 387 Renaissance and Baroque Art**
European painting, sculpture, and architecture, from the 14th through the 18th centuries. (Prereq.: ENG 111)
- ART 388 19th- and 20th-Century Art**
European painting, sculpture, and architecture from Neoclassicism through the present. (Prereq.: ENG 111)
- ART 389 American Art**
A study of early colonial through contemporary American art, architecture, and folk arts.

Internships and Independent Study Courses:

- ART 199** **Internship**
See description on page 85.
- ART 299** **Directed Study**
See description on page 86.
- ART 399** **Internship**
See description on page 85.
- ART 499** **Independent Study/Research**
See description on page 86.

ASIAN STUDIES

See listing under East Asian Studies.

The Augsburg Experience: Arriving at Augsburg ...

The initial months after entering college as a first-year student are an exciting period of change. 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. Through the summer orientation program, the fall orientation weekend, and the Augsburg Seminar, 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 students.

Augsburg Seminar

At registration, all first-year students in the day program enroll in a selected content course, such as Effective Writing and a parallel Augsburg Seminar. These 'paired' courses integrate disciplinary content with

various learning strategies and community-building opportunities beneficial to all beginning students.

The content course usually meets three hours per week for the entire semester and is valued at 1.0 course credit, and the Augsburg Seminar meets once a week for 12 weeks for .25 course credit. The Augsburg Seminar offers the opportunity for further discussion of topics from the paired content course, along with presentations on campus life, academic resources and study skills, and a hands-on introduction to the Cedar-Riverside neighborhood. While the content course is graded on a traditional point basis, the Augsburg Seminar is graded Pass/No credit (P/N). However, performance in the course is linked to performance in the seminar.

Students must successfully complete the entire 12-week Augsburg Seminar in order to fulfill the requirement, even if they drop the paired content course. Permission to complete the seminar after withdrawal from the content course is at the discretion of the instructor.

AUG 101 Augsburg Seminar (.25 course)

A series of fall-term meetings with an Augsburg seminar adviser to discuss issues related to becoming an active member of the Augsburg College community of learners. Discussion will be based upon topics and readings from the connected content course and other disciplines and sources. (P/N grading only)

Biology is the study of life, and it's 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 is essential to attain self-understanding and to provide a basis for wise decisions.

In recent decades great strides have been made in understanding important biological processes, particularly those at the cellular, molecular, and ecosystem levels. Biological research has also provided some extremely important benefits to humans, including advances in medicine, agriculture, and food science.

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 to support the student's broad-based understanding of biology.

For many, an undergraduate major in biology serves primarily as a basis for further study. Augsburg graduates have gone on to further studies in the life sciences, leading to careers in college or university teaching, basic and applied research, and public health. Many have entered professional programs in medicine, veterinary medicine, and dentistry. Other graduates have gone directly into secondary education, biomedical industries, laboratory research, natural resources, and environmental education.

Biology Faculty

Dale Pederson (Chair), William Capman, Mary K. Chelberg, Robert Herforth, Esther McLaughlin

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses including:

- BIO 113 Introductory Organismal Biology
- BIO 114 Introductory Genetics, Evolution, and Ecology
- BIO 215 Introductory Cellular Biology

and at least one from each of the five following groups:

1.
 - BIO 351 Invertebrate Zoology
 - BIO 353 Comparative Vertebrate Morphology
 - BIO 473 Animal Physiology
2.
 - BIO 361 Plant Biology
 - BIO 440 Plant Physiology
3.
 - BIO 355 Genetics
 - BIO 481 Ecology
4.
 - BIO 471 Advanced Cellular and Molecular Biology
 - BIO 474 Developmental Biology
5.
 - BIO 367 Biochemistry
 - BIO 476 Microbiology

The ninth course may be any of the upper division biology courses listed above or BIO 340 Marine Biology of the Florida Keys.

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

Required Supporting Courses

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

One semester in organic chemistry
or CHM 351/352 Organic Chemistry

PHY 116 Introduction to Physics
or PHY 121/122 General Physics

MAT 114 Precalculus
or MAT 122 Calculus for the Social
and Behavioral Sciences

or MAT 145 Calculus I
or MAT 163 Introductory Statistics

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 start of the first term of the senior year.

Minor

A course in general chemistry and five biology courses including BIO 113, 114, 215, and two upper division courses.

OTHER REQUIREMENTS

In planning their courses of study, students are encouraged to work closely with members of the biology faculty. Biology majors must have an adviser in the biology department. Normally BIO 113 and 114 and Principles of Chemistry (or General Chemistry) should be taken in the first year, and Introductory Cellular Biology and Organic Chemistry in the second year. Students normally complete their math requirements early in their college careers.

Biology for Pre-Medical Students

Pre-medical students should include a two-semester sequence in physics and a two-semester sequence in organic chemistry. Many medical schools also require two semesters of calculus.

Students should consult members of the biology faculty and the pre-medical adviser in the Academic Advising Center for information specific to medical school application.

Graduate and Professional Training

Graduate programs in biological fields require coursework similar to that for pre-medical education, and may also require undergraduate research experience. Health care professions (physician assistant, physical therapist, veterinarian, etc.) have specific requirements that should be discussed with an adviser in the department and the pre-medical adviser in the Academic Advising Center.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ 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 Department of Education to identify current Minnesota teacher licensure requirements.

Cooperative Education

The department works with the Office of Cooperative Education in identifying and defining co-op ed experiences in laboratories and other settings in the Twin Cities.

BIOLOGY COURSES

A prerequisite must be completed with a grade of 2.0 or higher to count. Otherwise, permission of the instructor is necessary. These requirements also must be met when using the first term of a sequenced course in registering for the second term.

BIO 101 Human Biology

An introduction to basic biological principles with a human perspective. Includes discussion of the molecular and cellular basis of life, genetics, organ systems, and human impact on the environment. (Three-hour lectures. 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-hour lectures, three hours laboratory. Does not apply to the major or minor)

BIO 103 Human Anatomy and Physiology

A survey of the structure and function of the human body. (Three-hour lectures, 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

The biological basis for problems facing society, such as pollution, genetic engineering, AIDS, extinction, global warming, hunger, cancer. (Three-hour lectures. Does not apply to the major or minor. Spring)

BIO 113 Introductory Organismal Biology

First of a three-semester sequence. An introduction to organismal biology for science majors, including diversity, physiology, and structure. BIO 113, 114, and 215 must be taken in sequence except by permission of instructor. (Three-hour lectures, four hours laboratory. Fall)

BIO 114 Introductory Genetics, Evolution and Ecology

Second of a three-semester sequence. An introduction to cellular functioning, metabolism, classical and population genetics, evolution, and ecology. BIO 113, 114, and 215 must be taken in sequence except by permission of instructor. (Three-hour lectures, four hours laboratory. Spring)

BIO 215 Introductory Cellular Biology

Third of a three-semester sequence. An introduction to structure and function in tissues, cells, and subcellular organelles. (Three-hour lectures, four hours laboratory. Prereq.: BIO 113, 114, CHM 106 or 116, CHM 223 or 352, or concurrent registration in CHM 223 or CHM 351. Fall)

- BIO 351** **Invertebrate Zoology**
A study of the invertebrate animals stressing classification, morphology, behavior, life history, and phylogeny. (Three-hour lectures, four hours laboratory. Prereq.: BIO 113, 114. Fall: alternate years)
- BIO 353** **Comparative Vertebrate Morphology**
Comparative anatomy, functional morphology, and evolutionary morphology of the vertebrate. (Three-hour lectures, three hours laboratory, one hour tutorial. Prereq.: BIO 113, 114. Spring)
- BIO 355** **Genetics**
Principles of heredity, integrating classical and molecular analysis. (Three-hour lectures, four hours laboratory. Prereq.: BIO 215. 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-hour lectures, four hours laboratory. Prereq.: BIO 113, 114. Spring)
- BIO 367** **Biochemistry**
An introductory consideration of biological macromolecules and their components, energetics, and intermediary metabolism and its integration. (Three-hour lectures. Prereq.: BIO 215, CHM 223 or 352. Fall)
- BIO 440** **Plant Physiology**
A consideration of the process involved in photosynthesis, growth, development, and water relations in plants including the relationship of process to structure and life history. (Three-hour lectures, four hours laboratory. Prereq.: BIO 215 and CHM 223 or 352. Fall: alternate years)
- BIO 471** **Advanced Cellular and Molecular Biology**
An examination of mechanisms of molecular genetics, recombinant DNA technology, cell-signaling, cell cycle control, and cellular basics for immunity. (Three-hour lectures, four hours laboratory. Prereq.: BIO 215. Spring)
- BIO 473** **Animal Physiology**
A study of digestion, respiration, circulation, excretion, movement, and sensory perception as well as neural and hormonal control of these functions, emphasizing vertebrates. (Three-hour lectures, four hours laboratory. Prereq.: BIO 215; PHY 116 or 122, or consent of the instructor. Fall)

- BIO 474** **Developmental Biology**
A consideration of the physiological and morphological changes that occur during embryonic development of animals, including genetic control of development. (Three-hour lectures, four hours laboratory. Prereq.: BIO 215. Spring)
- BIO 476** **Microbiology**
An introduction to the study of microorganisms. Environmental, industrial, and medical issues are discussed, with particular attention paid to human pathogens. (Three-hour lectures, three hours laboratory, one hour tutorial. Prereq.: BIO 215. Spring)
- BIO 481** **Ecology**
A study of interactions between organisms and the biotic and abiotic environment. Topics include physiological ecology, energy flow, nutrient cycling, a survey of biomes, population and community ecology, and conservation. (Three-hour lectures, four hours laboratory, some Saturday field trips. Prereq.: BIO 215, MPG 4. Fall)
- BIO 491** **Seminar (0.0 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)

Internships and Independent Study Courses:

- BIO 199** **Internship**
See description on page 85. (Prereq.: BIO 113, 114)
- BIO 299** **Directed Study**
See description on page 86.
- BIO 399** **Internship**
See description on page 85. (Prereq.: BIO 215)
- BIO 499** **Independent Study/Research**
See description on page 86. (Prereq.: BIO 215)

98 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 that 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 that 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

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

GENERAL REQUIREMENTS

Majors

The Department of Business Administration, Accounting, and MIS offers three majors: business administration (BUS), accounting (ACC), and management information systems (MIS).

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 68), 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. Transfer courses must be approved by the department. Courses taken more than 10 years ago will not be accepted.

Advising

Students who plan to major in business administration, 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 sopho-

more 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 Office of Cooperative Education and department faculty to obtain an internship (BUS/ACC/MIS 399) during their junior or senior year. Although an internship counts as part of the 13 courses allowed in the major, stu-

dents may petition for an exception. An internship may satisfy the The City Perspective if taken in conjunction with GST 209. Internships can provide students with experience that may be valuable in competing for jobs after graduation. Advisers should be consulted about internships.

The international business department actively supports international study. For additional details, see the section on International Partners under International Studies in this catalog, or consult the departmental coordinator for international business.

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
or MIS 370 Advanced Computing for Business
 - ACC 221 Principles of Accounting I
 - ACC 222 Principles of Accounting II
 - BUS 242 Principles of Management
 - BUS 252 Principles of Marketing
 - MIS 379 Quantitative Methods for Business and Economics
 - BUS 301 Business Law
 - BUS 331 Financial Management

Specialization in Marketing

Business core plus 3 courses:

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

Specialization in Management

Business core plus 4 courses:

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

Specialization in Finance

Business core plus 4 courses:

- ACC 322 Accounting Theory and Practice I
- BUS 433 Financial Theory: Policy and Practice
- BUS 438 Investment Theory

and one of the following:

- ECO 311 Public Finance
- ECO 312 Intermediate Macroeconomics
- ECO 313 Intermediate Microeconomics
- ECO 315 Money and Banking
- MIS 479 Intermediate Quantitative Methods for Business and Economics

Specialization in International Business

Business core plus 4 courses:

- BUS 362 International Business
- BUS 465 International Management
- BUS 466 International Marketing

and one additional upper division course in either international business (BUS 368 or 468) 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 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 113, ACC 221, BUS 242 or 252, and three courses in international business (one may be in international economics).

Students should consult the area coordinator concerning acceptable alternatives in international economics.

BUSINESS ADMINISTRATION COURSES**BUS 242 Principles of Management**

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

BUS 252 Principles of Marketing

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

BUS 254 Entrepreneurship

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

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 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; analyzes and evaluates various business practices; 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

Topics related to theory of acquisition, fund allocation and management, sources and uses of long and short-term funds, capital cost/budgeting, leverage, and dividend policy. (Prereq.: ECO 113, ACC 222, MIS 379, and MPG 3)

- BUS 340 Human Resource Management**
Personnel function in business, acquisition, and utilization of human resources; desirable working relationships; effective integration of the worker with the goals of the firm and society. (Prereq.: BUS 242)
- BUS 352 Marketing Research and Analysis**
Research process as an aid to decision-making; methodology; results; evaluation of effectiveness. (Prereq.: BUS 252, MIS 379, ECO 113, or consent of instructor)
- BUS 355 Marketing Communications**
Integration of advertising, public relations, sales promotion design, evaluation, and personal selling into a coherent promotion mix. (Prereq.: BUS 252) Note: Either BUS 355 or 357 can be taken for graduation credit, but not both.
- BUS 357 Advertising**
An introduction to print and broadcast advertising and promotion as important elements in modern marketing and communications. Note: Either BUS 355 or 357 can be taken for graduation credit, but not both.
- BUS 362 International Business**
Introduction to problems/possibilities and appreciation of perspective required for successfully doing business in an international context. (Prereq.: ECO 112 or 113, and BUS 242 or 252, or consent of instructor. Spring)
- BUS 368 Responding to the Challenge of Japan**
An examination of current Japanese business practices from a cultural perspective. TV documentaries, readings from periodicals, plus participation in a seminar model. (Prereq.: junior standing or consent of instructor)
- BUS 424 Internal Audit and Management Consulting**
To incorporate and learn the techniques of creating a controlled and effective management environment. Students work with companies to help solve problems or implement projects. (Prereq.: ECO 113; ACC 221, 222; BUS 242, 252, 331; MIS 175, 379)
- 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, ACC 322)
- BUS 438 Investment Theory**
Appraisal of the risk/return relationships of various types of securities and 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**
Application of marketing concepts to day-to-day, strategic, and long-term planning issues; development and implementation of market plans. (Prereq.: BUS 352 and either BUS 355 or 357)
- BUS 465 International Management**
Private sector manager's perspective of national/international institutions and strategies, structure, practices, and effects of a 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 468 Contemporary Issues in International Business and Trade**
Conditions and motivations for world trade, business, and industrial cooperation. Practical applications of the commercial policies of the major trading nations. Examine the impact of contemporary issues on the volume and structure of world trade. (Prereq.: BUS 465, BUS 466)
- 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)

Internships and Independent Study Courses:

- BUS 199 Internship**
See description on page 85.
- BUS 299 Directed Study**
See description on page 86.
- BUS 399 Internship**
See description on page 85.
- BUS 499 Independent Study/Research**
See description on page 86.

The major in accounting prepares students for professional careers in a wide variety of accounting-related positions. This major has three tracks: general accounting, professional accounting, and managerial 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 are required for this major (an exception to the 13-course limitation) 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

Students are encouraged to 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; ACC 423 Auditing.

Specialization in Managerial Accounting
Accounting core (14 courses) plus ACC 424 Internal Audit and Management Consulting 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 221 Principles of Accounting I**
Introduction to business activities, basic concepts and fundamentals of accounting, the accounting cycle, and preparation of financial statements.
- ACC 222 Principles of Accounting II**
A continuation of ACC 221. Introduction to business activities and 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**
Comm. Coll.
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 ACC 322. An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements, and other relevant issues as applied to liabilities and stockholders' equity. (Prereq.: ACC 322)
- ACC 324 Managerial Cost Accounting**
Accounting tools for heavy manufacturing systems as well as for managerial decision-making. Planning, budgeting, standard cost systems, as well as other quantitative and behavioral topics. (Prereq.: ACC 221, 222, BUS 242, 252, MIS 379, or consent of instructor)
- ACC 326 Tax Accounting**
The more common and important provisions of planning and compliance for income taxes. (Prereq.: ACC 221, BUS 331, ECO 112, 113, or consent of instructor)
- ACC 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 Audit and Management Consulting**
To incorporate and learn the techniques of creating a controlled and effective management environment. Students work with companies to help solve problems or implement projects. (Prereq.: ECO 113, ACC 221, 222, BUS 242, 252, 331, MIS 175 or 320, 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)

Internships and Independent Study Courses:

- ACC 199 **Internship****
See description on page 85.
- ACC 299 **Directed Study****
See description on page 86.
- ACC 399 **Internship****
See description on page 85.
- ACC 499 **Independent Study/Research****
See description on page 86.

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. Two courses in computer science and one in mathematics

- CSC 170 Structured Programming (requires MPG 4)
- CSC 340 Introduction to Networking and Communications
- MAT 114 Precalculus, if students are not at MPG 4. For students at MPG 4, MAT 121, or any higher level numbered math course is required.

Note: Additional programming courses are strongly recommended.

C. Seven courses in MIS:

- MIS 175 Principles of Computing for Business
or CSC 160 Introduction to Computer Science and Communications
- MIS 370 Advanced Computing for Business
- MIS 375 Management Information Systems in the Organization
- MIS 376 Project Management
- MIS 379 Quantitative Methods for Business and Economics
- MIS 475 Systems Analysis and Design
- MIS 476 Information Systems Projects

Minor in MIS

Seven courses including:

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

Honors Major

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

MIS COURSES

- MIS 175 Principles of Computing for Business**
An introductory course to develop understanding of basic computing concepts and specific skills in using microcomputer software (Windows, Word, Excel, Access, PowerPoint, e-mail, and the World Wide Web). Emphasis on solving business-related problems using software, especially Excel. Students with a strong computer background are encouraged to take MIS 370 instead of MIS 175. (Prereq.: MPG 3)
- 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 370 Advanced Computing for Business**
This course provides more in-depth use of business software like Excel, Access, and the World Wide Web. Students will also learn to program Windows applications using tools like Visual Basic. (Prereq.: MPG 3, MIS 175 or CSC 160, or strong computer background. Completion of MIS 370 satisfies any requirement for MIS 175)
- MIS 375 Management Information Systems in the Organization**
Broad understanding of using information systems to support organizational objectives. Topics include strategic uses of information systems, business process re-engineering, understanding the technology architecture, and information systems resources. (Prereq.: ACC 221, BUS 242 or 252, and one computer course such as MIS 175, 370, or CSC 160)
- 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. (Prereq.: ACC 221, BUS 242, and either 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 with emphasis on applied problems in business and economics. (Prereq.: MIS 175 or 370 and either MPG 3 or a grade of at least 2.0 in MAT 104)
- MIS 475 Systems Analysis and Design**
Develops skills in using systems development methodologies and Computer Aided Software Engineering (CASE) tools. Techniques used include data and process modeling, file and database design, and user interface design. A course-long project is used to complete a rudimentary system design. (Prereq.: MIS 375 and either MIS 370 or CSC 352)

- MIS 476 Information Systems Projects**
Skills developed in previous courses are used to generate a complete and extensive project of systems analysis and design. (Prereq.: MIS 370, 375, 376, and 475)
- MIS 479 Intermediate Quantitative Methods for Business and Economics**
Advanced modeling using computer software. Specific topics may include multivariate modeling PATH analysis, Monte Carlo simulations, queuing models, and ANOVA. (Prereq: MIS 379. Fall: evening)
- MIS 495 Topics**
Lectures, discussions, and meetings with members of the staff or visiting faculty regarding research methodology and current problems and policies. (Prereq.: consent of instructor)

Internships and Independent Study Courses:

- MIS 199 Internship**
See description on page 85.
- MIS 299 Directed Study**
See description on page 86.
- MIS 399 Internship**
See description on page 85.
- MIS 499 Independent Study/Research**
See description on page 86.

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 knowledgeable in fact and theory for solving scientific problems and also 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 as offered in the general education curriculum is imperative if a chemist is to be both truly human and truly scientific.

The department is on the list of approved schools of the American Chemical Society (ACS) and offers a chemistry major that 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 life-

long 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

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

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Graduation Major in Chemistry

CHM 115, 116 General Chemistry
 or CHM 105, 106 Principles of Chemistry
 CHM 351, 352 Organic Chemistry
 CHM 353 Quantitative Analytical
 Chemistry
 CHM 361, 364 Physical Chemistry
 CHM 363 Physical Chemistry Laboratory
 CHM 491 Chemistry Seminar

and two additional courses from:

CHM 367 Properties of Polymers
 CHM 464 Advanced Organic Chemistry
 CHM 481 Advanced Analytical Chemistry
 CHM 482 Advanced Inorganic Chemistry
 CHM 495 Topics
 BIO 367 Biochemistry

Also required:

PHY 121, 122 General Physics I, II

MAT 145, 146 Calculus I, II

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

Chemistry for Pre-Medical Students

Pre-medical students should plan to take 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 115, 116 General Chemistry
or CHM 105, 106 Principles of 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

One course from:

CHM 367 Properties of Polymers

CHM 483 Quantum Chemistry

CHM 495 Topics in Chemistry

Also required are:

CHM 491 Chemistry Seminar

MAT 145, 146 Calculus I & II

MAT 245 Calculus III

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 that must include:

CHM 105, 106 or CHM 115, 116, CHM 351, 352, and CHM 353.

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

A prerequisite must be completed with a grade of 2.0 or P, or higher to count; otherwise, permission of the instructor is necessary. These requirements also must be met when using the first term of a two-term course in registering for the second term.

- CHM 100 **Chemistry for Changing Times I****
Designed for the liberal arts student. Emphasis is upon developing basic chemistry concepts using examples primarily from inorganic chemistry. Does not count toward a chemistry major or minor nor apply as prerequisite for other chemistry courses. (Prereq.: MPG 2. Fall)
- CHM 101 **Chemistry for Changing Times II****
Second semester of the year-long course. Applies concepts from CHM 100 to environmental, organic, and biochemical problems of societal interest. A laboratory is included with this course. Does not count toward a chemistry major or minor nor apply as prerequisite for other chemistry courses. (Prereq.: CHM 100, MPG 3. Spring)
- 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 hours of lecture, one three-hour laboratory. Prereq.: MPG 2. 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 hours of lecture, one three-hour laboratory. Prereq.: CHM 105, MPG 3. 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 3. 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.: CHM 115. Spring)

- CHM 223 Elementary Organic Chemistry**
This one-semester course is designed for students whose professional goals require a survey of organic chemistry. Topics covered include synthesis, properties and reactions of selected aliphatic, and aromatic compounds. This course will not count toward a chemistry major or minor, 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 requirements for other programs (such as pre-medicine, pre-dentistry, and pre-pharmacy). (Prereq.: CHM 106 or 116. Three one-hour lectures, one three-hour laboratory. On demand)
- 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 3. Fall)
- CHM 361 Physical Chemistry**
Covers three of the basic theoretical concepts of chemistry: thermodynamics, quantum mechanics, and statistical mechanics. (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 and ENG 111)
- CHM 364 Physical Chemistry**
Covers the fundamentals of the chemical kinetics as well as the concepts studied in CHM 361 applied to areas of solutions, molecular structure, spectroscopy, surfaces, diffraction techniques, and macromolecules. (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-and-one-half hour laboratory. Prereq.: CHM 364 or concurrent registration. Spring)
- CHM 367 Properties of Polymers**
Presents polymer chemistry as an interdisciplinary chemistry relying on the organic, analytical, and physical chemistry prerequisites to unfold the details of macromolecules. (Prereq.: CHM 352, 361. Spring)
- CHM 464 Advanced Organic Chemistry**
Laboratory work is organized around the problems of identifying organic compounds. Lecture topics include theory and structure-spectra correlations for IR, UV, NMR, and mass spectroscopy; use of the literature, and advanced topics in organic synthesis. (Three hours of lecture, six hours of laboratory. Prereq.: CHM 352, 353, 361 or consent of instructor. Some reading knowledge of German is helpful. Fall)
- CHM 481 Advanced Analytical Chemistry**
Emphasis on instrumental methods of analysis. Atomic, molecular, and electron spectroscopy, radiochemical, chromatography, thermal, and electroanalytical methods are covered. (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 and molecular orbital models. Reactivity and bonding in coordination, cluster, and organometallic compounds are considered. The laboratory uses preparations of 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 molecular model problems. Approximate solutions are introduced and used to develop molecular orbital theory for molecules. (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 495 **Topics in Chemistry**
Study of a specific area, such as medicinal chemistry, building upon analytical, physical, and organic chemistry. (Prereq.: CHM 352, BIO 367, or equiv. Spring)

CHM 497 **Introduction to Chemistry Research**
Chemistry majors planning research careers need research experience before graduation that may be obtained by working on a summer research project (not counted as a course) or by research participation during the academic year (that may be counted as a course). Cooperative education is an excellent opportunity to be involved in industrial research projects. (Prereq.: junior or senior standing)

Internships and Independent Study Courses:

CHM 199 **Internship**
See description on page 85.

CHM 299 **Directed Study**
See description on page 86.

CHM 399 **Internship**
See description on page 85.

CHM 499 **Independent Study/Research**
See description on page 86. (Prereq.: junior or senior standing)

COMMUNICATION

See listing under Speech/Communication and Theatre Arts.

The Augsburg Department of Computer Science 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 coursework provides students a strong base in computer science, with emphasis on concepts rather than on applications. We encourage students to strengthen their coursework by electing an internship or cooperative education experience. Our location in the Twin Cities makes us an excellent resource of such experiences for students, and allows them to add practical applications to their education.

Computer Science Faculty

Charles Sheaffer (Chair), Larry Crockett, Noel Petit, Larry Ragland.

DEGREE AND MAJOR REQUIREMENTS

■ **BACHELOR OF ARTS**

Computer Science Major

11 courses including:

- CSC 160 Introduction to Computer Science and Communications
- CSC 170 Structured Programming
- CSC 210 Data Structures
- CSC 320 Algorithms
- CSC 340 Introduction to Networking and Communications

- CSC 345 Principles of Computer Organization
- CSC 450 Programming Languages and Compilers I
- CSC 451 Programming Languages and Compilers II
- MAT 145 Calculus I
or MAT 122 Calculus for the Social and Behavioral Sciences

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

■ **BACHELOR OF SCIENCE**

Computer Science Major

15 courses including:

- CSC 160 Introduction to Computer Science and Communications
 - CSC 170 Structured Programming
 - CSC 210 Data Structures
 - CSC 320 Algorithms
 - CSC 340 Introduction to Networking and Communications
 - CSC 345 Principles of Computer Organization
 - CSC 450 Programming Languages and Compilers I
 - CSC 451 Programming Languages and Compilers II
 - MAT 145 Calculus I
 - MAT 146 Calculus II
 - MAT 245 Calculus III
 - MAT 246 Linear Algebra
or MAT 247 Modeling and Differential Equations
or MAT 271 Discrete Mathematical Structures
- and three electives from CSC courses above 200, at least two of which are above 300.

