

AUGSBURG
COLLEGE
2211 Riverside Avenue
Minneapolis, MN 55454

AUGSBURG COLLEGE CATALOG 2006 TO 2008

AUGSBURG COLLEGE

2006 to 2008 Catalog

AUGSBURG
COLLEGE
www.augsburg.edu



AUGSBURG COLLEGE

Augsburg College Catalog 2006-2008

AUGSBURG COLLEGE

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 Academic Advising, a faculty adviser, the dean of the College, or the registrar. Key offices are listed on page 8 for correspondence or telephone inquiries.

Published May 2006

www.augsburg.edu

Photos by Stephen Geffre

A Greeting from the President

A college catalog is a wonderful text, full of detail and data that offer all of us a map to our lives together as a college community.

What has prompted you to study this map of Augsburg College? If you're already enrolled at Augsburg, I trust that you will continue to find here the awe and wonder of an educational experience that is meaningful and challenging. I hope that you will be reminded of the relationships and commitments you have formed at Augsburg—they will last a lifetime. I also hope that you find in this map signposts of the progress

you have made in your vocational journey and that you will continue to believe that you have rightly chosen Augsburg as the community in which you will spend time for the next several years.

If you are studying this map to find out more about Augsburg College and an Augsburg education, welcome. I believe you will find that they not only tell you about the character and essence of our institution, but also about our mission of service, particularly about those whom we serve in a modern, vibrant city. Augsburg is located in the heart of the Twin Cities of Minneapolis and St. Paul, and it is in the city that our College both serves and thrives. As you study here, you will find a setting that not only provides remarkable learning opportunities, but one in which you will be able to share you own talents and skills. Augsburg's challenging academic environment is enhanced by both education and service experiences that transform theory into action and unite the liberal arts with the practical in preparing students as faithful citizens in a global society.

The experience 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 Augsburg College, or consider doing so, please know that those of us who await you here find the College an exciting place, full of diversity and yet possessed of a community dedicated to higher learning and good living. Here you can find your way in the world.

May this map be your faithful guide!

Sincerely yours,

Paul C. Pribbenow
President





Table of Contents

Academic Calendar – 4-7

Directory – 8

Introducing Augsburg – 9

Facts and Figures – 18

Undergraduate Admissions – 19

Day Program – 20

Weekend College – 21

Financing Your Education – 23

Student Life – 39

Academic Information – 53

Departments and Programs – 93

Includes majors, minors,
and course descriptions

College Information – 317

Board of Regents – 318

ELCA Program Unit for

Vocation and Education – 319

Faculty and Administration – 320

Faculty Emeriti – 339

Maps – 342, 343

Index – 345

4 2006-2007 ACADEMIC CALENDAR, DAY PROGRAM (AND MPAS PROGRAM)

The academic calendar is subject to change. Refer to the registrar's Web page for updated calendar and registration information at www.augsburg.edu/enroll/registrar.

Fall Term 2006

Summer.....Freshman registration
Sept. 3-5/Sun.-Tues.New student orientation
Sept. 6/Wed.Classes begin
Oct. 27/Fri.Mid-term break (one day only)
Nov. 13-Dec. 1/Mon.-Fri.Registration for spring
Nov. 23/Thurs.Thanksgiving recess begins
Nov. 27/Mon.Classes resume
Dec. 15/Fri.Classes end
Dec. 18-21/Mon.-Thurs.Final exams

Spring Term 2007

Jan. 16/Tues.Classes begin
Mar. 19/Mon.Mid-term break begins
Mar. 26/Mon.Classes resume
Apr. 2-13/Mon.-Fri.Registration for fall
Apr. 6/Fri.Easter break begins
Apr. 27/Fri.Classes end
Apr. 30-May 3/Mon.-Thurs.Final exams
May 5/Sat.Baccalaureate/Commencement

2007-2008 ACADEMIC CALENDAR, DAY PROGRAM (AND MPAS PROGRAM)

The academic calendar is subject to change. Refer to the registrar's Web page for updated calendar and registration information at www.augsburg.edu/enroll/registrar.

Fall Term 2007

Sept. 5/Wed.Classes begin
Oct. 26/Fri.Mid-term break (one day only)
Nov. 22/Thurs.Thanksgiving recess begins
Nov. 26/Mon.Classes resume
Dec. 14/Fri.Classes end
Dec. 17-20/Mon.-Thurs.Final exams

Spring Term 2008

Jan. 14/Tues.Classes begin
Mar. 17/Mon.Mid-term/Easter break begins
Mar. 25/Tue.Classes resume
Apr. 25/Fri.Classes end
Apr. 28-May 1/Mon.-Thurs.Final exams
May 3/Sat.Baccalaureate/Commencement

6 2006-2007 ACADEMIC CALENDAR, WEEKEND COLLEGE AND GRADUATE PROGRAMS (EXCEPT MPAS AND MBA)

The academic calendar is subject to change. Refer to the registrar's Web page for updated calendar and registration information at www.augsburg.edu/enroll/registrar.

Fall Term 2006

Class Weekends: Sept. 8-10, Sept. 22-24, Oct. 6-8, Oct. 20-22, Nov. 3-5, Nov. 17-19,
Dec. 1-3, Dec. 8-10 (WEC only)

Winter Term 2007

Class Weekends: Jan. 5-7 (MA Nursing and MSW only), Jan. 12-14, Jan. 26-28, Feb. 2-4,
Feb. 16-18, Feb. 23-25, Mar. 9-11, Mar. 23-25

Spring Term 2007

Class Weekends: Mar. 30-Apr. 1, Apr. 13-15, Apr. 27-29, May 11-13, May 18-20, Jun. 1-3,
Jun. 15-17, Jun. 22-23 (MSW only)

NOTE: For Rochester programs, reference the registrar's Web page at www.augsburg.edu/enroll/registrar.

2007-2008 ACADEMIC CALENDAR, WEEKEND COLLEGE AND GRADUATE PROGRAMS (EXCEPT MPAS AND MBA)

The academic calendar is subject to change. Refer to the registrar's Web page for updated calendar and registration information at www.augsburg.edu/enroll/registrar.

Fall Term 2007

Class Weekends: Sept. 7-9, Sept. 21-23, Oct. 5-7, Oct. 19-21, Nov. 2-4, Nov. 16-18,
Nov. 30-Dec. 2, Dec. 7-9 (WEC only)

Winter Term 2008

Class Weekends: Jan. 4-5 (MA Nursing and MSW only), Jan. 11-13, Jan. 25-27, Feb. 1-3,
Feb. 15-17, Feb. 29-Mar. 2, Mar. 14-16, Mar. 28-30

Spring Term 2008

Class Weekends: Apr. 11-13, Apr. 25-27, May 9-11, May 16-18, May 30-Jun. 1, Jun. 6-8,
Jun. 20-22, Jun. 27-28 (MSW only)

NOTE: For Rochester programs, reference the registrar's Web page at www.augsburg.edu/enroll/registrar.

8 DIRECTORY

Area Code
612

Access Center	330-1749
Academic Advising.....	330-1025
Academic Enrichment.....	330-1165
Academic Affairs	330-1024
Undergraduate Admissions	330-1001
Toll-free number	1-800-788-5678
Alumni Relations.....	330-1178
Toll-free number	1-800-260-6590
Athletics	330-1249
Center for Learning and Adaptive Student Services (CLASS)	330-1053
Center for Service, Work, and Learning.....	330-1148
College Pastor/Campus Ministry	330-1732
Counseling and Health Promotion.....	330-1707
Event and Classroom Services	330-1107
Development (financial gifts to the College)	338-0002
Toll-free number	1-800-273-0617
Enrollment Center	330-1046
Toll-free number	1-800-458-1721
Facilities Management	330-1041
Financial Aid (scholarships and other aid)	330-1046
General Information (other office numbers; business hours only)	330-1000
Fax	330-1649
Graduate Programs	330-1150
Human Resources	330-1058
Lost and Found.....	330-1000
Marketing and Communications	330-1180
Parent and Family Relations.....	330-1525
President's Office	330-1212
Registrar	330-1036
Residence Life (Housing).....	330-1488
Rochester Program.....	507-288-2886
Student Activities and Orientation	330-1111
Student Affairs.....	330-1160
Student Government.....	330-1110
Summer Session	330-1046
TRIO/Student Support Services	330-1311
Weekend College	330-1101

Mailing address: 2211 Riverside Avenue
Minneapolis, MN 55454

Website: www.augsburg.edu



Introducing Augsburg College

About Augsburg – 10

Weekend College – 12

Rochester Program – 13

Campus Location – 14

Facilities and Housing – 14

Associated Support
Organizations – 16

Policies – 17

Accreditation and
Memberships – 17

Facts and Figures – 18

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 the best preparation for living in the fast-paced, changing, and complex world of today and tomorrow. Augsburg graduates 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.

Discovering your Gifts and Talents

The heart of an Augsburg education is the Augsburg Core Curriculum—designed to prepare students to become effective, informed, and ethical citizens. Through “Search for Meaning” courses, students explore their own unique gifts and interests and find where their own talents intersect with the needs of our global society.

At the same time, courses across all disciplines stress the skills that will serve 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 58 for a complete list of majors and minors.) This five-college consortium allows day program students to take courses on other campuses without charge while a full-time student at Augsburg. The ACTC includes Augsburg College, the College of St. Catherine, Hamline University, Macalester College, and the University of St. Thomas.

The Weekend College Program offers 19 majors and five certificate programs.

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 130 years.

Education for Service

Keeping the vision of the democratic 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 concerted effort to become accredited. Full accreditation was achieved in 1954.

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. Subsequently, the American Lutheran Church merged with two other Lutheran bodies in 1988 to form the Evangelical Lutheran Church in America.

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 Hall, Urness Hall, 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 and retired in 2006. Under his leadership, the College sharpened its identity as a college of the city, providing an education, grounded in vocational calling, that provides students both the theoretical learning and the practical experience to succeed in a global, diverse world.

Dr. Paul C. Pribbenow became the 11th president of Augsburg College in July 2006. Under his leadership, the College aims to educate students of all ages—in the midst of a great city—to be faithful citizens of the world.

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 unequaled learning laboratory for Augsburg students.

Augsburg is a quality liberal arts institution set in the heart of a great metropolitan center. There are now over 18,000 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 undergraduate liberal arts and sciences, Augsburg offers master's degree programs in business, education, leadership, nursing, physician assistant studies, and social work.

Augsburg also offers graduate and undergraduate level nursing courses as well as supporting degree courses through its Rochester Program based in Rochester, Minnesota.

■ WEEKEND COLLEGE

Augsburg's Weekend College program provides an educational alternative to adults who want to complete a baccalaureate degree but who work or have other commitments during the week. It is a means by which men and women can gain skills for professional advancement, prepare for a career change, or pursue a personal interest in one or more areas of the liberal arts.

Weekend College began in 1982 with 69 students taking courses in three majors. Eight courses were offered in the first term. Today with approximately 1,000 students enrolled each term and 19 majors, Augsburg's Weekend College is one of the largest programs of its type among Minnesota private colleges. Faculty in Weekend College are full-time Augsburg professors as well as adjunct faculty who bring professional experience to their teaching. The Weekend College student body is involved in student government, and students participate in academic and extracurricular activities such as the student newspaper, travel seminars, and student organizations.

Augsburg Weekend College continues its tradition of innovation to meet the needs of the adult and nontraditional student.

The Adult as Learner

Augsburg Weekend College is based on the assumption that working adult students are mature, self-disciplined, and motivated learners who seek a combination of classroom experience and individual study. Each course includes periods of concentrated, on-campus study as well as time for independent study and class preparation. Most courses include a Web-based course management site.

Alternate Weekends

To accommodate this learning format, classes generally meet on alternate weekends for three and a half to four hours on either Friday evening, Saturday morning, Saturday afternoon, or Sunday afternoon. Laboratory sections or additional class hours may be scheduled during the week. Weekend College students may take from one to four courses each term. Selected courses are also available on weekday

evenings and are open to both day and Weekend College students. The academic year for Weekend College is divided into three trimesters.

A Community of Learners

Essential to the goals of Augsburg's Weekend College is participation in a community of adult learners. This community is enriched by the presence of men and women with a variety of work and life experiences. To facilitate this kind of community interaction, Augsburg encourages Weekend College students to make use of College facilities such as Lindell Library and the Christensen Center, and to participate in College activities such as music and dramatic presentations and athletic events.

Weekend College Faculty

The heart of any educational institution is its faculty, and Augsburg College is particularly proud of the excellence and commitment of its professors. Most faculty hold the doctorate or other terminal degree and all consider teaching to be the focus of their activity at the College. Faculty are involved in social, professional, and a variety of research activities, but these support and are secondary to their teaching. Faculty are actively involved in a dynamic faculty development program that introduces them to best practices in teaching and learning techniques and theories.

Augsburg's small classes encourage its tradition of close involvement between professors and students. Faculty act as academic advisers and participate regularly in campus activities.

■ ROCHESTER PROGRAM

Augsburg has established a branch campus in Rochester, Minnesota. Classes in Rochester meet on an evening schedule, making them accessible to working adults.

There are three trimesters in each academic year. Several complete degree programs are available through the Rochester campus. In addition, students may work on a variety of other majors through a combination of Rochester-based courses and courses taken in the day or Weekend College program on the Minneapolis campus. Students who enroll in Rochester courses are required to use technology in the learning and communication process through the online course management system. Further information may be obtained from the Rochester program website at www.augsburg.edu/rochester or by calling the Weekend College Admissions Office at 612-330-1101.

■ CAMPUS LOCATION

Augsburg's campus is located in the heart of the Twin Cities, surrounding Murphy Square, the first of 170 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 recreational opportunities, are just minutes west and east via Interstate 94, which forms the southern border of the campus. (See map on page 343.)

Convenient bus routes run throughout the city and connect with the suburbs. Augsburg is located just blocks away from two Hiawatha Line light rail stations.

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, Lindell Library, and the Foss, Lobeck, Miles Center for Worship, Drama, and Communication.

Admissions Offices—The Office of Undergraduate Admissions for the day program is located on the first floor of Christensen Center. The Weekend College Admissions Office, Rochester admissions, and the Graduate Studies Admissions Office are located at 624 21st Avenue South.

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, as well as the Master of Science in Physician Assistant Studies; the Center for Service, Work, and Learning; and the Office of Marketing and Communications.

Campus Auxiliary Building—Located on the corner of 25th and Riverside Avenues, this building provides guest housing for visiting faculty, as well as retail space and additional campus office space.

Counseling and Health Promotion—The Center for Counseling and Health Promotion (CCHP) offers programs and services that enhance student learning by promoting personal development and well-being. The center occupies the house located at 628 21st Avenue South.

Christensen Center (1967)—The College center, with spacious lounges and recreational areas, dining areas, bookstore, art gallery, and offices for student govern-

ment and student publications. The Office of Undergraduate Admissions is located on the first floor.

Edor Nelson 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.

Faculty Office House—This house, located at 620 21st Avenue South, provides additional office space for faculty.

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 Theater, Hoversten Chapel, and the Arnold Atrium are also housed in this complex, which provides space for campus ministry, the drama and communication offices, and the StepUP program. The Foss Center's lower level is home to the Center for Learning and Adaptive Student Services (CLASS) program.

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 library and information technology center houses all library functions and brings together the computer technology resources of the College. The Gage Family Art Gallery is located on the second floor. The library is located on the block of campus bordered by 22nd and 21st Avenues, and by Riverside Avenue and Seventh Street.

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, with the Office of Alumni Relations, is located on the main floor of Science Hall.

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 Hoyt Messerer Fitness Center, and general auditorium purposes. The Ernie Anderson Center Court was dedicated in 2001.

Mortensen Hall (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)—Murphy Place is home to the three of the four components of the Office of International Programs—Center for Global Education, Global Studies, and International Student Advising. It is also home to the four support programs for students of color—American Indian Student Services, Pan-Afrikan Center, Pan-Asian Student Services, and Hispanic/Latino Student Services.

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.

New Hall (1999)—A three-story apartment complex along 20th Avenue, between 7th and 8th Streets housing juniors and seniors in units from efficiencies to two-bedroom suites.

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.

Science Hall (1949)—Houses classrooms, well-equipped laboratories, a medium-sized auditorium, faculty offices, the finance and administration offices, Alumni Relations, Parent and Family Relations, Institutional Advancement, and various other program 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 Enrollment Center and Academic Advising, 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 contains the President's Office, Human Resources, and other administrative and faculty offices.

Urness Hall (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.

College of the Third Age—In 1976, Augsburg initiated one of the first programs in the country that offers classes for older adults, taught in their neighborhoods. Many of the instructors are retired Augsburg faculty. The College of the Third Age is located in Foss Center, Room 172.

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.

■ **POLICIES**

Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, marital status, status with regard to public assistance, or disability in its education policies, admissions policies, scholarship and loan programs, athletic and/or school administered programs, except in those instances where religion is a bona fide occupational qualification. Augsburg College is committed to providing reasonable accommodations to its employees and its students.

Any questions concerning Augsburg’s compliance with federal or state regulations implementing equal access and opportunity can be directed to the affirmative action coordinator, Office of Human Resources, CB 79, Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454, 612-330-1058.

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 Higher Learning Commission of 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
- Commission on Collegiate Nursing Education
- Council on Social Work Education (B.S. and M.S.W.)

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association for Music Therapy, Inc.
- National Council for Accreditation of Teacher Education
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Augsburg College is an institutional member of the:

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

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

Augsburg College is registered with the Minnesota Office of Higher Education. 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.

* *The Higher Learning Commission of the North Central Association of Colleges and Schools, 312-263-0456; <www.higherlearningcommission.org>*

18 AUGSBURG COLLEGE FACTS AND FIGURES

- **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, 16 percent represent the Roman Catholic Church, and 17 percent represent other denominations and religions.
- **Accreditation**—The Higher Learning Commission of the North Central Association of Colleges and Schools, National Council for Accreditation of Teacher Education, Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Approved by the American Chemical Society, Council on Social Work Education, National Association for Music Therapy, Inc., National Association of Schools of Music, and the Commission on Collegiate Nursing Education.
- **Member**—Associated Colleges of the Twin Cities, Lutheran Education Council in North America, Minnesota Private College Council, CIC, AACU, AAHE. Registered with the Minnesota Office of Higher Education, as described on page 17.
- **Enrollment** (Fall 2005)—3,564 students from 31 countries.
- **Graduates**—18,112 graduates from 1870 through August 2005.
- **Student/Faculty Ratio**—15 to 1. Undergraduate class size averages 13 (WEC)-17 (Day).
- **Campus**—17 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.B.A., M.S., M.S.W.
- **Financial Aid**—Over 80 percent of the students receive some form of financial aid from the College and many other sources.
- **Library**—Over 180,000 items, direct access to over 2,500,000 through CLIC, the Twin Cities private college library consortium. The James G. Lindell Family Library opened in September 1997.
- **School Year**—Two semesters from September to May, and three summer school sessions. Augsburg Weekend College—trimesters, September to June. Augsburg Graduate Program—trimesters, September to June.
- **Majors**—More than 50 majors in 35 departments and programs.
- **Off-Campus Programs**—The Office of International Programs offers study abroad programs throughout the world, including Augsburg's own Center for Global Education and International Partners programs. Augsburg is also a member of the Higher Education Consortium for Urban Affairs (HECUA).
- **Athletic Affiliation**—Minnesota Intercollegiate Athletic Conference (MIAC), and National Collegiate Athletic Association (NCAA), Division III.
- **Policy**—Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, marital status, status with regard to public assistance, or disability in its education policies, admissions policies, scholarship and loan programs, athletic and/or school administered programs, except in those instances where religion is a bona fide occupational qualification. Augsburg College is committed to providing reasonable accommodations to its employees and its students.



Undergraduate Admissions

For Day Program Freshmen – 20
Early Admission
of Freshmen – 21

For Weekend College – 21

For Transfer Students – 21

For Former Students – 22

For Special Students – 22
(Non-Degree)

For International Students – 22

Augsburg College strives to create a strong, rich, and vibrant campus community with students representing a large number of backgrounds, viewpoints, experiences, talents, and cultures.

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.

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 families with college planning. Call any weekday between 8:00 a.m. and 4:30 p.m.—612-330-1001 or toll-free 1-800-788-5678. We'll answer your questions and arrange a tour for you (including most Saturday mornings during the school year). The Office of Undergraduate Admissions is located on the first floor of the Christensen Center.

For Weekend College admission information, call 612-330-1101.

APPLICATION PROCEDURES

■ DAY PROGRAM 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. Students may

apply online at
<www.augsburg.edu/apply/day>.

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. If the student has taken college courses, an official transcript from the institutions should also be sent. 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 a college entrance examination. The American College Test (ACT) is preferred; results from SAT are also accepted. Test scores recorded on the official high school transcript are sufficient.

Recommendations—Two letters of academic recommendation are required. If the applicant has been out of school for several years, a letter may be submitted by a supervisor, employer, or other person for whom the applicant works.

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.

On occasion, the Admissions Committee may 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. The first offers of admission are made on September 1. After that, 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 are asked to make a \$150* enrollment deposit to the Office of Undergraduate Admissions. Those students who wish to live in College housing must also submit a \$200 housing deposit along with the housing contract to the Residence Life Office.

*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 and arrange a personal interview with the director of undergraduate admissions.

■ WEEKEND COLLEGE

Applicants should complete the application form and return it along with the \$25 non-refundable application fee to the Augsburg Weekend College Admissions Office. Students may apply online at <www.augsburg.edu/apply/weekend>.

Transcripts—Official transcripts from all previous postsecondary institutions should be sent directly to the Augsburg Weekend College Office. Applicants with less than one year of previous transferable college work should also have their official high school transcript sent. The G.E.D. test

certificate may be presented instead of the 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 admission decision is made. On occasion, the Admissions Committee may also defer a candidate’s admission until other information has been received. For example, test scores, results of current coursework, additional letters of recommendation, or writing samples may be requested by the committee. If any additional credentials are needed, the Admissions Office will inform the candidate.

Notification of Admissions Decision

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

Admission to a major, as well as admission to the College, is sometimes necessary. Please check with an admissions counselor and major sections of this catalog to see if admission to the major is required.

■ TRANSFER STUDENTS

A cumulative grade point average (GPA) of at least 2.50 (on a 4.0 scale) in previous College work is recommended for admission to the College. 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 December 15 for entry in spring semester. Information regarding transfer credit policies is found in the

22 Undergraduate Admissions

Academic Information section of the catalog, beginning on page 53.

■ 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.

Students who have graduated from Augsburg who are returning to complete a second major will not be awarded a second degree unless it is a different degree from the first awarded. Minors are not noted on the transcript if they are completed after a baccalaureate degree has been awarded.

■ 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 STUDENTS

International students are a vital part of the Augsburg community. (See International Student Advising on page 49.)

International students should contact the Office of Undergraduate Admissions for an international student application and financial requirements. All applicants must provide proof of financial solvency. Applications must be completed two months prior to the start of the semester: June 1 for fall, Dec. 1 for spring.

For more information, call 612-330-1001 or 1-800-788-5678 (toll free); e-mail <admissions@augsborg.edu>; or write to:

International Student Admissions
CB143
Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454 USA



Financing Your Education

Day Program Costs

- Tuition and Fees – 24
- Room and Board – 24
- Other Special Fees – 24
- Deposits – 25
- Weekend College Costs – 25
- Payments – 26

Financial Policies

- Refunds – 26

Financial Aid

- How and When to Apply – 29
- Kinds of Aid
 - Academic Excellence Scholarships – 29
 - Achievement Scholarships – 30
 - Leadership, Service, and Performance Scholarships – 30
 - Lutheran Congregational Scholarship Program – 31
 - Gift Assistance – 31
 - Loan Assistance – 32
 - Student Employment – 33
 - Sponsored Scholarships – 33

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 2006-2007
DAY PROGRAM**

The Board of Regents has approved the costs listed below for the 2006-07 academic year. The Board reviews costs annually and makes changes as required. The College reserves the right to adjust charges should economic conditions necessitate.

■ **DAY PROGRAM TUITION, FEES,
ROOM, AND BOARD**

**Tuition
(full-time enrollment)\$22,900**

This rate applies to all full-time students attending in September 2006. Students are considered full-time when they take three or more course credits 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.....\$ 2,860**

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

**Audit Fee
(for part-time students)
per course.....\$ 770**

Full-time students—see audit policy on page 86.