Computational Economics

The computational economics major has been designed to serve students who have a need for some basic understanding of computer science and economics. The major requires six courses from computer science and six from economics with a required capstone independent study. Students interested in this major should consult with the faculty in computer science, in economics, or one of the coordinators.

Coordinators

Jeanne Boeh, Department of Economics,
Larry Ragland, Department of Computer Science.

Major in Computational Economics

13 courses including:

MAT 145 Calculus I

or MAT 122 Calculus for the Social and Behavioral Sciences

CSC 160 Introduction to Computer Science and Communications

CSC 170 Structured Programming

CSC 210 Data Structures

CSC 340 Introduction to Networking and Communications

CSC 345 Principles of Computer Organization

ECO 112 Principles of Macroeconomics

ECO 113 Principles of Microeconomics

ECO 312 Intermediate Macroeconomics

ECO 313 Intermediate Microeconomics

ECO 318 Management Science

ECO 315 Money and Banking

or ECO 415 Managerial Economics

CSC 499 Independent Study

or ECO 499 Independent Study

Computer Science Honors Major

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

Computer Science Minor

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

Prerequisites: A course must be completed with a grade of 2.0 or higher to count as a prerequisite for a computer science course.

COMPUTER SCIENCE COURSES

CSC 160 Introduction to Computer Science and Communications

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

CSC 170 Structured Programming

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

- CSC 210 Data Structures**
Data structures such as linked lists, stacks, and queues; recursion. (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 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 273 Computer Science: An Alternative Scheme I**
Study of an alternative approach to some of the most important concepts of computer science including problem-solving, simulation, object-oriented programming, functional programming, procedural and data abstraction, and program interpretation. Intended especially for non-majors. Offered concurrently with CSC 373.
- CSC 320 Algorithms**
A systematic study of algorithms and their complexity, including searching and sorting algorithms, mathematical algorithms, scheduling algorithms, and tree and graph traversal algorithms. The limitations of algorithms, Turing machines, the classes P and NP, NP-complete problems, and intractable problems. (Prereq.: CSC 210 and MAT 122 or 124 or 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 170; MAT 122 or 124 or 145)
- CSC 345 Principles of Computer Organization**
An introduction to computer architecture, processors, instruction sets, and assembly language programming. (Prereq.: CSC 210)
- 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 373 Computer Science: An Alternative Scheme II**
Continuation of CSC 273, and offered concurrently with CSC 273. Majors who have taken CSC 210 should register for CSC 373. (Prereq.: CSC 210 or 273)

- CSC 440** **Advanced Networking and Operating Systems**
Network management; client/server databases and workstations; TCP/IP and other network examples. Elements of operating systems, memory and process management, interactions among major components of computer systems, and a detailed study of the effects of computer architecture on operating systems. (Prereq.: CSC 340 and 345)
- CSC 450** **Programming Languages and Compilers I**
Principles that govern the design and implementation of programming languages. Topics include formal languages, programming language syntax and semantics, parsing, and interpretation. Emphasis on design issues. (Prereq.: CSC 320)
- CSC 451** **Programming Languages and Compilers II**
Continuation of CSC 450: compilers, data structures, control structures, and the run-time environment. Emphasis on implementation issues. (Prereq.: CSC 345 and 450)
- CSC 495** **Advanced Topics in Computer Science**
Study of advanced topics from areas of computer science not included in other courses. This course may be repeated, but may not be counted more than twice as part of the requirements for the major. (Prereq.: Consent of instructor)

Internships and Independent Study Courses:

- CSC 199** **Internship**
See description on page 85.
- CSC 299** **Directed Study**
See description on page 86.
- CSC 399** **Internship**
See description on page 85.
- CSC 499** **Independent Study/Research**
See description on page 86.

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 that 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 include 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 Asian Studies Faculty

Martha Johnson, Director

DEGREE AND MAJOR REQUIREMENTS

Major in East Asian Studies

Nine courses are required for the major. 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 another 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

Hamline University offers elementary and intermediate courses in Chinese. Macalester College and the University of St. Thomas offer elementary and intermediate courses in Japanese. 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 may also 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 that would complement other disciplines.

Note: Interim courses or new courses related to the East 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—Martha Johnson, 330-1715; Hamline—Richard Kagan, 641-2433; Macalester—Yue-him Tam, 696-6262; St. Catherine—Martha Hardesty, 690-6189; St. Thomas—Robert Foy, 962-5603.

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 Asian Philosophy
- POL 363 Russian and Chinese Foreign Policy
- REL 356 History of Religions
- THR 245 Introduction to Asian and Asian American Theatre

Students may also take independent studies (299, 499) or topics courses relating to East Asian studies in various departments, subject to consent of instructor and approval of program director.

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

Currently, four majors are offered. 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. Computational economics meets the challenge of the changing career opportunities in the fields of economics and computer science. Finally, the combined economics/business administration major is designed for those who want more flexibility in planning their program of study.

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, private and public international service, and industrial relations. A degree in economics may prove to be a valuable credential.

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.

Transfer students majoring in the economics department must take at least four upper division economics courses at Augsburg, one of which must be ECO 312 or 313.

Internships are recommended. Students must consult with the department chair and the internship office before registering for academic credit.

Economics Faculty

Jeanne Boeh, Satya P. Gupta, 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 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

Students planning to attend graduate school in quantitative areas are strongly recommended to at least minor in math and take some computer science courses. Consult an adviser for specific course suggestions.

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
 ECO318 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
 PHI120 Ethics
 or PHI 125 Ethics and Human Identity

Major in Computational Economics

See Computer Science, page 117.

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 that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education 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 by consulting with the department chair.

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 or 495 Topics: Consumer Economics, Research Methods for Economics and Business, Advanced Economic Theory, Decision-Making With Finite Markov Chains, Soviet Economy, Economics of Mutual Funds, and Health Economics.

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, e.g., crime prevention, education, discrimination. (This is a basic course designed for those students who do not plan to major in economics, 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 2)
- 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 2)
- 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. (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 311** **Public Finance**
Analysis of the principles of taxation and public expenditures, the impact of fiscal policy on economic activity, and debt policy and its economic implications. (Prereq.: ECO 113. Fall: alternate years)
- 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)
- 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. Spring)

- ECO 315 Money and Banking**
Functioning of the monetary and banking systems, particularly commercial banks, and the Federal Reserve System and its role in relation to aggregate economic activity. Emphasis placed on monetary theory and policy. (Prereq.: ECO 112. Fall: alternate years)
- 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: on demand)
- 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 such as transportation, marketing, portfolio selection, environmental protection, the shortest route, and inventory models. (Prereq.: ECO 113, MPG 3. Fall)
- 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: alternate years)
- ECO 365 Environmental Economics and Sustainable Development**
This course addresses the environmental problems such as tropical deforestation, despoilation of air and water, ozone depletion, and global warming that arise in the process of economic development to better the standard of living of the developed and developing countries. (Prereq.: ECO 112 or 113. On demand)
- 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, and an analysis of economic problems of relevance to management. (Prereq.: MIS 379, ECO 313. On demand)

ECO 416 Mathematical Economics

Mathematical economics with emphasis on the application of mathematical tools to the areas of micro- and macroeconomic 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.

*Internships and Independent Study Courses:***ECO 199 Internship**

See description on page 85.

ECO 299 Directed Study

See description on page 86.

ECO 399 Internship

See description on page 85. (Prereq.: Completion of 50 percent of major or consent of instructor)

ECO 499 Independent Study/Research

See description on page 86.

The Department of Education maintains liberal-arts based teacher education programs that are accredited by the Minnesota Board of Teaching and the National Council for Accreditation of Teacher Education (NCATE). These programs lead to recommendations for endorsements or licensure by the State of Minnesota for kindergarten, elementary, a wide variety of secondary subject areas, and K-12 licenses in art, health, music, or physical education.

Students must apply for acceptance into the education department prior to beginning 300-400 level courses. State law requires completion of the PPST-PRAXIS Exam prior to beginning 300-400 level courses. Students complete a semester of full-time student teaching within the department's 45-mile service area.

The education department offers non-licensure majors in elementary education and education studies.

All students are expected to obtain an education department adviser at the outset of coursework. All students are expected to become knowledgeable of student programs and hand books, and follow through with department policies.

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 Twin Cities area under direct Augsburg faculty supervision.

Education Faculty

Rich Germundsen (Chair), Mary Ann Bayless, Linda Dyer, Joseph Erickson, Jeanine Gregoire, Gretchen Irvine, Anne Jensen, Susan O'Connor, Vicki Olson, Jean Strait, Barbara West

Note: Major changes in Minnesota teacher licensure will be implemented in the fall of 1998 and beyond. At the date of this catalog printing those changes have yet to be announced. All candidates for teacher licensure will have to meet the standards set by the state and meet the state's timeline requirements. Teacher candidates are expected to maintain frequent contact with an education department faculty adviser and to stay informed about their license program requirements.

DEGREE AND MAJOR REQUIREMENTS**Elementary Major and Licensure Requirements:**

- EDU 210 Learning and Development in an Educational Setting (1)
- EDU 265 Orientation to Education in an Urban Setting and Field Experience (1)
- EDU 341 Media Technology (.5)
- EDE 351 Techniques of Teaching Reading (1)
- EDE 352 Creating Learning Environments: Kindergarten-Elementary and Field Experience (1)
- EDE 381 Kindergarten-Elementary Curriculum: Art, Music (.5)
- EDE 382 Kindergarten-Elementary Curriculum: Mathematics (.5)
- EDE 383 Kindergarten-Elementary Curriculum: Physical Education (1)
- EDE 384 Kindergarten-Elementary Curriculum: Social Studies, Thematic Studies (.5)
- EDE 386 Kindergarten-Elementary Curriculum: Children's Literature (.5)
- EDE 387 Kindergarten-Elementary Curriculum: Language Arts (.5)
- EDU 388 Human Relations (.5)
- EDE 481, 482, 483 Student Teaching K-6 (3)
- EDE 484 Student Teaching K-6 (optional) (1)
- HPE 115 Health and Chemical Dependency Education (.5)
- HPE 116 Health Concepts for Educators (5)
- PHY 103 Conceptual Physics (1)
- or MAT 131 Mathematics for the Liberal Arts (1)
- and EDE 377 K-El Science Methods (WEC only) (1)

Beginning August 1, 2000, the State of Minnesota will begin requiring specific supporting concentrations of study as a part of all elementary teacher licenses. Students must select and complete a coursework program in one of the following concentration areas: English, mathematics, science, social studies, or world language. Please consult with an education department adviser to determine how many courses your concentration area will require.

Students who complete their licensure prior to August 1, 2000, may use any approved college minor as their supporting area.

Students who entered the College under a previous catalog and who will complete their licensure program after August 1, 2000, must complete the new concentration requirement and meet any other new state policies for licensure.

If students also desire kindergarten endorsement, EDE 375 Discovery Learning in the World of Kindergarten is required.

A GPA of 2.5 overall, 2.5 in the major, 2.0 in the minor, and grades of P in student teaching courses are required for licensure, as well as minimum grades of 2.0 in all education courses. The equivalent of two full courses graded P/N, plus student teaching is the maximum allowed for the elementary education major. P/N grades for EDU 388 Human Relations and student teaching are counted in the eight P/N graded course maximum allowed for graduation for all elementary and secondary teacher education degree students. The criteria for acceptance into the department licensure program are available in the Department of Education.

Must have minor / concentration

ELEMENTARY EDUCATION COURSES

- PHY 103 **Conceptual Physics****
(See Department of Physics for course description.)
- 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.
- EDU 341 **Media Technology (.5 course)****
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio-visual materials for teaching/learning situations. Computer training will be included in this course. (Prereq.: PPST and admission to department)
- EDE 351 **Techniques of Teaching Reading****
The study and utilization of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. (Prereq.: PPST and admission to department)
- 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 and admission to department)
- 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, junior/senior standing, enrollment as close to student teaching as possible, and admission to department)
- 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 and admission to department)
- EDE 382 **Kindergarten-Elementary Curriculum: Mathematics (.5 course)****
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Laboratory experiences. (Prereq.: PPST and admission to department)

- 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 and admission to department)
- 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 and admission to department)
- 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 and admission to department)
- 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, and admission to department)
- 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)
- EDS 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. (Prereq.: All K-Elementary coursework satisfactorily completed, admission into the education department licensure program, PPST. P/N grading only.)
- EDU 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).

Internships and Independent Study Courses:

- EDE 199 Internship**
See description on page 85.
- EDE 299 Directed Study**
See description on page 86.
- EDE 399 Internship**
See description on page 85.
- EDE 499 Independent Study/Research**
See description on page 86. 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.

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 Development in an Educational Setting
- EDU 265 Orientation to Education in an Urban Setting and Field Experience
- EDU 341 Media Technology
- 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/Seminar
- EDS 484 Student Teaching/Seminar (for art, health, music, and physical education teaching majors)
- HPE 114 Health and Safety Education (or equivalent) (for art, health, music, and physical education teaching majors)
- HPE 115 Health and Chemical Dependency Education
- HPE 116 Health Concepts for Educators Methods course in major/minor areas

GPA of 2.5 overall, 2.5 in education, 2.5 in teaching major/minor and P in student teaching required. All required EDU/EDS courses must have a grade of 2.0 or higher. PPST and acceptance into the Augsburg licensure program required. Criteria for admission to the program are available in the education department.

Art, Health, Music, and Physical Education Licensure

Students preparing for licensure in one of these areas follow the secondary education program even though they plan 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 EDS 354, the art major will register for EDS 361, 362; the music major for EDS 355-359. **Note:** Recommendation for teacher licensure in music is granted only to students who successfully complete the requirements for the bachelor of music education major.

Art, health, 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, and Spanish), see Department of

Modern Languages for information on the required competency exams.

Licensing in a Minor Field

At the time of printing this catalog, the State of Minnesota has not announced a plan by which students will be able to license in minor areas beyond August 1, 2000. Students should consult with an education department adviser to determine if this option continues.

Teacher licensure is available (prior to August 1, 2000) in several minor fields providing the student has a 2.5 GPA in that field, has completed the methods course for that field, and has student taught in the field. Students may not student teach in a minor only.

Students who entered the College under a previous catalog and who will complete their licensure after August 1, 2000, must complete the new state policies for licensure.

(Also see natural science licensure on page 206 and social studies licensure on page 245.) Completion of some license programs may require use of ACTC courses.

SECONDARY EDUCATION COURSES

- 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)

- EDU 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.
- EDU 341 Media Technology (.5 course)**
(See Elementary Education for course description. Prereq.: PPST and admission to department)
- 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 and admission to department)
- EDS 354 Creating Learning Environments: Secondary and Field Experience**
The mastery of theories and their applications for teaching in learning settings. Laboratory experiences. (Prereq.: PPST and admission to department)
- 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, PPST, and admission to department. Spring)
- EDS 356, 357, 358, 359 Music Methods: Brass and Percussion, Woodwinds, Strings, Vocal (.5 course each)**
Study and application of instructional methods, materials, and techniques. Courses offered on two-year cycle. Even year: woodwinds, vocals. Odd year: brass and percussion, strings. (Prereq.: PPST and admission to department)
- 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, PPST, and admission to department. 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 EDS 361. Prereq.: EDS 354, PPST, and admission to department. 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, PPST, and admission to department. Joint day school and WEC. Fall)

- HPE 365 Physical Education Methods (K-6)**
(See Department of Health and Physical Education for course description.
Prereq.: PPST and admission to department)
- EDS 366 Modern Language Methods (.5 course)**
World language learning theory. The theory and practice of world language teaching. (Prereq.: EDS 354, PPST, and admission to department. Consult with the modern languages department. Joint day school and WEC. Fall)
- HPE 368 Physical Education Methods (7-12) (.5 course)**
(See Department of Health and Physical Education for course description.
Prereq.: PPST and admission to department)
- 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, PPST, and admission department. 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, PPST, and admission to department. Joint day school and WEC. Fall: 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, PPST, and admission to department. 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, PPST, and admission to department. Spring)
- EDU 388 Human Relations (.5 course)**
(See Elementary Education for course description. Open to all.)
- 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, PPST, and admission to department)

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 and four courses required of K-12 art, music, and physical education licensure majors. Four or more courses required of double majors. (Prereq.: completion of all education coursework and admission to the department, PPST. P/N grading only)

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).

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

HPE 410 Administration and Supervision of the School Health Program

(See Department of Health and Physical Education for course description. Prereq.: PPST and admission to department)

Internships and Independent Study Courses:

EDS 199 Internship

See description on page 85. Student must consult with the departmental internship coordinator before registering for academic credit.

EDS 299 Directed Study

See description on page 86.

EDS 399 Internship

See description on page 85. Prior to the beginning of the term, interested students should consult with the departmental internship coordinator regarding requirements and permission to register.

EDS 499 Independent Study/Research

See description on page 86. A projected program must be outlined that meets the approval of education faculty.

DEGREE AND MAJOR REQUIREMENTS**Non-Licensure Education Studies Major**

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

or EDU 264 Orientation to Education (.5 credit)

with EDS 252/EDE 263 Clinical Experience

EDU 210 Learning and Development in an Educational Setting

EDU 353 International Education

EDE 352 or EDS 354 Creative Learning Environments

EDE 386 Kindergarten-Elementary Curriculum: Children's Literature

EDU 388 Human Relations

EDE or EDS 399 Internship

EDS 478 School and Society

A. Select one from the following:

ENG 223 Writing for Business and the Professions

POL 325 Public Administration

PSY 357 Behavior Analysis

PSY 230 and 330 Research Methods I & II

SOC 349 Complex Organizations

SOC 362 and 363 Statistical Analysis and Research Methods

B. Select one from the following:

PSY 357 Behavior Analysis

PSY 359 Psychological Assessment

PSY 361 Personality

PSY 371 Psychology of Gender

SPC 345 Organizational Communication

SWK 301 History and Analysis of Social Policy

Other A, B course options may be possible. Students must achieve a minimum grade of 2.0 in each education course. A minimum GPA of 2.0 in the major is required for graduation.

Non-Licensure Elementary Education Major

Complete the same coursework as listed in the elementary major but delete the student teaching courses (EDE 481-484). Complete two additional courses from the following:

EDU 353 International Education

EDE 399 Internship

ENG 223 Writing for Business and the Professions

POL 325 Public Administration

PSY 355 Biopsychology

PSY 356 Environmental Psychology

PSY 359 Psychological Assessment

SOC 349 Complex Organizations

SPC 345 Organizational Communication

SWK 301 History and Analysis of Social Policy

Other course options may be possible. Complete an academic minor or second major. Minimum grade of 2.0 is required in all education courses. A cumulative major and minor GPA of 2.0 is required for graduation.

Minor

The special education minor offers six courses (five plus one prereq. for PSY course) that encompass an interdisciplinary perspective related to the field of disability. The minor is designed to fit the needs of students in various disciplines interested in disability issues. This minor consists of a minimum of six courses:

- EDU 282 Introduction to Special Education
- EDU 491 Practicum and Seminar in Special Education
- SOC 231 Family Systems: A Cross-Cultural Perspective
- PSY 102 The Individual in a Social World
- or PSY 105 Principles of Psychology (either course is a required prerequisite for PSY 351, 352, 353, or 357)

Choose one from the following:

- PSY 351 Developmental Psychology: Child
- PSY 352 Developmental Psychology: Adolescent and Young Adult
- PSY 353 Developmental Psychology: Middle and Older Adult

One course from the following:

- SOC 265 Culture, Ethnicity, Gender, and Race
- SWK 260 Humans Developing
- SWK 301 History and Analysis of Social Policy
- EDU 495 Topics in Education: (Topics in Special Education Only)
- PSY 357 Behavior Analysis
- PSY 359 Psychological Assessment

Students should contact the director of special education at the outset of coursework.

SPECIAL EDUCATION COURSES**EDU 282 Introduction to Special Education**

An introduction to issues facing people with disabilities. Critical issues related to schools, family, and society are examined, as well as existing attitudinal barriers and current methods of support. (Open to all. 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. Open to all. Spring)

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

University of Minnesota

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

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 com-

plete 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 are required:

MAT 145	Calculus I
MAT 146	Calculus II
MAT 245	Calculus III
MAT 247	Modeling and Differential Equations

Additional courses to meet general education requirements and a total of 27 courses at Augsburg. Normally MAT 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 various cultures.

The Augsburg Department of English 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, journalism, government, law, the ministry, library sci-

ence, medicine, advertising, public relations, publishing, writing, and other professions and businesses.

English Faculty

Kathryn Swanson (Chair), Candyce Clayton, Robert Cowgill, Cass Dalglish, Suzanne Donksy, Douglas Green, Joan Griffin, David Hudson, Marilyn Kramer, Roseann Lloyd, Carter Meland, John Mitchell, Catherine Nicholl, Ronald Palosaari, John Schmit

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses above ENG 111, including:

- ENG 225 Intermediate Expository Writing
- ENG 245 Introduction to Literature

One course in European literature:

- ENG 271 European Literature: Homer to Dante
- or ENG 272 European Literature: 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 Before 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.

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 Oct. 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.

Concentration in Writing

Five courses in writing (above ENG 111).

OTHER REQUIREMENTS

Transfer Students

Note: Transfer undergraduate majors must take at least three of their English courses at Augsburg. Transfer students who minor in English must take at least two of their English courses at Augsburg.

Transfer English education students with a B.A. in English from another college must take at least three of their English courses at Augsburg (preferably upper division courses). These courses must be taken before the department can recommend a student for student teaching.

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.

Students in Effective Writing (ENG 111) and Developmental Writing (ENG 101) can elect the traditional grading system or P/N grading in consultation with their instructor up through the last week

of class (without special permission/petition). Students who choose to receive a traditional grade in either course will receive a grade of N if their work is below a 2.0.

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 the English Placement Test as needing additional preparation in composition. Students receive course credit, but this course 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 representative works of poetry and fiction by selected American Indian writers. Discussion and analysis on ways in which literature reflects and illuminates 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 determines placement in these courses, and testing, as well as course performance, determines whether the ESL requirement is met. Students continue in ESL until the requirement is completed but can receive credit for only two courses (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)

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)

*to formerl Exposit
essays w/ mult.
drafts
mechanics
peer review*

← in transfer must be from ENGR dept.

Expository = explanation

- 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 and broadcast media. Students consider how to recognize news, gather and verify facts, and write those facts into a news story. An introduction to legal and ethical questions is included. (Prereq.: ENG 111)
- ENG 236** **Women and Fiction**
A study of novels and short stories by women. Emphasis on the conditions that have affected women's writing (including race and class), the reflection of women's unique experiences in their writing, and the ways in which women writers have contributed to and modified the Western literary heritage.
- ENG 241** **Introduction to Cinema Art**
An investigation of the cinematic qualities, theoretical principles, and historical evolution of the film medium. 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. This course aims in particular to develop students' critical and analytical skills as the prerequisite for all upper level courses in literature.
- ENG 251** **Readings in American Literature**
An introduction to selected texts of literary and historical importance that yield an understanding of our Western heritage and contemporary American world views. Themes could include the emergence of a national identity, the shaping of a collective American memory, and the contributions to American thought by women and people of color.
- ENG 271** **European Literature: Homer to Dante**
Study of major works of Greek and Roman literature, including Homer, Virgil, Aeschylus, Sophocles, and Dante. 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.
- ENG 327 Advanced Journalism: Interviewing and Editing**
Emphasis is on interviewing, organizing, and writing the story, and editing the work of others. Students conduct interviews and critique the interview skills of others. They edit their own work and that of other writers. A brief introduction to layout and design is included. (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 pre-Romantics, 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, 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 are introduced to the primary components of linguistics, and the development of the English language. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 347 Quantitative Journalism: Computer-Assisted Reporting and Research**
This course introduces students to computer-assisted informational investigation and the interpretation of quantitative data in the writing of expository essays and news reports. This course is designed for persons wishing to explore the use of computer-assisted research and those preparing to enter the communication professions. (Prereq.: ENG 225 or ENG 227 or consent of instructor. MPG 3.)

- ENG 350 American Literature Before 1920**
Reading of selected writers from colonial times to the beginning of the 20th century. Attention given to the intellectual, social, and literary movements that stimulated the writers. The writers' continuing influence on our modern sensibility will be discussed. (Prereq.: ENG 245 or consent of instructor. Fall)
- ENG 351 American Literature Since 1920**
Writers are selected to represent the literary variety and the regional, ethnic, and racial diversity of the men and women who have responded significantly in literary works to the changing conditions of modern American life. (Prereq.: ENG 245 or consent of instructor. 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 382 Topics**
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. (Prereq.: ENG 245 or consent of instructor)
- All 400-level courses will involve some reading and study of literary criticism or, in the case of writing classes, of what writers and/or composition theorists have to say about writing.*
- 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 436 Women and Fiction**
A study of novels and short stories by women. Emphasis on the conditions that have affected women's writing (including race and class), the reflection of women's unique experience in their writing, and the ways in which women writers have contributed to and modified the Western literary heritage. Reading of theoretical essays. (Prereq.: consent of instructor)
- ENG 438 Shakespeare**
Study of major plays—comedies, histories, and tragedies. Additional plays are assigned for reading analysis. (Prereq.: ENG 245 or consent of instructor. 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. (Prereq.: consent of instructor)
- See department listing for a description of the following approved elective:*
- THR 325 Playwriting**
- Internships and Independent Study Courses:*
- ENG 199 Internship**
See description on page 85.
- ENG 299 Directed Study**
See description on page 86.
- ENG 399 Internship**
See description on page 85.
- ENG 499 Independent Study/Research**
See description on page 86. Open to junior or senior English majors with an overall GPA of 3.0 and consent of department chair.

ETHNIC STUDIES

See listing under Interdisciplinary Studies.

FOREIGN LANGUAGES

See listing under Modern Languages.

FRENCH

See listing under Modern Languages.

Some courses help to integrate learning around topics in ways that are different from the more traditional disciplines.

General Studies includes specialized academic enrichment programs, and an integrative pro-seminar created by cooperating faculty.

GENERAL STUDIES COURSES

- GST 009** **Cooperative Education** (.0 course)
A non-credit notation recognizes the academic learning inherent in an approved co-op education assignment, satisfactory completion of the evaluation process, and participation in reflection activities conducted by the Center for Service, Work, and Learning. No course credit.
- GST 100** **Critical Thinking**
A course to enhance the ability of students to analyze, synthesize, and evaluate claims, this course is designed specifically to strengthen critical thinking skills of entering students who are determined to need such skill enhancement by the entry critical thinking assessment.
- GST 140** **Introduction to the Liberal Arts**
An introduction to the philosophy of the liberal arts curriculum and improving those skills important to academic success: reading comprehension, note-taking and textbook reading, time management, vocabulary, test-taking, organization, concentration and memorization, learning style, conflict management, assertiveness training, and motivation strategies.
- GST 200** **Quantitative Reasoning**
Critical thinking about statistics as evidenced in arguments involving predictions and explanations. Topics include reading and evaluating tables, graphs, and statistical models as well as generalizations, traditional confidence intervals, and hypothesis tests. Emphasis on interpretation, evaluation, and communication. (Prereq.: MPG 3)
- 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 participate in a required seminar, completing five reflective assignments designed to introduce them to a systematic, ecological way to understand how cities function. The seminar enables the student to meet the objectives of The City Perspective. Permission of instructor. No course credit.

GERMAN

See listing under Modern Languages.

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.

The health education department prepares students for careers in school health education and wellness. This program offers a comprehensive health component in examining prevention and promotion needs for individuals, schools, and the community.

All health and physical education majors seeking licensure must receive a grade of 2.0 in all courses with an HPE prefix applying to the major.

Health and Physical Education Faculty

Carol Enke (Chair), Brian Ammann, Marilyn Florian, Paul Grauer, Alvin Kloppen, Lauri Ludeman, Patricia Murphy, Jack Osberg, Joyce Pfaff, Paul Krieger

DEGREE AND MAJOR REQUIREMENTS

HEALTH EDUCATION

Health Education Major

- | | |
|---------|----------------------------------------------------------------------------------|
| HPE 101 | Fitness For Life |
| HPE 110 | Personal and Community Health |
| HPE 114 | Health and Safety Education |
| HPE 115 | Health and Chemical Dependency Education |
| HPE 316 | Human Sexuality |
| HPE 320 | School Health Curriculum (Interim: odd years) |
| HPE 390 | Instructional Methods and Materials (Interim: even years) |
| HPE 410 | Administration and Supervision of the School Health Program (Interim: odd years) |
| HPE 450 | Current Health Issues |
| BIO 103 | Human Anatomy and Physiology |
| PSY 201 | Health Psychology |
| PSY 351 | Developmental Psychology: Child |
| | or PSY 352 Developmental Psychology: Adolescent and Young Adult |
| BIO 220 | Microbiology — w/ Lab = N/O (at St. Catherine's) |

Must have instructor's certification for CPR and first aid.

Recommended:

- | | |
|---------|-----------------------|
| HPE 355 | Tests and Measurement |
|---------|-----------------------|

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to

change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

Minor

HPE 101, 110, 114, 115, 316, 320, 390, 450, BIO 103. Students interested in the teaching minor should consult with the health education department adviser.

■ **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 Introduction to Physical Education
- HPE 220 Motor Learning
- HPE 223 Team Sports
- HPE 231 Individual and Dual Sports
- HPE 232 Dance (Interim)
- HPE 254 Introduction to Development/Adapted Physical Education
- HPE 275 Prevention and Care of Athletic Injuries (Interim)
- 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
- BIO 103 Human Anatomy and Physiology

Teaching Licensure Major

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

Minor

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

Coaching (not a major)

- Minnesota Board of Teaching Statute 3512.3100 Employment of Head Varsity Coaches of Interscholastic Sports in Senior High Schools requires:
- HPE 114 Health and Safety Education
 - HPE 275 Prevention and Care of Athletic Injuries
 - HPE 280 Coaching Theory (Interim, odd years)

Internship in Athletic Training requires:

- BIO 103 Human Anatomy and Physiology
 - HPE 110 Personal and Community Health
 - HPE 114 Health and Safety Education
 - HPE 275 Prevention and Care of Athletic Injuries
 - HPE 350 Kinesiology
 - HPE 351 Physiology of Exercise
- And advanced athletic training (ACTC schools)

Also required: 1,500 hours of practical experience under the direction of a Certified Athletic Trainer.

HEALTH AND PHYSICAL EDUCATION COURSES**■ HEALTH EDUCATION**

- HPE 101 Fitness For Life**
A course designed to provide the knowledge and skills to modify personal health and fitness. (Fall and Spring)
- HPE 110 Personal and Community Health**
Modern concepts and practices of health and healthful living applied to the individual and the community. (Fall)
- 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. (Fall, Spring)
- 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. (Fall, Spring)
- 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. (Fall, Spring)
- HPE 299 Directed Study**
Independent study for lower division credit.
- HPE 316 Human Sexuality**
A study of the psychological, social, and biological components of human sexuality. (Open to all students. Spring)
- HPE 355 Tests and Measurement (.5 course)**
Survey of basic statistical procedures and evaluation of tests in health and physical education. (Fall)
- HPE 450 Current Health Issues (.5 course)**
This course uses “critical thinking” skills to examine current health issues in text and media from a sociological, political, economic, and medical perspective. (Prereq.: HPE 110. Fall: even years)

■ PHYSICAL EDUCATION

HPE 002, 003 Lifetime Sports (.0 course)

Three hours per week. Two lifetime sports meet the general education requirements. No course credit. (Fall, Spring)

HPE 101 Fitness for Life

A course designed to provide the knowledge and skills to modify personal health and fitness. (Fall, Spring)

HPE 210 Introduction to Physical Education (.5 course)

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

HPE 220 Motor Learning (.5 course)

The study of the processes associated with developing motor skills relative to physical activity. (Spring)

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. (Fall)

HPE 323 Team Sports

Theory and practice in team sports including history, rules, and skill development. (Spring)

HPE 331 Individual and Dual Sports (.5)

Theory and practice in skills, teaching, and officiating individual and dual sports including history, rules, and skill development. (Fall)

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. Fall)

HPE 350 Kinesiology (.5 course)

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

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. (Spring)

- HPE 355 Tests and Measurement (.5 course)**
Survey of basic statistical procedures and evaluation of tests in health and physical education. (Fall)
- 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. Fall)
- 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. Spring)
- HPE 473 Physical Education Curriculum (.5 course)**
Examination and preparation of materials and resources for physical education with laboratory experience. (Prereq.: HPE 210. Fall)

Internships and Independent Study Courses:

- HPE 199 Internship**
See description on page 85.
- HPE 299 Directed Study**
See description on page 86.
- HPE 399 Internship**
See description on page 85.
- HPE 499 Independent Study/Research**
See description on page 86. 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 that makes scattered individuals into a community."

The study of history enables us to deal more knowledgeably with continuity and change in society. The construction of an informed sense of our past is a fundamental ingredient in appreciating and understanding the present as well as anticipating the future. History majors are prepared to be active and contributing members of their society. The study of history, which has long held a major role in the liberal arts, is an entry to elementary and secondary education, graduate study in several fields, and a wide range of employment opportunities that require abilities in communication, conceptualization, and processing of information.

History Faculty

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

DEGREE AND MAJOR REQUIREMENTS

Major

Eight courses plus the 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 that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education 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 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 195 Topics in History**
An introduction to selected historical topics not regularly offered in lower division classes. The specific topics to be offered will be announced prior to registration.
- HIS 220 America to 1815**
A survey of the contacts between American, African, and European cultures and the political, religious, and racial diversity that formed colonial life, including a study of independence, expansion, and democratization of the new republic.
- HIS 221 19th-Century U.S.**
A survey emphasizing cultural, social, political, and economic changes resulting from immigration, expansion, sectionalism, slavery, Civil War, and Reconstruction.
- HIS 222 20th-Century U.S.**
A survey 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**
The Minneapolis and St. Paul area serve as a case study for the themes of frontier urbanization, industrialization, and economic change; transportation, immigration, and ethnicity; and urban politics and reform.

- HIS 228 American Legal History**
An examination of the social, economic, and intellectual factors in American history that, combined with English and colonial antecedents, contributed to the emergence of our modern legal system.
- HIS 231 Scandinavian History: Prehistoric to 1750**
An introduction to the settlement and development of Scandinavian countries. Emphasis on topics such as the Vikings and Scandinavia's impact on and contributions to the development of European society.
- HIS 232 Scandinavian History: 1750 to the Present**
An introduction to the history of Scandinavian countries from the early modern period to the present with an emphasis on the place of Scandinavian society in European and world history.
- HIS 241 Topics in African American History**
Selected topics in African American history not regularly examined in other departmental offerings. The specific topics to be offered will be announced prior to registration.
- HIS 242 History of African American Civil Rights, 1619-1915**
A survey of the development of African American civil rights focusing on legal, economic, and political issues influenced by race and class, emphasizing emancipation and integration of slaves and former slaves.
- HIS 243 History of African American Civil Rights, 1915-1972**
A continuation of HIS 242 with special emphasis on the contributions of W. E. B. DuBois, Marcus Garvey, A. Philip Randall, Charles Houston, Thurgood Marshall, and Martin Luther King, Jr.
- HIS 311 Topics in Women's History**
Exploration of selected topics in women's history not regularly examined in other departmental offerings. The specific topic to be offered will be announced prior to registration.
- HIS 323 Modern China**
A selective treatment of Chinese history since the Opium War of 1839; the erosion of China's isolation and collapse of the imperial system; and the Nationalist and Communist revolutions of the 20th century.
- 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, emphasizing changing definitions of war and peace, tensions between internationalism and isolationism, the emergence of the U.S. as an economic and military power.

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 336

American Labor History

A survey of the history of work and the worker, primarily in the late 19th and 20th centuries, emphasizing the nature of work, working class life and community, evaluation of organized labor, and the relationship of workers and union to the state.

HIS 346

Namibia and South Africa: A Historical Perspective

A survey 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. (See page 170 in 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.

HIS 352

Modern Germany

A survey of the social, political, and cultural development of modern Germany, focusing on the question of Germany's *sonderweg* (special path) and examining such topics as romanticism, unification, the rise of national socialism, and the Holocaust.

HIS 354

Britain and the Commonwealth Since 1688

This course will take a distinctively interdisciplinary approach (sources will include literature, film, music, and artwork) to explore a period of dramatic change in British politics, society, culture, and international status.

HIS 360

The Ancient Near East and Greece to 338 B.C.

Civilization of 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.

Alexander's Empire, the Hellenistic kingdoms, and the rise of Rome as the world's greatest power, emphasizing personalities, the arts, and Rome's contributions in law and the political process.

OK ~~346~~
ADD HIS 348

- HIS 370 The Late Middle Ages to 1560s**
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 380 The History of Women in the West to 1870**
A thematic and comparative examination with primary focus on Europe and North America, emphasizing changing conceptions of women's work, public roles, sexuality, life cycles, and familial roles in the Renaissance, early American, Enlightenment, and Victorian periods.
- HIS 381 The History of Women in the West Since 1870**
With attention to class, racial, and ethnic differences among women, this class examines the changing legal, political, economic, social, and sexual status of women in Europe and North America since the Victorian period.
- HIS 440 Topics in World History**
This course will investigate topics in world history that are not included in regular course offerings. The specific topics to be offered will be announced prior to registration.
- HIS 474 The World and the West**
Europe's discovery of the rest of the world, cultural interaction and conflict, the building of European empires in Asia and the Americas, and 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 coursework. Selected topics will be announced prior to registration. Permission of the instructor is required. (Offered at least once each year, during the fall term.)

Internships and Independent Study Courses:

- HIS 199 Internship**
See description on page 85.
- HIS 299 Directed Study**
See description on page 86. A maximum of one course in directed study may be applied to the major.
- HIS 399 Internship**
See description on page 85.
- HIS 499 Independent Study/Research**
See description on page 86. A maximum of one course in independent study may be applied to the major. (Prereq.: 3.5 GPA in history)

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

Augsburg also offers students the opportunity to major and minor in Women's Studies, and to minor in metro-urban studies and American Indian studies.

For other interdisciplinary course listings, see International Studies.

AMERICAN INDIAN STUDIES

American Indian studies is a minor that gives students the opportunity to learn about the original, indigenous cultures of

North America. Courses are cross-disciplinary, representing the religion, modern language, art, history, English, and women's studies departments. Interdisciplinary courses are offered as well in cinema and contemporary issues. This integrated course of study exposes students to the beauty and richness of the diverse tribal cultures still existing in our country today.

Coordinator

Virginia Allery

Minor

Students must take five courses in American Indian studies to get a minor. The only requirements are INS 105 and at least one upper division course. These 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, 112 Beginning Ojibwe

(See Department of Modern Languages for course description.)

ENG 216

American Indian Literature

(See Department of English 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 Program.)

- 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.
- INS 264** **American Indians in the Cinema**
 Various images of the North American Indian, created by Hollywood and television, are studied. Films from 1913 to the present are viewed in order to provide an understanding of how American Indians were portrayed in film historically, how this image has evolved over the past century, and how it is reflective of Western cultural ideologies.
- ART 290** **Tribal Arts and Culture**
 (See Department of Art 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 Department of History for course description.)
- REL 370** **American Indian Spirituality and Philosophical Thought**
 (See Department of Religion for course description.)

ETHNIC STUDIES COURSES

- REL 231** **Religion in African American History**
 (See Department of Religion for course description.)
- INS 225** **Introduction to Islam**
 The course covers the ideological foundations of Islam, its basic concepts and tenets, Islamic law (Shari'ah), Islamic economic and political systems, and Islamic patterns of life.
- 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 Department of History for course description.)

METRO-URBAN STUDIES—INS

Metro-urban studies is a multidisciplinary major and minor taught by faculty in sociology, economics, history, political science, psychology, and other related disciplines. Metro-urban studies is designed to blend classroom and field experience, theory, and internships that focus the content of liberal learning on the metropolitan community and the process of urbanization.

Metro-urban studies and the general education Perspective on The City 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 and contribute to the metropolitan community. The metro-urban studies major and minor also provide undergraduate preparation for postgraduate studies in planning, architecture, law, public administration, environmental studies, social welfare, government, community organization, and theology.

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 Colleges of Urban Affairs (HECUA) and Associated Colleges of the Twin Cities (ACTC) enrich the overall program with additional courses and semester-long programs.

Metro-Urban Studies Faculty

Gary Hesser (Director, SOC), Andrew Aoki (POL), Jeanne Boeh, (ECO), Norman Ferguson (PSY), Chris Kimball (HIS), Michael O'Neal (SOC), Michael Shock (SWK)

DEGREE AND MAJOR REQUIREMENTS

Major

10 courses including:

- POL 122 Metropolitan Complex
 SOC 211 Community and the Modern
 Metroplis
 HIS 225 History of the Twin Cities
 HIS 335 Urban American History
 PSY 356 Environmental Psychology
 SOC 362 Statistical Analysis
 or POL 483 Political/Statistics/
 Methodology
 SOC 363 Research Methods
 or POL 484 Political Analysis Seminar
 SOC 381 The City and Metro-Urban
 Planning
 INS 399 Internship

Plus one additional approved urban-related course. (Courses fulfilling The City Perspective generally meet the urban-related requirement.)

HECUA off-campus programs are highly recommended, especially the Metro-Urban Studies Term (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: PSY 356, HIS 335, SOC 381, or INS 399.

The INS 399 Internship is highly recommended where appropriate. Other combinations are feasible if approved by the director of the program.

METRO-URBAN STUDIES COURSES

Internships and Independent Study Courses:

- INS 199 Internship**
See description on page 85.
- INS 299 Directed Study**
See description on page 86. (Prereq.: POL 122 or SOC 211)
- INS 399 Internship**
See description on page 85. Internships place students with sponsoring organizations that provide supervised work experience for a minimum of 10 hours a week.
- INS 498 Independent Study—Metropolitan Resources**
An independently-designed course developed by a student (or group of students), utilizing the metropolitan resources available, 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/Research**
See description on page 86. (Prereq.: POL 484 or SOC 363)

■ **URBAN STUDIES OPTIONS THROUGH HECUA**

Augsburg co-founded and plays a leading role in the Higher Education Consortium for Urban Affairs. Through

HECUA, Augsburg students have access to six interdisciplinary field learning programs of exceptional quality, located in Scandinavia, South America, Central America, and the Twin Cities.

Also 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 Internship (2 course credits)**
See description on page 85.

II. City Arts

Study of 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 life experiences and works of artists, cultural workers, and community organizers for understanding the differences between formal institutional art and community-based art forms. Interviews and participant observation at arts performances and cultural events.

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 **Internship** **(2 course credits)**
 See description on page 85.

III. See HECUA under International Studies (SUST, SAUS, CILA, and CUSLA)**NORDIC AREA STUDIES—NAS**

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.

Coordinator

Frankie Shackelford

Major

Eight upper division courses.

Minor

Four upper division courses.

Other Requirements

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 coordinator. 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 Department of Modern Languages.

Recommended supporting preparation: Study abroad through International Partners, or SUST (See International Studies, International Partners, and Scandinavian Urban Studies Term); independent study in Denmark, Norway, Sweden, Finland or Iceland; 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

- HIS 231** **Scandinavian History: Prehistoric to 1750**
An introduction to the settlement and development of Scandinavian countries. Emphasis on topics such as the Vikings and Scandinavia's impact on and contributions to the development of European society.
- HIS 232** **Scandinavian History: 1750 to the Present**
An introduction to the history of Scandinavian countries from the early modern period to the present with an emphasis on the place of Scandinavian society in European and world history.
- NAS 330** **Contemporary Norden**
A broad survey of Nordic culture with special emphasis on conditions and developments in the 20th century. No knowledge of Scandinavian language required.
- NAS 351** **The Modern Nordic Novel**
Lectures illustrate the development of the Nordic novel. Class discussion is based on reading selected works in translation 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 Nordic drama. Norwegian majors will 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 Department of Art)
- 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)

Internships and Independent Study Courses:

- NAS 199** **Internship**
See description on page 85.
- NAS 299** **Directed Study**
See description on page 86.
- NAS 399** **Internship**
See description on page 85.
- NAS 499** **Independent Study/Research**
See description on page 86.

WOMEN'S STUDIES

For degree and major requirements see page 263.

INTERNATIONAL RELATIONS

International Relations is an interdisciplinary major that 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

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, 364, 368, 465, 466
ECO 314, 317, 360, 365
HIS 346, 352, 354, 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, NAS 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 honors thesis no later than March 1 of the senior year and must defend the thesis before a faculty committee. Students should declare their intention to complete an honors 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 language 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 aims to increase intercultural competency and reflects the College's strong commitment to internationalism. Programs administered by the Center for Global Education, by International Partners, and by the Higher Education Consortium for Urban Affairs (HECUA) offer excellent opportunities for rigorous academic work, greater understanding of cross-cultural issues, and exploration of the benefits of global citizenship.

Study abroad is an integral part of several majors at Augsburg, but will add an international dimension to any academic program. 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 appropriate program directors and faculty before departure.

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 or through International Partners. Applications are due December 15 for study off campus for the next year. The cost for many programs is equivalent to full room, board, and tuition for on-campus study, plus airfare. Financial aid is granted on the same basis as on-campus study.

■ THE CENTER FOR GLOBAL EDUCATION

The Center for Global Education facilitates sound academic experiences that prepare people to think more critically about global issues and to work toward a more just and sustainable world. The center's cross-cultural programs explore a diversity of viewpoints and are grounded in the perspective of the poor and of others struggling for justice and human dignity.

The center's study programs are conducted in Mexico, Central America, and Namibia. 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: from Mexico to Central America, and Namibia to South Africa.

International study programs administered by the Center for Global Education and approved through Augsburg are listed below. For information on these programs, contact the academic programs abroad office.

■ INTERNATIONAL PARTNERS

The International Partners Program combines rigorous academic work with daily immersion in another culture. It offers students an opportunity to study abroad with outstanding faculty and to gain practical experience overseas in their major fields.

The program is founded on reciprocal agreements with selected institutions of higher learning in Europe and Japan. Under these agreements International Partner students from abroad receive part of their academic training at Augsburg, and qualified Augsburg students are guaranteed admission to partner institutions, where courses are pre-approved for credit toward graduation requirements at Augsburg.

Study abroad through International Partners emphasizes business, education, and social work, but is not limited to these fields. The study program may be for one year, one semester, a one-month Interim, or a summer session. Participation may be on an individual basis or as part of a student group accompanied by Augsburg faculty. For further information, contact the International Partners office.

■ THE HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS (HECUA)

Augsburg, in consortium with other colleges and universities, offers programs through HECUA in four 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 and field study. The cost 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.

International study programs administered by HECUA and approved through Augsburg are listed below. For information on these programs, contact the academic programs abroad office at the Center for Global Education.

CENTER FOR GLOBAL EDUCATION COURSES**■ WOMEN AND DEVELOPMENT: LATIN AMERICAN PERSPECTIVES (MEXICO)—
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. Application deadline is April 1.

SPA 116, 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for four weeks at the beginning of the semester, taught by Mexican instructors. (Required course. Placement level determined by program director.)

SPA 356 20th-Century Voices

Students examine issues of social change through the voices of contemporary Latin American writers. Attention is given to short stories, poetry, and testimonials of indigenous peoples and Central American refugees.

INS 311 The Development Process

Students 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 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. (Required course.)

REL 366 The Church and Social Change in Latin America

A study of the dominant theological perspectives that have shaped Latin America culture and politics. Focuses on the relationship between theology and social/political transformation.

■ GENDER AND THE ENVIRONMENT: LATIN AMERICAN PERSPECTIVES (MEXICO)—SPRING

This program introduces students to the socio-economic and political issues of the region with a focus on the impact of environmental policies on the lives of women and men from varying economic classes and ethnic groups in Mexico and Central America. Students examine this complex web of issues and how the people of Mexico are responding to pressures on family, society, and the natural environment. Application deadline is Oct. 15.

SPA 116, 216, 316 Intensive Individualized Spanish

Intensive, individualized instruction for several hours a day for four weeks, taught by Mexican instructors. (Placement level determined by program director.)

SPA 356 20th-Century Voices

Students examine issues of social change through the voices of contemporary Latin American writers. Attention is given to short stories, poetry, and testimonials of indigenous peoples and Central American refugees.

SOC 286 Social Stratification

A study of social stratification theory, focusing on its application in the Latin American context. Special attention will be given to the forms, causes, and consequences of gender, class, and racial/ethnic stratification in Mexico.

REL 311 Theology, Ethics, and the Environment

An overview of contemporary environmental theology and theologically-based approaches to environmental ethics using case studies of environmental problems in Mexico and Central America.

■ MULTICULTURAL SOCIETIES IN TRANSITION: SOUTHERN AFRICA PERSPECTIVES (NAMIBIA)—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. Application deadline is April 1.

INS 312 The Development Process—Southern Africa

This course provides the opportunity to reflect critically on issues of development, hunger, injustice, and human rights and examines 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.

HIS 346 **Namibia and South Africa: A 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.

POL 353 **Political and Social Change in Namibia: A Comparative Perspective**
 This course is an integrative seminar for the semester and examines the legacy of apartheid in Namibia with particular focus on the social and political movements that have evolved in the struggle for independence.

INS 499 **Internships**

■ **SUSTAINABLE DEVELOPMENT AND SOCIAL CHANGE: GUATEMALA, EL SALVADOR, NICARAGUA—FALL**

This program introduces students to the key issues facing the Central Americans. For two decades the people of Central America have been in upheaval and have experienced fundamental social and political change. Students examine the impact of revolution and civil war on the lives and culture of the people and the environment of Guatemala, El Salvador, and Nicaragua. Application deadline is April 1.

SPA 116, 216, 316 Intensive Individualized Spanish
 Intensive, individualized instruction for several hours a day for four weeks at the beginning of the semester, taught by Guatemalan instructors. (Placement level determined by program director.)

INS 267 **Contemporary Social Movement in Central America**
 This course focuses on social movements in the region and their relationship to the environment. Students explore impact of ongoing colonization and modernization on indigenous cultures.

ECO 325 **Topics: Sustainable Economic Development**
 This course examines the concepts of economic development and growth in the "third world." Students are introduced to the theories of economic development and definitions of sustainable development. They study the relationship between economic development and ecological damage.

REL 366 **Church and Social Change in Latin America**
 This course explores the role of religion in Latin American societies, past and present, given the factors of political oppression and social injustice. Students examine the "theologies of liberation."

■ WOMEN AND DEVELOPMENT: SOUTHERN AFRICAN PERSPECTIVES (NAMIBIA)—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. Application deadline is Oct. 15.

SOC 236 **Family Systems and Social Policy in Southern Africa**

Using a cross-cultural approach, this course examines 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.

INS 312 **The Development Process—Southern Africa**

This course provides 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 examines basic theories of development.

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 meet with people representing a variety of religious perspectives and roles within churches and religious organizations.

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.

INS 499 **Internships**

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 languages department for language credit.

- INS 377** **Scandinavia in the World**
Exploration of Scandinavian viewpoints as small power nations in a world of superpowers and their role in issues of peace, conflict resolution and arms control, East-West relations, European security, trade, and the Third World.
- 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 (theatres, 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** **Internships** (Students may choose either INS 373 or 499)

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

This semester-in-the-city program is located in either Bogotá, 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.
- 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** **Internships**

■ COMMUNITY INTERNSHIPS IN LATIN AMERICA (CILA)

CILA combines an internship, independent study and seminars on community participation, and development in the Latin American urban setting. Based in Bogotá, Colombia, students live with local families, work in an agency three days a week, and meet as a group twice a week.

INS 366 COMMUNITY PARTICIPATION FOR SOCIAL CHANGE

Examines pressing social realities and policy initiatives in Colombia in recent decades. Explores concepts of community, democracy, participation, and community organization, and their meaning for community work. Provides tools to evaluate strategies for social, political, and economic development. Integrates readings, guest lectures, faculty and student presentations, discussions, and field work.

INS 499 INDEPENDENT STUDY

Students define topic of interest related to program themes and use analytical tools gained in CILA to study a particular issue or case. A faculty member advises the student throughout to assure adequate focus and incorporation of primary field research in the project design.

INS 399 INTERNSHIP PLACEMENT AND SEMINAR (2 course credits)

Placement matches student-defined goals and interests with one of a wide range of agencies working toward community development and social change. Students work 20 hours per week, assisting with special projects and a program operations. A learning contract outlines expectations of student, agency, and program for the term. The internship seminar provides for structured reflection, analysis, and integration of the experience.

■ CULTURE AND SOCIETY IN LATIN AMERICA: COLOMBIA OR ECUADOR (CUSLA)—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 Internships

Internships and Independent Study Courses:

INS 199 Internship
See description on page 85.

INS 299 Directed Study
See description on page 86.

INS 399 Internship
See description on page 85.

INS 499 Independent Study/Research
See description on page 86.

Check with the specific international studies program director for requirements in the program.