**Room Rent
(on average, includes basic
services)\$ 3,396**

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

**Full Board
(19 meals a week)\$ 3,208**

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)\$ 3,126**

Flex 5 point plan\$ 2,856

Student Activity Fee.....\$ 180

**ACTC Bus (full-time
students only)\$ 13**

Information Technology Fee ..\$ 300

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

Fees Billed on Student Account

Student Activity Fee (part-time students)\$ 90
 Late Registration\$ 50
 Petition fee for waiver of registration deadlines (non-refundable)\$ 50
 Lifetime Sport (part-time students)\$ 180
 Extended Payment Plan Fee\$ 50

Overload Fee (per course credit over 4.5, Day and WEC/Rochester/United combined)	\$2,860
Private Music Lessons, per semester (14 lessons—.0 cr. or .25 cr.)	\$390
(14 lessons—.5 cr.)	\$780
Student Teaching (per course for full-time students)	\$125
Student Teaching (per course for part-time students)	\$185
Study Abroad (in approved non-Augsburg programs)	\$425
Zero-credit seminar (part-time students)	\$770

Fees Payable by Check/Cash

Application (new and/or special students)	\$ 25
Locker Rental	\$ 40
Student Parking Lot Permit —car	\$ 220
—motorcycle	\$ 110
Transcript Fee	
Regular service	\$ 5
Next day	\$ 8
On demand	\$ 15
Special Examinations, Cap & Gown Costs (Schedule on file in registrar's office)	

■ **BOOKS AND SUPPLIES**

These costs are estimated to average \$125 per course.

■ **DEPOSITS**

Enrollment Deposit (non-refundable)\$ 150

Required of all new students after acceptance. The enrollment deposit is credited to the students' account only upon graduation or withdrawal. 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 in writing 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 as specified in the housing contract.

**COLLEGE COSTS 2006-2007
WEEKEND COLLEGE**

Application Fee (payable once, non-refundable)	\$ 35
Tuition (per course)	\$1,540
Tuition (per summer course 2004) ..	\$1,544
Activity Fee (per trimester)	\$11.50
Campus Access Fee (includes parking permit; per trimester) ..	\$ 10
Audit Fee (per course)	\$ 770
Lifetime Sports: Fee for Weekend College Course	\$ 180
Lifetime Sports: Fee for Assessment of Previous Learning	\$ 150
Nursing Clinical Fee	\$ 250
Supplementary Student Teaching Fee (per course credit)	\$ 150
Late Registration Fee	\$ 50
Transcript Fee	
Regular service	\$ 5
Next day	\$ 8
On demand	\$ 15
Petition Fee for waiver of registration deadlines (non-refundable)	\$ 50
Zero-credit seminar	\$ 770
Extended Payment Plan Fee	\$ 50

■ PAYMENTS—DAY PROGRAM

Semester Fees—Prior to the start of each semester a statement of estimated charges showing basic charges and financial aid credits designated by the Enrollment Center is sent to the student.

Payment Options—Day Program—(1) Semester payments, due August 14 and January 5 as billed; (2) Extended Payment Plan—an extended payment plan is available each semester. Details are included with the bill for each term.

■ PAYMENTS—WEEKEND COLLEGE

A statement of tuition and fee charges and estimated financial aid will be mailed to each registered student prior to the start of each term. For tuition and fee information, please refer to the current Weekend College Class Schedule, published each year by the Weekend College Program Office.

Payment Options—(1) Payment in full at the start of each term. (2) Extended Payment Plan—an extended payment plan is available each semester. Details are included with the bill for each term. (3) Employer Reimbursement: students whose employers reimburse them for all or part of their tuition and fees must pay a \$100 deposit per course credit at the start of the term. The balance, which is subject to finance charges until paid, is due 60 days after the last day of the term. Students on this plan must file an employer reimbursement application form each academic year, prior to the start of the first class. The student is responsible for payment of the balance should the employer not reimburse for any reason. If the employer offers partial reimbursement, the non-reimbursed portion of tuition and fees must be paid in full at the start of the term.

■ FINANCIAL POLICIES

A finance charge is applied at a simple rate of .67 percent per month on any account with an open balance of 30 days or more.

Registration is permitted only if the student's account for a previous term is paid in full or if the student is making scheduled payments in accordance with an approved payment plan.

Augsburg College will not release student academic 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 Withdrawal from College form available in the Enrollment Center. It must be filled out completely, signed and turned in to the Enrollment Center. 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) in accordance with the terms of their housing contract

and/or the appropriate tuition refund schedule.

Students are responsible for canceling courses through the Enrollment Center in order to be eligible for any refund. Students who unofficially withdraw (stop attending) but do not complete the drop/add form are responsible for all charges. Financial aid may be adjusted based on the student's last recorded date of attendance. Refund calculations are based on the date that the drop/add form is processed.

- The Augsburg College Refund Policy for Day, Weekend, Rochester, United, and Graduate Programs:

The refund schedule is based on the percentage of class time remaining on the date of the student's official withdrawal from class. This applies to all students who drop one or more courses during each term.

<i>Percentage of class time remaining after official drop or withdrawal:</i>	<i>Amount of refund:</i>
100% to 90% remaining	Full refund (minus \$100 administrative fee)
89% to 50% remaining	Refund equals the percentage of term remaining
49% or less remaining	No refund

This refund schedule is effective whether or not a student has attended classes. Please allow two weeks for tuition and possible financial aid adjustments to be finalized. If a credit balance remains on the student's account, a credit refund check will be issued at that time.

The refund of charges calculation used is the Augsburg College Refund Policy stated above.

Students may appeal refund decisions through the Financial Petition Committee. Petition forms are available in the Enrollment Center.

■ MEDICAL REFUND

If a student is forced to withdraw from one or more courses in a term due to illness or an accident, the refund will include the normal refund percentage (based on the regular refund schedule), plus one-half of the remaining tuition and fees. This extra medical refund will be considered upon submission of documentation from the attending doctor, on letterhead, verifying the medical circumstances. Requests for medical refunds should be made through the Financial Petition Committee.

■ UNOFFICIAL WITHDRAWAL

Federal regulations require that records of financial aid recipients who earn failing grades in all 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 Enrollment Center.

A student who registers, does not attend any classes, and does not withdraw may petition to withdraw retroactively. The student must petition within six months of the end of term and provide proof of non-attendance. Proof can include, but is not limited to, statements from each instructor that the student never attended, or documentation of attendance for the term at another college or university. If approved, grades of W will be recorded and charges for the term dropped. The administrative cancellation fee is \$300.

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 Enrollment Center 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 Enrollment Center, 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 2005-2006 academic year, more than 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), current tax documents, and Augsburg Verification Worksheet 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. Students are encouraged to file the FAFSA electronically on the Web at <www.fafsa.ed.gov>. Students and their parents may sign the FAFSA electronically using a PIN issued by the U.S. Department of Education. Instructions for requesting a PIN can be found at <www.fafsa.ed.gov>. Be sure to include the Augsburg College code, 002334, on your application. Submit your application to the processing agency after Jan. 1. Applications must be filed by April 15 for priority consideration.
3. Complete the current year Verification Worksheet, available at <www.augsburg.edu/enroll>, and submit it to the Enrollment Center.

4. Submit copies of federal tax forms for the preceding year (e.g. tax year 2005 to be considered for financial aid for 2006-2007). Tax forms are required for the student and parents of dependent students, or spouse of student if filing separately.

■ 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 award letter will be sent to the student. This letter details the financial aid award and includes:

- Information regarding institutional financial aid programs and requirements for continued eligibility
- Information regarding federal and private loan programs (students must complete a loan application to receive loan funds)
- Information regarding payment plans/options for the current school year

■ 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 and grants 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 Rehabilitation Services, Educational Assistance for Veterans, Educational Assistance for Veterans' Children, and other sources.

Academic Excellence Scholarships

President's Scholarship—President's Scholarships are awarded based upon competition. The applicant must have a 3.70 or higher GPA and a 27 or greater ACT composite (or a combined SAT score of 1210 or greater). Separate applications are required. The application deadline is February 1.

Phi Theta Kappa Scholarship—These scholarships are awarded to selected transfer students with a 3.50 GPA. The application deadline is March 1. Call Undergraduate Admissions for information, 612-330-1001.

Achievement Scholarships

Regents' Scholarship—The Regents' Scholarships are awarded to all qualified new freshmen of high academic achievement who apply and are accepted before May 1 for fall or Dec. 1 for spring. Selection is based on high school GPA and national test scores.

Transfer Regents' Scholarship—Transfer Regents' Scholarships are awarded to all qualified transfer students with a minimum 3.00 GPA who apply and are accepted for admission by May 1 for fall or Dec. 1 for spring.

Augsburg Legacy Award—These scholarships provide tuition awards to full-time day students working toward their first bachelor's degree who are children, grandchildren, or spouses of Augsburg graduates; siblings of current Augsburg students; children or spouses of current ELCA pastors. Deadline: May 1 for fall or Dec. 1 for spring.

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. Deadline: Accepted for admission by May 1.

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. Application deadline is May 1.

Minority Encouragement Program Scholarship—The Minority Encouragement Program Scholarship recognizes freshmen who have graduated from a St. Paul public high school in good standing and who participated in their school's Minority Encouragement Program. MEP students are assured of receiving a minimum award of \$5,000 per year upon admission to Augsburg College. Application deadline is May 1.

Leadership, Service, and Performance Scholarships

Ethnic Leadership Scholarships—Ethnic Leadership Scholarships recognize incoming freshmen and transfer students with demonstrated scholarship and a record of, and/or potential for, leadership. Eligible students must be full time in the day program and have the recommendation of the appropriate Augsburg Ethnic Student Services program director and another individual knowledgeable about the student's extracurricular activities. The application deadline is April 15. For more information and an application, contact:

- American Indian Student Services, 612-330-1144
- Hispanic-Latino Student Services, 612-330-1309
- Pan-Afrikan Student Center, 612-330-1022
- Pan-Asian Student Services, 612-330-1530

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 1 for fall or November 1 for spring.

Lutheran Congregational Scholarship Program

Augsburg Corporation Scholarship

—Recognizes students who are members of an ELCA congregation within the Minneapolis Area Synod, St. Paul Synod, S. E. Metro Synod or N. E. Synod of Wisconsin. These four synods constitute the Augsburg Corporation. The scholarship is awarded at point of admission for \$1,000 per year.

CALL Scholarships (Congregations and Augsburg support Lutheran Leaders)

—Augsburg College CALL Scholarships recognize incoming students of high academic achievement with a demonstrated record of leadership within their Lutheran congregations. Augsburg will provide a double match of congregational grants or scholarships up to \$1,000 (\$3,000 maximum combined award) for students who meet the leadership criteria as specified on the application. The awards are renewable, depending on the class level at entry point (i.e., a new entering junior will have two years of eligibility). Final selection of CALL Scholarship recipients is made by the College. Deadline for application is March 1.

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 Enrollment Center 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 2006-07 is \$4,050.

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 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 \$20,000.

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 will be transitioning to a fixed rate of 6.8% in July 2006.

The following borrowing limits apply to the Stafford Loan program after July 1, 2006:

- Freshmen: \$7,500 annually (Combined Subsidized and Unsubsidized Stafford)
- Sophomores: \$8,500 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 all other student financial aid). Repayment begins within 60 days of final disbursement, the interest rate is transitioning to a fixed rate of 8.5% and a minimum payment of \$50 per month. Further information is available at the Augsburg College Enrollment Center website.

Student Employment

Augsburg College provides work opportunities for students. Assignment is based on financial eligibility 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, offers more than 400 sponsored scholarships.

All returning eligible students are considered. Selection is based on academic achievement, financial need, and selection criteria established by the donor. Sponsored scholarships are considered part of a student's overall financial aid award. A list of scholarships follows.

GENERAL SCHOLARSHIPS

ADC Telecommunications Inc.
Linda Schrempp Alberg Memorial
Scholarship
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
Reuben I. and Marion Hovland Scholarship
Tze-Lien Yao-Hsieh, Lenorah Erickson,
and Mildred Joel Memorial Scholarship
Edwin C. Johnson Scholarship
Kopp Investment Advisors Presidential
Scholarship
Arne and Jean Markland Scholarship
Emma Johnston Mathwig Scholarship
Memorial Scholarship Foundation
Scholarships
Minnesota Mining and Manufacturing
Company Liberal Arts Scholarships
Minnesota Scholars Fund 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
Phillip and Helen Rouberg Scholarship
Senior Challenge Endowment Fund
Rosemary J. Shafer Scholarship
St. Luke's Lutheran Church Centennial
Scholarship
Genevieve E. Stelberg Memorial
Scholarship
Thorpe Family Scholarship—Bethany
Lutheran Church
Ernest and Vivian Tinseth Scholarship
Robert W. Warzyniak Memorial
Scholarship
Lea A. and Elsie L. Wildung Endowment
Fund
Xcel Energy Scholarship
Edward Yokie Memorial Scholarship

■ SPECIAL SCHOLARSHIPS

Aid Association for Lutherans Scholarship
Charles and Kate Anderson Endowment Fund
Mildred Ryan Cleveland Memorial Scholarship
Dain Rauscher Scholarship
David J. Formo Memorial Scholarship
The Grace Scholarship
David Gronner Memorial Scholarship
Rev. John Hjelmeland Endowed Scholarship Fund
Hoversten Peace Scholarship
ING Foundation Scholarship
Torgney and Valborg Kleven Memorial Scholarship
Mary E. Larsen International Studies Scholarship
Floyd Lorenzen Memorial Scholarship
Lutheran Brotherhood Lutheran Senior College Scholarship
Lutheran Brotherhood Opportunity Scholarship
Minnesota Mutual Foundation Scholarship
Minnesota Power Company Scholarship
Karen Neitge Scholarship
Marilyn and John Paul Nilsen Scholarship
Rev. Horace E. Nyhus Memorial Scholarship
Ole K. and Evelyn L. Olson Scholarship
Timothy O. Olson Memorial Scholarship
Rev. John and Ingeborg Peterson Memorial Scholarship
Jay and Rose Phillips Family Foundation Scholarship
Clayton and Ruth Roen Memorial Scholarship
Loren Manuel Schottenstein Memorial Scholarship
John and Agnes Siverson Scholarship
Genevieve E. Stelberg Memorial Scholarship
Wells Fargo Scholarship

■ CAMPUS MINISTRY/CHRISTIAN SERVICE

John Andrew Adam Memorial Scholarship
C. A. L. and Esther J. E. Anderson Scholarship
Charles and Catherine Anderson Diversity Scholarship
Kyle A. and Sandra L. Anderson Scholarship
Carl C. and Kathleen A. Casperson Scholarship
Corinne and Herbert Chilstrom Scholarship
Laura Ann Erickson Memorial Scholarship
Pastor Bob Evans Scholarship
Dave Hagert Memorial Scholarship
Helen (Mohn) Henderson Memorial Scholarship
Lee Family Scholarship
Forrest T. Monson and Thelma (Sydnes) Monson Scholarship
Pastor Carl O. and Edith W. Nelson Memorial Scholarship
Philip and Dora Quanbeck Scholarship
Russell and Helen Quanbeck Scholarship
Rev. Olaf Rogne Memorial Scholarship
Russel and Virginia Smith Scholarship
Roy C. and Jeanette Tollefson Scholarship

■ MULTICULTURAL/INTERNATIONAL STUDENT SCHOLARSHIPS

American Indian Scholarship
Kent Anderson American Indian Scholarship
Ada Bakken Memorial-American Indian Scholarship
Grace Jewel Jensen Buster Memorial Scholarship
Cargill Foundation American Indian 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
James M. Kingsley American Indian
Scholarship
Little Six, Inc. Scholarship
McKnight Foundation Scholarship
Medtronic Foundation Scholarship
Marilyn Peterson Memorial Scholarship
Prairie Island Indian Community
Scholarships
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
Women of the ELCA Native Women's
Achievement Award

■ PUBLIC SERVICE SCHOLARSHIPS

Margaret E. Andrews Public Service
Scholarship Fund
Class of 1998 Scholarship
Harold B. and Laura M. Lanes Scholarship
Person Public Service Scholarship Fund
Adeline Marie (Rasmussen) Johnson
Memorial Scholarship
Marina Christensen Justice Memorial Fund

■ DEPARTMENTAL SCHOLARSHIPS

Art

Lucy Bodnarczuk Memorial Scholarship
Norman D. Holen Art Scholarship
August Molder Memorial Art Scholarship
Queen Sonja Art Scholarship
Alfred and Margaret Syring Scholarship

Biology

Biology Scholarships
Eleanor Christensen Edwards Scholarship
Dr. Paul R. and Maxine Fridlund Biology
Scholarship
Dr. Kenneth D. and Mrs. Linda (Bailey)
Holmen Scholarship

**Business Administration/Accounting/
Economics**

Marianne Anderson Entrepreneurial
Scholarship
Augsburg Business Alumni Scholarship
Fund
Cargill Foundation Scholarship
Malcom and Maybelle Estrem Scholarship
Farmers Insurance Group of Companies
Scholarship
Forss-Herr Scholarship
Gamble-Skogmo Foundation Scholarship
Amin E. Kader Business Scholarship
Mildred and Eleanor Krohn Scholarship
Gertrude S. Lund Memorial Scholarship
Clifford A. Peterson 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
Carl Fosse Chemistry Scholarship
Dr. Kenneth D. and Mrs. Linda (Bailey)
Holmen Scholarship

36 Financial Information

Minnesota Mining and Manufacturing
Company Chemistry Scholarship
Conrad Sunde Memorial Chemistry
Scholarships

Education

James and Shelby Andress Education
Scholarship
Heidi Huber Scholarship
Dr. Einar O. Johnson Scholarship
S. Luther Kleven Family Scholarship
Elva B. Lovell Life Scholarship
David Mathre Scholarship
Debra Boss Montgomery Memorial
Scholarship
Barbara Tjornhom and Richard K. Nelson
Scholarship
John L. and Joan H. Ohlin Memorial
Scholarship
Pederson Samuelson Scholarship

English

Dagny Christensen Memorial Scholarship
Murphy Square Literary Award
Anne Pederson English Scholarship
Prof. P. A. Sveeggen Memorial Scholarship

Health and Physical Education

Jeroy C. and Lorraine M. Carlson
Scholarship
Paul Dahlen Memorial Scholarship
Keith Hoffman Memorial Scholarship
Rory Jordan Memorial Scholarship
Magnus and Kristofa Kleven Scholarship
Roy and Eleanor Krohn Scholarship
Hoyt Messerer Athletic Scholarship
Robert D. and Carolyn W. Odegard
Scholarship
James P. Pederson Memorial Scholarship
Stan Person Memorial Scholarship

History

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

Mathematics

Floyd V. and Ruth M. Case Scholarship
Beverly Durkee Mathematics Scholarship
Mathematics Scholarship
George Soberg Scholarship
Robert Wick Scholarship

Metro-Urban Studies

Joel and Frances Torstenson Scholarship in
Urban Affairs

Modern Languages

Emil M. Fossan Modern Language
Scholarship
Mary E. (Mimi) Johnson Scholarship
Mimi Baez Kingsley Modern Language
Scholarship
Theodore and Virginia Menzel Scholarship

Music

Albert and Solveig Birkland Scholarship
Centennial Singers Scholarship
Peggy Christensen Benson Memorial
Scholarship
Sam Coltvet and Reverend Mark Ronning
Memorial Choral Music Scholarship
Leonard and Anabelle Dahlberg
Scholarship
Robert Ellingrod Memorial Scholarship
Rev. Clement A. Gisselquist Church Music
Scholarship
Marjorie and James R. Gronseth, Jr.
Memorial Music Scholarship
Mabeth Saure Gyllstrom Scholarship
Beth Halverson Violin Scholarship
Kay Halverson Scholarship
Lynn Halverson Cello Scholarship
Carol Halverson Hearn Violin Scholarship
Hanwick Thanksgiving Scholarship

O. I. Hertsgaard Scholarship
 Orville and Gertrude Hognander
 Scholarship
 Robert Karlén Scholarship
 Bernice Kolden Hoversten Memorial
 Choral Scholarship
 Catha Jones Memorial Scholarship
 Professor Roberta Stewart Kagin
 Scholarship
 Ruth Krohn Kislingbury Choral Music
 Scholarship
 Susan and Dean Kopperud Scholarship for
 Excellence in Music
 Leonard and Sylvia Kuschel Scholarship
 Nicholas Lenz Memorial Scholarship
 Kenneth O. Lower-Nordkap Male Chorus
 Music Scholarship
 Susan Halverson Mahler Viola Scholarship
 Arthur Carl Mammen Music Scholarship
 Lucille H. Messerer Music Scholarship
 Music Education Scholarship
 Grace Carlsen Nelson Scholarship
 Edwin W. and Edith B. Norberg
 Scholarship
 St. John's Lutheran Church—John Norris
 Scholarship
 Lois Oberhamer Nye Memorial Scholarship
 Henry P. Opseth Music Scholarship
 Performing Arts Scholarship (Music)
 Sampson Music 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

Thomas D. and Gretchen S. Bell
 Scandinavian Studies Scholarship
 Olaf Gaastjon Memorial Scholarship
 Walter G. and Ruth I. Johnson
 Scandinavian Studies Scholarship
 Iver and Myrtle Olson Scholarship

Nursing

Augsburg Nurses Alumni Association
 Scholarship
 Linnea A. Danielson Scholarship
 Fairview Nursing Alumnae Association
 Scholarship

Philosophy

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

Physician Assistant

Alne Swensen Scholarship
 Dr. Kristofer and Mrs. Berth E. Hagen
 Memorial Scholarship

Physics

Floyd V. and Ruth M. Case Scholarship
 Theodore J. Hanwick Physics Scholarship
 Alfred A. Iversen Scholarship
 NASA Space Grant Scholarship
 Leif Sverdrup Physics Scholarship

Political Science

Martin and Sylvia Sabo Scholarship
 Myles Stenshoel Scholarship

Psychology

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

Religion Scholarships

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
 Joel and Mary Ann Elftmann Scholarship
 Luthard O. Gjerde Scholarship
 Rev. Dr. Harald D. and Jonette T. Grindal
 Scholarship
 Elias P. Harbo Memorial Scholarship

38 Financial Information

Arnold and Neola Hardel Memorial
Scholarship
Iver and Marie Iverson Scholarship
Pastor George J. Kundson Memorial
Scholarship
Rev. Arnold J. Melom Memorial
Scholarship
Gerda Mortensen Memorial Scholarship
Onesimus Scholarship
Johan H. O. Rodvik Memorial Scholarship
Ronholm Scholarship
Rev. Lawrence and Gertrude Sateren
Scholarship
Paul G., Jr., and Evelyn Sonnack
Scholarship
Morris G. C. and Hanna Vaagenes
Missionary Scholarship Fund
Johan L. Weltzin Memorial Scholarship

Social Work

Phyllis M. Baker Memorial Scholarship
Blanca-Rosa Egas Memorial Scholarship
Edwina L. Hertzberg Scholarship
Arvida Norum Memorial Scholarship
Steen Family Scholarship Fund for
Minority Social Work Students
Bodo F. Suemnig 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



Student Life

- Campus Ministry – 40
- Vocation – 40
- Student Government – 40
- Campus Activities and Orientation – 41
- Social, Cultural, Recreational – 41
 - Fine Arts – 41
 - Anne Pederson Women's Resource Center – 42
 - Athletics and Sports – 42
- Gage Center for Academic Achievement – 42
 - Academic Advising – 44
 - Center for Learning and Adaptive Student Services (CLASS) – 43
 - Academic Skills Assistance – 43
 - TRIO Program – 44
 - Office of Undergraduate Research and Graduate Opportunity (URGO) – 45
- Services for Students with Physical Disabilities – 45
 - ACCESS Center – 45
- StepUP[®] Program – 46
- Ethnic Student Services – 46
 - American Indian – 46
 - Hispanic/Latino – 47
 - Pan-Asian – 47
 - Pan-Afrikan – 47
- GLBTQA – 48
- Health and Fitness – 48
- International Student Advising – 49
- Residence Life Program – 49
 - Housing – 49
 - Food Service – 50
- College Policies – 51
 - Student Standards of Behavior, Complaints, Records – 51
 - Official Notices – 51
 - Family Educational Rights and Privacy Act – 51
 - Discrimination Complaints – 52

Augsburg's mission focuses on student learning in the broadest sense. 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, associate 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.

VOCATION

Augsburg College created a program entitled Exploring Our Gifts through the generous support of the Lilly Endowment. Established in Spring 2002, the Exploring Our Gifts program is designed to help students in their college journey to make connections between faith, vocation, and work. The program assists students in this journey by intentionally introducing vocational themes into the curriculum, co-curricular activities, service-learning experiences, and mentoring relationships at the College. Exploring Our Gifts also provides resources to encourage students to consider Christian ministry. Contact the director of Exploring Our Gifts for further information about the program.

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 organizations, protects student rights, and provides the means for debate and activism on all issues pertaining to student life at Augsburg.

Student Government is organized into several committees. 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.

CAMPUS ACTIVITIES AND ORIENTATION

The Office of Campus Activities and Orientation creates opportunities for students to enhance their leadership skills through active co-curricular involvement. These events, activities and organizations serve the campus community by helping students become connected and invested in their Augsburg experience.

Orientation programs on campus help new students to Augsburg College become familiar with their new surroundings and the various resources that Augsburg offers students. Summer Orientation and Registration (SOAR) is a summer orientation program for entering first-year students where they will receive their class schedule, meet their orientation leader and meet new Auggies. Auggie Days is a four-day, fall transition program prior to the beginning of classes. It is a comprehensive, educational orientation program dedicated to helping new first year students become acclimated to the campus and feel comfortable in their new home. TRANSFERmation and Spring Begin are transfer and new beginner orientation programs that take place in the fall and spring respectively.

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, speakers, and visiting personalities in various fields.

The Christensen Center is the hub of student life on Augsburg's campus. It houses various offices and services provided for Augsburg students, staff, and faculty. The Office of Undergraduate Admissions, Office of Campus Activities and Orientation, Event and Classroom Services, the Copy Center, Shipping and Receiving, Murphy's Grill, Information Desk, Barnes and Noble Bookstore, Sodexo food service, mail services, and Starbucks coffee/lounge are offices and services that are currently in the Christensen Center.

The Student Activities Center (known as the Auggie's Nest) is located on the garden level of the Christensen Center. Student organizations have workstations and lockers to help promote their events, hold meetings and plan campus-wide programming endeavors. Commuter students have the opportunity to utilize daily-use lockers for storage.

■ 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.

■ ANNE PEDERSON WOMEN'S RESOURCE CENTER

The Anne Pederson Women's Resource Center at Augsburg College provides an arena where Augsburg women can convene to discuss topics of importance to today's women. It is also open to those men who are supportive of women's equality and the study of feminism. In the Center you will find a women's library with current magazines for women and a collection of print sources. It is also a meeting place for students, faculty and staff to interact, rest, relax, study and converse. The Women's Resource Center sponsors numerous programs and activities, and provides a safe place on campus for discussions, explorations and women's advocacy. The Resource Center is located in 207 Sverdrup Hall.

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, swimming, track and field, and golf.

■ 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 all students 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 49.)

GAGE CENTER FOR ACADEMIC ACHIEVEMENT

The Gage Center assists all Augsburg students in setting and achieving optimal academic goals here at the College and beyond. The Center consists of five collaborating units:

Academic Advising

Center for Learning and Adaptive Student Services (CLASS)

Academic Skills Coaching

TRIO/Student Support Services

Undergraduate Research and Graduate Opportunity (URGO)

■ ACADEMIC ADVISING

Academic Advising orients new Day and Weekend College undergraduate students to the academic policies and procedures of the college and assists students on initial course selection. This office also provides interpretation of core curriculum requirements, administers entry-level skill assessments, interprets graduation requirements, provides degree-planning materials, and answers questions on student academic progress. Academic Advising functions as a supplement to the faculty advising system at Augsburg College, and is located in the Enrollment Center.

All current students are assigned to a faculty adviser. Prior to the end of their sophomore year, when they have completed 12 or more credits, students are required to declare their major and select a faculty adviser by filling out a Major Declaration Form and returning it to the Enrollment Center. All day students are required to meet with their assigned faculty adviser prior to registration. Both day and weekend college students are encouraged to meet with their faculty adviser as often as is necessary.

■ CENTER FOR LEARNING AND ADAPTIVE STUDENT SERVICES (CLASS)

The Center for Learning and Adaptive Student Services (CLASS) provides individualized accommodations and academic support for students with documented learning, attentional, psychiatric and other cognitive disabilities. CLASS has been recognized as a leader in its field, helping these students gain full access to the college curriculum. Its mission is a reflection of Augsburg's commitment to providing a rigorous and challenging, yet supportive, liberal arts education to students with diverse backgrounds, preparations, and experiences.

Students who qualify for assistance from CLASS work directly with one of our disability specialists to develop an appropriate educational plan. These plans may include:

- Accommodations for testing and classroom (e.g., extended time, note-taking)
- Referrals to other campus resources (e.g., tutoring, general technology assistance, academic advising, counseling, financial aid)
- Use of assistive technology through

the Groves Computer Laboratory

- Individual meetings (weekly or occasional) with a specialist for assistance with academic, organizational, and time management skills

CLASS specialists may also consult with instructors, academic advisers, and other members of the college faculty, staff, or administration to ensure that students have every opportunity for success. Taking advantage of those opportunities, however, remains the student's responsibility.

These services are available to any Augsburg student who establishes eligibility by submitting appropriate documentation to the CLASS office. A copy of the Guidelines for Documentation of a Disability can be obtained by contacting the CLASS Office. CLASS also provides informal screenings for students who suspect they may have a learning-related disability. These screenings are meant only to help students determine whether they should seek a thorough evaluation by a qualified professional.

These services are made possible in part through endowment support provided by the Gage family and the Groves Foundation.

■ ACADEMIC SKILLS COACHING

The Academic Skills Coaches, located in Science 116, offer students study-skills assistance so they may achieve academic success. The coaches assist students in improving their skills in such areas as time management, note taking, textbook reading and comprehension, test-taking, and concentration and memory improvement. The staff will assist students in stress reduction and in developing effective and efficient study skills based on individual learning styles.

The Karen M. Housh Tutoring Service—located in Science 116, arranges for students to meet with tutors for content tutoring in most courses offered. The service also notifies students of available group study and coordinates supplementary instruction sessions, in which tutors attend the classes and facilitate review after class on major concepts of the course.

The John Evans Learning Laboratory—located in Science 116, offers students the opportunity to improve skills in reading, writing, and mathematics.

■ TRIO PROGRAM

TRIO programs are federal grant programs funded by the U.S. Department of Education, which seek to help students overcome class, social, academic and cultural barriers to higher education. TRIO programs are designed to help students prepare for college, adjust to college life, and attain good academic standing. They also help students improve their likelihood of transfer and graduation from a four-year degree program in addition to preparation for graduate school.

TRIO/Student Support Services—Student Support Services (SSS) is a TRIO program designed to help students persist in college and graduate in a timely manner. The program serves students who are low-income, first-generation college students (neither parent has a four-year degree) and students with disabilities to develop the skills and motivation necessary to successfully pursue and earn a baccalaureate degree. Participants in TRIO/SSS must also be U.S. citizens, permanent residents or refugees, must demonstrate academic need for program services, and be committed to succeed in college.

Augsburg TRIO/Student Support Services serves 160 students from the point of admission through graduation, including transfer students, Day program and Weekend College Students. TRIO/SSS typically admits 35 new students to the program each year.

Major components of the Augsburg College TRIO/SSS program include:

- Individual academic advising and support, including appropriate goal attainment strategies and self-advocacy skill-building
- Academic program planning, including pre-registration for each term, major and career decision-making, and long-term course planning
- Financial aid counseling and education
- Academic progress monitoring, weekly progress meetings for students on academic probation
- Academic success workshops, group academic skill development
- Student leadership development and opportunities for conference travel
- Social and cultural activities and student-led events
- Summer Bridge program including free summer-term college coursework, academic seminars, adjustment-to-college workshops, and advising for 20 incoming first-year students
- Need-based scholarships for first- and second-year students actively participating in TRIO/SSS

Students may apply for TRIO/SSS anytime after admission to Augsburg College, however preference is given to students who apply within their first term of enrollment. For more information, an application, or to make an appointment with a TRIO/SSS Advisor, please contact TRIO/SSS program staff at 612-330-1311, or Science 114.

■ OFFICE OF UNDERGRADUATE RESEARCH AND GRADUATE OPPORTUNITY (URGO)

The Office of Undergraduate Research and Graduate Opportunity is a resource for Augsburg students seeking research, scholarship, and graduate and professional school opportunities. URGO also supports faculty and staff in their work to engage students in these areas. Services include help securing national fellowships and research opportunities on and off campus, graduate and professional school advising, GRE and LSAT preparation, application assistance, and monetary support for selected research projects and conference travel. In addition, URGO awards special research funding and support for low-income and first-generation college students and their mentors.

SERVICES FOR STUDENTS WITH DISABILITIES

■ ACCESS CENTER

The Access Center provides support and specialized services to students with documented physical disabilities. These may include TBI, chronic illness, mobility impairments, and visual, auditory, or speech impairments.

The Access Center is committed to providing equal and integrated access for students with disabilities to the academic, social, cultural, and residential programs that Augsburg College offers with the goal of promoting independence and assisting students in reaching their individual potential. Areas of assistance include but are not limited to:

- Individual meetings with the Physical Disabilities Specialist on a weekly basis
- Determination of academic accommodations
- Assistance with time management issues
- Academic advising and assistance
- Advocacy with faculty and staff
- Training on, and use of, assistive technology
- Assistance with community support services and other non-academic issues

Housing accommodations are provided on an individual basis for students with physical disabilities based on the review of appropriate documentation. The nature of the disability and the amount of equipment and personal care needed are also considered in housing placement.

Academic accommodations are intended to ensure access to educational opportunities for students with disabilities. The mandate to provide accommodations does

not, however, extend to adjustments that would “fundamentally alter” the basic nature or essential curricular components of an institution’s courses or programs.

■ CENTER FOR LEARNING AND ADAPTIVE STUDENT SERVICES

(Supports students with learning, attentional, psychiatric and other cognitive disabilities. See listing on page 43.)

■ TRIO/STUDENT SUPPORT SERVICES

(Students with disabilities may be eligible to apply for TRIO/SSS. See listing on page 44.)

STEPUP® PROGRAM

The StepUP Program at Augsburg College is for men and women in recovery from addiction to alcohol and other drugs who wish to pursue a college education. StepUP’s comprehensive approach supports students in both their recovery and academic studies.

StepUP students live in separate chemical-free housing, have individual support meetings with a licensed chemical dependency counselor, and participate in extracurricular team and community building activities. In addition, students have access to an academic skills specialist in the StepUP office as well as specialists in other student service departments on campus.

In order to qualify for the program students must be committed to a 12-step abstinence-based recovery program, have a minimum of six months of continuous sobriety, and agree to abide by the StepUP contract and live in StepUP housing.

The StepUP Program fosters academic success and encourages the discovery of positive relationships. Students are challenged to take responsibility for themselves and their decisions while maintaining a healthy respect for the disease of chemical dependency. Participation in the program offers students leadership opportunities both on and off campus. In StepUP, students join together to form a community in which recovery is celebrated as a normal part of personal growth. Many of the friendships and bonds students form while participating in the StepUP Program will last a lifetime.

ETHNIC STUDENT SERVICES

■ AMERICAN INDIAN STUDENT SERVICES

The American Indian Student Services Program was established in 1978 to recruit and retain Indian students. Its mission is to provide a cultural context for American Indian students that encourages and promotes personal and academic growth and teaches students to successfully navigate Augsburg’s policies, procedures and expectations. The program

- Assists with application process
- Helps students secure financial aid
- Nurtures students’ identification as an American Indian
- Provides opportunities for students to learn about their heritage
- Provides opportunities for the campus community to learn about American Indian culture
- Provides academic advising and assists in the development of individual education plans

Minnesota Indian Teacher Training Partnership: MNITTP is a cooperative effort between Augsburg College and the Minneapolis and St. Paul public school dis-

districts, intended to increase the number of American Indian teachers in these districts. 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.

■ 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, scholarships, 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.

■ 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 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 pursuits, and employment and placement referrals.

The Augsburg Asian Student Association is affiliated with the program. The association organizes various activities during the academic year to increase the network of friendship and support for Asians, other students at Augsburg, and the surrounding community.

■ PAN-AFRIKAN STUDENT SERVICES

The Pan-Afrikan Center (PAC) traces its roots to an event held in 1968 called "One Day in May" when Augsburg hosted a series of interactive programs with the community. As a result, Black Student Affairs was born. It has evolved, over the years, into the PAC.

PAC serves the Augsburg College community by providing culturally conscious personal, academic, financial, pre-professional and transitional support for students of Afrikan descent. This service enhances the recruitment, retention, and graduation of Pan-Afrikan students and enables their learning experience to be interactive. PAC brings the knowledge and experience of Afrikan people in the Diaspora to the community through a variety of programming and advises the Pan-Afrikan Student Union.

The Pan-Afrikan Student Union (PASU) is a commissioned organization whose purpose is to enable students of Afrikan descent to share their diversity and collectively express their fellowship with the Augsburg community. PASU sponsors a variety of social and cultural activities. The offices of PAC and PASU are located in Murphy Place 208 and 209.

GLBTQA STUDENT SERVICES

The GLBTQA (Gay, Lesbian, Bisexual, Transgendered, Questioning, and Allies) Student Services Office works with students of all sexual orientations and gender identities. The director assists GLBTQA students in both the weekend and day programs in making academic, personal-social, and environmental adjustments to Augsburg and community life. The director also helps students create campus programs and co-advises Augsburg's Queer and Straight in Unity (QSU). Augsburg College has begun using the "Safe Space" Program, so that all students may feel safe in their academic and personal lives while on campus.

HEALTH AND FITNESS

■ CENTER FOR COUNSELING AND HEALTH PROMOTION

Counseling

Personal counseling provides a supportive environment where students have many opportunities to gain self-awareness through personal exploration with the assistance of licensed psychologists. Services include individual counseling, assessment and referral, workshops, consultation, and outreach.

Students may discuss personal issues such as stress, depression, anxiety, roommate problems, intimacy and sexuality, drug use, motivation, transitions, family issues, self-image, difficult decisions, eating concerns, grief and loss, or other issues with the psychologist. 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.

■ HEALTH INSURANCE

Augsburg College does not require that students have health insurance, with the exception of international students and students who participate in intercollegiate athletics. If a student is not covered by a health insurance plan, they may contact the Center for Counseling and Health Promotion for information on obtaining student health insurance through college affiliated agencies.

■ HEALTH CLINIC SERVICES

The College offers basic health care services to students through a contract with UFP–Smiley's Clinic. These services are limited. For students without health insurance, Smiley's Clinic provides certain clinic health services with a minimal co-pay at the time of the visit. Emergency services of any kind are not covered through the contract between Augsburg and Smiley's Clinic. Students with health insurance can also access Smiley's Clinic for a variety of clinic or other health services. A student's health insurance provider will be billed for medical services and the student will be responsible for any co-pays or deductibles associated with their insurance.

For more information regarding counseling, health promotion, health insurance or health clinic services, call 612-330-1707 or visit <www.augsburg.edu/cchp>.

AUGSBURG COLLEGE SUPPORTS HEALTHY LEARNERS IN A HEALTHY LEARNING ENVIRONMENT!

■ FITNESS CENTER

Located on the lower level of Melby Hall, the Hoyt Messerer 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; some hours are reserved for classes.

INTERNATIONAL STUDENT ADVISING (ISA)

ISA's mission is to serve the educational and personal development needs of the international student body in a way that embraces our common humanity and cultural diversity.

The director of International Student Advising is responsible for:

- Fulfilling duties of Principal Designated School Official (PDSO) for F-1 student visa program and Responsible Officer (RO) for J-1 student/scholar exchange program
- General advocacy for international students
- Advising the International Student Organization
- Facilitating intercultural skill building sessions for students, faculty, and staff
- Celebrating diversity of cultures by increasing awareness of international/inter-cultural issues

New international students participate in an orientation program that provides practical information on housing, health insurance, taxes, banking, local transportation, and applying for a social security card. Students use intercultural communi-

cation theory to explore their adjustment to a new culture and education system.

The International Student Organization (ISO) provides a forum for the interests and concerns of international students and fosters productive interaction between them, the college administration, and U.S. students. This mission is accomplished through yearly programming of events such as International Week, sponsorship of forums on international issues, and outings to sites of interest in the community. Information on how to get involved is available through ISA.

(Also see Study Opportunities Abroad on page 63 and Student Teaching Abroad on page 66.)

RESIDENCE LIFE PROGRAM

Students who choose to make Augsburg their home find a friendly, 23-acre village in the midst of a major metropolitan area. They make many new friends among roommates and classmates. They are just steps away from Lindell Library, classrooms, Hoversten Chapel, the ice arena, fitness center, and Christensen Center. With just over 900 students living on campus, most students and faculty greet each other by name.

Augsburg recognizes the importance of the residential experience during the college years. Studies show that students who live on campus are more likely to complete their degrees. Residence life staff are on hand to help students become acquainted with life at Augsburg through social and educational events. They are also ready to assist students who need help or friendship.

Living on campus offers many opportunities for learning, fun, and leadership. Research indicates that students living in residence halls also earn higher grades and

gain greater satisfaction during their college career. Numerous events are planned to welcome students to the community, including dances, movie nights, coffee house concerts, and weeks devoted to special themes or issues.

Resident students have access to a 24-hour computer lounge and study, 24-hour security, laundry facilities, and vending machines. All rooms and apartments are equipped with hook-ups for telephone, cable television, computers, and Internet access. A skyway connecting the lobby of Urness and Mortensen Hall to Christensen Center keeps students out of the weather on the way to class.

In order to secure housing, students are urged to make their enrollment deposit by May 1, as well as submit a housing deposit and contract to reserve a space. For those making enrollment deposits after May 1, housing is determined on a space available basis. During spring semester, current Augsburg students are provided with information on the process to secure housing for the next academic year.

Urness Hall—All new students and some upper-class students live in Urness Hall. This nine-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 Hall, rooms are furnished with a bed, dresser, desk, and chair. Linens are not provided. Some single rooms may be available.

Mortensen Hall—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 Hall is carpeted and contains kitchenette units. It is furnished with beds and dressers.

Anderson Hall—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, desks, and chairs.

New Hall—Opened in 1999, this apartment residence includes studios and two- and four-bedroom apartments with full kitchens. Beds, dressers, desks, and chairs are provided. Underground parking is available at an additional cost. Meal plans are optional. This building is designed to provide an environment for juniors and seniors who are seeking a primarily independent lifestyle.

Special Interest Housing—Special Interest Housing is available to students who are interested in creating a living/learning environment by designing their own house system. All house members meet to determine their program focus, educational goals, and community agreement guidelines. Examples of programs include Fellowship of Christian Athletes, Youth and Family Ministry, Urban Studies House, Hawthorne House, Pre-Professional Health Association, Cross-Cultural House, and StepUP.

■ FOOD SERVICE

Commons—Situated 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 overlooking the College Quadrangle and Murphy Square. Students on board plans who live in residence halls eat their meals in the Commons.

Murphy's Grill—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, and grievances. 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 is found in the *Student Guide* available on the website at <www.augsburg.edu/studentguide>.

■ OFFICIAL NOTICES

Students will receive official notices via the student campus mail system (student campus box), the *A-Mail* publication, and the student's Augsburg e-mail account. Students should check their campus mailbox and their student e-mail account regularly. The *A-Mail* is a daily online publication on AugNet.

■ 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 87 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, except in limited circumstances. 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 Office of the Registrar.

■ DISCRIMINATION COMPLAINTS

For inquiries or grievances in any of the following areas, contact the director of human resources, ground floor, Memorial Hall 19, 612-330-1023.

Affirmative Action (for matters based on race, creed, national, or ethnic origin)

Section 504 (for matters based on physical or mental handicap)

Title IX (for matters based on gender or marital status)

Employment

All correspondence should be addressed to the Office of Human Resources at Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454.



Academic Information

General Information – 54

- Degrees Offered – 54
- Academic Calendar – 54
- Faculty – 55
- Library and Information
Technology Services – 55

Academic Organization and Programs – 56

- Divisions and Departments – 56
- Majors and Minors – 56
- Teaching Licensure – 60
- Pre-Professional Programs – 60
- Honors Program – 62
- Inter-Institutional Programs – 62
- Augsburg Abroad – 63
- Center for Service, Work, and
Learning – 66
- Graduate Programs – 68
- Other Programs – 70

Academic Policies and Procedures – 70

- Registration – 70, 73
- Crossover Registration – 72
- Withdrawal from College – 73
- Student Standing/
Petition Process – 74
- Re-Admission – 74
- Transfer Credit – 75

Graduation Requirements – 76

- Graduation Requirements – 76
- Liberal Arts Foundation – 79
- Skills Requirements – 80
- Quick Check Summary of
Graduation Requirements – 82

Evaluation and Grading – 85

- Explanation of Grades – 85
- Assessment of Previous Learning
Program – 87
- Academic Progress, Probation
and Dismissal – 89
- Dean's List – 89
- Latin Honors – 90
- Commencement – 90
- Enrollment/Degree Verification – 90

FERPA – 91

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, fine arts, natural sciences, and social sciences, the general education curriculum introduces students to the breadth and complexity of knowledge and culture.

Required Search for Meaning courses are designed to acquaint students with the Christian tradition, introduce them to other faith traditions, 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, nursing, and education), the master of business administration, the master of science (in physician assistant studies), and the master of social work degrees.

■ ACADEMIC CALENDAR

The Augsburg day program follows the semester calendar, with fall and spring semesters of approximately 14 weeks. Full-time students normally take four course credits each semester.

The day program 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.**

Weekend College classes meet on alternate weekends and the program follows a trimester calendar. Some classes may meet on weekday evenings. The fall trimester is held from early September through mid-December. Winter trimester meets from January through early April. Spring classes are held from mid-April through the end of June. There are 7-8 class sessions each trimester, and classes meet on weekends for 3-1/2 to 4 hours. (Refer to the program schedule for weekday evening meeting times.) Students may take from one to four classes each term.**

The Rochester Program operates on a trimester calendar. Classes are held on weekday evenings and meet an alternate weeks. Similar to Weekend College, Rochester's Fall trimester begins in September, Winter trimester begins in January, and Spring trimester begins in April. There are 7-8 class sessions each trimester with each class meeting for 3-1/2 to 4 hours. Students may take one to four classes each term.**

** (See Registration on page 70 and Calendars on pages 4-7)

Courses and majors offered through Weekend College and the Rochester Program are the same as their day program counterparts. However, the curriculum is limited to selected liberal arts courses and majors.

Augsburg offers three summer school sessions, including a summer online option. The Summer Session Catalog is published in the winter of each year.

Augsburg graduate programs follow a trimester calendar, except for Physician Assistant Studies. (See Graduate Programs on page 68.)

■ 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 the highest degree in their field, and all consider teaching to be the focus of their activity. Faculty are also involved in a variety of professional and research activities that support 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 in 1997. The four-level, 73,000-square-foot facility houses all library and information technology functions of the College. In addition to the 180,000 volume main collection, the Lindell Library includes special collections and archives, curriculum library, a computer lab and stu-

dent computing help desk, library instruction classroom, and facilities for media viewing and listening. Skyways link the library to the new Gateway Building as well as to Sverdrup Hall, which houses the Enrollment Center, additional computer labs and multimedia classrooms, a lounge, and a 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. In a wireless environment, appropriately equipped laptop computers can be used throughout the building to access these resources.

Information Technology Resources

Augsburg College has built a reputation as a leader in its commitment to provide students with the best access to information technology and training. Visit Student Computing's website <www.augsburg.edu/stucomp> for more on IT at Augsburg.

Computing

Students have access to over 250 on-campus computers. There are both PC and Macintosh desktop computers available in the Lindell Library computer lab and in the 24-hour Urness computer lab. The college has six computer classrooms and 23 technology-enhanced classrooms. The circulation desk in the Lindell Library has 45 wireless laptops available for use in the Library.

Several computer clusters are available for more specific student use within academic departments. A high-speed fiber optic campus network provides access to AugNet online services, printing and connections to the Internet and Internet2. Network-ready student machines can connect to the campus network from dormitory rooms or from WiFi buildings on campus including the Christensen Student Center, Lindell Library, and the Science Building. All of the AugNet online services and several of the Registrar's student services are available securely on the Web to students on and off-campus.

Media Resources

Lindell Library provides a large collection of sound and video recordings, as well as equipment for viewing, listening to, and creating instructional media. Audio and video tape duplication within the limits set by copyright law is available. Facilities for classes in broadcasting are located near the communication department in Foss Center.

ACADEMIC ORGANIZATION AND PROGRAMS

■ DIVISIONS AND DEPARTMENTS

The College curriculum is offered by 26 departments that are grouped into three divisions for administrative and instructional purposes.