MANAGEMENT INFORMATION SYSTEMS

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

Mathematics is the study of structure and relationships, providing tools for solving a wide variety of problems. Mathematical language describes our world from the perspectives of the natural, physical, and social sciences. Engaging in mathematical thought processes helps strengthen the problem solving and quantitative reasoning skills that are increasingly expected of every member of contemporary society. Moreover, as mathematics has had a formative impact on the development of civilization, it is an important part of a liberal arts education. Students majoring in many disciplines that involve structure or relationships find it helpful to acquire a minor or a second major in mathematics.

Mathematics is also a discipline in its own right. Students majoring in mathematics acquire the skills necessary to serve society through a variety of careers. In addition to acquiring computational and problem solving skills, mathematics majors at Augsburg develop their abilities to reason abstractly, to conjecture critique and justify their assertions, to formulate questions, to investigate open-ended problems, to read and comprehend precise mathematical writings, to speak and write about mathematical ideas, and to experience working in teams on mathematical projects. These students can prepare for graduate school, for work in industry or service professions, or for teaching mathematics in grades 7-12.

The department's programs support work toward those goals. Students may choose either a standard mathematics major, a mathematics major with concentration in applied mathematics, or a mathematics major toward secondary education licensure. Augsburg's urban location allows students to gain experience working with mathematics through internships, cooperative education, and the practicum and colloquium courses.

Mathematics Faculty

Ken Kaminsky (Chair), Larry Copes,
Suzanne Dorée, Rebekah Valdivia

DEGREE AND MAJOR REQUIREMENTS

Major

MAT 145 Calculus I
 MAT 146 Calculus II
 MAT 245 Calculus III
 MAT 246 Linear Algebra
 MAT 314 Abstract Algebra
 MAT 324 Analysis
 CSC 160 Introduction to Computer
 Science and Communications
 or CSC 170 Structured Programming
 or one other computing course with
 departmental approval

Three electives from MAT courses above 200, at least one of which is above 300
 Also required: MAT 491 Mathematics Colloquium, junior and senior years (non-credit)

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

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers. The state requirements are subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements. At the time of publication, the mathematics requirements for licensure are the same as the major, with the electives specified as MAT 271 Discrete Mathematical Structures, MAT 351 Modern Geometry, and MAT 373 Probability and Statistics I.

Mathematics Major with concentration in Applied Mathematics

Twelve courses including:

- MAT 145 Calculus I
- MAT 146 Calculus II
- MAT 245 Calculus III
- MAT 246 Linear Algebra
- MAT 247 Modeling and Differential Equations
- MAT 324 Analysis
- CSC 160 Introduction to Computer Science and Communications
or CSC 170 Structured Programming
or one other computing course with departmental approval
- PHY 121 General Physics I
- PHY 122 General Physics II
or one course in a mathematics-related area with departmental approval

Three electives from:

- MAT 271 Discrete Mathematical Structures
- MAT 327 Special Functions of Mathematical Physics
- MAT 373 Probability and Statistics I
- MAT 374 Probability and Statistics II
- MAT 385 Mathematics Practicum
or other MAT courses with departmental approval

Also required: MAT 491 Mathematics Colloquium, junior and senior years (non-credit)

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

Honors Major

GPA of 3.5 in major, 3.1 overall, and independent study at an advanced level.

Mathematics Minor

Five courses including:

- MAT 145 Calculus I
- MAT 146 Calculus II

Three electives from MAT courses above 200, at least one of which is above 300.

Note: At least one MAT course above 200 must be taken at Augsburg.

OTHER REQUIREMENTS

Math Placement Group (MPG)

Before enrolling in any mathematics course, students must have the required math placement. All students are required to have their Math Placement Group (MPG) determined. In some cases, students who have transferred in a mathematics course taken at another college may have their Math Placement Group determined by the registrar's office. Students who have passed the College Board Advanced Placement Exam in calculus should consult with the mathematics department. All other students must take the Augsburg Math Placement Exam, which is administered by the Academic Advising Center. The exam is given during college registration sessions and at other announced times during the year. Practice questions and other information are available from the Academic Advising Center.

Students needing to advance their Math Placement Group may work with the Academic Enrichment Center to take the appropriate MAT course or study on their own and retest. Additional information about the Math Placement Exam is available from the Academic Advising Center.

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 105 Applied Algebra**
 Concepts of linear, exponential, logarithmic, and other models. Emphasis on applications to the social and natural sciences, business, and everyday life. Successful completion advances students to MPG 3. Students in MPG 3 or 4 should consult the department, as should students preparing for MAT 114 (Prereq.: MPG 2 and either a year of high school algebra or consent of instructor. Fall, spring)
- MAT 114 Precalculus**
 Concepts of algebraic, exponential, logarithmic, and trigonometric functions. For students planning to take MAT 145. Students who have completed MAT 145 or other calculus courses may register for credit only with consent of instructor. Successful completion advances student to MPG 4. (Prereq.: MPG 3. Spring)
- MAT 121 Finite Mathematics**
 Concepts from areas such as combinatorics, probability, matrices, linear programming, and graph theory. Emphasis on quantitative reasoning. Students who have completed MAT 271 may not register for credit. (Prereq.: MPG 3. Varies)
- MAT 122 Calculus for the Social and Behavioral Sciences**
 Concepts of differential and integral calculus with applications in the social and behavioral sciences. Emphasis on quantitative reasoning. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG 3. Varies)
- MAT 131 Mathematics for the Liberal Arts**
 An examination of the interaction between the development of mathematics and that of Western civilization. Primarily for students not intending further study in mathematics. (Prereq.: MPG 3. Varies)
- MAT 132 Numeracy for Contemporary Society**
 An examination of mathematics in an interdisciplinary and applied setting with an emphasis on quantitative reasoning and connections to students' life, work, and interests. Primarily for students not intending further study in mathematics. Students who have completed another Quantitative Reasoning Graduation Skill course may not register for credit. (Prereq.: MPG 3. Varies)
- MAT 145,146 Calculus I, II**
 Concepts of calculus of one-variable functions, including derivatives, integrals, differential equations, and series. Emphasis on skills of mathematical investigation and quantitative reasoning. (Prereq.: MPG 4 for MAT 145; MAT 145 or consent of instructor for MAT 146. Fall: 145. Spring: 146)
- MAT 163 Introductory Statistics**
 Concepts of elementary statistics such as descriptive statistics, methods of counting, probability distributions, approximations, estimation, hypothesis testing, analysis-of-variance, and regression. Emphasis on quantitative reasoning. (Prereq.: MPG 3. Varies)

- MAT 173 Math of Interest**
Concepts from elementary financial mathematics such as annuities, loan payments and mortgages, and life insurance. Emphasis on quantitative reasoning. (Prereq.: MPG 3. Varies)
- MAT 245 Calculus III**
Concepts of multivariable calculus including functions of several variables, partial derivatives, vectors and the gradient, multiple integrals, and parametric representations. (Prereq.: MAT 146. Fall)
- MAT 246 Linear Algebra**
Concepts from linear algebra such as systems of linear equations, linear programming, matrices, linear transformations, abstract vector spaces, determinants, eigenvalues, orthogonality, and linear regression. Emphasis on oral presentations of mathematical ideas and applications. (Prereq.: MAT 245 or MAT 271. Spring)
- MAT 247 Modeling and Differential Equations**
Concepts from differential equations such as methods of solving first and second order equations, modeling using difference equations and differential equations, and applications to the sciences. (Prereq.: MAT 146. Spring)
- MAT 271 Discrete Mathematical Structures**
Concepts from areas such as combinatorics, number theory, graph theory, recursions, set theory, countability, and formal logic. Emphasis on algorithmic thinking, mathematical reasoning, conjecturing, and reading and writing proofs. (Prereq.: MAT 146. Fall)
- MAT 314 Abstract Algebra**
Concepts of algebra within abstract structures of groups, rings, integral domains, and fields. (Prereq.: MAT 246. Also recommended: MAT 271. Fall)
- MAT 324 Analysis**
Concepts of calculus such as functions, derivatives, integrals, and series in a theoretical setting. Emphasis on written communication of mathematical ideas. (Prereq.: ENG 111, at least two of MAT 245, 246, 247, or 271. Spring)
- MAT 327 Special Functions of Mathematical Physics**
(See PHY 327.)
- MAT 351 Modern Geometry**
Concepts of geometry such as projective geometry, non-Euclidean geometries, transformations, and fractals. (Prereq.: MAT 245 and 246. Spring)
- MAT 373 Probability and Statistics I**
Concepts of probability such as methods of enumeration, random variables and probability distributions, expectation, the central limit theorem, and important ideas and problems of statistics. (Prereq.: MAT 245. Fall)

- MAT 374** **Probability and Statistics II**
Concepts of statistics such as 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 385** **Mathematics Practicum**
The application of mathematical problem solving to real-world projects sought from off-campus nonprofit organizations. Contains service-learning component. (Prereq.: at least two of MAT 245, 246, 247, or 271 and consent of instructor. Fall)
- MAT 481** **Topics in Mathematics**
Study of an advanced topic such as complex analysis, numerical analysis, mathematical biology, operations research, chaotic dynamical systems, fractal mathematics, knot theory, topology, or foundations of mathematics. (Prereq.: at least two of MAT 245, 246, 247, or 271 and consent of instructor. Interim)
- MAT 491** **Mathematics Colloquium (.0 course)**
Information about contemporary applications, career opportunities, and other interesting ideas in mathematics. Presented by outside visitors, faculty members, or students. Carries no course credit. (Fall, spring)
- MAT 199** **Internship**
See description on page 85.
- MAT 299** **Directed Study**
See description on page 86.
- MAT 399** **Internship**
See description on page 85. (Prereq.: At least one upper division MAT course and consent of instructor)
- MAT 499** **Independent Study/Research**
See description on page 86.

METRO-URBAN STUDIES

See listing under Interdisciplinary Studies.

FRE 211, 212 Intermediate French I, II

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. (On demand)

FRE 295 Topics in Literature, Culture, or Linguistics**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 contributions 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 theatre, 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 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. 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 495 Topics in Literature, Culture, or Linguistics*Internships and Independent Study Courses:***FRE 199 Internship**

See description on page 85.

FRE 299 Directed Study

See description on page 86.

FRE 399 Internship

See description on page 85.

FRE 499 Independent Study/Research

See description on page 86.

■ GERMAN (GER)**GER 111, 112 Beginning German I, II**

Aims at developing basic skills. Classroom practice in speaking, understanding, and reading and writing 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 I, II

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 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. (On demand)

GER 295 Topics in Literature, Culture, or Linguistics**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). In German. (Prereq.: GER 311 or consent of instructor. Spring: on rotational basis)

GER 332 German Civilization and Culture II

Survey of cultural currents that have shaped 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 and discussion in German supplemented by lectures on the history of German literature in its cultural and geopolitical context. (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 and discussion 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 designed to aid students' self-expression in German. (Prereq.: GER 311 or consent of instructor. Spring: on rotational basis)
- GER 411 Advanced Conversation and Composition**
Aims at developing and refining the student's use of German as a vehicle for expressing 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 495 Topics in Literature, Culture, or Linguistics**

Internships and Independent Study Courses:

- GER 199 Internship**
See description on page 85.
- GER 299 Directed Study**
See description on page 86.
- GER 399 Internship**
See description on page 85.
- GER 499 Independent Study/Research**
See description on page 86.

■ 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. Contact the East 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 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. (On demand)

Internships and Independent Study Courses:

LIN 299 **Directed Study**

See description on page 86.

LIN 499 **Independent Study/Research**

See description on page 86.

■ NORWEGIAN (NOR)

NOR 111, 112 **Beginning Norwegian I, II**

Introduction of the four basic language skills: speaking, listening, reading, and writing. Stress is on communication and its cultural context. Laboratory work expected. (Fall: 111; spring: 112)

NOR 211 **Intermediate Norwegian I, II**

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 295 **Topics in Literature, Culture, or Linguistics**

NOR 311 **Conversation and Composition**

Practice in spoken and written Norwegian with emphasis on communicative contexts and integrated vocabulary. 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 a historical context. Readings in history are supplemented by lectures, newspaper articles, and video tapes. 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 411 Advanced Conversation and Composition**
Extensive practice in spoken and written Norwegian, based on literary and cultural readings. Students serve as peer-tutors for those registered in NOR 311. Readings, journals, discussion, role-playing, and written, and oral reports in Norwegian. (Prereq.: NOR 311 or consent of instructor. Spring)
- NOR 495 Topics in Literature, Culture, or Linguistics**

Internships and Independent Study Courses:

- NOR 199 Internship**
See description on page 85.
- NOR 299 Directed Study**
See description on page 86.
- NOR 399 Internship**
See description on page 85.
- NOR 499 Independent Study/Research**
See description on page 86.

■ OJIBWE (OJB)

Two courses in Ojibwe (Chippewa) are offered at Augsburg, both as part of the modern languages department and as part of the American Indian studies minor.

OJB 111, 112 Beginning Ojibwe I, II

An introduction to the language and culture of the Ojibwe (Chippewa). Emphasis is on vocabulary, reading, writing, and conversational skills. Classroom practice will include linguistic patterns and oral interaction.

■ 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 page 243). See the Russian, Central, and East European Studies Program campus adviser for more information.

RUS 111, 112 Elementary Russian I, II

Aims 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 105,106 Living Spanish I, II

Modified introductory level Spanish courses designed to accommodate students with recognized learning disabilities in the area of language learning. Emphasis is placed on listening comprehension and vocabulary building toward conversational goals. (Prereq.: Permission of the CLASS director)

SPA 111, 112 Beginning Spanish I, II

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Introduction to culture of the Spanish-speaking world. Laboratory work is an integral part of the course. (Fall: 111; spring: 112)

SPA 211, 212 Intermediate Spanish I, II

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. (Fall: 211; spring: 212)

SPA 248 Spanish and Latin American Culture Through Film

An introduction to contemporary cultural issues of Spanish and Latin American societies as portrayed in the films of major filmmakers with attention to the aesthetic variations across their works. Films in Spanish with English subtitles; language of instruction is English. (On demand)

- SPA 249 Selected Works of Spanish and Latin American Literature in Translation**
Major works of Spanish and Latin American literature. Through background reading and class discussion in English the student is acquainted with the salient artistic qualities and cultural-historical significance of the readings. (On demand)
- SPA 295 Topics in Literature, Culture, or Linguistics**
- 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. (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 Spanish. (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, and written and oral reports in Spanish. (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 411 **Advanced Conversation and Composition****
Emphasis on increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. (Prereq.: 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 Spanish. 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 centuries in Spain. Oral and written reports in Spanish. (Prereq.: one survey course. Spring: on rotational basis)
- SPA 495 **Topics in Literature, Culture, or Linguistics****

Internships and Independent Study Courses:

- SPA 199 **Internship****
See description on page 85.
- SPA 299 **Directed Study****
See description on page 86.
- SPA 399 **Internship****
See description on page 85.
- SPA 499 **Independent Study/Research****
See description on page 86.

Music has the power to strengthen the mind, heal the body, and unlock the creative spirit. Whether we experience music as a listener, performer, or teacher, it adds a significant dimension to our lives.

The Department of Music at Augsburg College offers music training within the context of a liberal arts education, and is an institutional member of the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA). Music majors may choose from four majors in three degree programs: bachelor of arts (music major); bachelor of music (music education major); bachelor of music (performance major); and bachelor of science (music therapy major). Music minors and non-music majors may also participate in a variety of music experiences including music ensembles, private lessons, some music courses, and additional Interim courses or special performances.

Full-time Faculty

Merilee Klemp (Chair), Jill Dawe, Stephen Gabrielsen, Peter Hendrickson, Roberta Kagin, Robert Karlén, Robert Stacke

Part-time Teaching Faculty

Bridget Doak, Nancy Grundahl, Lila Olson, Paul Ousley, Nicholas Raths, Sonja Thompson

Music Performance Coordinator

Carley Miller

ENTRANCE PROCEDURES

Augsburg students who enroll as freshmen must apply to the Department of Music for acceptance to a degree program by the end of the sophomore year. Transfer students should meet with a music adviser

immediately after enrolling at Augsburg to establish an appropriate course of music study and application/evaluation process. All students interested in pursuing a music degree at Augsburg are strongly encouraged to contact a music faculty adviser in their degree area as soon as possible to ensure a smooth program of study and timely completion of music degree requirements.

Bachelor of Arts-Music Major

For acceptance to the bachelor of arts-music major degree program, students must:

- submit an application for admission prior to spring juries of the sophomore year
- submit a copy of a current academic transcript with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano proficiency requirement

Acceptance to the degree program will be based on the successful completion of the above, as well as on the student's performance at his or her spring sophomore jury.

Bachelor of Music-Education Major

For acceptance to the bachelor of music-education major degree program, students must:

- submit an application for admission prior to spring juries of the sophomore year
- submit a copy of a current academic transcript with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano proficiency requirement

Acceptance to the degree program will be based on the successful completion of the above, as well as on the student's performance at his or her spring sophomore jury. In addition to applying to the music department, bachelor of music-education major candidates must also apply to the Department of Education for acceptance into the music education licensure program. Recommendation for teacher licensure is granted only to students who successfully complete the requirements for the bachelor of music-education major. A cumulative GPA of 2.5 in all music courses is necessary for the music education licensure program.

Bachelor of Music-Performance Major

For acceptance to the bachelor of music-performance major program, students must:

- submit an application for admission prior to spring juries of the sophomore year
- submit a copy of a current academic transcript with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano proficiency requirement

Acceptance to the degree program will be based on the successful completion of the above as well as on the successful outcome of the audition and interview (see *Music Student Handbook*).

Bachelor of Science-Music Therapy Major

For acceptance to the bachelor of science-music therapy major program, students must:

- submit an application for admission prior to spring juries of the sophomore year
- submit a copy of a current academic transcript with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano and guitar proficiency requirements

Acceptance to the degree program will be based on the successful completion of the above, as well as on the student's performance at his or her spring sophomore jury. A cumulative GPA of 2.5 in all music courses and a 2.5 in all music therapy courses is necessary for the music therapy degree. Bachelor of science-music therapy candidates should consult with the director of music therapy before applying for acceptance into the program.

Transfer Students

For acceptance to a music degree program, transfer students must:

- submit an application for admission prior to the end of the sophomore year, or as soon as possible after enrolling at Augsburg
- submit a copy of a current academic transcript and transferred credits with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano proficiency requirement

Acceptance to the degree program will be based on the successful completion of the above, as well as on the student's performance at his or her first jury if enrolled as a junior or senior, or spring semester sophomore jury if enrolled as a freshman or sophomore. For bachelor of music-performance major candidates, acceptance will be based on the completion of the above as well as on the successful outcome of the audition and interview (see *Music Student Handbook*).

Equivalency/Certification Students

The music therapy equivalency program is available to students who already have a bachelor's degree and wish to meet the requirements set by the American Music Therapy Association to become professional music therapists. This equivalency program prepares students for eligibility to take the Music Therapy Board Certification Examination. Depending upon the student's degree and skill level, individual requirements will be outlined by the director of music therapy. There is a minimum two-year residency requirement, which includes participation in a major ensemble for four terms and successful completion of a two-year music theory equivalency test.

For acceptance to the degree program, equivalency/certification students must:

- submit an application for admission during the first semester of residency at Augsburg
- submit a copy of a current academic transcript and transferred credits with the application
- submit the studio instructor recommendation form for the major instrument or voice with the application (found in *Music Student Handbook*)
- complete the piano proficiency and guitar proficiency requirements during the first semester of residence

Acceptance to the degree program will be based on the successful completion of the above, as well as on the student's performance at his or her first jury.

MUSIC MINOR

Candidates must submit an application for admission prior to spring juries of the sophomore year.

HONORS PROGRAM

Students may qualify for participation in the music honors program if they:

- have earned a GPA of at least 3.0 in music courses
- apply by petition for the honors program before the senior year
- provide leadership in one or more of the following areas:
 - promotion of high music performance standards within the music department
 - breadth of music interests by attendance at concerts on and off campus
 - major ensembles

Honors may be achieved in one of the following ways:

- writing a senior thesis and defending it before a faculty committee
- presenting an additional senior recital of graduate quality
- composing a work for vocal and/or instrumental ensemble of not less than 15 minutes duration
- conducting an ensemble concert
- a combination of the above

DEGREE AND MAJOR REQUIREMENTS

Core curriculum (required of all music 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 202 Form and Analysis
- MUS 211 Aural Skills III
- MUS 212 Aural Skills IV
- MUS 231 History and Literature of Music I
- MUS 232 History and Literature of Music II
- MUS 341 Basic Conducting

Large and Small Ensemble Participation
 Performance Studies
 Music Repertoire Tests
 Piano Proficiency

Plus fulfillment of recital requirements as given under each specific degree and major, and French or German study as stated in the general education requirements or in specific degree requirements. Checklists for specific degree programs are available in the music department.

■ 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 most often choose this course of study.

Requirements: 12 course credits

Core curriculum plus one music credit elective plus MUS 458 (Senior Recital) plus two semesters chosen from:
 MUS 311, 312 Composition
 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

Eight quarter course credits of performance studies in the major instrument/voice

Eight quarter course credits in a major Augsburg ensemble on the major instrument/voice

Four semesters in a non-credit small Augsburg ensemble

Pass piano proficiency test

Pass three music repertoire tests

■ BACHELOR OF MUSIC

Music Education Major

Offers students the preparation necessary to become teachers of music in public schools. This preparation includes coursework that allows the student to become certified to teach at the elementary through the secondary level. Recommendation for teacher licensure is granted only to students who successfully complete the requirements for the bachelor of music education major.

Requirements: 16.5 course credits

Core curriculum plus:

- MUS 311, 312 Composition I, II
- MUS 358 Half junior recital
- MUS 459 Full senior recital
- 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 Creative Learning Environments: Secondary and Field Experience
- EDS 355 Music Methods (K-12)
- EDU 388 Human Relations
- EDS 478 School and Society
- EDS 481, 482, 483, 484 Student Teaching and Seminar

One of the following two:

- MUS 342 Choral Conducting
- MUS 344 Instrumental Conducting

Three of the following four:

- EDS 356 Music Methods: Brass and Percussion
- EDS 357 Music Methods: Woodwinds
- EDS 358 Music Methods: Strings
- EDS 359 Music Methods: Vocal

One of the following two areas of emphasis:

Vocal emphasis—MUS 251, 252, 253, 254, 435

Instrumental emphasis—MUS 152, 155, one course credit of music elective

Two quarter course credits of performance studies in the major instrument/voice

Four half course credits of performance studies in the major instrument/voice

Two full course credits of performance studies in the major instrument/voice

Two quarter course credits of performance studies in the minor instrument/voice

Eight quarter course credits in a major Augsburg ensemble on the major instrument/voice

Four semesters in a non-credit small Augsburg ensemble

Improvisation competency on major instrument/voice

Pass piano proficiency test

Pass three music repertoire tests

Achieve a cumulative GPA of 2.5 in all music courses and in the major instrument/voice

■ BACHELOR OF MUSIC

Music Performance Major

Emphasizes intensive work in performance, supplemented by other courses in music and the liberal arts. The program is made available only to students of exceptional performing ability who are selected on the basis of an audition/interview application process. The bachelor of music performance program prepares gifted performers to compete for professional performing opportunities and/or graduate school auditions.

Requirements: 19.5 course credits

Core curriculum plus:

- MUS 311, 312 Composition I, II
- MUS 358 Full junior recital
- MUS 459 Full senior recital

One of the following two:

- MUS 342 Choral Conducting
- MUS 344 Instrumental Conducting

One of the following three areas 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

Two quarter course credits and six full course credits of performance studies in the major instrument/voice

Two quarter course credits of performance studies in the minor instrument/voice

Eight quarter course credits in a major Augsburg ensemble on the major instrument/voice

Four semesters in a non-credit small Augsburg ensemble

Pass piano proficiency test

Pass three music repertoire tests

Achieve a cumulative GPA of 2.5 in all music courses and 3.0 in the major instrument/voice

■ BACHELOR OF SCIENCE

Music Therapy Major

Fulfills the academic and clinical requirements for eligibility to take the Music Therapy Board Certification Examination. The B. S. in music therapy is minimally a 4 1/2 year degree program, which includes a full-time (six months or 1,040 hours) internship in a clinical facility approved by the American Association for Music Therapy (AAMT). This course of study is chosen by students who wish to become professional music therapists.

Requirements: 23 course credits

Core curriculum plus:

- MUS 271 Music Therapy Techniques and Materials
- MUS 274, 275 Music Therapy Practicum
- MUS 311 or 312 Composition I or II
- MUS 372, 373 Psychological Foundation of Music I, II
- MUS 374, 375 Music Therapy Practicum
- MUS 472 Human Identity Through the Creative Arts
- MUS 473 Music Therapy Senior Seminar
- MUS 474, 475 Music Therapy Practicum
- MUS 479 Music Therapy Clinical Internship
- MUS 458 Half senior recital
- EDS 282 Introduction to Special Education
- PSY 105 Principles of Psychology
- PSY 362 Behavior Disorders
- BIO 103 Human Anatomy and Physiology

One of the following three:

- MUS 152 Class Voice
- MUS 155 Class Piano
- MUS 158 Class Guitar

Two of the following three:

- EDS 356 Music Methods: Brass and Percussion
- EDS 357 Music Methods: Woodwinds
- EDS 358 Music Methods: Strings

One of the following two:

- SOC 362 Statistical Analysis
- PSY 230 Research Methods: Design, Procedure, and Analysis I

Eight quarter course credits of performance studies in the major instrument/voice

Eight quarter course credits in a major Augsburg ensemble on the major instrument/voice

Two semesters in an Augsburg small ensemble (no credit)

Pass piano proficiency and guitar proficiency tests

Pass three music repertoire tests

Achieve a minimum grade of 2.5 in all music therapy courses

MUSIC MINOR

Requirements: 6 course credits

- MUS 101, 102 Materials of Music I, II
- MUS 111, 112 Aural Skills I, II
- MUS 341 Basic Conducting

One of the following two:

- MUS 231 History and Literature of Music I
- MUS 232 History and Literature of Music II

One additional course in music history or conducting

Four consecutive quarter courses in a major ensemble concurrent with four quarter courses of performance studies on the major instrument/voice

Pass one music repertoire test

OTHER REQUIREMENTS

Ensembles (MUE)

These musical organizations are open to music majors, music minors, and non-music majors. All music students are required to participate in a major ensemble on their major instrument (where possible) during their time at Augsburg College. Auditions for membership in ensembles are scheduled during the first week of the school year or by arrangement with the individual ensemble director.

While the music department strongly encourages both formal and informal ensemble experience, only membership in the Augsburg Concert Band, the Augsburg Orchestra, the Augsburg Choir, or Riverside Singers of Augsburg will satisfy the major, minor, or general education requirements. Ensemble requirements are fulfilled by participation for the entire year. 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 with audit (V) designation. A maximum of two course credits in an ensemble may be counted toward graduation requirements.