Fine Arts and Humanities—

American Indian studies, art, communication studies, English, history, modern languages, music, philosophy, religion, theatre arts, College librarians.

Natural and Social Sciences—

Biology, chemistry, computer science, economics, mathematics, physics, political science, psychology, sociology.

Professional Studies—Business administration, education, health and physical education, nursing, physician assistant studies, 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 explore a variety of disciplines before deciding.

The college requires students to declare a major by the end of the sophomore year, 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.

Student-Designed Major

Students may design their own major with the assistance and approval of three advisers from relevant fields and subsequent final approval by the Augsburg College Academic Affairs Committee (AAC). A student-designed major allows

flexibility in selecting major courses. Any student wishing to design a major must complete a proposal, submit it with approval and supporting letters from three faculty advisers, and obtain AAC approval of the program. Students should seek AAC approval as early as possible so that any changes suggested by AAC may be incorporated into the design without affecting the student's proposed completion date. The deadline for initial submission of the program design to AAC is the first term in which the student has achieved junior status; the final version must be approved the term before the student achieves senior status.

Students wishing to design majors must:

1. Develop the student-designed major in concert with three faculty advisers from relevant fields, who together constitute the Review Team. All advisers must sign the proposal cover sheet and submit supporting letters of approval to AAC. Supporting letters should assess BOTH the student's ability to complete the proposed major and the validity and value of the proposed major, including (in at least one of the letters) the proposed capstone course. The advisers' signatures and supporting letters represent their approval of the program, including the capstone course, and their commitment to oversee the student's progress.

2. Develop a student-designed major program proposal that includes:

- a. A statement of learning goals and objectives.

- b. A list of proposed courses (minimum of nine, no more than one of which is a lower-level language course and at least five of which are upper division) and a discussion of how the courses are related to the program goals. *Indicate how the pro-*

posed courses collectively support a specialized and cohesive plan usually associated with a college major. Proposals must include research describing comparable programs of study at a minimum of three other academic institutions. In addition, students should consult with the Center for Service, Work, and Learning for additional information regarding career objectives. The proposal should provide information showing how the Augsburg Core Curriculum requirements (including graduation skills) are to be fulfilled.

- c. A description of the student-designed major capstone to be taken sometime during the senior year. The student should devise the capstone in consultation with advisers. It should require an integrative project/paper that draws together the course work up to that point and/or prepares one for further study. In addition, at least one of the advisers must specifically address the rationale for the proposed capstone in his or her supporting letter, though approval of the student-designed major program by all advisers presumes their approval of the capstone course.

3. Submit the completed proposal and supporting documentation to the Dean's Office.

If AAC approves the proposed major program, the student will be expected to complete the program designed and still meet all of the other Augsburg degree requirements as stated in the college catalog.

Students who design their own majors will meet with their advisers regularly throughout the design and subsequent evaluation of their program. Changes in the approved student-designed major may be made through the normal petition process to the Student Standing Committee with adviser approval.

58 Academic Information

Listings that are shaded are offered through both the day program and Weekend College. Weekend College students may choose a major offered in the day program if they wish. They may take as many courses as possible through Weekend College, then finish the major as a day program student. A change of program is allowed once each academic year.

MAJORS AND AREAS OF EMPHASIS

Accounting

- General Accounting
- Managerial Accounting
- Public Accounting

American Indian Studies

Art

- Art History
- Studio Art

Biology (B.A. or B.S.)

- Life Sciences (B.A.)

Business Administration

- Economics/Business Administration
- International Business
- Management
- Marketing (WEC only)
- Music Business

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

Clinical Laboratory Science (B.S.)

Communication Studies

- Communication Arts/Literature (Teacher Licensure Major)
- Mass Communication
- Organizational Communication
- Professional Communication
- Human Relations
- Marketing Communications
- Public Relations and Advertising
- Supervisory Management

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

- Computational Economics (B.A.)
- Computational Philosophy (B.A.)

Economics

- Applied Economics
- Computational Economics
- Economics

- Economics/Business Administration
- Economics/Political Science (Teacher Licensure Major)

Education

- Education Studies (non-licensure)
- Elementary Education Studies (non-licensure)
- Kindergarten-Elementary (B.A. or B.S.—licensure)
- Special Education: Emotional/Behavioral Disabilities (WEC only)
- Special Education: Learning Disabilities (WEC only)
- Secondary (non-major, licensure only)

Engineering²

English

Film

Finance

Health Education (B.A. or B.S.)

History

International Relations

- International Business

Management Information Systems

Marketing

Mathematics (B.A. or B.S.)

Medieval Studies

Metro-Urban Studies

Modern Languages¹

- French
- German
- Norwegian
- Spanish

Music

- Music (B.A.)
- Music Business Concentration (B.A.)
- Music Education (B.M.)
- Music Performance (B.M.)
- Music Therapy (B.S.)

Nordic Area Studies

Nursing (B.S.—Weekend College only)

Philosophy

- Computational Philosophy
- Physical Education (B.A. or B.S.)
- Physics (B.A. or B.S.)
- Space Physics (B.S.)

Political Science
 Political Science/Economics (Teacher
 Licensure Major)

Psychology
 Psychology and Law
 Social Psychology

Religion
 Youth and Family Ministry

Social Work (B.S.)

Sociology
 Community Studies
 Crime and Deviance
 Cultural Anthropology
 Organizational Analysis and
 Development
 Social Psychology

Student-Designed

Theatre Arts
 Technical Design/Technology
 Concentration

Women's Studies¹

MINORS

Accounting
 American Indian Studies

Art
 Architecture
 Art History
 Studio Art

Biology
 Business Administration

Chemistry
 Communication
 Computer Science

Economics
 English

Film
 Health Education

History
 International Business
 International Relations
 Leadership Studies
 Management Information Systems

Marketing
 Mathematics

Medieval Studies
 Metro-Urban Studies
 Middle East Studies¹
 Modern Languages

French
 German
 Norwegian
 Spanish

Music
 Music Business
 Nordic Area Studies
 Peace and Global Studies
 Philosophy
 Physical Education
 Physics

Political Science

Psychology
 Religion
 Youth and Family Ministry

Sociology
 Social Welfare
 Special Education

Theatre Arts
 Theatre Arts
 Theatre History and Criticism
 Dramaturgy

Women's Studies

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 and Michigan Technological University.

ACTC Majors—It is possible for day 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.

Weekend College is not part of the ACTC consortium, and Weekend students may not register for ACTC courses or complete ACTC majors under the terms of the ACTC consortium agreements.

■ OTHER STUDY PROGRAMS

Teaching Licensure

Several teaching licensure programs are offered at Augsburg. Licensure is available in kindergarten-elementary/middle school education with subject area specialties in one of the following: mathematics, science, communication arts/literature, social studies. This is a K-8 license for teaching at the elementary level and at the middle school level in the specialty area. Students seeking this license obtain an elementary education major with a subject area specialty. Licensure is also available in the following middle school/high school fields: biology, chemistry, communication arts/literature, health, mathematics, physics, and social studies. This license prepares people to teach in grades 5-12. Students seeking licensure in one of these areas obtain an appropriate subject area major and complete secondary licensure coursework. Finally, specialist licenses are available in art (K-12), vocal music and instrumental music (K-12), and physical education (K-12). The licenses prepare people to teach in grades K-12. Students seeking

licensure in one of these areas also obtain the appropriate subject area major and complete the secondary licensure coursework. (See Department of Education and subject area departments for more information.)

K-12 special education majors and licenses in Emotional/Behavioral Disabilities and in Learning Disabilities are also available. These majors and licenses are offered only through Weekend College.

Students seeking elementary licensure and special education licensure have education department advisers. Students seeking 5-12 and K-12 licensure have advisers in their subject area major and in the education department. It is very important that students work closely with their advisers throughout their programs.

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 Academic Advising early in their freshman year to arrange for faculty advising prior to their first term at Augsburg.

Pre-Dentistry—These courses are recommended to fulfill the minimum requirements of the School of Dentistry at the University of Minnesota: ENL, 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 169-170.

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 ENL 111; CHM 115, 116 (or 105, 106); CHM 351, 352; BIO 113, 114, 215, 369; MAT 145, 146; PHY 121, 122. Courses recommended in preparation for MCATs: BIO 355, 473, 476; CHM 361.

Pre-Occupational Therapy, Pre-Physician Assistant, and Pre-Physical Therapy—Coursework in preparation for these 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; ENL 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 100, 200; 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.

The Exploring Our Gifts office (Memorial 231) provides resources and support, including scholarship opportunities, for students considering seminary.

Pre-Veterinary Medicine—To meet minimum requirements of the College of Veterinary Medicine at the University of Minnesota, the following science courses are required: MAT 114 or 145, CHM 105/106 or 115/116, CHM 351/352, BIO 113, BIO 114, BIO 215, BIO 355, BIO 369, BIO 476, PHY 121/122. Other non-science courses are also required.

■ HONORS PROGRAM

The Augsburg Honors Program offers an adventurous education where exceptional students with a passion for ideas can be their best. We offer a friendly and welcoming atmosphere for students committed to an exceptional higher education.

Augsburg's Honors Program is unlike any other honors program in the nation because it gives students the resources and freedom to create their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the Augsburg Review of Undergraduate Scholarship, participate in an intramural debate league, belong to an Honors House, and learn through small reading groups, research projects, and travel around the world.

Each Honors course has been specifically created for Honors students, and includes a challenging "signature experience" such as writing a play, putting great books on trial, or building an interactive museum exhibit. Honors courses bring in professors from several different departments so you can learn from talented professors teaching their specialties.

For information, please contact Robert C. Groven, Honors Program director.

■ 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 2,500,000 volumes.

Associated Colleges of the Twin Cities (ACTC)—Full-time day students at Augsburg and the St. Paul colleges and universities of Hamline, Macalester, St. Catherine, and St. Thomas may elect to take one 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. A regularly scheduled bus shuttles students between the campuses.

Weekend College students may not participate in the ACTC consortium program.

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 65.)

Air Force ROTC—Augsburg day 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 day 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 Office of the Registrar.

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

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.

■ AUGSBURG ABROAD

An increasing number of Augsburg students are taking advantage of the opportunity to gain academic credit for an experience abroad. Through study abroad students may meet with grassroots women's organizations in Mexico, work in a small business or artisan program in Namibia, examine prospects for peace in Northern Ireland, study geology and ecology in Norway, have a paid corporate internship in Germany, 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 and will add an international dimension to any academic program. Courses abroad can fulfill major, Augsburg core curriculum, and graduation requirements when approved by academic advisers and department chairs before departure. An approved study abroad program will also fulfill the Augsburg Experience.

Students are advised on selecting programs that best fit their academic, career, financial, 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. Grades earned on non-Augsburg programs will not be recorded on the Augsburg transcript and will not be figured into the GPA. Grades of "C" or better are required for credit to be granted from non-Augsburg programs.

Eligibility and Application

All students in good academic and disciplinary standing (a minimum GPA of 2.50) at Augsburg may apply to study off campus. Although foreign language skills are an asset, they are not required for all study abroad programs. Since it takes some time to prepare for studying abroad, students should start planning during their freshman and sophomore years.

The application deadline for spring term study abroad programs is October 1. For summer session, fall term, and year long study abroad programs the application deadline is March 1. Please contact the study abroad advisor in the Office of International Programs for deadlines on short-term study abroad programs and advising assistance.

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 abroad.

Study Abroad Programs

Students may select from the following Augsburg study abroad programs. In addition, students may consult with the study abroad advisers regarding non-Augsburg program options.

The Center for Global Education

The mission of the Center for Global Education at Augsburg College is to provide cross-cultural educational opportunities in order to foster critical analysis of local and global conditions so that personal and systemic change takes place leading to a more just and sustainable world.

The center's study programs are conducted in Central America, Mexico, and Namibia. Students experience three distinct types of living situations: living with other students in a community house, spending several days in a rural setting, and several weeks living with host families. In the Mexico and Namibia programs, students 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. (Some travel scholarships are available for Augsburg students.)

Crossing Borders: Gender and Social Change in Mesoamerica (Mexico)—Fall

Learn about the central issues facing Mesoamerica, with emphasis on the experience and empowerment of women. Students will engage in gender analysis of key social, economic, political and cultural issues in Mexico and El Salvador; explore the interconnectedness of race, class, and gender; learn first hand from both women and men who are involved in struggles for sustainable development and social

change. The program offers credit in religion, political science, women's studies, and Spanish. Internships and independent studies are also available. The program begins with a one-week seminar/orientation in the U.S-Mexico border region and ends with a two-week seminar in El Salvador. Students stay in guest houses while traveling, spend approximately six weeks in Augsburg housing, and four to six weeks living with Mexican host families. Prerequisite: one college-level Spanish course or its equivalent.

Nation-Building, Globalization, and Decolonizing the Mind: Southern African Perspectives (Namibia)—Fall or Spring

This program examines the crucial issues of nation-building, globalization, and decolonizing the mind, from the perspectives of the new democracies of southern Africa. Namibia won its independence in 1990 after decades of apartheid under South African colonization. South Africa had its first democratic election in 1994. As these nations struggle to build nationhood and deal with the legacies of apartheid and colonialism, they are faced with the challenges posed by today's world: rapid globalization and under and unequal development. Decolonizing the mind is a long-term project. Credit is available in history, religion, political science, and interdisciplinary studies. Internships are also available.

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

This is an intensive semester of study and travel designed to introduce students to the key issues facing Central Americans. Students will explore the history, culture, and struggles of the people of Guatemala, El Salvador, and Nicaragua, as well as

study approaches towards social and economic development. Course credit may be earned in Spanish, religion, history, women's studies, and political science. Students spend the first five weeks in Guatemala, the next four weeks in El Salvador, and the final six weeks in Nicaragua. Prerequisites: one college-level Spanish course or its equivalent is required.

Social and Environmental Justice: Latin American Perspectives (Mexico)—Spring

This is an intensive program of study and travel that explores socioeconomic and political issues 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 will examine the ethics of land distribution, environmental racism, ecofeminism, social change, and the complexity of gender, class, race, and ethnicity in Latin America. Credit is available in Spanish, history, political science, religion, and women's studies. Internships and independent studies are also available. The program includes a two-week seminar in Chiapas and Guatemala. Students stay in guest houses while traveling, spend approximately six weeks in Augsburg housing, and six weeks living with Mexican host families.

Social Work in a Latin American Context (Mexico)—Spring

This program was created to satisfy the curriculum requirements for a Bachelor in Social Work degree program. Its goal is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice. It includes Spanish language study and social work

courses. Social work field placement is also available for qualified students. Students live with Mexican host families for six weeks.

International Partners

International Partners offers a broad range of learning opportunities in Norway and Germany. Students can choose from several options: group programs, "tailor-made" individual study programs, and practical professional experiences that may include a paid internship. Program length varies from ten days to two semesters. All course work is in English. Some travel scholarships are available. For further information contact the International Partners office.

Higher Education Consortium for Urban Affairs (HECUA)

Augsburg, in consortium with other colleges and universities, offers full semester programs in Norway, Ecuador, Ireland, Bangladesh, and the Twin Cities. All programs emphasize the impact of civic engagement, social change and cross-cultural factors on the human community. HECUA programs emphasize intense language experience, internships, and field study.

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, 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: April 1.

Bangladesh: Sustainable Development, Environment, and Culture—Spring

Explore the policies, practices and competing ideologies of human, environmental and socioeconomic development in Bangladesh. Experience urban and rural environments, interact with leaders of government and development agencies, learn about Bangladeshi history and culture, and take introductory courses in Bangla language. Lectures and readings are in English. (Prereq.: junior status or permission)

Community Internships in Latin America: Ecuador—Fall and Spring

This interdisciplinary program, based in Quito, Ecuador, 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.

Northern Ireland: Democracy and Social Change—Spring

The “Northern Ireland: Democracy and Social Change” program examines the historical, political, and religious roots of conflict in Northern Ireland, the prospects for peace, and the progress being made. Through a seven-week internship, students get hands-on experience with organizations working for social change. Field sem-

inars focus on human rights, conflict transformation, and education for democracy. The program is located at the UNESCO Centre at the University of Ulster in Coleraine.

Student Teaching Abroad

Selected education department students may participate in the International Student Teaching Abroad program coordinated through Minnesota State University-Moorhead or the University of Minnesota-Morris. Additionally, International Partners has student teaching options available in Norway. 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 student teacher director.

May/Summer Abroad

May and summer courses to many parts of the world enable students to earn credit through short-term travel. Offerings include Summer Session I in Mexico via the Center for Global Education. Contact the study abroad adviser in the Office of International Programs for the most current list of programs.

■ THE CENTER FOR SERVICE, WORK, AND LEARNING

The Center for Service, Work, and Learning is a comprehensive resource center incorporating an experiential educational focus emphasizing the importance and value for all students to engage in service- and work-based learning experiences and the exploration of personal and professional vocation throughout their college years. The center encourages students to take advantage of Augsburg’s metropolitan location through the highly successful service-learning, internship, and career plan-

ning programs that link the College's academic programs to community organizations and businesses.

Service- and work-based experiential education opportunities are closely related to students' coursework, majors, and/or career interests. Learning opportunities may be in non-profit organizations, churches, schools, government agencies, community-based organizations, small and mid-size companies, and large corporations.

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.

The Center for Service, Work, and Learning includes the following programs:

Community Service-Learning

Augsburg's Community Service-Learning Program provides students with opportunities to understand and respond to needs in the city through course-embedded service experiences and civic engagement. A key component of community service-learning includes reflection on and analysis of community issues in order to promote personal and educational growth and civic responsibility. Through connecting classroom content with service, Augsburg students learn from and about the organizations where they serve and deepen their understanding of course knowledge. This dynamic and interactive educational approach employs reciprocal learning between the students and the community. Community service-learning examples include tutoring at schools and literacy centers, volunteering at homeless shelters, Habitat for Humanity, and com-

munity centers, or working with cultural and environmental groups.

The service-learning program also works closely with the student-directed Augsburg LINK and campus ministry.

Academic Internships

An academic internship is a carefully planned, service- or work-based learning experience where a student focuses on specific academic and individual learning objectives. Academic credit is received for the learning derived from the experience. A learning agreement plan, negotiated with a faculty supervisor and work supervisor, outlines the internship objectives, strategies, and evaluation methods.

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. Internships can be registered for 1 course credit or .5 course credit.

Internships are available in all majors and can be taken during a semester (or Weekend College trimester), or summer sessions. Inter-disciplinary internships are also available. For extension of an internship beyond one term see Evaluation and Grading on page 85.

A maximum of four courses of internship may count toward the total courses required for the degree.

Cooperative Education

Cooperative Education is a non-credit transcript notation for paid work experiences related to a student's major or career objective. The goal is for students to apply theory to practice in a work setting. Job opportunities typically are part-time during the academic year and/or full-time in the summer and can begin and end anytime. Students must register for the non-credit

transcript notation, set learning goals and evaluate their experience. The director of the Center for Service, Work, and Learning supervises co-op transcript notation work experiences. Academic internships and cooperative education may be used to fulfill the Augsburg Experience graduation requirement.

Career Services

Career Services is committed to providing opportunities and programs to help students discover their unique gifts, talents, skills, and interests, explore career paths, and grapple with questions of vocation and purpose in a changing world. This process is viewed as an important part of a student's development while attending college. To aid in this process, career staff provide career related assessments, one-on-one career planning and coaching, and assistance with choosing majors, locating internships, preparing for job searches and graduate school applications, and making connections to community, business, and alumni resources.

■ GRADUATE PROGRAMS

Augsburg College offers six graduate degree programs: Master of Arts in Education, Master of Arts in Leadership, Master of Arts in Nursing, Master of Business Administration, Master of Science in Physician Assistant Studies, and Master of Social Work. Catalogs for each degree program should be consulted for complete information.

The **Master of Arts in Education** offers initial licensure coursework at the graduate level in elementary education, secondary education, and special education: E/BD and LD. Students are able to take up to six licensure courses at the graduate level and complete their licensure programs with a combination of graduate and undergradu-

ate coursework. Students can then apply their graduate level licensure courses to complete a master's degree program. Students will complete their master's degrees through a combination of MAL coursework and graduate level education coursework (total of nine courses). Licensed teachers also can pursue special education: E/BD and/or LD, as well as the K-12 Reading Licensure Endorsement licensure at the graduate level. The program is available through the Weekend College schedule, and the admissions process begins with the Weekend College Admissions office. For further information about the programs, contact the Education Department or the Weekend College Admissions office.

The **Master of Arts in Leadership** is based on a liberal arts approach to leadership studies. This cross-disciplinary program directs its academic content and pedagogical approaches to 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.

The **Master of Arts in Nursing** prepares nurses for transformational leadership and transcultural community health nursing practice across care settings, with emphasis on addressing health inequities among diverse populations. The program is offered within the context of a Christian liberal arts education. Graduates are eligible to apply for national certification in Advanced Community Health Nursing, or Advanced Nursing Administration through the American Nurses Credentialing Center (ANCC), and/or Transcultural Nursing through the Transcultural Nursing Society (TCNS). Classes meet on a flexible immer-

sion schedule (every other week or once per month) that may include weekdays, weekday evenings, and Saturdays. Web-enhanced pedagogies are used for all classes. Practicums include optional short-term study abroad experiences. Students may choose to study in Mexico, Guatemala, Namibia, Pine Ridge, SD, and/or Europe. The Master of Arts in Nursing Program is accredited by the Commission on Collegiate Nursing Education in accordance with its accreditation standards and procedures.

The Master of Business

Administration is designed to give students mastery of the skills and knowledge necessary to advance in their careers and accept roles of greater responsibility in an organization. Meeting primarily on one evening per week, this challenging program is designed to be completed in 20 months. Organized in cohort format, the program encourages learning in a collaborative small-group environment and features a high level of interaction and attention from the faculty. The program focuses on giving students the ability to think critically and effectively manage in complex environments. An intensive Field Study course allows students to apply classroom learning to an actual business or organizational environment. Local businesses and organizations provide a learning laboratory for students as they complete projects in various disciplines and functions.

The core program can be enhanced through participation in a number of certificate options including *Finance*, *Financial Planning*, *International Business*, *Marketing Management*, *Music Business*, and *Human Resource Management*.

The **Master of Science in Physician Assistant Studies** is designed for students interested in careers as health care

providers. The mission of the program is based on a foundation of respect and sensitivity for the cultures and backgrounds of, and is oriented toward providing care to, underserved populations. Students are well educated in current medical theory and practice in primary care medicine. All physician assistants must have a supervising physician to practice. The program is three years long with classes held Monday through Friday during the day.

The **Master of Social Work**, accredited by the Council on Social Work Education, 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 family practice concentration prepares students to work with families and individuals within families, across the full range of contemporary social work practice settings. The program development, policy, and administration concentration prepares students to actively seek equality and justice for clients within agencies, institutions, and society, while directing energy toward changing policies that obscure and oppress people.

A dual degree (Master of Social Work and Master of Arts in Theology) is also

available and is offered in collaboration with Luther Seminary. The dual degree is designed to meet the educational interests of people planning to serve the spiritual and social needs of families, individuals, and communities.

■ OTHER PROGRAMS

Continuing Education Program

The mission of 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 of Augsburg College.

Programs are developed through collaborations between academic and administrative departments of the College and community organizations. These collaborations have included the Departments of Business, Biology, the Center for Leadership Studies, Education, Nursing, Religion, Social Work, Institutional Advancement, and organizations including Minneapolis and St. Paul public school districts, Minnesota Department of Education, and the Midwest Regional Office of the College Board. Augsburg College is a Lifelong Learning Partner with the ELCA.

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.

College of the Third Age

Augsburg College demonstrates its commitment to lifelong learning through its College of the Third Age. For more than 25 years this program has brought classes in the liberal arts and the humanities to mature learners in the Twin Cities metropolitan community. Approximately fifty retired professors are available to teach one class or a series of classes at churches, synagogues, community centers, or senior residences. The current catalog lists over 200 classes available for group study only.

To obtain further information about the program or to request a catalog, call 612-330-1139 during Tuesday and Wednesday office hours (10:00 a.m. to 3:00 p.m.). To ask questions or to schedule a program, call the program director at the above number.

ACADEMIC POLICIES AND PROCEDURES

■ REGISTRATION

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

Full-time day students normally register for four course credits per semester. Students registered for three or more course credits in a semester are classified as full-time students. Students registered for two course credits are classified as half-time students.