Performance Studies (Private Lessons)

Private instruction in voice, piano, organ, or any instrument is available for all students in the following categories:

- No credit 1/2 hour lesson, 3 hours of practice per week
- 1/4 course credit, 1/2 hour lesson, 4 hours of practice per week
- 1/2 course credit, 1 hour lesson, 8 hours of practice per week
- One course credit, 1 hour lesson, 12 hours of practice per week

Lessons for credit require:

- Private lessons
- Jury examination at the end of each semester
- Attendance at departmental student recitals and master classes
- Attendance at concerts and recitals

Lessons for non-credit:

Students may take private lessons for no credit and are not required to fulfill the performance and listening requirements.

A semester of study consists of 14 weeks of lessons, coaching, and a jury examination. Music majors and minors are required to register for music lessons for credit (quarter, half, or full credit depending on year of study and degree being sought). Credit is granted only for study with faculty members of the Augsburg College Department of Music, and private instruction for credit is graded traditionally. Music majors and minors must declare an area of concentration. Students seeking a bachelor of music-performance major degree are also required to have a minor instrument that necessitates additional lessons, jury examinations, and performances. Freshmen may be awarded free lessons, if taken for credit, in their major instrument/voice and with the recommendation of their private lesson instructor. Any lessons during Interim or summer are arranged privately with the instructor. A student who cannot attend a scheduled lesson is required to notify the instructor 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. Limited school instruments are available for student use.

Music majors are required to attend departmental student recitals and will perform if requested by their instructor. All students registered in performance studies for credit are required to attend eight designated music events during each semester. Four of these events will be made up of major ensemble concerts, senior student recitals, faculty recitals, or designated campus music events. Four events should be

professional, off-campus concerts that have the prior approval of the student's major instrument/voice instructor. Off-campus concerts will require that a program and a one-sheet review be submitted to the instructor. Music minors are required to attend four events (on or off campus) that meet the approval of their private instructor.

Note: Final grades for private lessons are affected by attendance requirements.

Student Recitals

Students planning a recital should carefully read the *Music Student Handbook* and consult regularly with their applied instructor. Concurrent registration in performance studies in the major instrument/voice is required for recital performance. At least two full-time music faculty members and the student's private instructor must be present to evaluate junior and senior recitals. Recitals are given a pass/fail grade.

Recitals required for the fulfillment of the B.M., B.A., or B.S. degree requirements or honors program will be sponsored by the music department. Other student recitals may be considered for departmental sponsorship. All music degree recitals must be representative of the academic guidelines set forth in this catalog and repertoire lists.

- B.M. degree junior recitals (MUS 358) will be one-half hour in duration for music education majors, and one hour in duration for music performance majors.
- B.M. degree senior recitals (MUS 459) will be one hour in duration for music education majors and music performance majors.
- B. A. and B. S. degree senior recitals (MUS 458) will be one-half hour in duration.

■ EXAMINATIONS

Piano Proficiency

All music majors enrolled in a music degree program must complete the piano proficiency requirement by the end of the sophomore year. Consult the *Music Student Handbook* for piano major and non-piano major requirements and test dates.

Music Repertoire Tests

Music majors are required to pass three music repertoire tests, transfer students must pass two, and music minors must pass one. Consult the *Music Student Handbook* for contents of music repertoire tests and test dates.

MUSIC COURSES

Many music courses are offered alternate years. Consult the ACTC Joint 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. (Prereq.: Theory Placement Test)
- MUS 102 Materials of Music II (.5 course)**
Diatonic harmony, secondary dominants, and simple modulations. To be taken concurrently with MUS 112. (Prereq.: Passing MUS 101 with a minimal grade of 2.0)
- 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. To be taken concurrently with MUS 101.
- MUS 112 Aural Skills II (.5 course)**
Development of listening and reading skills to parallel progress in MUS 102. To be taken concurrently with MUS 102. (Prereq.: MUS 111)
- MUS 201 Materials of Music III (.5 course)**
Continuation of MUS 102 with chromatic harmony and modulation. To be taken concurrently with MUS 211. (Prereq.: Passing MUS 101 and 102 with a minimal grade of 2.0)
- MUS 202 Form and Analysis (.5 course)**
Musical structures of common practice period and introduction to 20th-century practice. To be taken concurrently with MUS 212. (Prereq.: Passing MUS 201 and 211 with a minimal grade of 2.0)
- MUS 211 Aural Skills III (.5 course)**
Melodic, harmonic dictation, and sight singing to parallel progress in MUS 201. To be taken concurrently with MUS 201. (Prereq.: MUS 112)

- MUS 212 Aural Skills IV (.5 course)**
Further development of listening skills to parallel progress in MUS 202. To be taken concurrently with MUS 202. (Prereq.: MUS 211)
- MUS 301 Counterpoint I (.5 course)**
16th- through 18th-century contrapuntal techniques including double counterpoint, passacaglia, fugue, and canon. (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0)
- MUS 302 Counterpoint II (.5 course)**
Study of contemporary counterpoint including works of Schoenberg, Barber, Copland, Hindemith, and Shostakovitch. (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0)
- 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. (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0)
- 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. (Prereq.: Passing MUS 311 with a minimal grade of 2.0 or permission from instructor)
- MUS 341 Basic Conducting (.5 course)**
Study of fundamental conducting patterns and baton technique, score analysis and preparation, rehearsal techniques, basic nomenclature. (Prereq.: MUS 101, 111, 231)
- MUS 342 Choral Conducting (.5 course)**
Choral literature and organization, vocal methods and voice selection, advanced conducting techniques with class as the choir. (Prereq.: Pass piano proficiency test and MUS 341)
- MUS 344 Instrumental Conducting (.5 course)**
Preparation of and conducting instrumental literature, advanced conducting techniques, organization of instrumental ensembles. (Prereq.: Pass piano proficiency test and MUS 341)

■ 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 231 History and Literature of Music I**
A study of the evolution of music from antiquity to 1750. (Prereq.: MUS 101, 102, 201)

- MUS 232 History and Literature of Music II**
Continuation of MUS 231 from 1750 to the present. (Prereq.: MUS 101, 102, 201)
- MUS 241 History of Jazz**
This course is a study of the musical elements, cultural perspectives, and the historical developments of jazz. Many styles of jazz are examined including early New Orleans Dixieland, swing, cool, jazz/rock/fusion, ragtime, bop, and progressive jazz.
- MUS 320 Worlds of Music**
A survey of non-Western musical cultures.

The following four half courses are extensive studies of special eras in the history of music:

- MUS 331 Music of the Baroque Era (.5 course)**
(Prereq.: MUS 231, 232)
- MUS 332 Music of the Classical Period (.5 course)**
(Prereq.: MUS 231, 232)
- MUS 333 Music of the Romantic Period (.5 course)**
(Prereq.: MUS 231, 232)
- MUS 334 Music of the 20th Century (.5 course)**
(Prereq.: MUS 231, 232)
- 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.
- MUS 435 Voice Repertoire**
A survey of standard art song repertoire from Eastern and Western Europe, Russia, Scandinavia, and the Americas. Includes listening, writing, and performance. Required for vocal performance majors. (Prereq.: MUS 251-254 or permission from instructor)
- 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, 232)
- 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.

■ INTERNSHIPS AND INDEPENDENT STUDY COURSES

- MUS 199 Internship**
See description on page 85.
- MUS 299 Directed Study**
See description on page 86.

- MUS 399 Internship**
See description on page 85.
- MUS 499 Independent Study/Research**
See description on page 86. Open only to advanced students upon approval of the faculty.

■ TECHNIQUE

- MUS 152 Class Voice (.25 course)**
Fundamentals of tone production and singing.
- 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 permission from instructor)
- MUS 158 Class Guitar (.25 course)**
Beginning techniques of classic guitar.
- MUS 251-254 English Diction (251), Italian Diction (252), German Diction (253), French Diction (254) (each .25 course)**
Intensive course covering basic singing pronunciation of English, Italian, German, and French through the study of the art song repertoire. Includes regular class performances and phoneticization of texts using the International Phonetic Alphabet. Required for vocal performance majors and music education majors.
- MUS 358 Junior Recital (.0 course)**
B.M. candidates only. One-half hour recital at repertoire Level III for music education majors, one hour recital at Level IV for music performance majors. No course credit. Private instructor may request a pre-recital hearing.
- MUS 456 Piano Pedagogy (.5 course)**
Principles, methods, materials, and techniques for teaching piano. Survey of various pedagogical schools of thought.
- MUS 458 Senior Recital (.0 course)**
One-half hour recital at repertoire Level III for B.A. or B.S. candidates. No course credit. Private instructor may request a pre-recital hearing.
- MUS 459 Senior Recital (.0 course)**
B.M. candidates only. One hour recital at repertoire Level IV for music education majors, one hour recital at Level V for music performance majors. No course credit. Private instructor may request a pre-recital hearing.

■ THERAPY

- MUS 271 Music Therapy Techniques and Materials (.5 course)**
Study of non-symphonic instruments, Orff-Shulwerk, applications of recreational music activities to clinical settings, and acquisition of skills in improvisation. 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.
- MUS 274, 275 Music Therapy Practicums (.0 course)**
Volunteer work in a clinical setting acquiring clinical skills in leadership, observation, and functional music skills including improvisation. 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.
- 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.
- MUS 374, 375 Music Therapy Practicums (.0 course)**
Volunteer work in a clinical setting acquiring clinical skills in leadership, observation, and functional music skills including improvisation. 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; will include an additional course module.
- 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.

MUS 474, 475 Music Therapy Practicums (.25 course each)

Volunteer work under the supervision of a registered music therapist, requiring more advanced clinical and musical skills, including improvisation. Two hours per week. (Prereq.: Three of MUS 274,275,374,375, and pass piano and guitar proficiency test)

MUS 479 Music Therapy Clinical Internship (.5 course)

Full-time placement in an AMTA-approved internship site for six months. (1040 hours) Application for internship must be made nine months in advance. Sites in Minnesota are limited. (Prereq.: completion of all other graduation requirements, including all proficiency exams and music repertoire tests)

■ 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 Riverside Singers will satisfy the major, minor, or general education requirements. Some instruments are available for use by students.

MUE 111 Augsburg Choir (.25 course)

MUE 112 Riverside Singers of Augsburg (.25 course)

MUE 113 Vocal Chamber (.0 course)

MUE 114 Masterworks Chorale (.25 course)

MUE 121 Orchestra (.25 course)

MUE 122 String Ensemble (.0 course)

MUE 131 Woodwind Chamber Music (.0 course)

MUE 141 Concert Band (.25 course)

MUE 142 Brass Ensemble (.0 course)

MUE 143 Jazz Ensemble (.0 course)

MUE 144 Percussion 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 attain IV; B.M.—Performance major—Enter II and attain V.

■ **LESSONS**

MUP 111-411 Voice

MUP 121-421 Violin

MUP 122-422 Viola

MUP 123-423 Cello

MUP 124-424 Bass

MUP 131-431 Oboe

MUP 132-432 Bassoon

MUP 133-433 Clarinet

MUP 134-434 Saxophone

MUP 135-435 Flute

MUP 137-437 Horn

MUP 141-441 Trumpet

MUP 142-442 Trombone

MUP 143-443 Baritone

MUP 144-444 Tuba

MUP 152-452 Piano

MUP 159a Piano accompanying

MUP 161-461 Guitar

MUP 171-471 Percussion

MUP 181-481 Organ

MUP 191-491 Harp

Note carefully the following provisions:

- A semester of study is 14 weeks of lessons and coaching. Any lesson during the Interim or summer are arranged privately with the teacher.
- 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 the lesson, the student will forfeit the right to a make-up lesson.

- Credit is granted only for study with faculty members of the Augsburg College Department of Music.

The natural science licensure program for teachers is designed to provide strong preparation for science teaching and to satisfy Minnesota licensure requirements.

Courses are 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 that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current licensure requirements.

LICENSURE REQUIREMENTS

Broad Base Requirements

Two earth science (PHY 101 Astronomy, PHY 106 Meteorology, or geology)
 BIO 113 Introductory Organismal Biology
 BIO 114 Introductory Genetics, Evolution, and Ecology
 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 215 Introductory 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 Calculus I, II

or MAT 124, 125 Calculus I, II (WEC only)

One advanced chemistry course

One year of General Physics

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 Calculus I, II

or MAT 124, 125 Calculus I, II (WEC only)

MAT 245 Calculus III

MAT 247 Modeling and Differential

Equations*

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 Department of Nursing 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, or in their own practices. Wherever they practice, nurses provide comprehensive health care through the entire life span for people of all cultures and socioeconomic levels.

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

Augsburg's nursing program, leading to a bachelor of science degree with a major in nursing, is accredited by the National League for Nursing. Graduates of the program are eligible to apply for public health nurse registration in Minnesota. With two additional courses, they are eligible to apply for school nurse certification.

Nursing Faculty

Beverly Nilsson (Chair), Lucie Ferrell,
Pamela Weiss

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses including:

- NUR 305 Contemporary Nursing I: Communication
- NUR 306 Contemporary Nursing II: Paradigms in Nursing
- NUR 310 Community Health Nursing I
- NUR 311 Community Health Nursing II: Practicum
- NUR 330 Trends and Issues in Nursing
- NUR 350 Introduction to Nursing Research
- NUR 403 Contemporary Nursing III: Families
- NUR 423 Practicum in Nursing: 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 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 practicum courses requiring additional weekday time. 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 Department of Nursing for program planning.

Honors Major

Admission to the honors major requires: a GPA of at least 3.6 in the major and 3.3 overall, application to the department chair by Nov. 1 of the senior year, recommendation by nursing faculty, and honors thesis to be presented before a faculty committee by April 15. Candidates register for NUR 499 to complete the honors requirement.

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 to Augsburg College. All applicants must present a high school diploma or equivalent and a 2.2 GPA.
2. Graduation from an accredited nursing program: Applicants must have graduated from an NLN-accredited associate degree or diploma nursing program with a 2.5 overall GPA.
3. Unencumbered RN licensure: The applicant must be a registered nurse who is licensed and currently registered to practice in Minnesota prior to beginning the nursing major.
4. Prerequisite course content: The following content must have been completed with a minimum grade of 2.0—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.

5. Current clinical practice: Applicants must give evidence of current clinical nursing practice (within the past five years). This may include graduation from a school of nursing, work experience, or completion of a nursing refresher course or an acceptable equivalent.

6. Applicants must have their own malpractice insurance, current CPR certification, and an updated immunization record.

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 sequential alternatives for pursuing this degree.

Nursing courses at Augsburg are available only through Weekend College. Classes usually meet on alternate weekends for one 3 1/2 hour time block. Clinical practice usually occurs on weekdays.

However, students also can complete their liberal arts general education requirements by taking courses in day school and Weekend College. It is recommended that most liberal arts courses be taken before starting the nursing major.

NURSING COURSES

- NUR 305** **Contemporary Nursing I: Communication**
Introduces the components of the professional role and continues the professional socialization process. Theories about how individuals and groups communicate are applied to changing professional roles.
- NUR 306** **Contemporary Nursing II: Paradigms in Nursing**
An introduction to the idea of theory-based nursing practice. Nursing theory and conceptual models for nursing practice are studied and then utilized in a patient/client situation.
- NUR 310** **Community Health Nursing I**
Introduces the theory and methods that are essential to maintain or improve the health of culturally diverse individuals, families, and communities.
- NUR 311** **Community Health Nursing II: Practicum****
Provides clinical experience in community-based health care delivery systems. Students will apply nursing process, teaching/learning theory, and basic public health principles with culturally diverse clients. (Prereq.: NUR 310)
- NUR 330** **Trends and Issues in Nursing**
A transitional course designed to investigate the current responsibilities of the professional nurse. Economic, social, political, and professional trends and issues are explored in relation to their implications for a changing practice.
- NUR 350** **Introduction to Nursing Research**
Emphasis on research process and methods in nursing. Ethical issues in nursing research are examined. Students critique nursing research for its value in nursing practice and design a research proposal. (Prereq.: MPG 3)

- NUR 403** **Contemporary Nursing III: Families**
Provides a theoretical basis for nursing interventions with culturally diverse families and explores theories related to family structure and function throughout the life span. The role of the nurse in family health care is examined. (Prereq.: NUR 311)
- NUR 423** **Practicum in Nursing: Nursing of the Family****
Clinical practice offering the student an opportunity to provide complex nursing care to culturally diverse families in selected practice settings. (Prereq.: NUR 403)
- NUR 431** **Leadership/Management: Theory and Practice****
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 with a professional nurse preceptor.
- NUR 432** **Topics in Nursing**
Provides opportunities for in-depth exploration of selected topics in nursing. The subjects studied will vary depending upon the interests of the faculty and students.
- Independent Study:*
- NUR 499** **Independent Study/Research**
See description on page 86.

Note: If NUR 311 and NUR 423 are not taken immediately following their respective theory courses, students are required to consult with faculty prior to registration regarding review of the theoretical content. Students who decelerate for more than five years may be asked to audit courses already taken. There is a fee to audit courses.

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

The Department of Philosophy assists students to understand issues raised in the traditional areas of philosophy. We consider questions about what knowledge is and how we know about the nature of reality, about the basis for making moral judgments, and about the 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 department places a special emphasis on the history of philosophy, offering four courses covering the period from the ancient Greeks to the end of the 20th century. In these courses students are taught how to read, understand, and criticize great texts of Western civilization and to see how ideas have developed and matured through the centuries. The department also offers courses where philosophy and its methods and ideas are applied to other disciplines such as religion, science, and the arts.

The major has been carefully planned so that students can easily graduate with a major in philosophy and one in another discipline. Though some students continue on to graduate school in philosophy, most use the major to prepare for other professional studies such as law, medicine, or the Christian ministry. Philosophy majors generally perform better than others on graduate entrance examinations in medicine and law. Others enter the work place confident that the study of philosophy has given them the ability to think critically.

Philosophy Faculty

David Apolloni (Chair), Mark Fuehrer,
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

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**
This course introduces students to typical philosophical problems (like how we know, if we can have certain knowledge, if there are universal moral principles whether God exists, the nature of the mind, etc.), to philosophical vocabulary, and to critical thinking and what it means to view the world philosophically.
- PHI 120 Ethics**
By studying our moral beliefs, ethics helps students consider the bases they use to make moral judgments. The course explores major philosophical approaches to evaluating moral actions and then applies them to contemporary issues. Christian ethics will inform the considerations. Students who receive credit for PHI 120 may not receive credit for PHI 125.
- PHI 125 Ethics and Human Identity**
A philosophical study of the role of human understanding, emotions, and action with respect to the pursuit of happiness. Beginning by asking what the end or purpose of human life is, students decide on the moral and intellectual virtues required to reach the end. Topics of friendship and human love are followed by an analysis of human happiness. Students who receive credit for PHI 125 may not receive credit for PHI 120.
- PHI 175 Philosophy of Love and Sex**
Issues such as the ethics of sex in relation to marriage, pornography, and homosexuality are considered. Then consideration is given to the nature and history of romantic love and its relationship to sex.
- PHI 215 Philosophy of the Emotions and Passions**
An examination of several classical and contemporary philosophical essays on the nature of human emotion and passion with the intention of discovering the nature and role on this aspect of human nature. The impact of emotions upon language, music, art, interpersonal relations, and even religion are explored.
- PHI 230 Logic**
Students learn to distinguish arguments from exposition. Then they learn the rules that govern valid arguments and develop their ability to recognize and construct sound arguments. The last part of the course focuses on inductive reasoning.
- 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 Stoic, Epicurean, and Neoplatonic writings.

- PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy**
Students will read writings by various medieval and Renaissance philosophers 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**
Attempt is made to ask and answer some of the following questions: What is a work of art? Is there such a thing as good and bad taste? What is aesthetic experience?
- 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**
An overview of the major schools of philosophical thought in the 20th century: analysis, phenomenology, existentialism, pragmatism, structuralism, and deconstructionism. (Suggested prior courses: PHI 241, 242, and 343)
- PHI 350 Philosophy of Religion**
We systematically investigate a series of questions about religion. What is the relation between faith and reason? Does God exist, and if so, what can be said about God? Can God's goodness be reconciled with human suffering? Are miracles and life after death possible? (Suggested: one prior course in philosophy)
- PHI 355 Asian Philosophy**
A study of the basic concepts and philosophies that underlie Hinduism, Buddhism, Confucianism and Taoism. (Suggested: one prior course in philosophy. Alternate years)
- PHI 360 Political Philosophy**
The question, What is just society? is considered with the answers given in the 20th century by utilitarianism, liberalism, Marxism, communitarianism, libertarianism, and feminism.
- 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 methods. (Suggested prior course: PHI 230 or one course in natural science)

- PHI 370** **Existentialism**
Studies in the writings—both philosophical and literary—of prominent existentialist authors. The course examines 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 that arise in the areas of health care and delivery, allocation of scarce resources, human experimentation, genetic engineering, abortion, care for the dying, and euthanasia.
- 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 problems. Seminar format. May be taken more than once for credit. (Suggested prior courses: any course from PHI 241, 242, 343, 344, or consent of instructor. Offered annually)

Internships and Independent Study Courses:

- PHI 199** **Internship**
See description on page 85.
- PHI 299** **Directed Study**
See description on page 86.
- PHI 399** **Internship**
See description on page 85.
- PHI 499** **Independent Study/Research**
See description on page 86.

PHYSICAL EDUCATION

See listing under Health and Physical Education.

The Augsburg Physician Assistant Program is designed for students interested in careers as health care providers.

The physician assistant concept originated during the mid-1960s. Physicians and educators recognized that there was a shortage and uneven distribution of primary care physicians. To combat these problems, the Physician Assistant Program was developed. All PAs must, by law or regulation, have a supervising physician. An important element of the physician assistant education is the emphasis on patient education.

The Augsburg Physician Assistant Program is a 27-month program of study for students with at least 64 semester hours of college credit. A new class of 28 students begins each May. Students who intend to enter the Physician Assistant Program must apply by December of the previous year. The program is very competitive and not all students who apply are accepted. Physician assistant students who have not previously obtained a baccalaureate degree will earn a bachelor of arts in physician assistant studies upon successful completion of the program.

The Augsburg Physician Assistant Program is currently accredited from CAAHEP (Commission on Accreditation of Allied Health Education Programs).

In order for someone to practice as a physician assistant, one must graduate from an accredited PA program and pass the PA National Certification Examination. Practice regulations differ from state to state.

The mission of the Augsburg College Physician Assistant Program is to educate students in a manner consistent with the College's mission. It is based on a foundation of respect and sensitivity to persons of

all cultures and backgrounds and oriented toward providing care to underserved populations. Students are well educated in current medical theory and practice, and graduates are encouraged to work in primary care settings. The program promotes dedication to excellence in performance, with the highest standards of ethics and integrity, and commitment to lifelong personal and professional development.

Physician Assistant Faculty

Dawn B. Ludwig (Chair), David Johnson, Manuel Kaplan, Martha Kelly, Terry Lewis, LuAnn Shay

DEGREE AND MAJOR REQUIREMENTS

Major

First Year (Twelve Months)

Twelve courses including:

PA 311	Human Anatomy and Neuroanatomy
PA 321	Human Physiology
PA 331	PA Seminar
PA 351	Pharmacology I
PA 361	Clinical Medicine I
PA 371	History & Physical Exam Skills I
PA 341	Current Trends
PA 362	Clinical Medicine II
PA 352	Pharmacology II
PA 363	Clinical Medicine III
PA 372	History & Physical Exam Skills II
PA 380	Emergency Medicine

and three supporting courses including:

PSY 368	Behavioral Health Care I
PSY 369	Behavioral Health Care II
PHI 380	Ethics of Medicine and Health Care

Second Year (Fifteen Months)

Prerequisite: successful completion of the first year of the PA Program and all courses must be taken as traditional grading.

Clinical rotations in prearranged health care facilities including:

PA 400	Family Medicine	6 weeks
PA 410	Internal Medicine.....	6 weeks
PA 420	General Surgery	6 weeks
PA 430	Pediatrics.....	6 weeks
PA 440	OB/Gynecology	6 weeks
PA 450	Emergency Medicine	6 weeks
PA 460	Psychiatry.....	6 weeks
PA 470	Electives	6 weeks
PA 480	Family Medicine	
	Preceptorship	Final 11 weeks of program

A minimum grade of 2.0 in each physician assistant and supporting course of study is required. Students in the degree program also must complete Augsburg's residence and general education requirements.

The program is planned so that the major will be completed in 27 months. The courses are offered consecutively, with subsequent courses based on material taught in previous courses; therefore, students are accepted for full-time study only.

ENTRANCE REQUIREMENTS

The following steps must be completed to apply for admission into the Physician Assistant Program.

1. Prerequisite course content: The following courses must have been completed at Augsburg (or an approved equivalent course at another accredited institution) with a GPA of 2.0 or better:

One year biological sciences for majors
Recommended courses include:

BIO 113	Introductory Organismal Biology
BIO 114	Introductory Genetics, Evolution, and Ecology
BIO 355	Genetics
BIO 473	Animal Behavior
BIO 367	Biochemistry
BIO 476	Microbiology
CHM 223	Organic Chemistry or CHM 351/352
PSY 105	Principles of Psychology

2. It is recommended students maintain a cumulative and science GPA of 3.0 or better to remain competitive with all potential applicants.

3. All general education perspectives/skills (except The City, one Writing Skill, Speaking Skill, and Critical Thinking) must have been completed. The above perspectives and skills are included in the physician assistant curriculum.

4. Submit a complete application to the program prior to the deadline, usually the end of December. Call the office for the official deadline each year. A complete application packet includes: the application, three or four letters of reference, an application fee, and an official transcript from each post-secondary school attended.

5. Application and admission to Augsburg College prior to matriculation to the Physician Assistant Program.

PHYSICIAN ASSISTANT COURSES

- PA 311 Human Anatomy and Neuroanatomy**
This course takes a regional approach to the study of human anatomy. The course will involve dissection of human cadavers. This course is offered only to students accepted into the PA Program.
- PA 321 Human Physiology**
A course involving lectures, demonstrations, discussions, and laboratory exercises designed to present general physiological principles involving the nervous, respiratory, cardiovascular, gastrointestinal, and endocrine systems, and the special senses. (Prereq.: Admission to the PA Program)
- PA 331 PA Seminar**
A seminar exploring the history and role of physician assistants, including the laws and regulations governing their practice and education. (Prereq.: Admission to the PA Program or consent of instructor)
- PA 341 Current Trends**
This course educates the student in understanding medical literature, research of literature, and analysis of medical articles. (Prereq.: Admission to the PA Program)
- PA 351 Pharmacology I**
This course covers drug metabolism, chemotherapy, toxicology, and prescriptive practice as related to disease processes of the autonomic, cardiovascular, respiratory, and gastrointestinal systems. (Prereq.: Admission to the PA Program and successful completion of summer semester)
- PA 352 Pharmacology II**
This course covers drug metabolism, chemotherapy, and prescriptive practices as related to the pediatric, dermatologic, otolaryngologic, endocrine, and gynecologic systems. (Prereq.: PA 351)
- PA 361 Clinical Medicine I**
A course designed to teach pathologic process, clinical disease, treatment, and the clinical skills associated with the cardiovascular, respiratory, gastrointestinal, renal, and endocrine systems. (Prereq.: Admission to the PA Program and successful completion of summer semester)
- PA 362 Clinical Medicine II**
A course designed to teach pathologic process, clinical disease, treatment, and the clinical skills associated with the otolaryngologic, ophthalmologic, and neurologic systems. (Prereq.: PA 361)

PA 363**Clinical Medicine III**

A course designed to teach pathologic process, clinical disease, treatment, and the clinical skills associated with the rheumatologic, orthopedic, gynecologic, obstetric, pediatric, geriatric, dermatologic, and immunologic systems. (Prereq.: PA 363)

PA 371**History and Physical Exam Skills I**

A lecture/discussion/laboratory course with extensive clinical exposure designed to demonstrate and apply the techniques and skills essential to the interviewing and physical examination of patients. (Prereq.: Admission to the PA Program)

PA 372**History and Physical Exam Skills II**

A lecture/discussion/laboratory course with extensive clinical exposure designed to demonstrate and apply the techniques and skills essential to the interviewing and physical examination of patients. (Prereq.: PA 371)

PA 380**Emergency Medicine**

A lecture/laboratory course designed to educate the student in common emergency procedures. Topics covered will be adult and pediatric trauma, surgical procedures, and cardiac arrest protocol. (Prereq.: PA 371 and 362)

PA 400**Family Medicine**

A six-week required rotation that emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases, and conditions unique to the clinical practice of family medicine.

PA 410**Internal Medicine**

A six-week required rotation during which the indication, limitation, and methods of performing the necessary diagnostic procedure and therapeutic measures used in the treatment of general medicine disorders are reviewed.

PA 420**General Surgery**

A six-week required rotation providing an orientation to patients of various ages with surgically manageable diseases, emphasizing preoperative, intraoperative, and postoperative periods.

PA 430**Pediatrics**

A six-week required rotation designed to emphasize care of the child from birth through adolescence, emphasizing common childhood illnesses, normal growth and development, and abnormal variations.

PA 440 OB/GYN

A six-week required rotation that provides an exposure to the spectrum of problems and issues associated with women's health care, including pregnancy, common gynecological diseases, and preventive care.

PA 450 Emergency Medicine

A six-week required rotation designed to provide an in-depth exposure to the illnesses and injuries sustained by all ages that necessitate emergency care.

PA 460 Psychiatry

A six-week required rotation designed to provide an understanding of the behavioral components of health, disease, and disability with exposure to patients with a variety of psychiatric diagnoses.

PA 470 Electives

A total of six weeks spent by the student in a department-approved rotation of the student's choice, such as, but not limited to, cardiology, orthopedics, radiology, dermatology, and neurology.

PA 480 Family Medicine Preceptorship

An 11-week required rotation providing the student an opportunity to utilize all skills and knowledge gained in the program, emphasizing complete patient care in a family medicine setting. (Prereq: completion of the clinical year of PA studies)

Physicists are a curious and ambitious lot. Their aim is to understand the fundamental principles that describe and govern all physical aspects of the universe. Historically called “natural philosophers,” physicists investigate by means of controlled experimentation and mathematical analysis. Physics includes the study of systems ranging from sub-atomic particles to the largest galaxies and from the relative stillness of near absolute zero to the fiery activity of stars. 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 the need to keep abreast of rapid technological advances, the department strives to give students not only an understanding of basic concepts, but also insights into recent developments. A rigorous major provides students with the preparation required for graduate study in physics. It also provides flexibility, serving as a stepping stone to advanced work in related areas such as astronomy, engineering, computer science, atmospheric science and meteorology, oceanography, biophysics, environmental science, and the medical and health-related fields. The department serves the liberal arts by offering courses for non-science students that enable them to attain a general understanding of a particular area of science. These courses provide the basis for further study and enable students to follow new developments with some degree of comprehension.

The department supervises the pre-engineering program, with degree programs available at cooperating universities at both the bachelor’s and advanced degree levels, and administers Augsburg College’s portion of funds designated for the Minnesota Space Grant College Consortium, funded by NASA. It also maintains active research programs (supported by NASA, the National Science Foundation, and other federal agencies) through its Center for Atmospheric and Space Sciences. Several students work as research assistants in these efforts during the academic year and in the summer. Cooperative education, internship, and undergraduate research programs provide opportunities for students to apply their knowledge and problem-solving skills in practical situations in industrial, governmental, and academic settings.

Physics Faculty

Jeffrey Johnson, Mark Engebretson,
Kenneth Erickson, William Monsma

Physics Research Staff

Anthony Hansen, William Jasperson, 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 Calculus I, II

MAT 245, 247 Calculus III and Modeling
and Differential Equations

or MAT 245 Calculus III

and PHY 327 Special Functions of
Mathematical Physics

■ 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 I
- PHY 396 Comprehensive Laboratory II
- 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 Calculus I, II

MAT 245, 247 Calculus III and Modeling
and Differential Equations

or MAT 245 Calculus III

and PHY 327 Special Functions of
Mathematical Physics

■ 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 145, 146, and PHY 121, 122 during the freshman year, and MAT 245 and 247 (or PHY 327) during the sophomore year.

Teaching Licensure Major

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

Minor

Seven courses including:

- PHY 121 General Physics I
 PHY 122 General Physics II

Three elective physics courses
 above PHY 122

- MAT 145, 146 Calculus I, II

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 the society 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.

PHYSICS COURSES**PHY 101 Astronomy**

A descriptive course covering our solar system, stars, and galaxies and tracing development of scientific thought from early civilization to the present. Night viewing and laboratory sessions are required. (Three one-hour lectures. Prereq.: MPG 2. Fall, spring)

PHY 103 Conceptual Physics

Applications, problems, and experiments are selected to illustrate fundamental principles of physics and explore hands-on intuitive approach. (Two three-hour lectures/laboratories. Prereq.: MPG 3. Fall, spring)

PHY 106 Introductory Meteorology

A survey of the basic principles of the Earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornadoes and hurricanes, climate and climate change, global warming, and ozone depletion. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG 2. 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 3. Fall)

PHY 121 General Physics I

A rigorous study of classical physics including mechanics and wave motion. Designed for physics, pre-engineering, and other specified majors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MAT 145 or concurrent registration. Fall)

- PHY 122 General Physics II**
A rigorous study of classical physics including thermodynamics, electricity, magnetism, and optics. Designed for physics, pre-engineering, and other specified majors. (Three one-hour lectures, one three-hour laboratory. Prereq.: PHY 121, MAT 146 or concurrent registration. Spring)
- PHY 245 Modern Physics**
An introduction to modern physics from a historical and experimental perspective. Relativity, atomic, molecular, nuclear, and solid state physics. This course develops the experimental foundations and need for quantum mechanics. (Three one-hour lectures, one one-and-one-half hour laboratory. Prereq.: PHY 122. Fall)
- PHY 261 Electronics**
AC and DC circuits, analog electronics, digital electronics, and the analysis and use of microprocessors and microcomputer systems. (Three one-hour lectures, one three-hour laboratory. Prereq.: PHY 116 or 122; and MAT 146. Spring: cross-listed with computer science)
- PHY 320 Introduction to Space Science**
A survey of Earth's space environment including solar, planetary, magnetospheric, ionospheric, and upper atmospheric physics (solar dynamics, magnetic storms, particle precipitation, aurora, and related topics). (Three one-hour lectures. Prereq.: PHY 245. Spring)
- PHY/MAT 327 Special Functions of Mathematical Physics**
Special functions encountered in physics. Partial differentiation, Fourier series, series solution of 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 245 or equivalent. Spring: cross-listed with mathematics)
- PHY 351 Mechanics I**
Classical mechanics in terms of Newtonian, Lagrangian, and Hamiltonian formalisms. Topics include conservation principles, single particle motion, gravitation, oscillations, central forces, and two-particle kinematics. (Three one-hour lectures. Prereq.: PHY 122, MAT 247 or PHY 327. Fall)
- PHY 352 Mechanics II**
Classical mechanics in terms of Newtonian, Lagrangian, and Hamiltonian formalisms. Topics include dynamics of rigid bodies, systems of particles, noninertial reference frames, thermodynamics, and statistical mechanics. (Three one-hour lectures. Prereq.: PHY 122, PHY 351, MAT 247 or PHY 327. Spring)
- PHY 362 Electromagnetic Fields I**
The classical electromagnetic field theory is developed using vector calculus. Topics include electrostatics, solution of Laplace's and Poisson's equations, and electric properties of materials. (Three one-hour lectures. Prereq.: MAT 247 or PHY 327. Fall)

- PHY 363 Electromagnetic Fields II**
The classical electromagnetic field theory is developed using vector calculus. Topics include magnetostatics, magnetic properties of materials, and electromagnetic radiation based on Maxwell's equations. (Three one-hour lectures. Prereq.: PHY 362, MAT 247 or PHY 327. Spring)
- PHY 395 Comprehensive Laboratory I (.5 course)**
An emphasis on independent laboratory work and participation in physics seminars. Experiments in 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 396 Comprehensive Laboratory II (.5 course)**
A continuation of PHY 395. (One three-hour laboratory and one seminar hour per week. Prereq.: PHY 395, junior or senior standing or consent of instructor. Spring)
- PHY 420 Plasma Physics**
Fundamentals of plasma physics including waves, instabilities, drifts, plasma drifts, particle motion, electric and magnetic fields, Boltzmann equation, magnetohydrodynamics, transport, 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 Schrodinger equation, operators, wave functions, expectation values, 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)

Internships and Independent Study Courses:

- PHY 199 Internship**
See description on page 85.
- PHY 299 Directed Study**
See description on page 86.
- PHY 399 Internship**
See description on page 85.
- PHY 499 Independent Study/Research**
See description on page 86. 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 offers courses in all major areas of political science, and also possesses special expertise in the areas of campaigns and elections, comparative and international politics, mass communication and other information technology, racial and ethnic politics, and American public law.

Political Science Faculty

Andrew Aoki (Chair), Milda Hedblom, Philipp Fishman, Mary Ellen Lundsten, William Morris, Norma Noonan

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses:

- POL 158 Political Patterns and Processes
- POL 483 Political/Statistics/Methodology
- 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

Also 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. Only one internship may count for an upper division area. Also one other political science course in any area, upper or lower division.

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 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 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.

POL 483 may not usually be used for a minor.

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 124 American Women and Politics

Investigates the roles women play in the political system. Political, economic, and social issues will be explored from contemporary and historical perspectives.

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 Communication in Society**
A study of the effects of new information technology, of new communications networks such as the Internet, and of the traditional electronic media. Covers uses of technology and media for newsmaking, selling, entertainment, and public affairs. Includes issues such as ethics, censorship, and internationalisms. (Prereq.: Sophomore standing.)
- POL 370 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 that continue to inform and to rationalize human governance. (Prereq.: one course in political science or consent of instructor)

POL 381 Topics in Democratic Theory

Selected topics including the emergence of political democracy in comparative perspective and 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 383 Political and Social Change

Examines cultural, social, and political change, focusing largely but not exclusively on the United States. Also emphasizes understanding the process of political change, and how individuals can participate effectively in that political process. (Prereq.: junior or senior standing 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 158, POL 483, and two upper division courses, or consent of instructor)

■ VI. SEMINARS, INDEPENDENT STUDY, AND INTERNSHIPS**POL 295 Lower Division Seminar**

Special topics. Consult department chair concerning terms and subject matter. (On demand)

POL 483 Seminar in Political Statistics and Methodology

An introductory survey of the methods of political science with an emphasis on quantitative reasoning and research design including evaluation of existing research in the field. Discussion of experimental designs, descriptive and inferential statistics, computer methods, and issues in the construction and execution of political survey.

POL 495 Seminar

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

*Internships and Independent Study Courses:***POL 199****Internship**

See description on page 85. P/N grading unless internship supervisor grants exception.

POL 299**Directed Study**

See description on page 86.

POL 399**Internship**

See description on page 85.

POL 499**Independent Study/Research**

See description on page 86.

P psychology is an exploration of behavior and mental processes. As an integral part of a liberal arts education, psychology contributes to the understanding of individual and group behavior. Psychology's scientific method also equips students to understand and use scientific research and to make more informed judgments about claims in the popular media.

To prepare students for graduate study and work in psychology, the major emphasizes the complementary components of a strong foundation in research and theoretical work with application of knowledge and skills in coursework, research experience, and internships within the community. The curriculum's emphasis on problem-solving skills and current information about human development and interaction is also relevant to careers in many related settings—business, education, social services, research, law, government, church, and medicine.

Faculty members in the Department of Psychology have varied professional specializations—clinical, counseling, physiological, developmental, social, cognitive, environmental, and industrial/organizational psychology—as well as expertise in psychological applications to health, law, and public policy. Students may tap this expertise through a variety of learning experiences—within and outside the classroom, with group and individual projects, and through association with Augsburg's active Psychology Club, Psi Chi Honor Society, and faculty-student research teams.

Psychology Faculty

Nancy Steblay (Chair), Grace Dyrud, Norman Ferguson, Emily Hause, Duane Johnson, Victoria Littlefield, Bridget Robinson-Riegler

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses including:

- PSY 105 Principles of Psychology
or PSY 102 The Individual in a Social World
- PSY 200 Psychological Science Laboratory
- PSY 230 Research Methods: Design, Procedure, and Analysis I
- PSY 330 Research Methods: Design, Procedure, and Analysis II
- PSY 399 Internship

At least one course from the following:

- PSY 354 Cognitive Psychology
- PSY 355 Biopsychology
- PSY 359 Assessment

At least one course from the following:

- PSY 491 Advanced Research Seminar
- PSY 493 Seminar: Contemporary Issues

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

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

Transfer-course policy for majors and minors: All transfer courses, including ACTC courses, must be approved in writing by the chair. Only those psychology courses successfully completed (2.0 or above) within the last 10 years will be considered. In general, courses that meet the transfer guidelines may only be applied to elective or PSY 105 credit for the major.

WEC psychology courses are offered only on an alternating year basis.

All psychology majors must have an adviser in the psychology department.

Teaching Licensure Major

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

Honors Major

GPA of 3.5 in the major and 3.0 overall, and completion of a high-quality research project culminating the major program. Formal application must be made during the junior year. Please consult the department chair for more detailed requirements.

Minor

Five courses, including PSY 102 or 105, and four electives. A minimum of two courses must be from Augsburg. No more than two courses from among PSY 299, 399, and 499 may be counted.

PSYCHOLOGY COURSES

- PSY 101 Self-Identity and Values**
A study of personal life and the role of the individual in the larger social context. Topics include development of identity and gender roles. (This course does not substitute for PSY 105 as a prerequisite to upper division psychology courses.)
- PSY 102 The Individual in a Social World**
A scientific investigation of social issues, with analysis of both individual and group factors. Topics include media, prejudice, conformity, legal processes, and consumer issues. Research participation is required. (This course does substitute for PSY 105 as a prerequisite to upper division psychology courses.)
- PSY 105 Principles of Psychology**
An introduction to the methods and principles of psychology. Applications of psychological concepts to everyday situations are emphasized. Research participation is required.
- PSY 200 Psychological Science Laboratory**
An introduction to the science of psychology through problem-solving. The focus is application of psychological principles to real-world issues. Emphasis on data collection, summary, and communication. (Prereq.: PSY 102 or 105)
- PSY 201 Health Psychology**
Consideration of the impact of psychological, behavioral, social, and biological interactions on health. (Prereq.: PSY 102 or 105)
- PSY 230 Research Methods: Design, Procedure, and Analysis I**
Part I of a two-term sequence. Scientific method as practiced in psychology. Emphasis on skills of bibliographic research, research design and data collection, statistical analysis and interpretation, computer-assisted data analysis, and APA-style presentation of research findings. PSY 230 must precede PSY 330. (Prereq.: PSY 200)

- PSY 325 Social Behavior**
Social factors that influence individual and group behavior in natural and laboratory settings. Topics include social cognition, group behavior, social influence, attitudes formation, and change. (Prereq.: PSY 200 or consent of instructor)
- PSY 330 Research Methods: Design, Procedure, and Analysis II**
Part II of a two-term sequence. See PSY 230. PSY 330 should be taken in the term immediately following PSY 230. PSY 230 may be taken for one course credit without taking 330. (Prereq.: PSY 230 with a grade of 2.0 or higher)
- PSY 351 Child Development**
Emphasis on normal development and behavior. Practical implications of data and theory are stressed. (Prereq.: PSY 102 or 105)
- PSY 352 Adolescent and Young Adult Development**
Consideration of research and theory related to development during the adolescent and young adult years. (Prereq.: PSY 102 or 105)
- PSY 353 Aging and Adulthood**
Development through middle and older adulthood. Consideration of positive and negative aspects of aging. Content is especially relevant to those who study and work with the largest growing segment of our population—the elderly. (Prereq.: PSY 102 or 105)
- PSY 354 Cognitive Psychology**
Theory, data, and practical applications relevant to the following topics: attention, perception, pattern recognition, memory, mental imagery, problem-solving, decision-making, and language. (Prereq.: PSY 230)
- PSY 355 Biopsychology**
Relationship between brain and behavior. Considers biological bases of learning and cognition, emotions, abnormal psychology, personality, normal and altered states of consciousness. (Prereq.: PSY 230)
- PSY 356 Environmental Psychology**
This course uses a cultural-ecological viewpoint to study the influence of the physical environment, both natural and human-made, on behavior. (Prereq.: PSY 102 or 105)
- PSY 357 Behavior Analysis**
Principles of learning/behavior change and their application to self-management, family, work, school, and clinic settings. Individualized projects. (Prereq.: PSY 102 or PSY 105)

- PSY 359 Assessment**
Theory and scientific methods of assessing human aptitudes, achievement, personality, abnormal behavior, vocational interests, and impacts of the environment on behavior. Examination of a variety of tests, concepts of reliability and validity, and legal and ethical issues. (Prereq.: PSY 230)
- PSY 361 Personality**
Theory, research, and assessment of behavior patterns of individuals. Historical and current views of personality with attention to cultural factors. (Prereq.: PSY 102 or 105)
- PSY 362 Abnormal Psychology**
An introduction to psychological disorders. (Prereq.: PSY 102 or 105)
- PSY 368 Behavioral Health Care I**
(Physician Assistant Program requirement) Application of psychological theory, research, and clinical principles to health care practice. Emphasis on developmental health issues and a biopsychosocial health model. (Prereq.: Junior standing in PA Program or PSY 355 and instructor approval)
- PSY 369 Behavioral Health Care II**
(Physician Assistant Program requirement) Continuation of PSY 368. Specific skills and knowledge for effective clinical interviewing, diagnosis, and development of health care plans. Emphasis on psychopathology. (Prereq.: PSY 368)
- PSY 371 Psychology of Gender**
Emphasis on the social construction of gender and its impact on the lives and behavior of individuals. (Prereq.: PSY 102 or 105)
- PSY 373 Industrial/Organizational Psychology**
The theoretical and applied study of organizations: group processes and organizational change, member characteristics and appraisal. (Prereq.: PSY 102 or 105)
- PSY 381 Historical Perspectives**
Consideration of psychological questions and theoretical positions as they developed historically. Changes from philosophical roots to scientific method and postmodernism. (Prereq.: Two psychology courses)
- PSY 485 Counseling Psychology**
Principles and methods involved in the counseling process. Consideration of goals and ethical guidelines for the counseling relationship. (Prereq.: Three PSY courses and junior class standing)
- PSY 490 Current Topics in Psychology**
Specific topic will be published prior to registration. (Prereq.: PSY 230 and consent of instructor)

PSY 491 **Advanced Research Seminar**
Research team experience in a seminar format. Designed to extend students' knowledge of statistical and methodological techniques and to explore contemporary research issues. Recommended for students headed for graduate school and those electing an honors major. (Prereq.: PSY 330 or comparable course approved by instructor)

PSY 493 **Seminar: Contemporary Issues**
Discussion and exploration of contemporary societal issues from a psychological viewpoint. Faculty-supervised student research. (Prereq.: PSY 230 and junior standing)

Internships and Independent Study Courses.

PSY 199 **Internship**
See description on page 85. (Prereq.: PSY 102 or 105 and one other psychology course).

PSY 299 **Directed study**
See description on page 86. (Prereq.: PSY 102 or 105)

PSY 399 **Internship**
See description on page 85. Participation in a concurrent seminar is required. (Prereq.: PSY 330)

PSY 499 **Independent Study/Research**
See description on page 86. (Prereq.: PSY 330)

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

Through this study of religion, students will learn to understand, appreciate, and articulate the Christian faith, as based in the Bible, as lived in the Christian fellowship, as embodied in the Christian Church and its history, and as interactive in the contemporary world and with other world religions. Students will also develop the ability to read and interpret the Bible, other religious texts, and various expressions and practices of faith, so that their meaning for human life in relation to God becomes evident. In addition students will develop skills for becoming leaders in the religious communities to which they belong and for living as responsible citizens with others whose religious views and practices differ from their own.

A religion major encourages students to seek their future in the world and/or church through a sense of vocation, serving as pastors, associates in ministry, nurses, youth and family ministry lay professionals in congregations, and as social service and human resource professionals in a wide variety of settings.

Religion Faculty

Lynne Lorenzen (Chair), John Benson, Bradley Holt, Philip Quanbeck II, Beverly J. Stratton, Mark Tranvik

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, of which two must be upper division courses.

Note: Seminar, especially for majors, should be taken in the junior or senior year. Before taking the seminar, each major must have written one formal research paper and placed it on file with the department chair. Only one Interim course may be applied to the major. One New Testament Greek course may be applied to the major.

Honors Major

GPA of 3.5 in the major and 3.0 overall, research project approved by the department, and colloquium with the department. Application must be received by the department by Dec. 30 of the student's senior year.

Minor

Five religion courses. Not more than one Interim course may be counted for the minor.

Note: Not all courses that meet Christian Faith Perspectives are REL courses and do not count toward the religion major or minor.

Youth and Family Ministry Major

The major in youth and family ministry prepares persons for faithful work as youth and family ministers in Christian congregations and other ministry settings. This

major is interdisciplinary, combining a core study of theology and Bible with supporting coursework in the social sciences. A distinctive part of the major is the combination of practical and theological training, using resources of the Youth and Family Institute of Augsburg College. Students are accepted into the program through a two-step candidacy process.

This major requires an approximately 100-hour internship administered by the Youth and Family Institute in partnership with a congregation. It may be possible for the intern to receive a stipend for this internship.

The candidacy process begins with application, normally in the fall of the student's sophomore or junior year. Two of the theology core courses must be completed before making application to the program. An essay, one letter of reference, an assessment instrument called "Self Portrait," and an interview are required for candidacy review. The teaching staff will conduct step one. The second step will be conducted by the Youth and Family Institute staff with help from experienced pastors, a member of the religion faculty, and youth and family ministers. This usually follows the internship in the fall of the senior year. Retaking the "Self Portrait," an essay, an assessment of the internship, and an interview are required. This step is very important for recommending the students for employment.

Major

Ten courses including:

- REL 111 Introduction to Theology
- REL 221 Biblical Studies
- REL 362 Theology of the Reformers
- REL 481 Contemporary Theology
- REL 495 Seminar

Youth and family ministry core:

- REL 235 Basics in Youth and Family Ministry (Interim)
- REL 232 Peer Ministry: Principles and Leadership (Interim)
- REL 358 Life and Work of the Church
- REL 399 Internship

Theology elective: choose one of the following:

- REL 356 History of Religions
- REL 353 Denominations and Religious Groups in America
- REL 343 Theology of Marriage (Interim)

and six supporting courses:

- EDU 210 Learning and Development in an Educational Setting
- SOC 121 Introduction to Human Society
- SOC 231 Family Systems: A Cross-Cultural Perspective
- EDU 265 Orientation to Education (with field work)
 - or SWK 406 Social Work Practice III: With Communities and Policies
- PSY 105 Principles of Psychology
 - or PSY 102 The Individual in a Social World
- PSY 351 Child Development
 - or PSY 352 Adolescent and Young Adult Development
- or SWK 260 Humans Developing

Note: A student with a youth and family ministry major may not also major or minor in religion.

OTHER REQUIREMENTS

Religion 111, 221, or 331 is prerequisite to all other courses. REL 111 or 221 is expected to be taken in either the freshman or sophomore year at Augsburg. Junior or senior transfer students who are required to take two Christian Faith Perspective courses may take REL 331 as the prerequisite for other courses.

Department approval is necessary before courses taken in other colleges can be accepted for religion department credit.

All majors must have an adviser in the department.

RELIGION COURSES

- REL 111 Introduction to Theology**
An introduction to the academic discipline of theology and to the dialogue between the church and the world that concerns Christian doctrine.
- REL 221 Biblical Studies**
The origin, literary character, and transmission of the biblical documents; the task of biblical interpretation; and 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 331 Foundations in Bible and Theology**
An advanced introduction to the biblical and theological foundations of the Christian faith, focusing on writing and advanced critical thinking skills. Open only to advanced transfer students. Not accepted for credit for students who have taken REL 111 or REL 221.
- 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.
- 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.

- REL 357** **Giants of Christian Faith**
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.
- 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.
- 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 persecution and martyrdom, councils and creeds, and conflict with Gnosticism and mystery religions.
- 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 envioning culture.
- REL 370** **American Indian Spirituality and Philosophical Thought**
Religious beliefs, spiritual customs, and philosophy of North American Indians are studied. 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 386** **Speaking of Genesis**
An investigation of scholarship on Genesis and the role of interpretaton through study of the characters and values portrayed in Genesis and related biblical texts.
- REL 390** **Theology of Death and Dying**
A study of death and dying from the viewpoint of Christian theology and ethics, taking into account also what other religions and the biological, psychological, and social sciences have had to say on the subject. Special emphasis on medical ethics brought on by modern medical technology.

- REL 420 The Russian Orthodox Church**
Theology and history will be studied primarily from the perspective of those Christians who live in Greece, Turkey, and Eastern Europe, with special attention to the Orthodox Church in Russia.
- REL 441 Feminism and Christianity**
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.
- 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.
- 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 475 Judaism**
An introduction to the Jewish faith as the tradition has developed, as well as attention to current issues facing the Jewish community. The Jewish Chatauqua Society annually makes a grant to Augsburg College in partial support of this course in Judaism.
- 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.
- 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 486 Psychology of Religion and Theology**
A study of current psychological views of religion in the context of the traditional Christian view of human nature. Special attention will be given to the classics in the field by Freud, Jung, and William James, and to those Christian theologians who have been influenced by them.