To register for more than 4.5 course credits, students must contact the Enrollment Center to petition the

Committee on Student Standing unless the following apply: cumulative GPA at Augsburg of 3.00 to 3.49 may take a total of 5.0 course credits; cumulative GPA at Augsburg of 3.50 or greater may take a total of 5.5 course credits without petitioning. All overload registrations must be done in person at the Enrollment Center. (Please note: There is an additional tuition charge for course loads over 4.5 course credits. This includes combining the credit load from both the day and WEC programs. Spring day term will include Winter WEC and Spring WEC.) Auditing classes over the 4.5 overload limit will also incur a tuition charge.

Weekend College and Rochester Program students typically register for one or two course credits each trimester. Students registered for at least two course credits in one term are considered full time for that term. Students registered for one course credit are considered half-time for the term.

Although new day students may register up to five days after the semester begins, registration is encouraged at the regularly scheduled time. Official academic calendars for all programs are available through the registrar's Web page.

Day students may add individual classes to their current schedule or withdraw without notation through day 10 of the term. The signature of the instructor is required to add a class after the fifth day. From day 11 through day 20, students may still petition the Committee on Student Standing for permission to add a class. There is a fee for this petition. Day 20 is the last day to petition for adding a class.

Students registered for day program Time 1/Time 2 (T1/T2) courses that meet only part of the term may add or withdraw without notation through the fifth school

day after the start of the course. Changing grade option or withdrawing with a W is allowed through the fourth week of T1/T2 classes. Specific dates for each term are listed under "Combined Academic Calendars" at <www.augsburg.edu/enroll/registrar>.

Weekend College students may add individual classes to their current schedule or withdraw without notation through Friday after the first class weekend. The signature of the instructor is required to add a class after the class meets. Students may petition the Committee on Student Standing for permission to add a class through the Thursday prior to the second class weekend. There is a fee for this petition. The last day to petition to add a class is the Thursday prior to the second class weekend.

Students registered for Weekend College T1/T2 courses may add or withdraw without notation through the Friday after the first weekend class meeting. Changing grade option or withdrawing with a W is allowed through the Tuesday after the second weekend class meeting.

Rochester students may add individual classes to their current schedule and/or withdraw without notation through Monday after the first week of classes. The signature of the instructor is required to add a class after a class meets and it must be processed through the Enrollment Center. Students may petition the Committee on Student Standing for permission to add a class through the Friday prior to the second week of classes. There is a fee for this petition. The last date to petition to add a class is the Friday before the second week of classes.

Students registered for Rochester T1/T2 courses may add or withdraw without notation through the Monday after the first

week of the class. Changing grade option or withdrawing with a W is allowed through the Monday after the second week of the class.

Separate rules apply to Summer School.

Some late course registrations may be subject to additional late fees.

ACTC school course listings are also available online and should be checked to verify the correct meeting times and room assignment. As some courses are offered only in alternate years, students should also consult with departmental advisers when planning their academic program.

Summer session and graduate program courses are published in separate schedules.

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

Enrollment Center—612-330-1046

Academic Advising—612-330-1025

Weekend College—612-330-1782

Crossover Registration Policy

Every Augsburg undergraduate student is admitted to a “home program,” either day, Weekend College, or the Rochester Program. It is expected that students will complete most of their degree requirements through their home program. However, full-time students may register for up to 1.0 credits per term outside their home program. Enrollment will be based on class availability.

Students will be charged the rate of their home program for courses in which they enroll outside their home program. The rate will be based on the maximum credit load they are carrying on any calendar date over the span of the two terms. For example, a day program student taking 2.0 credits in the day program, and 1.0

credits in the WEC program, will be considered full-time and will be charged the full-time day program tuition rate. A WEC student taking 2.0 credits in the WEC program, and 1.0 credits in the day program, will pay the WEC tuition rate x 3.0 credits.

Day students taking over 4.5 credits will pay the day part time rate for any credits over 4.5 in their combined day/WEC load (Spring day term will include both Winter WEC and Spring WEC). The maximum number of credits that may be included in the day full-time tuition rate for students who cross-register is 4.5 .

Students have registration priority in their home program. Crossover registration begins only after the open Web registration period closes for both programs. A schedule is published on the registrar's office Web page. There is a special crossover registration form that must be processed at the Enrollment Center. This registration option is not available by Web.

The WEC and Rochester programs are not part of the ACTC (Associated Colleges of the Twin Cities) tuition exchange program. WEC/Rochester students may NOT crossover to attend ACTC courses.

Students must have completed their undergraduate degree and be admitted to a graduate program before taking graduate level courses from that program. (An exception is made for approved courses in the Department of Nursing and the joint B.A. Accounting/MAL.) Undergraduate students enrolled in graduate courses will pay the graduate rate for those courses. Any student enrolled in an Augsburg graduate level program wishing to take an undergraduate course will pay the rate of the program in which the course is offered (Day, WEC, or Rochester).

Change of Program

Students may apply to change their “home program” by filling out a Change of Program form available at the Enrollment Center. The change will take effect the following term. Changes are limited to one each academic year.

Registration

All day students are required to meet with their academic adviser prior to registration. Incoming freshmen and transfer students may register during summer for courses in the fall. All currently enrolled day students may register during the fall for the spring term and during the spring for the fall term.

Weekend College and Rochester Program students may register during the designated time prior to the start of each term.

The primary method of registration will be via the Web through AugNet during the open registration period. Please reference the academic calendar for specific dates. Day students will be able to register only after meeting with their faculty adviser. The Enrollment Center is also available to process registration forms. Note: Web registration may not recognize prerequisites fulfilled by transfer work. In these cases, please process your registration at the Enrollment Center.

Once the open registration period ends, returning students registering for the first time for the coming term will be assessed a late registration fee. The Enrollment Center will process all registration forms after the Web closes.

Withdrawal from College

Students are urged not to abandon courses for which they are registered because this will result in a failing grade on their official academic record. Cancellation of courses or withdrawal from the College must be completed in the Enrollment Center. A Withdrawal from the College form may be obtained at the Enrollment Center or downloaded from the registrar’s Web page. The last day to file for a Withdrawal from College is the last day of classes prior to finals week. 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.

Students are responsible for keeping the registrar’s office informed of their current mailing address.

Military Called to Active Duty

Augsburg College will allow students to withdraw from courses without penalty if they are called to active duty as military reservists, National Guard, or for other military service. This shall include a 100% refund of tuition and fees upon verification of call to active duty. The student must provide a copy of orders.

If the student is called to duty after the deadline to drop a course, the registrar will place a W for the course(s) along with a notation on the transcript that the student was called to active duty. This is to assist the student with any financial aid complications that may arise from a failure to note attendance on the transcript, and also indicate that the withdrawal was outside of the student’s control.

Alternatively, the college supports faculty in enabling students who are called to active duty and have substantially complet-

ed a course, to assign a grade based upon the coursework completed, or work out an “incomplete” agreement. Students who are able to complete some of their courses would have their refund adjusted to reflect this.

Students who are being placed on active duty should contact the registrar and/or the Dean’s Office as soon as possible so the College can notify all parties and aid in this process.

Student Standing Committee

The Student Standing Committee deals with requests for minor exceptions to academic policies. Typically, the Committee reviews requests for:

- Minor exceptions to academic requirements and/or approval of transfer course substitutions
- Extending time for an incomplete
- Permission to take a course overload
- Student schedule changes after registration deadlines (adding, withdrawing, or grade option changes)

Note: Petitions for an exception to published registration deadlines will require a \$50 petition fee attached to the petition. This fee is non-refundable regardless of the outcome of the petition. Petitions involving adding or dropping courses/withdrawing from college after the deadline must be submitted within six months of the published registration deadlines for the term involved.

In addition, the Committee reviews students’ transcripts in determining academic probation or dismissal from the College on academic grounds. The Committee also hears appeals from students who have been dismissed for academic reasons.

The Committee reviews student requests for readmission to the College after dismissal or returning after leaving while on probation.

The Committee typically meets every other week throughout the school year (September-April), and once a month during summer.

Petition Process

Step 1: Pick up a petition form at the Enrollment Center or download from the registrar’s Web page: <www.augsburg.edu/enroll/registrar/index.html>.

Step 2: Fill out the petition form completely. Include documentation for illness or family emergency. Have your adviser, instructor, or department chairs sign and add comments concerning your request. Petitions without comments from faculty will be returned for completion.

Step 3: Return the completed petition form to the Office of the Registrar/ Enrollment Center, include signed drop/add form and \$50 check if applicable.

Step 4: After the committee meets, a copy of the petition with the committee’s decision is returned to the student. Day students will receive this notice in their campus box. WEC and Rochester student petitions will be mailed to their home address.

Re-Admitted 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. The election to complete a degree under a new catalog must be submitted in writing to the registrar’s office. Some departments will not accept course-

work taken more than seven to ten years ago. Students must meet all of the requirements in effect under the catalog they choose. Choosing to complete graduation requirements under the current catalog will require re-evaluation of prior coursework, including transfer credit, to determine its applicability to the current catalog requirements.

Students who graduated from Augsburg who are returning to complete a second major will not be awarded a second degree unless it is different from the original degree awarded. (B.A., B.M., B.S.) Minors are not noted on the transcript if they are completed after a baccalaureate degree has been awarded.

Evaluation of Transfer Credit

The evaluation of transfer credits is completed by the Office of the Registrar and is based on a student's official transcripts. College credit is granted for liberal arts courses completed at regionally accredited institutions with a grade of 2.0/C or better. Augsburg does not grant credit for developmental courses, vocational-technical courses, or courses with grades below 2.0/C. The registrar's office evaluates coursework for credit and for applicability toward Augsburg Core Curriculum requirements. Academic departments are responsible for evaluating the applicability of coursework toward a student's major or minor. The College reserves the right to require that certain courses and a minimum number of courses be taken at Augsburg. (Refer to the *Residence* section on page 77) Additionally, major and minor departments may require certain courses or a minimum number of courses be taken at Augsburg.

Augsburg operates on a course credit system rather than semester or quarter hours. Augsburg course credits are equiva-

lent to four semester hours or six quarter hours. Transfer credits that have been reported to Augsburg as semester or quarter hours are converted to Augsburg course credits by dividing by four or six respectively.

Augsburg College limits transfer credit from two-year colleges. Students may transfer a maximum of 64 semester credits (96 quarter credits) from two-year colleges. Once a student reaches this credit limit, no additional credits will transfer from two-year institutions toward the minimum number of course credits required for a baccalaureate degree. However, courses taken beyond the credit limit can be used to meet liberal arts and major requirements.

Courses and credits that are accepted in transfer are reported on the student's transcript. Grades and grade points from other institutions are not transferred to Augsburg and are not included in the student's cumulative grade point average.

Students should consult with their faculty adviser and the Office of the Registrar before taking courses at other institutions to ensure compliance with transfer credit policy and residency requirements.

MnSCU Transfer Students

Students transferring from the Minnesota State Colleges and Universities system who have completed the Minnesota Transfer Curriculum, have earned the Associate of Arts degree from MnSCU, and have a 2.50 cumulative GPA (on a 4.0 scale) from the degree-granting institution will be given transfer status as outlined below:

- Students will be granted 16 Augsburg course credits in transfer from two-year institutions. This will assure admission with junior standing. No additional credits will be accepted from two-year institutions.

76 Academic Information

• The Augsburg Core Curriculum will be adjusted so students need only to complete the following:

• REL 300 *Bible, Christian Theology, and Vocation*

- One Augsburg Experience
- Senior Keystone Course
- Modern Language requirement (0-2 courses, depending on initial assessment)

• Math Placement Group 3 (or MAT 105)

• One course that fulfills the Graduation-level Quantitative Reasoning Skills requirement

• One course that fulfills a Graduation-level Writing Skills requirement

• HPE 001 *Foundations of Fitness* or one HPE lifetime activity course (This requirement is waived for students who have transferred two equivalent courses.)

*The A.A. degree and Minnesota Transfer Curriculum must be completed prior to enrolling at Augsburg in order to qualify for this transfer status.

Note: Additional prerequisite coursework beyond the A.A. degree may be required in some Augsburg majors. Students are advised to consult an academic adviser in the major department to discuss major requirements. Courses with C- grades or below will not be accepted as prerequisites or for application to majors.

Admission to a major—a separate process from admission to the College—is sometimes required. Please check with the Office of Undergraduate Admissions and consult the departmental section of this catalog.

Advanced Transfer Students

Students who enter Augsburg with 13 or more course credits accepted in transfer

are considered Advanced Transfer Students. The Augsburg Core Curriculum will be adjusted for advanced transfer students as outlined below:

• Complete REL 300 *Bible, Christian Theology, and Vocation* instead of REL 100 & REL 200

• Waiver of Augsburg Seminar requirement

• Waiver of Engaging Minneapolis

• Waiver of the Entry-level Critical Thinking Assessment

• Waiver of one Lifetime Fitness requirement (depending on transfer evaluation)

• Waiver of one Graduation-level Writing Skills requirement

All Augsburg Core Curriculum requirements not mentioned above remain unchanged for Advanced Transfer Students. A full description of these requirements is found on pages 78-84.

*Waivers for Advanced Transfer are determined at the time of initial entry into Augsburg and will not be granted for courses completed after initial enrollment.

GRADUATION REQUIREMENTS

The responsibility for ensuring that all degree requirements are satisfied rests with the student. All students are required to file a graduation application with the registrar's office one year prior to graduation.

Faculty advisers, the Academic Advising staff, department chairs, and the registrar staff are available for counsel and assistance in program planning.

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

of a major. See page 22 in the printed catalog in Undergraduate Admissions—Special Students (Second Degree).

Each student is required to apply for graduation at the end of his or her junior year to confirm remaining graduation requirements.

Application forms are available at the Enrollment Center or on the registrar's Web page.

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

Requirements For Undergraduate Graduation:

Degree requirements include completion of a minimum number of credits, a major, the Augsburg Core Curriculum, a minimum GPA in major(s)/minor(s) and in total course work, and residence.

1. Completion of 32 course credits

—No 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.) – 14.5; music therapy (B.S.) – 17; and social work (B.S.) – 15.

No more than these maximums may be applied toward the 32 total course credits required: two courses by independent/directed study; four courses of internship; and six course credits with a grade of Pass (P). To graduate with Latin honors, students may take no more than two elective P/N graded courses. Each department sets its own limitations on the number of P/N graded courses that may be applied toward the major and minor programs, but normally students may apply no more than two course credits with P grades toward a

major and no more than one course credit with a P grade toward a minor. The Departments of Education and Social Work are examples of departments that allow students to apply more than two course credits with P grades within the major program (two in major field courses plus student teaching or field work practicums).

2. Completion of a Major—

Requirements for each major are listed under the departmental headings.

3. Completion of the Augsburg Core Curriculum—Requirements for the Augsburg Core Curriculum are listed in the next section.

4. Grade Point Average—Students must earn a minimum overall grade point average of 2.00. Additionally, all majors and minors require at least a 2.00 grade point average in course work for the major or minor. Some majors, licensure, and certification programs require a higher grade point average or a minimum grade in each course. See the departmental section for details about the grade and grade point average for individual majors and minors.

5. Residence—The last year of full-time study or equivalent (no fewer than seven of the last nine credits/requirements) must be completed at Augsburg or within an approved ACTC exchange program. No fewer than a total of nine credits are to be taken at Augsburg College. Contact the registrar's office 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 and minor. Consult the catalog description of the major/minor or the chairperson of the department.

■ THE AUGSBURG CORE CURRICULUM

The Augsburg Core Curriculum is designed to prepare students to become effective, informed, and ethical citizens through their engagement in a curriculum that:

- Provides a liberal arts foundation and promotes the acquisition of intellectual and professional skills;
- Calls for common inquiry into questions of Christian faith and the search for meaning; and
- Cultivates the transformative discovery of, and appreciation for, the student's place of leadership and service in a diverse world—*vocatio* and *caritas*.

The curriculum has three major components:

- The Augsburg Signature Curriculum
- The Liberal Arts Foundation
- Skills Requirements

THE AUGSBURG SIGNATURE CURRICULUM

Search for Meaning

Augsburg's Signature Curriculum is centered on its identity 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.

In these courses students articulate and critically reflect upon Augsburg's concept of vocation and its meaning; Christian theological concepts as well as concepts from other religious traditions; and the meaning of the Bible in Judeo-Christian thought, its cultural contexts, and concepts of human identity and vocation.

Two Search for Meaning courses—REL 100 and REL 200—are required.

The Augsburg First Year

In order to help them make the transition to college and their new community, first-year weekday program students are required to take courses containing the following components:

- Augsburg Seminar

All students who enter the college as first-year students in the weekday schedule program must satisfactorily complete fall orientation and Augsburg Seminar, a first-year learning community in their major or related area of academic interest. Each week Augsburg Seminars devote an hour to topics relevant to an Augsburg education: becoming an intentional learner; making connections to the larger Augsburg learning community; and exploring strategies for success in the AugSem course(s) and future college work.

- Engaging Minneapolis

The Engaging Minneapolis requirement builds on Augsburg's national leadership in experiential education as well as its commitment to its urban location. Students take one course that introduces them to the city as a resource for intentional learning, typically through civic engagement, cultural engagement, or service learning. Most Engaging Minneapolis courses also fulfill an Augsburg Core Curriculum or major requirement. They should be taken

during the first year, but may be taken in the second year.

- Many Voices Project

Embedded in ENL 111, 112, and HON 111 (see core skills requirements), the Many Voices Project engages first-year students in discussion of a common text addressing themes of cultural diversity and global awareness. Emphasizing ways in which written communication can promote understanding and productive engagement among different cultures and points of view, The Many Voices Project is intended to teach skills and methods that promote successful communication between diverse writers and readers.

Augsburg Experience

All students must complete at least one approved Augsburg Experience as a requirement for graduation. Augsburg Experiences highlight the College's commitment to experiential education and active participation in the broader community, both locally and globally. Five categories of approved experiential learning opportunities are recognized as Augsburg Experiences: internships, faculty-student research, community service, study abroad, and off-campus immersion experiences.

An Augsburg Experience integrates experiential learning with academic learning. It demonstrates enhanced learning and reflects research and best practices in experiential education. Approved Augsburg Experiences meet two criteria: (1) Integrate experiential learning with academic learning and (2) Link on-campus learning to the goals, mission, needs, or ideas of off-campus people, organizations and/or communities, either through community partners, professional activities, and/or travel. Augsburg Experiences may be embedded in designated courses that are part of the regular class schedule or

may be completed for zero credit outside of the regular class schedule. The length of time required, credit/no-credit status, and grading options for approved Augsburg Experiences will vary.

Senior Keystone

The Senior Keystone course provides a final opportunity for exploring the central themes of an Augsburg education—vocation and the search for meaning in a diverse and challenging world. Students will reflect upon the meaning of their educational experiences and consider issues of transition as they prepare for their lives after Augsburg. Most Keystone courses also meet major requirements.

The Senior Keystone course in each department connects the broad liberal arts foundation with the professional skills and in-depth study of the major. It thus asks graduating students to think critically, reflectively, and ethically about their place in the world as leaders and servants.

THE LIBERAL ARTS FOUNDATION

The Liberal Arts Foundation courses introduce students to knowledge and modes of inquiry across a wide range of disciplines and subjects. The course offerings in the traditional liberal arts provide the opportunity for students to acquire a broad and solid foundation for their specialized study and professional preparation.

Students choose two courses from two different departments in each domain. (Exceptions may be made for specially designed interdisciplinary Connections courses.) The list of courses meeting the Liberal Arts Foundation requirement is available online and from the registrar's office.

Natural Sciences and Mathematics

Two courses from two different departments: Biology, Chemistry, Mathematics, Physics.

One must be a lab science course.

Social and Behavioral Sciences

Two courses from two different departments:

Economics, Political Science, Psychology, Sociology

Humanities

Two courses from two different departments/programs:

American Indian Studies, Communication Studies, English, History, Philosophy, Religion, Modern Languages (literature and culture courses), Women's Studies

Note: The signature Search for Meaning courses do not count as Humanities Liberal Arts Foundation requirements.

Fine Arts

Two courses or approved activities from two different departments:

Art, Music, Theatre Arts.

Participation in a music ensemble may be applied to this requirement. Four semesters of participation in the same ensemble—orchestra, concert band, or choir—fulfills one course requirement in the Fine Arts domain.

SKILLS REQUIREMENTS

Entry Level Skills Assessments

There are entry level skills assessments in:

- Critical Thinking
- Mathematics
- Writing

Placement in writing, math, and critical thinking courses is determined by the assessments. These tests are a prerequisite for (not completion of) core and graduation skills course requirements.

• Critical Thinking Assessment and Requirement

Students who have college credit for a critical thinking or logic course are exempt from the critical thinking assessment.

Students who do not achieve the minimum entry score on the placement exam are required to take GST 100 Critical Thinking.

• Mathematics Assessment and Requirement

All students are required to have their math placement group (MPG) determined. In some cases, students who have transferred a mathematics course taken at another college may have their MPG determined by the registrar's office. All other students must take the Augsburg Math Placement Exam, which is administered by Academic Advising. The exam is given during college registration sessions and at other announced times during the year. Practice questions and other information are available from Academic Advising.

Based on the math assessment result, students will be enrolled in the appropriate courses or advised on preparation for retaking the math placement exam. Students may retake the Math Placement Exam once during their first term of enrollment. Students are required to take the Math Placement Exam before registering for the first term and should achieve MPG 3 by the end of their first year at Augsburg.

Students in MPG 1 must take MAT 103 to advance to MPG 2. Students in MPG 2 must take MAT 105 to advance to MPG 3. Students in MPG 3 must take MAT 114 to advance to MPG 4. No other MAT course changes a student's MPG. A grade of Pass or 2.0 or higher is required to advance to the next math level.

Students are encouraged to advance their MPG as soon as possible. Students must achieve Math Placement Group (MPG) 3 or higher to graduate. In addition, many courses require MPG 2, 3, or 4 as a prerequisite.

• Writing Assessment and Requirement

This entry level assessment determines readiness for ENL 111 or 112. Students who do not place highly enough on the entry level assessment will be required to take ENL 101 Developmental Writing before ENL 111.

Students who have transferred in a course equivalent to ENL 111 are excused from the entry level exam. Students entering Weekend College or the Rochester Program do not take the Writing Assessment.

Core Skills Requirements

• Effective Writing

ENL 111 Effective Writing or the equivalent with a grade of 2.0, P, or higher, is required. **Attendance the first day of class is required.**

Students should complete Effective Writing by the middle of their sophomore year since it is a prerequisite for Writing Graduation Skill courses.

• Modern Language

For students who have not previously studied a modern language, completion of a two-course sequence in the same language with a minimum grade of 2.0 or P in both courses is required. The BYU-CAPE language assessment is offered to students who have had at least one year of study of French, German, or Spanish language in high school. For a language previously studied, successful completion (minimum grade of 2.0 or P) of one language course at your placement level (112 or higher) satisfies the requirement. Students whose placement test is at 311 or higher will be exempted from further language study.

Modern language courses accepted in transfer may be applicable to this skills area for partial or full completion of the requirement.

Students who have demonstrated competence in American Sign Language by passing an approved course sequence will have fulfilled the Modern Language Core Skill.

Students whose first language is not English and whose score is below the minimum on the ELL placement test must fulfill the English Language Learners (ELL) requirement. The requirement is satisfied by successfully completing the ELL course(s) and achieving a score above the minimum on the ELL placement exam. Students who complete the ELL requirement fulfill the Modern Language Core Skill requirement. Contact Academic Advising or the English Department for additional information. More information about English Language Learners is found on page 88.

CHECKLIST AND SUMMARY OF GENERAL EDUCATION REQUIREMENTS FOR GRADUATION

This quick reference checklist is an abbreviated version of the requirements for graduation. As a summary, it is not comprehensive and cannot substitute fully for the complete degree requirements that begin on page 76. 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 32 course credits.** Of these: 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.)14.5
 - Music Therapy (B.S.)17
 - Social Work (B.S.)15
 - Other maximums are described on page 77.
- ❑ **Maintain minimum cumulative grade point average in major, minor, and in total courses completed.**
- ❑ **Complete a major.**
- ❑ **Complete the Augsburg Core Curriculum.** Complete the Signature Curriculum:
 - Complete two (2) Search for Meaning courses.
 - Complete the Augsburg First Year requirements. (Sophomore transfer students are exempt from these requirements.)
 1. Complete the fall orientation and Augsburg Seminar.
 2. Complete an Engaging Minneapolis course.
 - Complete at least one Augsburg Experience
 - Complete a Senior Keystone course.
 Complete the Liberal Arts Foundation requirements: Complete two courses from two different departments in each domain.

(Exceptions may be made for specially designed interdisciplinary Connections courses.)

- Natural Sciences and Mathematics (1 lab science)
- Social and Behavioral Sciences
- Humanities
- Fine Arts

Complete Entry Level Skills Assessments and Core Skills Requirements:

- Critical Thinking Assessment
- Mathematics Assessment
- Modern Languages Assessment
- Writing Assessment
- Achieve a Math Placement Group score of three.
- Complete Effective Writing
- Complete Modern Language requirement (0-2 courses, depending on initial assessment.)
- Complete HPE 001 Foundations of Fitness and one HPE lifetime activity course.

Complete courses designed to fulfill the following Graduation Skills with a minimum grade of 2.0 or P. (Courses meeting these requirements are designated by the major.)

- Two courses with Writing components.
- One course with a Critical Thinking component.
- One course with a Speaking component.
- One course with a Quantitative Reasoning component.

All advanced transfer students (those entering with 13 or more credits) must complete the following requirements prior to graduation (transfer credit may apply to these requirements):

- ❑ **Complete 32 course credits.** Of these: 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.)14.5
 - Music Therapy (B.S.)17
 - Social Work (B.S.)15
 - Other maximums are described on page 77.

❑ **Maintain minimum cumulative grade point average in major, minor, and in total courses completed.**

❑ **Complete a major.**

❑ **Complete the Augsburg Core Curriculum.**

Complete the Signature Curriculum:

- Complete REL 300 Bible, Christian Theology, and Vocation course
- Complete a Senior Keystone course.
- Complete one Augsburg Experience

Complete the Liberal Arts Foundation requirements: Complete two courses from two different departments in each domain. (Exceptions may be made for specially designed interdisciplinary Connections courses.)

- Natural Sciences and Mathematics (1 lab science)
- Social and Behavioral Sciences
- Humanities
- Fine Arts

Complete Entry Level Skill Assessments and Core Skills Requirements:

- Satisfy entry level skill requirements in writing.
- Achieve a Math Placement Group score of three.
- Complete Modern Language requirement (0-2 courses, depending on initial assessment.)
- Complete HPE 001 Foundations of Fitness or one HPE lifetime activity course (depending on transcript assessment.)

Complete courses designed to fulfill the following Graduation Skills with a minimum grade of 2.0 or P. (Courses meeting these requirements are designated by the major.)

- One course with a Writing component.
- One course with a Critical Thinking component.
- One course with a Speaking component.
- One course with a Quantitative Reasoning component.

Students entering under the Minnesota Transfer Curriculum with an A.A. degree must complete the following requirements prior to graduation:

❑ **Complete 32 course credits.** Of these: 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.)	14.5
Music Therapy (B.S.)	17
Social Work (B.S.)	15
Other maximums are described on page 77.	

❑ **Maintain minimum cumulative grade point average in major, minor, and in total courses completed.**

❑ **Complete a major.**

❑ **Complete the Augsburg Core Curriculum.**

Complete the Signature Curriculum:

- Complete REL 300 Bible, Christian Theology, and Vocation course.
- Complete a Senior Keystone course.
- Complete one Augsburg Experience

Complete Entry Level Skills Assessments and Core Skills Requirements:

- Complete one college algebra course (MAT 105) or a Math Placement Group 3.
- Complete Modern Language requirement (0-2 courses, depending on initial assessment.)
- Complete HPE 001 Foundations of Fitness or one HPE lifetime activity course (depending on transcript assessment)

Complete courses designed to fulfill the following Graduation Skills with a minimum grade of 2.0 or P. (Courses meeting these requirements are designated by the major.)

- One course in the major that meets a Writing Graduation Skill.
- One course that meets the Quantitative Reasoning Graduation Skill.

All students are required to file a graduation application with the Office of the Registrar one year prior to graduation.

• Lifetime Fitness

Two lifetime fitness courses are required. HPE 001 Foundations of Fitness is required of all students. The second course may be chosen from a variety of different lifetime activities (HPE 002, 003 Lifetime Activity courses). Students may test out of the second activity course by demonstrating proficiency from a selected lifetime activity. Proficiency exams are offered through the Health and Physical Education department each semester. There is a fee to take the lifetime activity proficiency test. Intercollegiate athletes and Health and Physical Education majors may not test out of this requirement.

Foundations of Fitness and Lifetime Activity courses are non-credit courses and are not included in the 32-course graduation requirement.

Graduation Skills Requirements

An Augsburg education includes enhancement of certain skills during the years in college. Critical thinking, quantitative reasoning, speaking, and writing skills are deliberate components of certain courses. Students are required to have one course each with Critical Thinking, Quantitative Reasoning, and Speaking skill components, and two courses with a Writing Skill component. These requirements are modified for advanced transfer students (see pages 76, 82-83). A minimum grade of 2.0 or P is required to satisfy a graduation skill requirement.

Graduation skill requirements typically are embedded in required courses in the major. Some departments, however, designate courses outside the major or elective courses in the major that fulfill this requirement. Academic advisers will provide a list of these courses.

All Writing Skill courses have the prerequisite of ENL 111 or its equivalent. 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 or GST 100.

Core Curriculum Modifications

Some majors that result in a Bachelor of Science degree give students the ability to modify their Core Curriculum requirements in *one* of the following ways.

1. Bachelor of Science/Liberal Arts Foundation (LAF) Waiver. Students who elect the Bachelor of Science/LAF Waiver must complete at least six of the eight LAF requirements, provided at least one course is taken in each of the four domains. (e.g., two Natural Science and Mathematics courses, two Social and Behavioral Science courses, one Fine Arts course, and one Humanities course) The following majors are approved for the Bachelor of Science/LAF Waiver:

- Biology
- Chemistry
- Clinical Laboratory Science
- Elementary Education
- Health Education (teaching licensure only)
- Mathematics
- Music Therapy
- Nursing
- Physical Education (teaching licensure only)
- Physics

2. Bachelor of Science/Modern Language Waiver. Students who elect the Bachelor of Science/Modern Language Waiver are not required to complete modern language courses as part of their degree. The following majors are approved

for the Bachelor of Science/Modern Language Waiver:

- Biology
- Chemistry
- Clinical Laboratory Science
- Mathematics
- Music Therapy
- Nursing
- Physics

EVALUATION AND GRADING

■ EXPLANATION OF GRADES

The official delivery of end-of-term grades to students is online via the AugNet Records and Registration website.

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.
- Maximum number of course credits taken P/N that may be applied to graduation is six course credits with a grade of Pass (P).
- 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 Latin Honors. Transfer students should be especially aware of this requirement.

- To be eligible for graduation with Latin Honors, students may elect only 2 P/N credits.
- See P/N limitations under Graduation Requirements, page 77.

Certain courses have restrictions and are offered on one grading system only (e.g., lifetime activities 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.

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 awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework.

Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. To receive an incomplete grade, a student must file an Application for Incomplete Grade Form with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and the filing of a grade before the final day of the following academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 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 has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not

completed, 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.

Repeated Courses

A course in which a grade of 0.0, 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 day students will be charged an audit fee if their total credit load is over 4.5 credits. The charge for part-time and Weekend College students is listed under Weekend 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. Audited courses do not count toward graduation and do not fulfill general education requirements.

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 credits attempted.*

**Courses with 0 to 4 grade assigned*

Classification

Students are classified when grades are posted at the end of each term. Classification is based on the number of course credits completed.

- Sophomores—7 completed course credits.
- Juniors—16 completed course credits.
- Seniors—24 completed course credits.

■ 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 Assessment of Previous Learning program (APL) 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 demon-

strated 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:

International Baccalaureate Program (IB)—Courses earned from the International Baccalaureate program will be considered by the College for advanced placement and appropriate credit. Credit granting guidelines are available in the registrar's office.

Advanced Placement Program (AP)—Augsburg allows students to earn credit for scores of 3, 4, or 5 on selected Advanced Placement tests. For some exams, a minimum score of 4 is required. Inquiries should be addressed to the Office of the Registrar.

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. Students who score at or above the American Council on Education's recommended score on an approved examination may receive academic credit for that subject at Augsburg College. Information about CLEP tests is available from the Office of the Registrar.

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

- There is a departmental exam 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 Office of the Registrar. 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 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 credits of academic work at Augsburg College with a cumulative Augsburg GPA of at least 2.50. 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 recorded with the equivalent Augsburg course numbers as determined by faculty reviewers.

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 allows a maximum of eight credits (about one-fourth of a baccalaureate degree) to be obtained through previous experiential learning. In compiling the eight credits for previous experiential learning, the student may use any combination of the five assessment processes available in the APL Program: AP exams, CLEP exams, IB exams, departmental comprehensive exams, and credit granted through portfolio assessment.

English Language Learners (ELL)

Students whose primary language spoken at home is not English must take the ELL placement test in conjunction with the English writing placement test prior to registering for their first term at Augsburg. Students' placement in ELL, ENL 101 Developmental Writing, or ENL 111, HON 111, or ENL 112 Effective Writing will be determined by their scores on the Michigan test (85-100 range for exemption from ELL courses) and by a writing sample.

Near the end of each term of the English Language Learner's 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 ELL coursework is required. Usually a score of 85 to 100 and a course grade of 3.5 or 4.0 will fulfill the student's ELL requirement.

All students whose native language is not English must stay enrolled in ENL 217/218 until such time that they pass the ELL placement test at 85 percent or higher. The ELL course can be counted only twice in the total number of courses required for graduation.

Students who fulfill the ELL requirement, by examination or by course completion, have completed the Modern Language Core Skill requirement for graduation.

■ ACADEMIC PROGRESS, PROBATION, AND DISMISSAL

The College requires that all students maintain a 2.00 cumulative grade point average (GPA).

It should be noted that a minimum GPA of 2.00 is required for graduation, with certain majors requiring a higher minimum GPA.

Students whose overall academic achievement falls below a 2.00 GPA 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 Student Standing Committee. Evidence of the student's commitment to academic progress is the primary 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 from the Student Standing Committee to re-enroll. Students who have been dismissed may apply for readmission after one year, at which time the Student Standing Committee will review the application for readmission accompanied by any statements and evidence attesting to his or her commitment to academic success.

Students may be removed from probation when the cumulative GPA reaches 2.00. 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 2.00. 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 2.00.

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 undergraduate students whose grade point average for a semester is 3.50 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 calen-

dar (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.

Latin Honors

Augsburg recognizes those students who have demonstrated exemplary academic achievement by conferring Latin honors upon completion of a baccalaureate degree.

This designation and the standards set are in effect for all students who complete degree requirements in May 2004 or later. Latin honors replaces the previous honors designation of "With Distinction." Students may also receive honors recognition for departmental honors and for participation in the honors program. (See individual department and program descriptions for details.)

Qualification for Latin honors is determined as follows:

Summa cum laude: 3.90-4.00 GPA plus successful completion of the summa oral examination

Magna cum laude: 3.80-3.89 GPA

Cum laude: 3.60-3.79 GPA

To be eligible, a student must complete a minimum of fourteen traditionally graded credits at Augsburg and have no more than two elective pass/no pass graded credits at Augsburg (classes offered *only* as P/N by the department will not be counted, nor will "N" grades).

For additional information, including the guidelines for the Summa Cum Laude oral examination, go to the Latin Honors section at <www.augsburg.edu/enroll/registrar>.

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. A student will not graduate nor will a degree be conferred until all graduation requirements are met, regardless of participation in commencement.

Enrollment/Degree Verification

Augsburg College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment and degree status.

Contact information is as follows:

National Student Clearinghouse
13454 Sunrise Valley Road, Suite 300
Herndon, VA 20171

Web: www.degreeverify.org

Phone: 703-742-4200

Fax: 703-742-4239

E-mail: degreeverify@studentclearinghouse.org

Veterans of Military Service

Augsburg is approved by the state approving agency for Veterans Education. Veterans should consult with the Enrollment Center about completion of enrollment verification 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.

■ 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. Your request should be submitted in writing at least one week prior to the date you wish to review your records.

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. One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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 e-mail address;
- The student’s date and place of birth;
- The student’s major and minor field of study;
- The student’s academic class level;
- The student’s enrollment status (FT/HT/LHT);
- 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. The Office of the Registrar must be notified in writing of your intent to withhold your Directory Information. If the notice is not received by the registrar prior to Sept. 15 (or within 10 school days of the start of a subsequent term for a new student), it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new notice 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, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605, concerning Augsburg’s failure to comply with FERPA.

Reporting Educational Information

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 – 94
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 offered through the Associated Colleges of the Twin Cities (ACTC) for fall and spring terms is only available online.

Weekend College classes are published each spring in a separate booklet and online.

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 Summer Session, the Master of Arts in Education, Master of Arts in Leadership, Master of Arts in Nursing, Master of Business Administration, Master of Science in Physician Assistant Studies, and 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. Unless noted, all courses are one course credit. A full course is valued as four semester credits or six quarter hours. Most day program courses meet for three 60-minute periods or two 90-minute periods per week with additional time required for laboratory work. All full credit Weekend College courses meet for eight three-and-one-half-hour sessions during fall and for seven four-hour sessions during winter and spring term.

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. Some prerequisites (such as ENL 111, math placement, and critical thinking) cannot be waived by the instructor.

NOTE: Not all courses are offered in all schedules. Refer to Augnet Records and Registration for information on when specific courses are offered.

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.

- 196 Internship/On-campus**
- 197 Internship/Off-campus (.5)**
- 198 Internship/On-campus (.5)**
- 199 Internship/Off-campus**

A work or service-based learning experience typically 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. Prior to the beginning of the term/registration, interested students must consult with the departmental internship coordinator or a faculty member and the Center for Service, Work, and Learning regarding requirements and permission to register.

- 396 Internship/On-campus**
- 397 Internship/Off-campus (.5)**
- 398 Internship/On-campus (.5)**
- 399 Internship/Off-campus**

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

■ 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 the Center for Service, Work, and Learning.
2. Register for the 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.

the ideas and methods of the discipline with the opportunities inherent in the placement. For some majors, 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 or a faculty member and the Center for Service, Work, and Learning regarding requirements and permission to register. (Off-campus 397/399 internships are one option for the Augsburg Experience graduation requirement.)

■ 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.

AMERICAN INDIAN STUDIES

American Indian Studies is a major that gives students the opportunity to learn about the original, indigenous cultures of North America. Students will be provided with a multidisciplinary understanding of the history and present situation of American Indians. The program emphasizes the interrelations among history, cul-

ture, language, literature, the arts, philosophy, religion, political and social forces, and the legal status and sovereignty of American Indians. This course of study exposes students to the richness and beauty of North American Indian cultures.

American Indian Studies Faculty

Eric Buffalohead (Chair), Elise Marubbio

Adjunct Faculty

Sophia Jacobson, Richard Gresczyk,
Dale Weston

DEGREE AND MAJOR REQUIREMENTS

American Indian Studies Major

Ten courses including;

- AIS 105 Introduction to American Indian Studies
- AIS 205 Contemporary American Indians

- ENL 255 American Indian Literature or AIS 264 American Indians in the Cinema
- HIS 236 American Indian History
- REL 370 American Indian Spirituality and Philosophical Thought
- AIS 499 Senior Research Project

In addition student must complete four electives. At least five of the courses toward the major must be upper division.

Minor:

Five courses including AIS 105. At least two must be upper division.

COURSE OFFERINGS AT AUGSBURG COLLEGE

AIS 105 Introduction to American Indian Studies

Designed to introduce students to the content areas of the American Indian Studies curriculum, this course includes an overview of American Indian history, federal Indian policy, land issues, reservation and urban issues, cross-cultural influences, and American Indian literature, art, music, and language.

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.

AIS 205 Contemporary American Indians

In this topics-oriented course, students focus on issues that face contemporary American Indians, including tribal sovereignty and identity politics, treaty rights, language retention and education, religious freedom, and Indian activism.

AIS 208 Native American Women and Film

Beginning with issues of representation and a history of Hollywood's portrayal of Native American woman as princess figures, sexualized maidens, or squaws, we will expand our conceptualization of Native American women by put into conversation a variety of voices that talk back to or address mainstream stereotypes of Native American women. Our goal is to expand our conceptualizations of Native American women and their important roles in society by examining a variety of cultural issues as they are presented through documentary and fiction films made by and about Native American women.

- AIS 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.
- HIS 236 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.
- AIS/ENL 255 American Indian Literature**
American Indian literature offers a survey of contemporary American Indian writing, including non-fiction, fiction, poetry, and drama. The course explores the richness and diversity of American Indian literature, and the ways in which literature reflects and illuminates American Indian culture and traditions. The course emphasizes close readings of literature and public speaking skills through in-class presentation and small group discussion.
- AIS 264 American Indians in the Cinema**
Indians in the Cinema surveys various images of American Indians created by Hollywood and television. Focusing on films from the 1910s to the present, the course provides 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 and racial ideologies.
- ART 290 Tribal Arts and Culture**
The rich heritage of indigenous cultures is explored through the visual arts, particularly within the United States.
- AIS 320 American Indian Women**
Through life histories of Indian women, the course examines the vital roles and contributions of women in past and present tribal cultures. It explores the continuity of women's roles over times and the changes in these roles, precipitated by the influences of Western colonialism. The course also assesses how American Indian women have crossed cultural boundaries and influenced non-tribal communities through their activism and traditionalism. This course is cross-listed with Women's Studies.
- AIS 332 Native American Storytelling**
The objective of this course is to study Native American Storytelling from a cultural perspective. An appreciation of oral traditions will be emphasized and studied within the broader context of world mythologies. Students will be expected to perform storytelling and to research the various tribal storytelling traditions.

AIS/ENL 355 Themes in American Indian Literature

The course is structured around a number of writers working within a particular theme such as Native Voices of Minnesota, Voices from the Southwest, Poetics and Politics of Native Writing, Women and Power in Native Literature, Urban-Reservation: Homing, and American Indian film-literature adaptation. Students focus on primary texts, comparing and contrasting theme, voice, aesthetic, or cultural emphasis as it shifts or arises across the group of texts. Course cross-lists with American Indian Studies. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

AIS 364 Indigenous Filmmakers

Indigenous Filmmakers introduces students at the junior and senior level to the exciting and expanding field of indigenous media—specifically films made by Native Americans. We will explore the political and social forces at work behind the American Indigenous Film movement, which responds to mainstream film's portrayal of Native Americans and provides an extraordinary range in perspectives and views that inform Native American cultures.

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.

AIS 408 Native American Women and Film

Beginning with issues of representation and a history of Hollywood's portrayal of Native American woman as princess figures, sexualized maidens, or squaws, we will expand our conceptualization of Native American women by put into conversation a variety of voices that talk back to or address mainstream stereotypes of Native American women. Our goal is to expand our conceptualizations of Native American women and their important roles in society by examining a variety of cultural issues as they are presented through documentary and fiction films made by and about Native American women. (Prereq.: WST 201 or any 2xx Women's Studies course; or AIS 105 or any 2XX American Indian Studies course; or consent of instructor.)

AIS 495 Topics in American Indian Studies

Individual courses designed to investigate specific topics such as Minnesota Indians, Contemporary Indigenous Issues of North and South America, and American Indian literature Seminar.

AIS 499 Independent Research

An independently designed research project.

Art is essential. It teaches us to see, claim beauty, make sense of pain, explore the world, and express ourselves.

At Augsburg College, inspiration and creativity grow from the diversity of ideas experienced on a small campus in the heart of a major metropolitan area. We balance a solid foundation of drawing, design, and history with technical skills, critical thinking, and creative exploration in a range of media. On-campus galleries showcase the work of students as well as established artists. An innovative faculty pairs creative curriculum for traditional disciplines in drawing, painting, ceramics, sculpture, and photography with emerging disciplines in hand papermaking, book arts, architecture, and digital media. Class sizes are small; we will get to know each other.

Galleries and museums surround us; art club, studio visits, and guest artists provide art in real time; service learning, internships, and study abroad are integral to our program. We reach an average of 700 students a year from all disciplines, graduating 25-30 majors annually with B.A. degrees in art history, studio art, art education; and certificates in studio art and graphic design.

For 40 years, students have been earning degrees in art and art history at Augsburg College. We're excited to be here in the center of the city. We think you will be too.

Art Faculty

Kristin Anderson (Chair), Lynn Bollman, Tara Christopherson, John McCaffrey, Robert Tom

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 Graphic Design I

or ART 360 Watercolor Painting

One course in three-dimensional art from:

ART 221 Sculpture I

or ART 250 Ceramics I

or ART 280 Hand Papermaking and Book Arts I

Five additional studio arts courses

ART 240 Art History Survey

Two additional art history courses

Studio majors must participate in a solo or two-person show and the annual senior group exhibition during their senior year.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that 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 or architectural history courses including:

ART 240 Art History Survey

ART 388 Modern Art

Two studio courses:

ART 102 Design or ART 107 Drawing

ART 118 Painting I or ART 221

Sculpture I

Note: Students planning a double major in Studio Art and Art History or a major/minor combination should meet with a department adviser to plan appropriately.

Departmental Honors

GPA of 3.50 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.

Architecture Minor

Five courses including ART 105, ART 210, ART 243, ART 244 and ART 249 or 349.

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.

Certificate in Graphic Design

Eight art courses, including four in graphic design, one art history, and three electives.

ART COURSES

Note: All studio courses require work outside of class sessions. Some studio courses have lab fees.

■ STUDIO ART FOUNDATIONS

ART 102

Design

A study of design is the unifying foundation for the visual arts. Two- and three-dimensional projects demonstrate theory and application of basic design elements and principles.

ART 107

Drawing

Students use traditional media to develop technical skills and explore descriptive and experimental ideas for perceptual and conceptual drawing. Emphasis is placed on foundational drawing concepts.

■ STUDIO ART

ART 100, 300 Topics

Selected courses dealing with special topics, offered occasionally in the department.

ART 105

Introduction to Architectural Drawing

This course develops basic skills involved in perceiving and representing the material environment through the study of sketching and drawing skills.

ART 106

Calligraphy I

Introduction and practice of calligraphic writing.

- ART 118 **Painting I****
Introduction to painting media and technique in acrylic or oil. Emphasis is placed on color, perception, and expression.
- 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 210 **Drawing for Design in Architecture****
Introduction to and exploration of the conceptual function of drawing in architecture. Exploration of the history of drawing in architecture, critical review of drawing conventions and systems, and examination of drawing processes as modes of perception and cognition. (Prereq.: ART 105 or instructor permission)
- ART 215 **Web Design I****
This course explores the theory and practice of multimedia and digital design. Emphasis will be placed on the development of effectively designed, valid, and accessible websites.
- ART 221 **Sculpture I****
An introduction to sculpture and three-dimensional design through the exploration of the inherent properties of various materials and processes.
- ART 223 **Print Making I****
An introduction to traditional and experimental media and methods of printing. Intaglio, relief, and mono/unique methods are explored.
- ART 224 **Publication Design****
An introduction to design concepts and production for publication design. Theory and practice of coordinating visual imagery and typography for print publications using page layout software.
- ART 225 **Graphic Design I****
An introduction to the principles and techniques of graphic design using page layout, illustration, and imaging software. Emphasis on designing with text and image.
- ART 247 **Life Drawing****
An introduction to the methods and techniques of drawing the human form through the use of live models. Emphasis will be placed on perceptual drawing skills and accurately rendering the human form in a spatial environment.
- ART 250 **Ceramics I****
An introduction to the making of pottery with an emphasis on handbuilding and throwing techniques combined with theory, concept, and form.

- ART 280 Hand Papermaking and Book Arts I**
Introduction to hand papermaking and book arts emphasizes exploration of surface (fiber sources, sheet-forming, and casting techniques), book binding structures, and synthesis of original text and imagery in the artist's book form.
- ART 306 Calligraphy II**
Advanced work in calligraphic media and design.
- ART 315 Web Design II**
Exploration of the latest technologies used in the theories and practice of animation, interactive programming, and advanced digital design. (Prereq.: ART 215 or instructor permission)
- ART 320 Typography**
Study of the history, development, structures, and application of traditional and contemporary typography; exploring letterforms using digital, hand-set type, and hand lettering. (Prereq.: Any ART course)
- ART 330 Graphic Design II**
An advanced study of layout, typography, and visual imagery for print production using the computer. Includes identification of design problems and presentation to the client. (Prereq.: ART 225)
- ART 340 Digital Imaging**
Exploration of the creation of visual images using the computer as a paint brush, pencil, pen, and camera. Emphasis will be placed on visual communication and expression. (Prereq.: Any ART, MIS, or CSC course)
- ART 351 Ceramics II**
Advanced work in ceramics explores clay, glaze and firing technology with a continued emphasis on throwing and handbuilding techniques combined with theory, concept, and form. (Prereq.: ART 250)
- ART 355 Painting II**
Advanced study in acrylic or oil paint media, emphasizing individual expression. (Prereq.: ART 118)
- ART 360 Watercolor Painting**
Introduction to transparent watercolor emphasizes the perceptual experience in developing descriptive and experimental techniques to explore color and concept. Class sessions often include painting outside on location.
- ART 368 Print Making II**
Continued exploration of intaglio, relief, and mono/unique methods. Use of larger formats, multiple plates, and an emphasis on color are encouraged. (Prereq.: ART 223)
- ART 380 Hand Papermaking and Book Arts II**
Advanced exploration in hand papermaking and artist's books, emphasizing individual research and expression. (Prereq: ART 280)

ART 478 Sculpture II
Advanced work in sculpture and three-dimensional design. (Prereq.: ART 221)

■ ART AND ARCHITECTURAL HISTORY

ART 240 Art History Survey
A survey of art of the Western world from prehistoric to modern times.