- REL 490 Topics in Religion**
Individual study in selected religion courses not addressed in regular course offerings.
- REL 495 Seminar**
Selected topics. Required of majors in the junior or senior year; others by permission of instructor. (Fall)

Internships and Independent Study Courses:

- REL 199 Internship**
See description on page 85. Limited to special cases.
- REL 299 Directed Study**
See description on page 86.
- REL 399 Internship**
See description on page 85.
- REL 499 Independent Study/Research**
See description on page 86.

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

- REL/PHI 350 Philosophy of Religion**
(See PHI 350)

RUSSIAN, CENTRAL, AND EAST EUROPEAN STUDIES (ACTC PROGRAM)

This major, offered through the Associated Colleges of the Twin Cities (ACTC), seeks to give the broadest possible exposure to the history, politics, economics, literature, and philosophy of Central and Eastern Europe and Russia. This interdisciplinary major offers an opportunity to become well acquainted with societies in socio-economical and political transition as well as the rich literary and cultural achievements of the area. Experience with the Russian language or, through the University of Minnesota one of the Eastern European languages, is required. Russian, Central, and East European studies is a sound liberal arts major offering considerable flexibility and career opportunities, especially when combined with another major or minor in business, economics, history, language, and literature or political science.

Courses are offered at Augsburg College, Hamline University, Macalester College, the College of St. Catherine, and the University of St. Thomas, thus drawing on the faculty and resources of the five ACTC institutions.

Adviser

Magda Paleczny-Zapp

DEGREE AND MAJOR REQUIREMENTS

Major

Eleven courses, including language and area studies courses:

A. Language Courses: Two years of basic college Russian, Polish, Serbo-Croatian, Czech, Hungarian, or equivalent competencies.

B. Area Studies Courses:

Track 1: Concentration in humanities

Five courses: Four courses from the list of approved courses in Track 1, plus one course from Track 2, as approved by adviser.

Track 2: Concentration in social sciences

Five courses: Four courses from the list of approved courses in Track 2, plus one course from Track 1, as approved by adviser.

C. Two other courses selected from either Track 1 or Track 2.

D. Students are strongly recommended to take a third year of Russian or any other East European language. A program of study abroad in Russia or one of the Central or East European countries during a semester, Interim, or during the summer is strongly encouraged. All options should be discussed with the student's adviser.

APPROVED COURSES TAUGHT AT
AUGSBURG.

TRACK 1

HUMANITIES CONCENTRATION

- HIS 348 Russia and Soviet Union in the 20th Century
REL 420 The Russian Orthodox Church

TRACK 2

SOCIAL SCIENCES CONCENTRATION

- REL 420 The Russian Orthodox Church
ECO 317 Comparative Economic Systems
ECO 495 Topics (Requires permission of adviser)
POL 351 Topics in Communist/Post Communist Systems (Requires permission of adviser)
POL 363 Russian and Chinese Foreign Policy

Students may take other Eastern European language courses that are offered at the University of Minnesota through ACTC. See the adviser or contact the ACTC office for further information.

Students may not receive credit for the same course taken on different campuses. The following courses are considered to be equivalent to one another:

(Location: A = Augsburg; H = Hamline; M = Macalester; C = St. Catherine; T = St. Thomas.)

- HIS 60 M = HIS 337 H
- HIST 333 T = HIST 373 H = HIST 348 A = HIST 351 C
- ECO 25 M = ECO 317 A = ECO 349 T = ECO 349 C

Faculty Advising

Students should consult an adviser regularly in order to secure a coherent and effective program. Each ACTC institution has a faculty member on the Russian, Central, and East European Studies Committee. These advisers can help with selection of courses, recommendations for study abroad, and consideration of career options.

The current advisers are: Augsburg, Magda Paleczny-Zapp, 330-1761; Hamline, Karen Vogel, 641-2973 and Nick Hayes, 641-2314; Macalester, Gary Krueger, 696-6222; St. Catherine, Sr. Margery Smith, 690-6553; and St. Thomas, Sr. Mary Shambour, 962-5164.

SCANDINAVIAN STUDIES

See Nordic Area Studies under Interdisciplinary 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

Christopher Kimball

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 Principles of 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.

Teaching Licensure Major

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

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

Augsburg's social work major provides a strong foundation for graduate studies in a variety of fields. Since 1991 Augsburg has offered 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 foundation, with its emphasis on breadth of understanding, cultural and ethnic diversity, openness to new ideas, and analysis and synthesis, is ideal for social work education.

Augsburg College's motto, "Education for Service," exemplifies the philosophy of the Department of Social Work. Unique learning opportunities for field work placement and cultural enrichment are provided by a metropolitan setting known for a humane quality of life that is enhanced by the arts, outstanding human services, and a highly-educated populace. 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 welfare minor and electives in the department allow students from other majors to gain knowledge about human needs and growth, human services, and the methods of effective citizenship. Students taking these courses have the opportunity to learn about public issues and develop and nurture a perspective that sees the central importance of diversity to the social fabric of this country. Using this 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

Glenda Dewberry Rooney (Chair), Anthony Bibus (BSW Program director), Vern Bloom, Laura Boisen (MSW field coordinator), Lois Bosch, Maria Brown, Francine Chakolis, Maria Dinis, Annette Gerten, Rosemary Link, Sharon Patten, Curt Paulsen, Michael Schock (BSW field coordinator), Edward Skarnulis, Clarice Staff, Mary Lou Williams

DEGREE AND MAJOR REQUIREMENTS

Major

Ten core courses:

- SWK 301 History and Analysis of Social Policy
- SWK 306 Social Work Practice I: With Individuals
- SWK 307 Field Work I: Integrative Seminar
- SWK 316 Social Work Practice II: With Families and Groups
- SWK 317 Field Work II: Integrative Seminar
- SWK 401 Research: Evaluation of Practice and Programs
- SWK 406 Social Work Practice III: With Communities and Policies
- SWK 407 Field Work III: Integrative Seminar
- SWK 417 Field Work IV: Integrative Seminar
- SWK 419 The Social Worker as Professional

and seven supporting courses:

- BIO 101 Human Biology
- PSY 105 Principles of Psychology
- SOC 121 Introduction to Human Society
- SOC 231 Family Systems: A Cross-Cultural Perspective
- SOC 265 Culture: Ethnicity, Gender, and Race
- SWK 257 Exploring Human Services
- SWK 260 Humans Developing

A minimum grade of 2.0 is required for each course in the core program and a 2.0 GPA is required 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 be granted 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 are necessary for candidacy review.

Social Welfare Minor (for other majors)

Six courses including:

- SWK 257 Exploring Human Services
- SWK 260 Humans Developing
- SWK 301 History and Analysis of Social Policy
- SWK 406 Social Work Practice III: With Communities and Polices
- 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 Licensure Requirements

State Department of Education required coursework includes EDU 265, HPE 115, and 400 hours in school social work settings. See adviser for additional specifics.

Social Ministries

This concentration helps to focus social workers on work in church congregations or church-sponsored social programs and projects. The concentration was designed by the Departments of Religion and Social Work. The concentration is achieved by completing the following course of study:

- SWK 257 Exploring Human Services
- SWK 260 Humans Developing
- SWK 301 History and Analysis of Social Policy
- SWK 306 Social Work Practice I: With Individuals
- SWK 307 Field Work I: Integrative Seminar

- SWK 316 Social Work Practice II: With Families and Groups
- SWK 317 Field Work II: Integrative Seminar
- SWK 401 Research: Evaluation of Practice and Programs
- SWK 406 Social Work Practice III: With Communities and Policies
- SWK 407 Field Work III: Integrative Seminar
- SWK 417 Field Work IV: Integrative Seminar
- SWK 419 The Social Worker as Professional

Social Ministries Minor in Religion

Required course—choose one:

- REL 111 Introduction to Theology or
- REL 221 Biblical Studies

Suggested courses—choose four:

- REL 231, 263, 342, 343, 353, 360, 363, 366, 370, 415, 441, and 483.

SOCIAL WORK COURSES

■ ELECTIVE COURSES ARE 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 that are vital to fostering peace.

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 60 hours of work in a human service agency and must attend the weekly seminar.

SWK 260 Humans Developing

This course provides an understanding of human growth through life and of the sociocultural, biological and psychological factors that influence the growth of individuals and families. Growth related to diverse populations and groups or special stresses is also a focus.

- SWK 301 History and the Analysis of Social Policy**
This course describes the historical and contemporary systems of human service. The values and social movements that form charitable and governmental responses to human needs will be explored. (Prereq.: junior standing or consent of instructor)
- SWK 406 Social Work Practice III: With Communities and Policies**
This course focuses on social change through community organization; community development and social action, with emphasis on history, theories, and issues relevant to social change; the understanding of communities, human service agencies, and practice in the local community. (Prereq.: senior standing or consent of instructor)
- SWK 465 Social Policy: Analysis and Development**
This course includes the study of theories of social policy formulation and methods of analysis. Development and implementation will be viewed first hand through work with a public policy agency or official. (Prereq.: SWK 301, 406, and senior standing or consent of instructor)
- **COURSES RESERVED FOR SOCIAL WORK MAJORS ONLY**
- SWK 306 Social Work Practice I: With Individuals**
This course covers the basic features of the helping process, theoretical foundations, principles, and techniques of social work with individuals and small groups, and development of relationship building skills. Includes video-taping laboratory sessions. (Prereq.: Integrative Seminar with SWK 301, junior standing)
- SWK 307 Field Work I: Integrative Seminar***
Beginning supervised professional practicum experience in a social work agency that focuses on interviewing experience and relationship building. A total of 120 hours, plus a small-group integrative seminar. (Prereq.: SWK 301, junior standing, concurrent with SWK 306. P/N grading only)
- SWK 316 Social Work Practice II: With Families and Groups**
This course builds skills in the problem-solving model with diverse populations through lecture, classroom exercise, and regular class work focusing on generalist practice in social group and family work. (Prereq.: candidacy status)
- SWK 317 Field Work II: Integrative Seminar***
Progressively-responsible, supervised professional social work experience including work with individuals, families, groups, and communities in a social service agency. A total of 120 hours, plus an integrative seminar. (Prereq.: candidacy status; concurrent with SWK 316. P/N grading only)

**Can be taken in coordination with cooperative education, which may provide payment for work in field sites.*

- SWK 401 Research: Evaluation of Practice and Programs**
This is an overview of commonly-used research methods, especially experimental designs and applications to program and practice evaluations, plus use of data-processing equipment for statistical analysis. (Prereq.: MPG 3)
- SWK 407 Field Work III: Integrative Seminar***
Field work practicum, a total of 60 or 120 hours plus integrative seminar. (Prereq.: candidacy status. P/N grading only)
- SWK 417 Field Work IV: Integrative Seminar***
Continuation of SWK 407; a total of 120 hours plus integrative seminar. (Prereq.: candidacy status. P/N grading only)
- SWK 419 The Social Worker as Professional**
This course reviews professional ethical practice, bureaucratic survival, job attainment, and strategies for agency change and empowering clients. (Prereq.: candidacy status.)

Internships and Independent Study Courses:

- SWK 199 Internship**
See description on page 85.
- SWK 295 Topics:**
Special themes in social work specified in subtitle.
- SWK 299 Directed Study**
See description on page 86.
- SWK 399 Internship**
See description on page 85.
- SWK 499 Independent Study/Research**
See description on page 86.

**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 in groups. The sociological perspective provides a way to better understand the social world and how human beings come to think and act as they do.

The goal of the department is to guide students in gaining knowledge of the social order, how it affects them in their daily lives, and how it can be applied to their vocation. Sociology majors develop an understanding of the theories of society and social groups, learn to create and use scientific tools of analysis, and practice the application of 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 human resources departments of both government and private corporations, in the criminal justice field, and as professors of sociology. Others have used their majors as preparation for advanced study in areas such as law, the ministry, social work, urban planning, and human services.

Sociology Faculty

Diane Pike (Chair), Garry Hesser, James Vela-McConnell, Gordon Nelson, Michael O'Neal, Rita Weisbrod

DEGREE AND MAJOR REQUIREMENTS

Major

Ten 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.

Concentration in Crime and Community

Many of our students are interested in the field of criminal justice. This concentration, however, is not a traditional criminal justice program. Rather, the focus is on understanding crime in the community with respect to prevention, to solution of problems that lead to crime. Students interested in community crime prevention as well as the traditional aspects of criminal justice—courts, prisons, probation, and law—will be served by this major. See department chair for specific requirements.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education 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, students must: (1) successfully complete an internship, independent study, or cooperative education experience; (2) submit a portfolio of completed papers and projects. See department chair for specific requirements.

An application for the 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, at least two 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? 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 211 Community and the Modern Metropolis**
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**
Diversity in family systems is explored among world cultures and within mainstream and sub-cultures in the United States. Students prepare and deliver oral reports on world and American family topics. (Fall, spring)
- SOC 265 Culture: Ethnicity, Gender, and Race**
Who gets what, when, and how? Individuals and groups from diverse backgrounds—race, ethnicity, class, gender, and sexuality—receive unequal portions of wealth, power, and prestige in our society. This course focuses on both the collective and individual processes involved in social inequality. (Fall, spring)

- SOC 277 Introduction to Criminology**
What do we know about crime in American society? How can we explain crime sociologically? Topics include: theories and patterns of crime, police courts, corrections, and criminal policy. (Fall)
- SOC 300, 301, 302, 303, 304 Special Topics in Sociology**
A variety of topics offered periodically depending on needs and interests that are not satisfied by regular course offerings. (Prereq.: consent of instructor)
- 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**
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 3. Fall)
- SOC 363 Research Methods**
Good research—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**
How does society construct the individual? How does the individual construct society? This course analyzes the dynamic tension between the self and society, as well as the major questions, issues, perspectives, and methods of the field. (Prereq.: Soc 121 or consent of instructor. Fall, spring)
- SOC 381 The City and Metro-Urban Planning**
Emphasis centers on alternative theories and approaches to planning and shaping metropolitan areas. Readings, simulations, outside speakers, and walking research field trips in a seminar format. (Prereq.: SOC 121 or 211 or consent of instructor. Spring)

- 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)

Internships and Independent Study Courses:

- SOC 199 Internship**
See description on page 85.
- SOC 299 Directed Study**
See description on page 86.
- SOC 399 Internship**
See description on page 85.
- 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, supplemented by traditional College resources. (Prereq.: SOC 121 or 211 and/or consent of instructor. Fall, spring)
- SOC 499 Independent Study/Research**
See description on page 86. (Prereq.: SOC 121, consent of instructor and department chair. Fall, spring)

SPANISH

See listing under Modern Languages.

SPEECH/COMMUNICATION AND THEATRE ARTS—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, sociology, or theatre arts.

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

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

Martha Johnson (Chair), Deborah Redmond, Julie Bolton, Michael Burden, David Lapakko, George Gaetano

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Communication Major

12 courses overall—six required core courses and six courses within one of three emphases. 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 188 Forensics Practicum
(non-credit)
 - SPC 351 Argumentation
 - SPC 352 Persuasion
 - SPC 354 Interpersonal Communication
 - SPC 355 Small Group Communication
- One of the following: ENG 223, 225, 226, 227.

Rhetoric Emphasis

Six additional electives from the following: SPC 329, 343, 345, 347, 399, 495, 499; THR 350, 360; LIN 311; PHI 230; PSY 325, 371; SOC 362, 375.

Organizational Communication Emphasis

Six additional electives from the following: SPC 329, 345, 399, 495, 499; ART 132, 225, 330; SPC 345; BUS 340, 355 or 450; CSC 160; PSY 325, 371, 373; SOC 265, 349, 375.

Mass Communication Emphasis

Six electives from the following: SPC 343, 347, 348, 399, 495, 499; ART 132, 225, 330; ENG 226, 241, 327, 347; POL 342, 375; THR 232, 325, 350, 360.

For All Three Emphases

Majors must participate in Augsburg's Interscholastic Forensics Program by attending at least two interscholastic speech tournaments. Registering for and completing SPC 188 (Forensics Practicum) is required to document participation. Students should be aware that the tournament season is essentially from October through mid-March, and should plan schedules accordingly.

All majors 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 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 Communication in Society
or SPC 343 Broadcast Production I
 - 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 that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

COMMUNICATION COURSES

- SPC 111 Public Speaking**
The course focuses on speech preparation, organization, audience analysis, style, listening, and overcoming speech fright. (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 speaking in formal contest situations. Students must attend three interscholastic speech tournaments 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 188 Forensics Practicum**
A non-credit experience in forensics. Students must attend two interscholastic forensics tournaments between October and March. (Fall, spring)
- SPC 329 Intercultural Communication**
This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems. (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. (Fall)
- SPC 345 Organizational Communication**
An examination of communication in organizational settings. Focuses on topics such as superior-subordinate relationships, management styles, motivation of employees, organizational culture, effective use of meetings, and sources of communication problems. (Fall: alternate years)
- SPC 347 Documentary Video**
A video production course that integrates lecture and criticism with hands-on experience dealing with non-fiction subjects.
- SPC 348 Broadcast Production II**
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 and music video. (Prereq.: SPC 343 or 347)
- SPC 351 Argumentation**
Develops critical thinking skills by study of the theory and practice of argument, evidence, fallacies, and refutation. Includes how to build and analyze public arguments that confront students in their everyday lives.
- SPC 352 Persuasion**
Examination of the process of influence in a variety of social contexts, paying special attention to the psychological aspects of 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. (Fall, spring)
- SPC 355 Small Group Communication**
A study of group dynamics and leadership with emphasis on decision making, leadership styles and conflict management. (Spring)
- SPC 495 Communication Topics**
Selected topics in communication with emphasis on the use of primary sources and methodology of research.

Internships and Independent Study Courses.

- SPC 199 Internship**
See description on page 85.
- SPC 299 Directed Study**
See description on page 86.
- SPC 399 Internship**
See description on page 85.
- SPC 499 Independent Study/Research**
See description on page 86.

ELECTIVES

See department listings for the following approved electives:

- | | | | |
|----------------|------------------------------------------------------------|----------------|---------------------------------------------|
| ART 132 | Photography | PHI 230 | Logic |
| ART 225 | Communication Design I | POL 342 | Mass Communication in Society |
| ART 330 | Communication Design II | POL 375 | Media Law |
| BUS 340 | Human Resource Management | PSY 325 | Social Behavior |
| BUS 355 | Marketing Communications | PSY 371 | Psychology of Gender |
| BUS 450 | Marketing Management | PSY 373 | Industrial/Organizational Psychology |
| CSC 160 | Introduction to Computer Science and Communications | SOC 265 | Culture: Ethnicity, Gender, and Race |
| ENG 226 | Introduction to Creative Writing | SOC 362 | Statistical Analysis |
| ENG 241 | Introduction to Cinema Art | SOC 375 | Social Psychology |
| ENG 327 | Advanced Journalism | THR 232 | Acting |
| ENG 347 | Quantitative Journalism | THR 325 | Playwriting |
| LIN 311 | Theories of Grammar
(see Modern Languages) | THR 350 | Voice and Diction |
| | | THR 360 | Interpretative Reading |

The study of theatre is firmly grounded in the liberal arts, integrating knowledge and principles from many academic and artistic disciplines, including speech/communication, art, music, history, English, literature, business, philosophy, and religion. Both the curriculum and dramatic productions by the Theatre Arts Program offer valuable cross-disciplinary connections for the campus while also providing a solid base in classical, modern, contemporary, and multicultural theatre.

Augsburg's location in the heart of a major theatre center makes it an ideal place to study theatre. At Augsburg we seek to create every opportunity for students to grow both as theatre artists and scholars, by encouraging connections between our campus and the greater arts community while also exploring connections between theory and application. Student opportunity to make these connections includes course study, theatrical production work, participation in the Artist Series (an annual series of events featuring visiting theatre professionals from the Twin Cities community who work closely with students,) and attendance at numerous professional productions in the Twin Cities. Augsburg theatre productions are treated as unique learning laboratories where students can enter into creative collaboration with faculty and professional artists-in-residence.

In addition to learning skills specific to theatre, students in theatre arts learn valuable skills applicable to other professions: collaboration, verbal and non-verbal communication, organization, critical thinking, leadership, creativity, and self-expression. Involvement in theatre arts can help prepare students for such careers as law, edu-

cation, business, communication, and journalism, as well as prepare theatre students for careers in professional or academic theatre, television, and film. In order to prepare the student for graduate school or the workplace, the department strongly encourages a second major or minor in such fields as speech/communication, art, English, education, music, or religion.

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Theatre Arts Major

Ten 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

Three of the following:

- THR 116 Creative Drama
 - 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: performance (three required), artistic (one required), and production (four required).

Unless you are a transfer student, *all* six core courses must be taken at Augsburg; therefore, careful, early planning is 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.

Note: Several courses are offered alternate years only. Thirteen theatre courses are allowed toward graduation.

A capstone course, such as an internship, is encouraged, but not required. THR 002, 003, 004, or 005 is recommended to fulfill lifetime sports requirements.*

Majors must participate in two out of three 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, 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.

Transfers: Transfer students are required to take three Augsburg upper division theatre arts courses.

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: performance (two required), artistic (one required), and production (two 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

Students interested in the theatre teaching licensure major should consult with the theatre arts faculty for course requirements. Students should also consult with the Augsburg Department of Education to identify current Minnesota teacher license requirements.

THEATRE ARTS COURSES

THR/HPE 002, 003 Lifetime Sports—Introduction to Dance (.0 course)

This course offers an overview of various forms of dance from modern and ballet to Asian and Latin forms. Each class will begin with a rigorous, physical warm-up, mixing yoga, breathing exercises, and modern dance technique.

THR/HPE 004, 005 Lifetime Sports—Modern Dance and Improvisation (.0 course)

Students will learn various phrases of movement incorporating floor exercises and will learn to travel through space using level, volume, and floor pattern. Improvisational techniques will be introduced and students will create short improvisational pieces. (Prereq.: THR/HPE 002, 00, or instructor's permission. NOTE: Students are allowed to use only one of THR/HPE 002, 003, 004, or 005 to fulfill the lifetime sports requirement.)

THR 116 Creative Drama

A study of theatrical movement, mime, mask, acting with an emphasis on active participation and reflective writing. (Fall)

THR 222 Introduction to Theatre

An introduction to survey of dramatic art including major historical periods, plays, artists; dramatic structure; basic concepts and techniques of the play production process. Students attend and review stage productions. (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. (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

A survey of the theatrical performance styles, aesthetic theories, and plays of traditional Asia and Asian American cultures. The course includes lectures, films, videos, and demonstrations by visiting performers. (Fall: alternate years)

THR 325/ENG 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. 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. Class will take theatre tours, have visiting designers, and practical involvement with the Augsburg spring production. (Lab required, materials needed. (Prereq.: THR 228 or permission of instructor. Spring)
- THR 333 Acting for Camera**
An exploration of acting principles and techniques as applied to video and film. Since the art of acting enhances skills for on-camera effectiveness, actual TV drama scripts, commercials, and others will be used for video performance.
- 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. 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. Reading of several plays and attendance at local theatre productions are required. Need not be taken sequentially with THR 362. (Prereq.: ENG 111) Fall or 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. (Fall or Spring)
- THR 365 Advanced Acting**
This course explores the elements of characterization through character analysis and extensive scene, monologue study. Emphasis is on a variety of roles from the classics (Shakespeare, French neoclassicism, Restoration comedy, realism, and non-realism), culminating in public recital. (Prereq.: THR 222 and THR 232. Fall or Spring)

THR 366 **Stage Direction I**
Basic directorial techniques: play analysis, production organization, technical collaboration, casting, rehearsals, blocking, and characterization. Direction of two pieces required, the latter for public recital. Permission from instructor required. (Prereq.: THR 361, THR 362, THR 328. Spring)

THR 495 **Theatre Topics**
Selected topics in theatre.

Internships and Independent Study Courses:

THR 199 **Internship**
See description on page 85.

THR 299 **Directed Study**
See description on page 86.

THR 399 **Internship**
See description on page 85.

THR 499 **Independent Study/Research**
See description on page 86.

URBAN STUDIES

See Metro-Urban Studies listing under Interdisciplinary Studies.

The Women's Studies Program 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

Jacqueline deVries (Coordinator), Kristin M. Anderson, Maria Brown, Grace B. Dyrud, Doug Green, Milda Hedblom, Victoria Littlefield, Lynne Lorenzen, Catherine Nicholl, Beverly J. Nilsson, Norma Noonan, Nancy K. Steblay, Beverly J. Stratton, James Vela-McConnell

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses that must include WST 201 Foundations in Women's Studies, WST 495 (Seminar), and WST 199 or WST 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 department. 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 that must include WST 201; three electives, one of which must be upper division; and WST 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

- WST 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 orientation, and class.
- 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.
- WST 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 minority groups.
- WST 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.)
- WST 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, as well as past and current contributions by African American women.
- WST 481 Topics in Women's Studies**
- WST 495 Women's Studies Seminar**
This advanced course will include student research and presentations that incorporate feminist theory. The seminar is required of all majors and minors who do not elect to do an independent study (499). It is offered at a different college each year.

Internships and Independent Study Courses:

- WST 199** **Internship**
See description on page 85.
- WST 299** **Directed Study**
See description on page 86.
- WST 399** **Internship**
See description on page 85.
- WST 499** **Independent Study/Research**
See description on page 86.

Any must be approved in writing by the women's studies coordinator.

See department listings for descriptions of the following approved electives:

- ART 352** **Women and Art**
- ENG 236 or 436** **Women and Fiction**
- ENG 480** **Criticism**
- HIS 311** **Topics in Women's History**
- HIS 380** **History of Women in the West to 1870**
- HIS 381** **History of Women in the West Since 1870**
- POL 124** **American Women and Politics**
- POL 421** **Topics in American Politics**
- POL 459** **Topics in Comparative Politics**
- PSY 371** **Psychology of Gender**
- SOC 265** **Gender, Race, and Ethnicity**
- REL 441** **Feminism and Christianity**

College Information



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Chair

Barbara C. Gage

Vice Chair

Norman Hagfors

Secretary

Inez Schwarzkopf

Treasurer

Glen Person

The year in parentheses after each name is the expiration date of current term. An asterisk before a name indicates the person is an Augsburg graduate.

***Rev. Gary E. Benson '70 (2002)**

Directing Pastor, Zumbro Lutheran Church, Rochester, Minn.

Rev. Roger C. Eigenfeld (2000)

Senior Pastor, St. Andrew's Lutheran Church, Mahtomedi, Minn.