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

ART 243 History of Architecture to 1750
History of architecture and city planning from antiquity to 1750, as illustrated by Western and non-Western examples.

ART 244 History of Architecture after 1750
History of architecture and city planning since 1750, as illustrated by Western and non-Western examples.

ART 249/349 The Designed Environment
This course addresses the designed environment, investigating architecture, landscape architecture, and urban design. Class sessions consist almost exclusively of extensive walking tours and site visits to prominent examples of design excellence. (Prereq.: None for ART 249; ENL 111 or 112 or HON 111, and an ART, HIS, or urban studies course for ART 349)

ART 290 Tribal Arts and Culture
An exploration of the rich heritage of visual arts from Indigenous communities of North America, surveying the dynamic nature of Native American art spanning from pre-European contact into the present while exploring the political nature of that trajectory as it encounters cultural change, Western aesthetics, and Western concepts of art. Students will meet Native artists, visit a variety of Native American art galleries and exhibitions, and learn about the cultural, social, and political context surrounding a Native American art.

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 arts of Native American women. (Prereq.: ENL 111 or 112 or HON 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.: ENL 111 or 112 or HON 111)

- ART 387** **Renaissance and Baroque Art**
European painting, sculpture, and architecture, from the 14th through the 18th centuries. (Prereq.: ENL 111 or 112 or HON 111)
- ART 388** **Modern Art**
European painting, sculpture, and architecture from Neoclassicism through the present. (Prereq.: ENL 111 or 112 or HON 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- ART 299** **Directed Study**
See description on page 96.
- ART 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- ART 499** **Independent Study/Research**
See description on page 96.

THE SIGNATURE CURRICULUM

Augsburg Seminar

AUG 101 Augsburg Seminar (.0 course)

A weekly seminar linked to a course or course pair that integrates course content with learning strategies and community-building opportunities beneficial to beginning college students. While the content course is graded on a traditional point basis, Augsburg Seminar is graded Pass/No Credit. Permission to complete the seminar if the student withdraws from the linked content course(s) is at the discretion of the instructor(s). (P/N grading only)

Senior Keystone

KEY 480 Topics in Global Interdependence

This cross-cultural keystone seminar prepares students to “act globally” by challenging them to apply the diverse perspectives acquired while studying abroad and to analyze issues that transcend national boundaries. In English with readings in a language other than English. Open to international students and to upper-division students who have advanced knowledge of a language other than English or have studied abroad for a full semester (including in English-speaking countries with consent of instructor).

KEY 490 Vocation and the Meaning of Success

This course is the keystone course for business majors and other majors where the major program does not include a keystone element. It draws together all facets of a student’s education by providing opportunities to reflect upon and write about the integration of your classes, life, and future. Readings and critical discussions with others in the same and in different majors will add dimension to your reflection writing.

LIBERAL ARTS FOUNDATION

Connections Courses

Students may fulfill Liberal Arts Foundation requirements through disciplinary courses (listed under academic departments) or through interdisciplinary Connections courses.

FIA 130 Arts and the City

Using the arts resources of the city, this course will explore how to understand and appreciate various art forms: Theatre, music, opera, visual arts, dance, and film. Class sessions consist almost entirely of attendance at off-campus performances and sites. (Fine Arts LAF)

HUM 120 Medieval Connections: Medieval Life in 12th-century Europe

This is the introductory course for Medieval Studies. It uses an interdisciplinary approach to study European culture during a period known as the High Middle Ages, roughly AD 1100 to 1300. It attempts to examine medieval culture as a complex system of thought and feeling, which includes history, reli-

gion, philosophy, literature, art, theatre, music, and food. It also takes an experiential approach to this material, for example, by having students and faculty attend class in academic regalia, just as they did in medieval universities. (Humanities LAF, Spring)

SCI 110**Natural Science I**

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Natural Sciences LAF. Prereq.: MPG 3)

SCI 111**Natural Science II**

The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Natural Sciences LAF. Prereq.: SCI 110)

SKILLS**Entry Skills****GST 100****Critical Thinking**

Designed to develop critical thinking skills, this course strengthens the ability of students to comprehend, analyze, synthesize, and evaluate ideas and arguments. Students identified by the entry Critical Thinking Assessment are required to complete GST 100. Students who have passed the Critical Thinking Assessment may take the class only with the permission of the instructor.

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. This course may not be taken by students who have completed eight credits.

Graduation Skills**GST 200****Quantitative Reasoning/Statistical Literacy**

Critical thinking about statistics as evidence in arguments. Focus on association, causation, observational studies, experiments, risk, confounding, bias and chance. Review common techniques involving statistical opportunism, Study conditional reasoning using English to describe and compare rates and percentages presented in tables and graphs. Use standardization to take into account the influence of confounders. Analysis of statistically-based arguments. Emphasis on interpretation, evaluation, and communication. (Prereq: MPG 3)

Other General Studies Courses

GST 009 Cooperative Education (.0 course)

A transcript notation is given for the academic learning inherent in an approved not-for-credit cooperative education/internship work experience. Reflection activities and work-learning evaluations are conducted by the Center for Service, Work, and Learning. With approval, a non-credit coop/internship completed by juniors or seniors will fulfill the Augsburg Experience graduation requirement.

BIOLOGY—BIO

Biology is the study of life, and it is natural that we, as contemplative living creatures, seek a deeper understanding of the living world that envelops us. This search has led to the realization that the Earth is filled with an enormous variety of living organisms. Since humans are a part of the biological world, an understanding of the basic biological processes common to all organisms 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.

An understanding of biological systems depends, in part, on the principles of physics and chemistry; thus a firm background in the physical sciences is also important in the study of biology.

For many, an undergraduate major in biology serves as a basis for further study. Augsburg graduates have gone on to graduate 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

Mark Strefeler (Chair), Ralph Butkowski, William Capman, Robert Herforth, Dale Pederson, Beverly Smith-Keiling

DEGREE AND MAJOR REQUIREMENTS

Students may choose **one** of the following degree options: Bachelor of Science in Biology, Bachelor of Arts in Biology, or Bachelor of Arts in Life Sciences.

Bachelor of Science in Biology

Nine courses including:

BIO 151 Introductory Biology
 BIO 152 Evolution, Ecology, and Diversity
 BIO 253 Introductory Cellular Biology

and

BIO 361 Plant Biology
 or BIO 481 Ecology

and five upper division biology courses chosen from the following list:

BIO 351 Invertebrate Zoology
 BIO 353 Comparative Vertebrate Anatomy
 BIO 355 Genetics
 BIO 361 Plant Biology
 BIO 369 Biochemistry
 BIO 440 Plant Physiology
 BIO 471 Advanced Cellular and Molecular Biology
 BIO 473 Animal Physiology
 BIO 474 Developmental Biology
 BIO 476 Microbiology
 BIO 481 Ecology
 BIO 486 Immunology
 BIO 495 Special Topics in Biology

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

Required Supporting Courses for Bachelor of Science

CHM 105/106 Principles of Chemistry
 or CHM 115/116 General Chemistry
 CHM 351/352 Organic Chemistry
 PHY 121/122 General Physics
 MAT 145/146 Calculus

Bachelor of Arts in Biology

The same biology course requirements as for the Bachelor of Science degree, but with the following supporting courses:

Required Supporting Courses for Bachelor of Arts

CHM 105/106 Principles of Chemistry
 or CHM 115/116 General 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
 or PSY 215 Research Methods: Design, Procedure, and Analysis I

Bachelor of Arts in Life Sciences

This major is appropriate for students also seeking secondary teaching licensure in biology.

Requirements are the same as for the Bachelor of Arts in Biology degree, but with the following differences:

Only four upper division biology courses are required

Two additional science courses are required, chosen from the following list:
 SCI 106
 An introductory geology course

Transfer course policy for majors and minors

All transfer courses, including ACTC courses, must be approved in writing by the chair. Only those biology courses successfully completed (2.0 or above) within the last 10 years will be considered. No more than two upper division courses from other institutions may be applied toward the major.

Departmental Honors

GPA of 3.50 in biology and 3.00 overall, one course of approved independent study (Bio 499) with both oral and poster presentation and written report. Project proposals should be made to the department by Sept. 30 of the senior year or Feb. 28 in the case of students planning to graduate in the following December.

Minor

A course in general chemistry and five biology courses including BIO 151, 152, 253, 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. BIO 151 and 152 and Principles of Chemistry (or General Chemistry) should be taken in the first year, and BIO 253 and Organic Chemistry in the second year. Students should complete their math requirements early in their college careers. A GPA of 2.00 for BIO 151, 152, and 253 is a prerequisite for enrollment in upper division biology courses. A grade of 2.00 or above is required for all upper division courses applied toward the major.

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 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.

Teaching Licensure Major

The State of Minnesota has specific licensing requirements for biology teachers, the science portions of which are satisfied by the Augsburg Life Sciences major. The state requirements may 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. All upper division biology requirements for secondary licensure must be completed before beginning student teaching.

Beta Beta Beta

Membership in the Augsburg Chapter of this national biology honor society is open to those students who have completed at least one upper division biology course and have a GPA of 3.00 in biology.

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

- SCI 110** **Natural Science I**
The first semester of a two-semester survey of Natural Science. This course focuses on the nature of science and major concepts of Physics and Chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3)
- SCI 111** **Natural Science II**
The second semester of a two-semester survey of Natural Science. This course focuses on major concepts of Earth Science and Biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)
- 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 hypotheses are considered. (Prereq.: MPG 2. Three hours lecture, 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 hours lecture, three hours laboratory. A student may not receive credit for both BIO 121 and 103. Does not apply to the major or minor. Prereq.: CHM 100 or another chemistry course strongly recommended. Spring)
- BIO 121** **Human Biology and Lab**
An introduction to basic biological principles with a human perspective and application. Includes discussion of the molecular and cellular basis of life, genetics and genetic disease, selected organ systems and disease, and the sustainability of life on earth. (Three hours lecture, one three-hour lab. A student may not receive credit for both BIO 121 and 103. Does not apply to the major or minor in Biology. Students are strongly encouraged to take CHM 100 before taking this class. Fall and Spring)
- BIO 151** **Introductory Biology**
First of a three-semester sequence. An introduction to biology for science majors, including cell and molecular biology, energy metabolism, genetics. BIO 151, 152, and 253 must be taken in sequence except by permission of instructor. (Three hours of lecture, three hours laboratory, some Saturday field trips. Prereq: MPG 3 or concurrent registration in MAT 105, concurrent registration in CHM 105/115. Fall)
- BIO 152** **Ecology, Evolution, and Diversity**
Second of a three-semester introductory sequence. An introduction to evolution, ecology, and biological diversity for science majors. BIO 151, 152, and 253 must be taken in sequence except by permission of instructor. (Three hours of lecture, four hours laboratory. Spring)

- BIO 253** **Introductory Cellular Biology**
Third of a three-semester sequence. An introduction to structure and function in tissues, cells, and subcellular organelles. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152, CHM 106 or 116. Fall)
- BIO 351** **Invertebrate Zoology**
A study of the invertebrate animals stressing classification, morphology, behavior, life history, and phylogeny. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Fall: alternate years)
- BIO 353** **Comparative Vertebrate Anatomy**
Comparative anatomy, functional morphology, and evolutionary morphology of vertebrates. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Spring)
- BIO 355** **Genetics**
Principles of heredity, integrating classical and molecular analysis. (Three hours lecture, four hours laboratory. Prereq.: BIO 253.)
- BIO 361** **Plant Biology**
A survey of the major groups of algae, fungi, and plants, including the study of structure, physiology, life histories, and phylogeny. (Three hours lecture, four hours laboratory. Prereq.: BIO 151, 152. Fall)
- BIO 369** **Biochemistry**
An introductory consideration of biological macromolecules and their components, energetics, and intermediary metabolism and its integration. (Three hours lecture, four hours laboratory. Prereq.: BIO 253, CHM 352. Fall)
- BIO 440** **Plant Physiology**
A consideration of the processes involved in photosynthesis, growth, development, and water relations in plants including the relationship of process to structure and life history. (Three hours lecture, four hours laboratory. Prereq.: BIO 253. Spring)
- 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 hours lecture, four hours laboratory. Prereq.: BIO 253.)
- 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 hours lecture, four hours laboratory. Prereq.: BIO 253, and PHY 116 or 122 strongly recommended.)
- 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 hours lecture, four hours laboratory. Prereq.: BIO 253.)

- 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 hours lecture, four hours laboratory. Prereq.: BIO 253, junior standing.)
- 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 hours lecture, four hours laboratory, some Saturday field trips. Prereq.: BIO 253, MPG 4 or MAT 122 or MAT 163 or PSY 215. Fall)
- BIO 486** **Immunology**
This course is a study of the body's immune defense. The course investigates the structure and mechanisms of human body's three lines of immune defense. Protection from microorganisms and parasites, and cancer surveillance are considered. The role of immunity in vaccination and transplantation, and mechanisms of immune malfunction in allergy, autoimmunity, and immunodeficiency are included. Prerequisite: Bio 369 (Three hours of lecture, four hours laboratory. Spring)
- BIO 491** **Seminar (0.0 course)**
A weekly meeting of biology majors. Active participation by juniors and seniors is required, including oral presentations. Guest speakers are often invited. A noncredit requirement for the major. (Spring)
- BIO 495** **Special Topics in Biology**
Courses covering special topics not otherwise covered by our other course offerings. Topics may vary.

Internships and Independent Study Courses:

- BIO 199** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. (Prereq.: BIO 151, 152. P/N only)
- BIO 299** **Directed Study**
- BIO 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. (Prereq.: BIO 253. P/N only)
- BIO 499** **Independent Study/Research**
(Prereq.: BIO 253. P/N only)

114 DEPARTMENT OF BUSINESS ADMINISTRATION—

BUS, ACC, FIN, MIS, MKT

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

John C. Cerrito (Chair), Nora M. Braun (MIS Coordinator), C. Lee Clarke, Marc Isaacson, Amin E. Kader (International Business Coordinator), Ashok K. Kapoor (Finance Coordinator), Steven J. LaFave, Lori L. Lohman, Fekri Meziou, John Molloy, Thomas Morgan, Magdalena M. Paleczny-Zapp (Management Coordinator), Milo A. Schield, David G. Schwain (Marketing Coordinator), Kathryn A. Schwalbe, Stuart M. Stoller (Accounting Coordinator)

GENERAL REQUIREMENTS

Majors

The Department of Business Administration offers five majors: business administration (BUS), accounting (ACC), finance (FIN), management information systems (MIS), and marketing (MKT-Day program only).

Specializations

Specializations provide students majoring in a field of study the opportunity to deepen their knowledge of a particular aspect of this major area. Within the business administration major there are four specializations: management, marketing (WEC only), music business, and international business. Within the accounting major there are three specializations: general accounting, public accounting, and managerial accounting.

Minors

Minors provide students the opportunity to study and obtain a professional credential in an area of study that is in addition to their major. Minors are available to students majoring in fields outside the Department of Business Administration, in addition to students majoring in other areas in the Department of Business Administration. The Department of Business Administration offers six minors: business administration, international business, music business, accounting, management information systems, and marketing.

Certificate Programs

Certificate programs in the Department of Business Administration are designed to meet the needs of working people looking for specific skills to help them in their job, or to pursue a new career. The Department offers certificates in information technology, business management, and finance through the Weekend College program.

Graduation Requirements

To graduate without intentionally taking courses in excess of the minimum number required (see page 77), students must avoid taking too many electives in the major or minor or exceeding the 13-course limit per academic department (14 courses for accounting majors). Courses designated as ACC, BUS, FIN, MIS, and MKT 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. Exceptions are noted in the major.

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, finance, MIS, or marketing are strongly encouraged to select a departmental adviser who teaches in their major. This should be done by the end of the sophomore year at the latest. In addition to advising, departmental faculty can counsel majors on their careers, assist majors in obtaining internships or jobs, and provide letters of recommendation for prospective employers or graduate programs.

Internships

Students are strongly encouraged to work with the Center for Service, Work, and Learning and department faculty to obtain an internship (BUS/ACC/FIN/INS/MIS/MKT 399) during their junior or senior year. Internships can provide students with experience that may be valuable in competing for jobs after graduation. Advisers should be consulted about internships.

International Business

The international business faculty actively support 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 or other overseas opportunities.

Entrepreneurship

Non-business majors are encouraged to take BUS 254 Entrepreneurship.

The major in business administration prepares students for professional careers in business administration or for graduate studies. The three 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

Nine courses including:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- MIS 260 Problem Solving for Business
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- BUS 242 Principles of Management
or BUS 200 Exploring Business as
Vocation
- MKT 252 Principles of Marketing
- BUS 379 Quantitative Methods for
Business and Economics
- FIN 331 Financial Management

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Specialization in Management

Business core plus four courses:

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

Specialization in International Business

Business core plus four courses:

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

and one additional upper division course in either international business or international economics.

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

Specialization in Music Business

Business Core* plus seven courses:

- MUS/BUS 105 The Music Business
- MUS/BUS 245 Arts Management and
Concert Promotion
- MUS/BUS 399 Internship
- COM 111 Public Speaking

3 MUS credits—or—2 MUS credits and 1 MUE credit, selected from: (2 cr must be in residence at Augsburg):

- MUS 101 Materials of Music I
- MUS 111 Aural Skills I
- MUS 102 Materials of Music II
- MUS 112 Aural Skills II
- MUS 130 Intro to Music and the Fine
Arts
- MUS 220 Worlds of Music
- MUS 241 History of Jazz

(other MUS courses as approved by adviser)

*Music Business majors are exempt from BUS 379 and may substitute BUS 254 in place of BUS 242 or 200.

Specialization in Marketing (Weekend College students only)

Business core plus three courses:

- MKT 352 Marketing Research
- MKT 355 Marketing Communications

or MKT 357 Advertising
MKT 450 Marketing Management

Combined Major in Business Administration and Economics

Eleven courses including:

ACC 221 Principles of Accounting I
ACC 222 Principles of Accounting II
BUS 242 Principles of Management
MKT 252 Principles of Marketing
BUS 379 Quantitative Methods for Business and Economics
or FIN 331 Financial Management

and one other upper division business administration, accounting, finance, MIS or marketing course.

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

Minor in Business Administration

Six courses including:

ECO 112 or 113, ACC 221 and 222, BUS 242 or 200, MKT 252, FIN 331 or BUS 379. Other configurations may be permitted with the approval of the department chair.

This minor is automatically completed while completing a major in accounting, finance, MIS or marketing.

Minor in International Business

Six courses including:

ECO 112 or 113, ACC 221, BUS 242 or 200 or MKT 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.

Minor in Music Business

Eight courses including:

MUS/BUS 105, ECO 113, MIS 260, ACC 221, MUS/BUS 399, and one of the following: MUS/BUS 245, BUS 301, BUS 254, plus two additional music course credits beyond MUS 105 and MUS 395 (maximum of 1 credit in MUE and/or MUP courses).

This minor is a collaborative program between the music and business departments. The minor is a course of study designed both for the music major desiring additional preparation in business and for the non-music major interested in pursuing a career in the music industry.

BUSINESS ADMINISTRATION COURSES

BUS/MUS 105 The Music Business: Marketing, Promotion, Publishing, Recording

An introduction to the music industry. Topics covered include contracts, business structures and basic business essentials, band names, publicity and advertising, and the role of agents and managers. Other topics include music and theatre, arts administration, copyright, licensing, and recording. This course is also offered as MUS 105.

BUS 200 Exploring Business as Vocation

This course is intended to introduce you, the student, to the possibility of pursuing a career in business as a vocational calling. In this course you will be exposed to the key areas of business operations including: management, marketing, management information systems/technology, finance, accounting, and international business.

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/MUS 245 Arts Management and Concert Promotion

A study of the role of the artist manager in career development and the role of the arts administrator in the management of performing arts projects and organizations. Factors affecting trends and earnings, challenges within the industry, and differentiation between the for-profit and non-profit sectors are discussed. Emphasis is placed on developing a working vocabulary of industry topics and in benefiting from practical field experience. (Prereq.: BUS/MUS 105)

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 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 or BUS 200 or consent of instructor)

BUS 362 International Business

This course views international business from a global perspective, including views of the U.S. government and perspectives of foreign governments. Each topic is supported with real-life case studies (Pre-req.: ECO 112 or 113, and BUS 242 or BUS 200 or MKT 252, consent of instructor)

BUS 379 Quantitative Methods for Business and Economics

How to read and interpret data to make better business decisions. Topics include descriptive statistics (emphasis on confounding and conditional reasoning) and statistical inference (confidence intervals and statistical significance). Software used is either Minitab or Excel. (Prereq.: MIS 260 and either MPG 3 or completion of MAT 171. WEC—Additional sessions are required, usually on a weekday evening.)

- 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 or BUS 200, 379, FIN 331, MKT 252)
- 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.: FIN 331 and BUS 379)
- BUS 440 Strategic Management**
Concepts and principles related to long-range planning. Taught from a managerial viewpoint with examples from various industries and sectors. (Prereq.: BUS 242 or BUS 200)
- BUS 465 International Management**
This course analyzes several factors influencing behavior in the workplace and the board room, including skills needed to manage across national borders. (Pre-req.: BUS 242 or BUS 200)
- BUS 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: BUS 379. On demand)
- 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 299 Directed Study**
See description on page 96.
- BUS 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- BUS 499 Independent Study/Research**
See description on page 96.

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

The two professional specializations relate to two professional designations: the CPA and the CMA. A certified public accountant (CPA) focuses on external reporting; a certified management accountant (CMA) focuses on internal reporting. The public accounting specialization includes the materials emphasized on the CPA exam; the managerial specialization includes the materials emphasized on the CMA exam. Both the CPA and CMA designation have an experience requirement in addition to passing the national exam. Under the rules of the Minnesota State Board of Accountancy, accounting majors in the public accounting specialization are qualified to sit for the CPA examination after graduation.

Effective May 2006, students will need to complete the equivalent of 150 semester hours of education to be licensed as Certified Public Accountants (CPAs). This can be completed in four years through accelerated undergraduate work. Another option is to complete a four-year bachelor's degree plus a master's degree.

DEGREE AND MAJOR REQUIREMENTS

Accounting Core

ECO 112	Principles of Macroeconomics
ECO 113	Principles of Microeconomics
MIS 260	Problem Solving for Business
BUS 242	Principles of Management or BUS 200 Exploring Business as Vocation
MKT 252	Principles of Marketing
ACC 221	Principles of Accounting I
ACC 222	Principles of Accounting II
BUS 379	Quantitative Methods for Business and Economics
BUS 301	Business Law
FIN 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 should take the courses in the sequence given above.

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Specialization in General Accounting

No additional courses required.

Specialization in Public Accounting

Accounting core plus: ACC 326 Tax Accounting; ACC 423 Auditing. (Exception to 13-course limit)

Specialization in Managerial Accounting

Accounting core plus ACC 424 Internal Audit and Management Consulting and MIS 375 Management Information Systems in the Organization. (Exception to 13-course limit)

Minor in Accounting

Six courses including:

ACC 221, 222, FIN 331 or ACC 324, ACC 322, 323

and one of the following: MIS 260, BUS 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 cost accounting for manufacturing. Basic concepts and fundamentals of managerial accounting, planning and controlling processes, decision-making, and behavioral considerations. (Prereq.: ACC 221)
- ACC 295 Topics**
Lectures, discussions, meetings with members of the staff or visiting faculty regarding research methodology and readings in the areas of business administration. (Prereq.: consent of instructor)
- ACC 322 Accounting Theory and Practice I**
An analysis of financial accounting with emphasis on accounting theory pertaining to financial statements, income concepts, valuation concepts, FASB statements, and other relevant issues as applied to assets. (Prereq.: ACC 222)
- ACC 323 Accounting Theory and Practice II**
A continuation of 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 or BUS 200, 379, MKT 252, or consent of instructor)
- ACC 326 Tax Accounting**
The more common and important provisions of planning and compliance for income taxes. (Prereq.: ACC 221, FIN 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 or BUS 200, 379, FIN 331, MIS 260 or 270, MKT 252)
- 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- ACC 299 Directed Study**
See description on page 96.
- ACC 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- ACC 499 Independent Study/Research**
See description on page 96.