***Ms. Tracy Lynn Elftmann '81 (2002)**

Attorney, Mackall Crounse & Moore, Minneapolis, Minn.

Ms. Barbara C. Gage (1998-II)

Vice President, Gage Marketing Group, Plymouth, Minn.

***Mr. H. Theodore Grindal '76 (2002)**

Attorney/Partner, Lockridge Grindal Nouen, Minneapolis, Minn.

Mr. Thomas K. Guelzow (1998)

Guelzow & Senteney, Ltd., Eau Claire, Wis.

Mr. Norman R. Hagfors (2001)

President, Norsen, Inc., Minneapolis, Minn.

Mr. James E. Haglund (2000)

President/Owner, Central Container Corporation, Minneapolis, Minn.

Ms. Beverly Thompson Hatlen (1999)

Board Chair, Minnesota Life College; President, Hatlen Foundation, Apple Valley, Minn.

Mr. Allen A. Housh (2001)

Business Consultant, A.A. Housh and Associates, Edina, Minn.

***Dr. Ruth E. Johnson, '74 (2000)**

Director, Mayo Breast Clinic, Mayo Clinic, Rochester, Minn.

***The Hon. LaJune Thomas Lange '68 (2001)**

Judge, Hennepin County Government Center, Minneapolis, Minn.

Mr. David J. Larson (2002)

Sr. Vice President, Secretary and General Counsel, Lutheran Brotherhood, Minneapolis, Minn.

***Ms. Julie R. Nelson '83 (2002)**

Executive Director, The Dwight D. Opperman Foundation, Minneapolis, Minn.

***Mr. Ronald G. Nelson, '68 (2002)**

Vice President and Controller, 3M Center, St. Paul, Minn.

***Mr. Glen E. Person '47 (1999)**

Retired Businessman, Eden Prairie, Minn.

Mr. Wayne G. Popham (2000)

Senior Attorney, Popham, Haik, Schnobrich & Kaufman, Minneapolis, Minn.

Mr. Curtis A. Sampson (2001)

President and CEO, Communications Systems, Hector, Minn.

***Ms. Inez M. Schwarzkopf '59 (1998)**

Assistant Vice President of the Mission, Investment Fund-ELCA, St. Paul, Minn.

Mr. Glen J. Skovholt (2000)

Vice President, Government and
Community Affairs, Honeywell, Inc.,
Minneapolis, Minn.

Mr. Leland N. Sundet (1998)

Chairman and CEO, Sundet Companies,
Eden Prairie, Minn.

***Ms. P. Dawn Taylor, '78 (2002)**

President, The Iowa Group,
Des Moines, Iowa

***Ms. Jean M. Taylor, '85 (2000)**

Vice President of Development, Travel
Tags, Eagan, Minn.

Mr. Michael W. Thompson (2001)

Realtor, Edina Realty Inc., Edina, Minn.

Ms. Pamela L. Tibbetts (2000)

Chief Operating Officer, Fairview Health
System, Minneapolis, Minn.

Ms. Kathryn H. Tunheim (1998)

Principal and President, Tunheim Santrizos
Company, Minneapolis, Minn.

***Mr. William A. Urseth, '71 (1998)**

Chairman and CEO, Upland Global
Corporation, Minneapolis, Minn.

***Ms. Joan L. Volz, '68 (2000)**

Afton, Minn.

Ms. May Ka-Yee Yue (2000)

President and CEO, Norris Education
Innovations, Inc., Edina, Minn.

DIVISION FOR HIGHER EDUCATION AND SCHOOLS THE EVANGELICAL LUTHERAN CHURCH IN AMERICA (ELCA)

Chair

The Rev. John G. Andreasen

Secretary

The Rev. S. Philip Froiland

Vice-Chair

Mary Hull Mohr

Executive Director

The Rev. W. Robert Sorensen

Director for Administration and Finance

Sue Rothmeyer

Director for Colleges and Universities

(vacant)

Asst. Dir. for Colleges and Universities

Cheryl Chatman

AUGSBURG COLLEGE FACULTY AND ADMINISTRATION

Beginning year of service is indicated with parentheses.

Officers

- William V. Frame** (1997). President. B.A., M.A., University of Hawaii; Ph.D., University of Washington.
- Marie O. McNeff** (1968). Vice President for Academic and Learning Services and Dean of the College. Professor of Education. B.S., M.Ed., Ed.D., University of Nebraska.
- Paul R. Carlson** (1998). Vice President for Finance and Administration. B.S., University of Nebraska; M.B.A., University of Montana.
- Ida B. Simon** (1998). Vice President for Institutional Advancement and Community Relations. B.A., Lincoln University; M.Ed., University of Illinois-Urbana; M.Div., Union Theological Seminary.
- Richard J. Thoni** (1972). Vice President for Institutional Research and Program Development. B.A., St. Olaf College; Ph.D., University of Minnesota.

Administration

- Richard Adamson** (1989). Controller and Director, Business Office. B.A., University of St. Thomas; Certified Public Accountant.
- Earl R. Alton** (1960). Associate Dean for Faculty Affairs. Professor of Chemistry. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.
- Stuart M. Anderson** (1989). Associate Dean for Library and Information Technology. Associate Professor of Physics. B.A., Augsburg College; Ph.D., University of Minnesota.
- José R. Bourget-Tactuk** (1997). Director, Center for Global Education. Associate Professor. B.A., Southern College; M.A., Ph.D., Andrews University.
- Sally Daniels** (1979). Director, Undergraduate Admissions. B.A., Augsburg College.
- Marilyn E. Florian** (1980). Assistant Professor of Health and Physical Education. Women's Athletic Director. B.A., Augsburg College; M.S., St. Cloud State University.
- Paul Grauer** (1979). Men's Athletic Director. B.S.Ed., Concordia College-Nebraska; M.Ed., University of Nebraska; M.A., University of Minnesota; Ph.D., University of Minnesota.
- Herald Johnson** (1968). Director, Student Services Center. B.A., Augsburg College.
- Benjamin Kent** (1996). Academic Advising Coordinator, Academic Advising Center. B.A., University of Wisconsin-Madison; M.S., University of Oregon.
- William Kuehl** (1996). Director, Weekend College Admissions. B.A., St. Olaf College.
- Ann Klamer** (1993). Director, Residence Life. B.S., University of Wisconsin-Stevens Point; M.S., Ohio University.
- Gaye Lindfors** (1993). Assistant to the President. Director, Human Resources. B.S., Mankato State University.
- Donna McLean** (1985). Director, Alumni and Parent Relations. B.A., University of Minnesota.
- Art Meadowcroft** (1985). Director, Facilities Management Services. B.S., University of Minnesota.

- Barbara R. Nagle** (1998). Director, Public Relations and Communication. B.S., Ohio University.
- Norma C. Noonan** (1966). Director, Master of Arts in Leadership Program. Professor of Political Science. B.A., University of Pennsylvania; M.A., Ph.D., Indiana University.
- Julie Olson** (1991). Program Coordinator, Weekend College. B.A., Augsburg College.
- Lois Olson** (1985). Director, Center for Service, Work, and Learning. B.S., University of Minnesota; M.S., Mankato State University.
- Paul Simmons** (1992). Registrar. B.A., M.A., University of Wisconsin-Milwaukee.
- Lora Steil** (1994). Human Resources Manager. B.A., University of St. Thomas.
- Kathryn A. Swanson** (1985). Interim Associate Dean for Student Affairs. Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.
- Don Warren** (1978). Director, Academic Enrichment. B.A., M.A., University of Minnesota.
- David T. Wold** (1983). Director, Campus Ministry. College Pastor. B.S., St. Olaf College; M.Div., Luther Seminary.

Faculty

A

- Duane L. Addison** (1994). Instructor, part-time, Religion. B.A., University of Minnesota; B.D., Luther Theological Seminary; M.A., Ph.D., Yale University.
- Sandra J. Agustin** (1997). Instructor, part-time, Speech/Communication and Theatre Arts. B.S., University of Wisconsin-Madison.
- Virginia P. Allery** (1993). Associate Professor of Education. Coordinator, American Indian Studies Minor. B.S., Viterbo College; M.S., Eastern Montana College; Ph.D., University of Minnesota.
- Earl R. Alton** (1960). Associate Dean for Faculty Affairs. Professor of Chemistry. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.
- Brian R. Ammann** (1988). Instructor of Health and Physical Education. Men's Basketball Coach. B.A., Augsburg College; M.S., North Dakota State University.
- Kristin M. Anderson** (1984). Associate Professor of Art. A.B., Oberlin College; M.A., University of Minnesota; M.A., Luther-Northwestern Seminary.
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- Andrew L. Aoki** (1988). Associate Professor of Political Science. B.A., University of Oregon; M.A., Ph.D., University of Wisconsin-Madison.
- David B. Apolloni** (1989). Assistant Professor of Philosophy. B.A., University of Minnesota; M.Div., Luther-Northwestern Seminary; Ph.D., University of Minnesota.
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B

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- John E. Benson** (1963). Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.A., Ph.D., Columbia University.
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- Anthony A. Bibus, III** (1992). Assistant Professor of Social Work. B.A., University of St. Thomas; M.A., University of Virginia; Ph.D., University of Minnesota.
- William P. Bierden** (1997). Instructor, part-time, Education. B.S., M.S., Mankato State University.
- Vern M. Bloom** (1965). Assistant Professor of Social Work. B.A., M.S.W., University of Minnesota.
- Jeanne M. Boeh** (1990). Associate Professor of Economics. B.S., M.A., Ph.D., University of Illinois.
- Laura S. Boisen** (1996). Assistant Professor of Social Work. B.A., Wartburg College; M.S., University of Wisconsin-Madison; M.P.A., Iowa State University; Ph.D., University of Minnesota.
- Lynn Allen Bollman** (1991). Instructor, part-time, Art. B.A., Augsburg College; M.A., University of Northern Colorado; M.F.A., University of Minnesota.
- Julie H. Bolton** (1975). Professor of Speech/Communication and Theatre Arts. B.S., M.F.A., University of Minnesota.
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- Maria L. Brown** (1980). Associate Professor of Social Work. B.A., M.A., American University; M.S.W., University of Minnesota.
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- Michael R. Burden** (1990). Associate Professor of Speech/Communication and Theatre Arts (Designer and Technical Director). B.A., Augsburg College; M.F.A., University of Minnesota.
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C

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- Susannah G. Chapman** (1997). Studio Artist/Cello, part-time, Music. B.M., Mannes College of Music; M.M., D.M.A., State University of New York-Stony Brook.
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- David T. Chollar** (1997). Instructor, part-time, Social Work. B.S., University of Houston; M.S.W., Fordham University.
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- Joseph R. Clubb** (1994). Instructor, part-time, Social Work. B.S.W., St. John's University; M.S.W., University of Minnesota.
- Lawrence E. Copes** (1980). Professor of Mathematics. B.A., Illinois Wesleyan University; M.A., Ph.D., Syracuse University.
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- Larry J. Crockett** (1985). Professor of Computer Science. B.A., M.A., Pacific Lutheran University; M.Div., Luther Theological Seminary; Ph.D., University of Minnesota.

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- Cathleen A. Dalglish** (1986). Associate Professor, part-time, English. B.A., College of St. Catherine; M.F.A., Vermont College; Ph.D., The Union Institute.
- Jill A. Dawe** (1994). Assistant Professor of Music. B.M., Memorial University of Newfoundland; M.M., D.M.A., Eastman School of Music.
- Jacqueline R. deVries** (1994). Assistant Professor of History. Coordinator; Women's Studies. B.A., Calvin College; M.A., Ph.D., University of Illinois-Urbana.
- Maria C. Dinis** (1996). Assistant Professor of Social Work. B.A., M.S.W., California State University; Ph.D., University of California-Berkeley.
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- Bridget A. Doak** (1996). Instructor, part-time, Music. B.M., University of Dayton; M.A., Saint Mary's University.
- Suzanne L. Donsky** (1997). Instructor, part-time, English. B.A., Macalester College.
- Suzanne I. Dorée** (1989). Assistant Professor of Mathematics. B.A., University of Delaware; M.A., Ph.D., University of Wisconsin-Madison.
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- Françoise M. duRivage** (1993). Instructor, part-time, Modern Languages. B.A., Université de Bordeaux III; M.A., Université de Paris IV (Sorbonne); M.A., Ph.D., Duke University.
- Linda D. Dyer** (1995). Assistant Professor of Education. B.S., Bridgewater State College; M.S., Mankato State University; Ph.D., University of Minnesota.
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- Rene Escoto** (1997). Academic Coordinator. Center for Global Education. M.A., The Institute for Social Studies, The Hague, Holland.
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F

- Heidi M. Farrell** (1995). Instructor, part-time, Modern Languages. B.A., Augsburg College; M.A., Middlebury College; J.D., University of Minnesota.
- Ronald L. Fedie** (1996). Assistant Professor of Chemistry. B.A., University of St. Thomas; Ph.D., University of Minnesota.
- Norman B. Ferguson** (1972). Professor of Psychology. B.A., Franklin and Marshall College; M.S., Ph.D., University of Wisconsin.
- Lucie K. Ferrell** (1992). Associate Professor of Nursing. B.S., College of St. Catherine; M.N., University of California-Los Angeles; Ph.D., Adelphi University.
- Anita L. Fisher** (1991). Instructor, part-time, Modern Languages. B.A., M.A., University of Montana.
- Phillip F. Fishman** (1988). Assistant Professor, part-time, Political Science. B.S., University of Wisconsin-Madison; J.D., Washington University; M.S.W., St. Louis University.
- Marilyn E. Florian** (1980). Assistant Professor of Health and Physical Education. Women's Athletic Director. B.A., Augsburg College; M.S., St. Cloud State University.
- Bruce D. Forbes** (1990). Instructor, part-time, Religion. B.A., Morningside College; M.Th., Perkins School of Theology; Ph.D., Princeton Theological Seminary.
- Eloise I. Fredrickson** (1997). Instructor, part-time, Education. B.A., Southwest State University; M.Ed., University of Minnesota.
- Mark L. Fuehrer** (1969). Professor of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.

G

- Stephen M. Gabrielsen** (1963). Professor of Music. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- George M. Gaetano** (1993). Assistant Professor of Speech/Communication and Theatre Arts. B.A., Hunter College; M.A., Ph.D., University of Minnesota.
- Richard A. Germundsen** (1987). Associate Professor of Education. B.S., Mankato State University; M.A., American University; Cand. Mag., Universitet i Bergen, Norway; Ph.D., University of Minnesota.
- Annette M. Gerten** (1997). Instructor of Social Work. B.A., College of St. Catherine; M.S.W., University of Michigan; Ph.D., University of Minnesota.
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- Sandra F. Gilbert** (1997). Instructor, part-time, Business Administration /Accounting /MIS. B.A., St. Olaf College; J.D., William Mitchell College of Law.
- Janet L. Goldstein** (1997). Instructor, part-time, Social Work. B.S.W., Hebrew University, Jerusalem; M.S.W., Yeshiva University.
- J. Michael Gonzalez-Campoy** (1995). Instructor, part-time, Physician Assistant Studies. B.A., Macalester College; M.D., Ph.D., Mayo Medical School and Mayo Graduate School.
- Karen M. Graves** (1991). Instructor, part-time, Education. B.A., St. Cloud State University; M.A., University of St. Thomas.
- Nansee L. Greeley** (1996). Instructor, part-time, Education. B.A., M.A., University of Minnesota.

- Douglas E. Green** (1988). Professor of English. B.A., Amherst University; M.A., Ph.D., Brown University.
- William D. Green** (1991). Assistant Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., J.D., University of Minnesota.
- Jeanine A. Gregoire** (1996). Assistant Professor of Education. B.S., M.A., Ph.D., University of Minnesota.
- Richard A. Gresczyk, Sr.** (1990). Instructor, part-time, Modern Languages. B.S., M.Ed., University of Minnesota.
- Joan L. Griffin** (1986). Professor of English. A.B., Washington University; M.A., Ph.D., Harvard University.
- Robert C. Groven** (1997). Instructor, part-time, Speech/Communication and Theatre Arts. B.A., Concordia College-Moorhead; M.A., J.D., University of Minnesota.
- Nancy J. Grundahl** (1993). Instructor, part-time, Music. B.M., St. Olaf College; M.F.A., University of Minnesota.
- Satya P. Gupta** (1976). Professor of Economics. B.S., M.S., Agra University, India; M.S., Ph.D., Southern Illinois University.
- Donald R. Gustafson** (1961). Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin.
- Arlin E. Gyberg** (1967). Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.

H

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- Panduleni S. Hailonga** (1993). Academic Coordinator, Academic Programs in Namibia, Center for Global Education. B.S., Windhoek College of Nurses; M.S., Leeds Metropolitan University, United Kingdom.
- Anthony R. Hansen** (1990). Instructor, part-time, Physics. B.A., University of Minnesota-Morris; M.S., Ph.D., Iowa State University.
- Dolores V. Hanson** (1993). Instructor, part-time, Education. B.S., University of Minnesota; B.S., Moorhead State University.
- John A. Hanson** (1991). Instructor, part-time, Psychology. B.S., University of Wisconsin-Eau Claire; M.S., University of Wisconsin-Stout; M.S.Ed., University of Wisconsin-Oshkosh; Ph.D., University of Toledo.
- M. Anaam Hashmi** (1990). Instructor, part-time, Business Administration/Accounting/MIS. B.E., N.E.D., University of Engineering and Technology, Karachi; M.B.A., Ball State University; D.B.A., Kent State University.
- Kathryn M. Hathaway** (1997). Instructor, part-time, Psychology. B.A., Macalester College; M.A., Ph.D., Northern Illinois University.
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- Maurice Healy** (1996). Academic Coordinator of Guatemala Programs, Center for Global Education. B.A., Maryknoll College; M.Div., M.Rel.Ed., State University of New York-Maryknoll.

- Milda K. Hedblom** (1971). Professor of Political Science. Director of Canadian Studies Program. B.A., Macalester College; M.A., J.D., Ph.D., University of Minnesota.
- Peter A. Hendrickson** (1993). Assistant Professor of Music. Director of Choral Activities. B.A., Augsburg College; M.A., Macalester College; M.A., Columbia University; D.M.A., Manhattan School of Music.
- Robert S. Herforth** (1966). Professor of Biology. B.A., Wartburg College; M.S., Ph.D., University of Nebraska.
- Garry W. Hesser** (1977). Professor of Sociology. Director of Metro-Urban Studies. B.A., Phillips University; M.Div., Union Theological Seminary; M.A., Ph.D., University of Notre Dame.
- Norman D. Holen** (1964). Professor of Art. B.A., Concordia College-Moorhead; M.F.A., University of Iowa.
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- Kenneth B. Huber** (1989). Studio Artist/Piano, part-time, Music. B.M., M.M., Indiana University.
- David Hudson** (1990). Instructor, part-time, English. B.A., M.A., University of Minnesota.
- Gretchen Kranz Irvine** (1993). Assistant Professor of Education. B.S., College of St. Teresa; M.S., University of Wisconsin-River Falls; Ph.D., University of Minnesota.
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- Ross A. Jilk** (1997). Instructor of Biology. B.S., University of Minnesota; Ph.D., University of Wisconsin-Madison.
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K

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L

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- J. Lynne F. Lorenzen** (1988). Associate Professor of Religion. B.A., University of Iowa; M.Div., Northwestern Lutheran Theological Seminary; M.A., Ph.D., The Claremont Graduate School.
- Dawn B. Ludwig** (1995). Director, Assistant Professor of Physician Assistant Studies. B.A., University of Colorado-Denver; M.S., P.A. Certification, University of Colorado Health Science Center.

- Steven P. Lund** (1982). Studio Artist/Trombone, part-time, Music. B.S., University of Minnesota.
- Mary Ellen Lundsten** (1977). Assistant Professor, part-time, Political Science. B.A., Smith College; M.A., Johns Hopkins School of Advanced International Studies; Ph.D., University of Minnesota.
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M

- Beth M. Mackey** (1996). Instructor, part-time, Education. B.S., M.S., Indiana University.
- Karen M. Mateer** (1984). Associate Professor, Librarian. B.S., University of South Dakota; M.A., University of Iowa.
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- Carter T. Meland** (1998). Instructor, part-time, English. B.A., University of Minnesota.
- Cynthia J. Meyer** (1994). Instructor, part-time, Psychology. B.A., Macalester College; M.A., Ph.D., University of Minnesota.
- Fekri Meziou** (1987). Associate Professor of Business Administration /Accounting /MIS. B.A., University of Tunis; M.A., Ph.D., University of Minnesota.
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U-V

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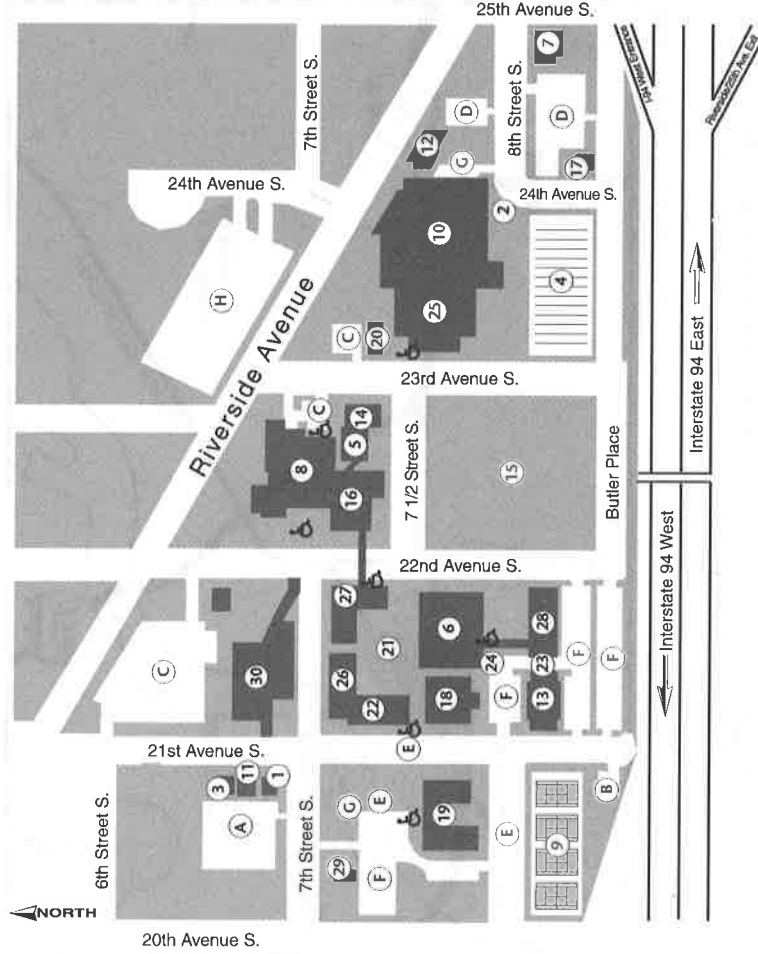
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- Patricia A. Parker.** Associate Academic Dean Emerita. B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan.
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- Joel S. Torstenson.** Professor Emeritus of Sociology. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.



College Map Information

1. Admissions Weekday Program
2. Air Structure Entrance
3. *November through March*
American Indian Student Services Program and Pan-African Student Services
4. Anderson-Nelson Athletic Field and Seasonal Air Structure
5. Center for Global Education and International Programs
6. Christensen Center, Information Desk
7. East Hall
8. Foss, Miles Center for Education, Arts, and Communication
9. Husby-Strommen Tennis Courts
10. Ice Arena
11. Jeroy C. Carlson Alumni Center

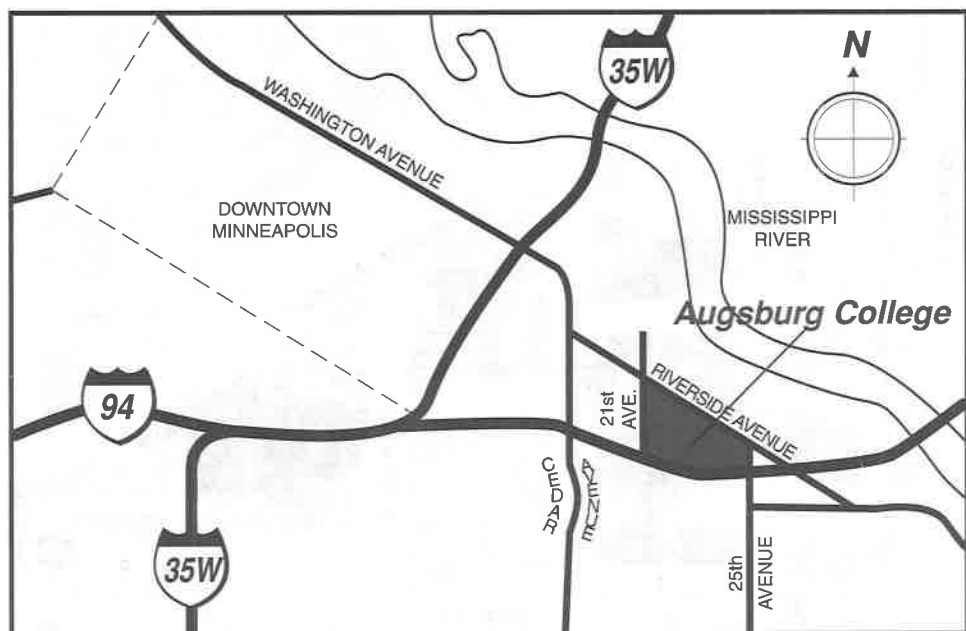
12. Maintenance and Grounds Shop
13. Mortensen Tower
14. Murphy Place
15. Murphy Square
16. Music Hall
17. Nordic Center
18. Old Main
19. Oscar Anderson Hall
20. Public Relations and Communication
21. Quad
22. Science Hall
23. Security Dispatch Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup Hall
27. Sverdrup-Ofstedal Memorial Hall
28. Urness Tower
29. Youth and Family Institute
30. James G. Lindell Family Library

Parking Lots

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



Disability access



DIRECTIONS TO CAMPUS

I-35W from the North—

Take Washington Avenue exit and turn left on Washington (curves right to become Cedar Avenue), turn left at Riverside Avenue, right at 21st Avenue South.

I-94 East from Minneapolis—

Take 25th Avenue exit, turn left at 25th Avenue, turn left at Riverside Avenue, turn left at 21st Avenue South.

I-94 West from St. Paul—

Take Riverside exit, turn right at Riverside Avenue, turn left at 21st Avenue South.

I-35W from the South—

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

PUBLIC PARKING

Street parking on campus is posted for one-, two-, or four-hour limits. Pay parking is available at the Fairview-University Medical Center across Riverside Avenue. For major events on campus during evenings and weekends, parking is also available in the faculty/staff and commuter lots.



Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, gender, sexual orientation, 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.

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