FINANCE—FIN

The Finance major prepares students for professional careers in corporate finance and the financial services industry. Besides careers in the finance/accounting area in all businesses large and small, this major leads to careers in banking, brokerages, insurance, and investment banking.

Courses focus on financial theory and practice, investments, accounting theory, money and banking, and international finance.

Students are encouraged to complete an internship prior to graduation.

Proficiency in the use of spreadsheets such as Excel is expected.

Coursework provides a foundation for graduate school and professional career examinations such as the Chartered Financial Analyst (CFA) conducted by the Association for Investment Management and Research (AIMR).

DEGREE AND MAJOR REQUIREMENTS

Finance Major

Finance Core Requirements

Ten courses including:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- MIS 260 Problem Solving for Business
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- BUS 242 Principles of Management or BUS 200 Exploring Business as Vocation
- MKT 252 Principles of Marketing
- BUS 379 Quantitative Methods for Business and Economics
- BUS 301 Business Law
- FIN 331 Financial Management

Required Finance Courses

Five courses including:

- ACC 322 Accounting Theory and Practice I (Prereq: ACC 222)
- FIN 433 Financial Theory: Policy and Practice (Prereq: FIN 331)
- FIN 438 Investment Theory (Prereq: ENL 111 or 112 or HON 111 and FIN 331)
- FIN 460 International Finance (Prereq: FIN 331)
- ECO 315 Money and Banking (Prereq: ECO 112)

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

FINANCE COURSES

FIN 240

Personal Finance

Introduction to personal financial planning and budgeting, credit management, income taxes, insurance, real estate, investments, retirement, and estate planning.

FIN 331

Financial Management

This course includes financial statement analysis, risk and return, security valuation, capital budgeting, capital structure, and working capital management. (Prereq: ECO 112 or ECO 113, ACC 221, and MPG 3)

FIN 433

Financial Theory: Policy and Practice

This course includes readings and case discussions on markets, financial strategy, capital structure and payout policies, raising capital, risk management, corporate restructuring, and corporate governance. (Prereq: FIN 331)

FIN 438

Investment Theory

This is an introduction to investment decision-making and portfolio management-theory and practice. Other topics include valuation principles and practices, risk and return analysis, and derivatives. (Prereq: FIN 331)

FIN 460

International Finance

This course develops tools for practicing multinational financial management including: currency exchange rates, risk, forecasting, spot and forward rates, hedging, international monetary and trade flows as represented in the accounting and macroeconomic identities for current account and trade deficits. This course extends the framework of financial management to include international transactions as well as ethical considerations. (Prereq: FIN 331)

124 MANAGEMENT INFORMATION SYSTEMS—MIS

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, accounting, finance, and marketing as well as from MIS.

DEGREE AND MAJOR REQUIREMENTS

Management Information Systems Major

Twelve courses in business, accounting, marketing, and MIS:

- BUS 242 Principles of Management
or BUS 200 Exploring Business as Vocation
- FIN 331 Financial Management
- BUS 379 Quantitative Methods for Business and Economics
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- MKT 252 Principles of Marketing
- MIS 260 Problem Solving for Business

- MIS 270 Data Management for Business
- MIS 375 Management Information Systems in the Organization
- MIS 376 Project Management
- MIS 475 Systems Analysis and Design
- MIS 476 Information Systems Projects

Four required supporting courses:

- ECO 113 Principles of Microeconomics
- CSC 160 Introduction to Computer Science (co-requirement MAT 171)
- CSC 170 Structured Programming
or CSC 240 Introduction to Networking and Communications
- MAT 171 Discrete Math for Computing (co-requirement for CSC 160)

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Minor in MIS

Six courses including:

- MIS 260, ACC 221, MIS 375, ECO 113, BUS 242 or 200 or MKT 252, and MIS 376 or ECO 318.

MIS COURSES

- MIS 260** **Problem Solving for Business**
This course applies advanced software capabilities like macros, Solver, and Scenario Manager in Microsoft Excel as well as other simulation and decision support tools for problem solving in business through the use of realistic business cases. (Prereq.: MPG 3)
- MIS 270** **Data Management for Business**
This course applies database management systems software capabilities to support the design and implementation of databases and related applications for the purpose of business data management. Students will write, test, and debug event-driven code in developing relational database applications. Students will also learn the fundamentals of multi-user data management in network and Web environments. (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 375** **Management Information Systems in the Organization**
Broad understanding of using information systems to support organizational objectives. Topics include strategic planning and uses of information systems, business process analysis, and understanding of the technology architecture. (Prereq.: BUS 242 or BUS 200 or MKT 252, and ENL 111 or 112 or HON 111)
- MIS 376** **Project Management**
Develops project management skills needed to initiate, plan, execute, control, and close projects. Combines theories, techniques, group activities, and computer tools such as Microsoft Project. Emphasizes technical and communications skills needed to manage inevitable changes. (Prereq.: MIS 260)
- 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 260, 270, and 375)

- MIS 476 Information Systems Projects**
Skills developed in previous courses are used to complete an actual project of systems analysis and design. (Prereq.: MIS 260, 270, 375, 376, and 475)
- 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- MIS 299 Directed Study**
See description on page 96.
- MIS 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- MIS 499 Independent Study/Research**
See description on page 96.

MARKETING—MKT

The marketing major prepares students for professional careers in a wide variety of marketing functions within both business and not-for-profit organizations. Career avenues include marketing research, product management, marketing communications (e.g., advertising, public relations, sales promotion), and sales.

Marketing courses focus on integrating both theory and practical applications, with an emphasis on hands-on projects. Augsburg's metropolitan location makes it easy for marketing students to complete marketing plans, research studies, and other projects for leading Twin Cities companies and not-for-profit organizations.

Marketing Major

Marketing Core Requirements

Ten courses including:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- BUS 242 Principles of Management
or BUS 200 Exploring Business as
Vocation
- MKT 252 Principles of Marketing
- BUS 301 Business Law
- FIN 331 Financial Management
- MIS 260 Problem Solving for Business
- BUS 379 Quantitative Methods for
Business and Economics

Required Marketing Courses

Five courses including:

- MKT 352 Marketing Research/Analysis
- MKT 450 Marketing Management
- MKT 466 International Marketing

- MKT 350 Consumer Behavior
or MKT 354 Sales Management
- MKT 355 Marketing Communications
or MKT 357 Advertising

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Minor in Marketing

Five courses including:

- MKT 252, MKT 355 or MKT 357, MKT 352, and two additional marketing courses.

This minor is recommended for anyone who wishes to further their knowledge of the marketing field.

MARKETING COURSES

MKT 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.

MKT 350 Consumer Behavior

Consumer behavior theories and principles as they apply to the consumer decision-making process. Impact of attitudes, values, personality, and motivation on individual decision processes. Analysis of cultural, ethnic, social class, family, and purchase situation influences. Application to everyday purchasing situations. (Prereq.: MKT 252 or consent of instructor)

MKT 352 Marketing Research and Analysis

Research process as an aid to decision making. Emphasis on development of research proposal, methodology, and collection and analysis of data. (Prereq.: MKT 252, BUS 379, ECO 113, or consent of instructor. For non-business majors: An alternative to BUS 379 is another introductory statistics with consent of instructor. Augsburg statistics courses that will automatically fulfill the BUS 379 prerequisite for non-business majors are MAT 163, SOC 362, or PSY 215.)

- MKT 354 Sales Management**
Formulation, implementation, evaluation and control of sales force programs designed to carry out marketing objectives. Management of sales force recruitment, departmental structure, training, motivation, territory allocation, quotas, and compensation. (Prereq.: MKT 252 or consent of instructor)
- MKT 355 Marketing Communications**
Integration of advertising, public relations, sales promotion design, evaluation, and personal selling into a coherent promotion mix. (Prereq.: MKT 252) Note: Either MKT 355 or 357 can be taken for graduation credit, but not both.
- MKT 357 Advertising**
Introduction to print, broadcast, and Web-based advertising and promotion as important elements in modern marketing and communications. Note: Either MKT 355 or 357 can be taken for graduation credit, but not both.
- MKT 450 Marketing Management**
Application of marketing concepts to day-to-day strategies and long-term planning issues; development and implementation of marketing plans. (Prereq.: MKT 252, MKT 352, MKT 355 or 357, or consent of instructor)
- MKT 466 International Marketing**
Examination of issues and activities unique to marketing in an international setting. Emphasis on adaptation of a marketing mix according to the international marketing environment. (Prereq.: MKT 252)
- MKT 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:*
- MKT 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- MKT 299 Directed Study**
See description on page 96.
- MKT 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- MKT 499 Independent Study/Research**
See description on page 96.

Chemistry is the science that examines and works toward understanding changes in matter. 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. Correlating the insights of chemistry with physics, mathematics, and molecular biology opens vistas that excite and offer opportunities to better the entire world.

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 integrate outside study areas with 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

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

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Major in Chemistry

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

CHM 351, 352 Organic Chemistry I, II

CHM 353 Quantitative Analytical
Chemistry

CHM 361 Physical Chemistry I

CHM 363 Physical Chemistry Laboratory I

CHM 491 Chemistry Seminar (4 semesters)

and two additional courses from:

CHM 364 Physical Chemistry II

CHM 367 Properties of Polymers

- CHM 464 Advanced Organic Chemistry
 CHM 481 Advanced Analytical Chemistry
 CHM 482 Advanced Inorganic Chemistry
 CHM 470 Principles of Medicinal
 Chemistry
 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-Professional Students

Pre-medical students should plan to take at least three courses (and usually more) in biology. Other pre-health and pre-professional students (physician assistant, pharmacy, engineering, etc.—see pre-professional program listings in the Academic Information section) should consult members from the chemistry department for assistance in course planning early in their college careers.

■ BACHELOR OF SCIENCE

American Chemical Society Approved Major

Twelve courses including:

- CHM 115, 116 General Chemistry I, II
 or CHM 105, 106 Principles of Chemistry
 I, II
 CHM 351, 352 Organic Chemistry I, II
 CHM 353 Quantitative Analytical
 Chemistry
 CHM 361, 363 Physical Chemistry and
 Laboratory I
 CHM 364, 365 Physical Chemistry and
 Laboratory II
 CHM 464 Advanced Organic Chemistry
 CHM 481 Advanced Analytical Chemistry
 CHM 482 Advanced Inorganic Chemistry

One course from:

- CHM 367 Properties of Polymers
 CHM 470 Principles of Medicinal
 Chemistry
 CHM 495 Topics in Chemistry

Also required are:

- CHM 491 Chemistry Seminar (four
 semesters)
 MAT 145, 146, 245 Calculus I, II, 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.

Departmental Honors

Full ACS major; GPA of 3.50 in chemistry, mathematics and physics, 3.00 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

Any course taken as a prerequisite for another course, including the first course in a two-term sequence, must be completed with a grade of P, or 2.0 or higher.

SCI 110**Natural Science I**

The first semester of a two-semester survey of Natural Science. This course focuses on the nature of science and major concepts of Physics and Chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3)

SCI 111**Natural Science II**

The second semester of a two-semester survey of Natural Science. This course focuses on major concepts of Earth Science and Biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)

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. Not accepted for credit for students who have taken CHM 102. (Prereq.: MPG 2)

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 or 102, MPG 3)

CHM 102**Chemistry for Changing Times I (with Lab)**

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. Not accepted for credit for students who have taken CHM 100. (Prereq.: MPG 2)

CHM 105**Principles of Chemistry I**

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 II**
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 I**
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 4. Fall)
- CHM 116 General Chemistry II**
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 351, 352 Organic Chemistry I, II**
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 relationships, and reaction mechanisms. (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 I**
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 I (.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. (Two two-hour lab periods. Prereq.: CHM 361 or concurrent registration and ENL 111 or 112 or HON 111. Fall)
- CHM 364 Physical Chemistry II**
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 II (.5 course)**
CHM 365 is to be taken the second semester and involves experiments relating to CHM 364. (Two two-hour lab periods. 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, alternate years)
- 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 470 Principles of Medicinal Chemistry**
Medicinal chemistry examines the organic chemistry of drug design and drug action. Students study the mechanisms of drug transport across biological membranes, absorption, distribution, and drug excretion; the relationship between structure and activity; molecular recognition process in drug-receptor interactions; enzyme mechanisms; and the metabolic pathways by which drugs are detoxified. Also studied are the concepts used in the design of therapeutic substances. (Prereq.: CHM 352. BIO 367 is recommended. Spring, alternate years)
- 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 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 building upon inorganic, analytical, physical, and organic chemistry.

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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

CHM 299 Directed Study

See description on page 96.

CHM 399 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

CHM 499 Independent Study/Research

See description on page 96. (Prereq.: junior or senior standing)

Clinical laboratory scientists perform complex biological, microbiological, and chemical tests on patient samples. They also use, maintain, and troubleshoot sophisticated laboratory equipment in the performance of diagnostic tests. The clinical laboratory scientist analyzes these test results and discusses them with the medical staff. He/she also possesses the skills required for molecular diagnostic tests based on DNA and RNA technologies. In addition, the clinical laboratory scientist will find opportunities in test development, experimental design, administration, and education.

The curriculum requires a minimum of six semesters on campus to complete the pre-requisite curriculum. Students spend an additional 12 months of clinical education in a hospital-sponsored, accredited program during their senior year. A bachelor of science degree is awarded at the satisfactory completion of all required course work.

Admission to the clinical laboratory science major is on a competitive basis. Students apply for admission to the clinical laboratory science program early in the fall semester of the academic year just prior to the beginning of their professional studies, typically in the junior year. Formal acceptance into the hospital-sponsored program is based on the submission of an application for admission to the major, personal recommendations, review of academic performance, and interview with the Program Admission Committee. A minimum grade point average of 2.75 overall as well as in science and mathematics courses is strongly recommended. Acceptance into the hospital program is not guaranteed by the College. The hospital program affiliated with Augsburg is the Fairview Health

Services. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 W. Bryn Mawr, Suite 670, Chicago, IL, 60631, 773-714-8880.

During the clinical component in an accredited hospital program, students will register for 12.25 credits. The clinical phase routinely begins in June with anticipated graduation the following spring. Graduates of the program are eligible to sit for certification examinations offered by national certification agencies.

Hospital affiliates of Augsburg College

Fairview Health Services

Fairview Lakes Medical Center

Fairview Northland Regional

Medical Center

Fairview-Ridges Hospital

Fairview-Southdale Hospital

UMMC, Fairview-Riverside

UMMC, Fairview-University

Generalized four-year academic plan for Clinical Laboratory Science (CLS) majors

To complete the program in four years, students must:

- a. achieve MPG 3 or 4, AND
- b. qualify for ENL 111, AND
- c. score above 45 on the critical thinking exam, AND
- d. do not require ENL 217/218, AND
- e. meet graduation skills requirements within the major and supporting courses, AND
- f. satisfy the Engaging Minneapolis requirement with BIO 113/114

136 Clinical Laboratory Science

First year:

Fall Term:

BIO 151: Introductory Biology
CHM 105 or CHM 115: General Chemistry
REL 100: Search for Meaning
Elective

Second Year:

Fall Term

BIO 253: Introductory Cell Biology
CHM 351: Organic Chemistry I
REL 200: Search for Meaning
Elective

Third Year:

Fall Term

BIO 369: Biochemistry
BIO 473: General Physiology
Elective
Elective

Fourth Year: Clinical Program

Summer Session

CLS 400: Introduction to CLS
CLS 405: Body Fluids
CLS 410: Clinical Hematology/Hemostasis
CLS 415: Clinical Immunology
CLS 425: Clinical Chemistry

Fall Semester

CLS 420: Immunohematology
CLS 430: Clinical Microbiology
CLS 433: Virology/Mycology/Parasitology
CLS 435: Molecular Diagnostics
Clinical Rotations

Spring Term:

BIO 152: Ecology, Evolution and Diversity
CHM 106 or CHM 116: General Chemistry
ENL 111
Elective

Spring Term

BIO 355: Genetics
CHM 352: Organic Chemistry II
MAT 163: Statistics (QR)
Elective

Spring Term

BIO 476: Microbiology
BIO 486 Immunology
Elective
Elective

Clinical Rotations:

Fall & Spring Semester

CLS 450: Applied Clinical Chemistry
CLS 455: Applied Hematology/Hemostasis
CLS 460: Applied Immunology
CLS 465: Applied Immunohematology
CLS 470: Applied Clinical Microbiology

Spring Semester

CLS 440: Laboratory Management & Education
CLS 445: Research Design & Methods
CLS 475: Advanced Applications in CLS
CLS 480: Advanced Topics in CLS
CLS 485: Advanced Studies in CLS
BIO 490: Keystone course
Clinical Rotations

Special core requirement courses and professional courses must be completed with a grade of "C" (2.0) or above. Students must meet all College graduation requirements including General Education, grade point, College residency, and total credits.

CLINICAL LABORATORY SCIENCE COURSES

- CLS 400 Introduction to Clinical Laboratory Science**
Course is designed to provide the CLS student with the basic laboratory skills required for the laboratory component of the curriculum. This course will also provide teamwork, leadership, and interpersonal skills needed by healthcare professionals. Current issues in CLS will also be covered including ethics, government regulations, and concepts of total testing process. (Prereq.: CHM 352; BIO 355 and 476; and admission to the CLS program)
- CLS 405 Body Fluids**
Covers concepts related to the formation, distribution, and function of body fluids and their chemical, physical, and cellular composition in health and disease. Laboratory focus is on performance, interpretation, and correlation of results. (Prereq.: CHM 352; BIO 355 and 473; and admission to the CLS program)
- CLS 410 Clinical Hematology/Hemostasis**
Course is designed to provide the CLS student with the basic knowledge of hematology/hemostasis. Cellular components of the blood in normal and diseased states, hemostasis principles, laboratory testing, interpretation, and the correlation of results will be covered. Laboratory component will focus on specimen preparation, red cell, white cell, and platelet identification and enumeration, both microscopically and electronically. (Prereq.: CHM 352; BIO 355, 476 and 486; and admission to the CLS program)
- CLS 415 Clinical Immunology**
Course in the application of immunologic and serologic techniques used for the specific diagnosis of immunodeficiency diseases, malignancies of the immune system, autoimmune disorders, hypersensitivity states, and infection by specific microbial pathogens. Laboratory sessions offer exercises in methods for detection of antigens and antibodies in patient specimens. (Prereq.: CHM 353; BIO 476 and 486; and admission to the CLS program)
- CLS 420 Immunoematology**
Course covers aspects of the Blood Group Systems, antibody screening, compatibility testing, blood donor service, selection of donors, blood drawing, storage, preservation, components, records, and regulations for blood banks. The laboratory section includes performance of blood bank procedures, donor processing, compatibility testing, antibody screening and identification. (Prereq.: CHM 359; BIO 355 and 486; and admission to the CLS program)
- CLS 425 Clinical Chemistry**
The focus of the course is on the physiology of body analytes and the organ systems, with an emphasis on the corresponding clinical laboratory procedures and human disease states. Discussion will include the clinical correlations of the analytical procedures data with the diseases. The laboratory section covers skills necessary to the performance of clinical chemistry test procedures. (Prereq.: CHM 352; BIO 369 and 476; and admission to the CLS program)

- CLS 430 Clinical Microbiology**
Course includes the study of bacteria, rickettsiae, chlamydia, and mycoplasma as they relate to diseases in humans. Topics include clinical signs and symptoms of the disease process, specimen collection and processing, modes of transmission, and methods of identification. In the laboratory component, students will process specimens from various body locations. Emphasis will be placed on isolation with identification, selection of appropriate antibiotic therapy, quality assurance, and safety. (Prereq.: CHM 352; BIO 369, 476 and 486; and admission to the CLS program)
- CLS 433 Virology, Mycology, and Parasitology**
Study of viruses, fungi, and parasites as they relate to diseases in humans. Topics include clinical signs and symptoms of the disease process, specimen collection and processing, modes of transmission, and methods of identification. Laboratory emphasis focuses on isolation and identification, quality assurance, and safety. (Prereq.: CHM 352; BIO 369, 476 and 486; and admission to the CLS program)
- CLS 435 Molecular Diagnostics**
A course on the composition, structure, function and characteristics of DNA. Emphasis will be placed on clinical laboratory methods used to isolate, amplify, manipulate, and analyze DNA sequences in order to integrate theory and practice. (Prereq.: CHM 352; BIO 355, 473, 476 and 486; and admission to the CLS program)
- CLS 440 Laboratory Management and Education**
Course is designed to introduce the clinical laboratory science student to the principles of laboratory administration. The seminar-format course will focus on human resource management, operations management, and educational methodologies appropriate for the supervisor and laboratory manager (Prereq.: admission to the CLS program)
- CLS 445 Research Design and Methods**
The course applies scientific method to clinical laboratory research problems, systematic applications of hypothesis formation and decision making through research design principles. Research proposal writing and the process of institutional review board approval and informed consent will also be covered. (Prereq.: MTH 163 and admission to the CLS program)
- CLS 450 Applied Clinical Chemistry**
Rotation with daily lecture which applies the principles of clinical chemistry in the clinical laboratory. The course is designed to utilize and build upon theoretical and applied knowledge acquired in the previous didactic courses (CLS 400, 425) and apply it to the performance of analytical procedures and management of the clinical chemistry laboratory. (Prereq.: admission to the CLS program and CLS 400 and 425)

- CLS 455 Applied Clinical Hematology/Hemostasis**
Rotation with daily lecture which extends the learning to the clinical hematology, hemostasis, and body fluids laboratories. Students will gain experience processing and analyzing patient's specimens with a wide variety of complex procedures and instruments. Students will also expand their identification and diagnostic skills on microscopic analysis of hematology and body fluid specimens. (Prereq.: admission to the CLS program and CLS 400, 405 and 410)
- CLS 460 Applied Immunology**
Rotation with daily lecture which applies concepts and techniques learned in CLS 415. Using patient specimens, students will gain experience in the clinical immunological techniques, methods, and management of antigen-antibody reactions and identify the relationship to diseased states. The rotation also includes the fundamentals of HLA testing and Flow Cytometry techniques with interpretation of results. (Prereq.: admission to the CLS program and CLS 400 and 415)
- CLS 465 Applied Immunoematology**
Rotation with daily lecture which extends the concepts and skills learned in CLS 420 to the blood bank setting for the performance of antibody identification techniques, hemolytic disease problems, quality assurance management, solving of patients' blood compatibility problems, apheresis, and cell therapy. (Prereq.: admission to the CLS program and CLS 420)
- CLS 470 Applied Clinical Microbiology**
Rotation with daily lecture which applies the principles of CLS 430. Student will process a variety of patient specimens in the microbiology laboratory and gain experience with a wide variety of state of the art procedures and equipment for the isolation and identification of pathogenic bacteria, fungi protozoa, helminthes, and viruses. (Prereq.: admission to the CLS program and CLS 430 and 433)
- CLS 475 Advanced Applications in CLS**
Selected study in one aspect of the practice of clinical laboratory science, such as ancillary biology, cytogenetics, outreach clinics, or industry. Rotation and lecture included. (Prereq.: admission to the CLS program and enrollment in applied courses)
- CLS 480 Advanced Topics in CLS**
This course will cover, at an advanced level, the major areas of the clinical laboratory. Topics will also include information on new directions in laboratory testing with an emphasis placed on its impact on current laboratory practice and outcomes assessment. (Prereq.: admission to the CLS program and CLS 405, 410, 415, 420, 425, 430, 433, 435, and 440)

140 Clinical Laboratory Science

CLS 485

Advanced Studies in CLS

A capstone research project required for satisfactory completion of the CLS program. Student will complete a research project under the supervision of a mentor. Course culminates in a major paper and presentation. Area of emphasis will be in one of the specialty or subspecialty areas included in the clinical laboratory practice. (Prereq.: admission to the CLS program and senior standing)

CLS 499

Independent Study in CLS

Individual reading or research under the guidance of a CLS instructor. (Prereq.: admission to the CLS program; repeatable for maximum of one credit)

Our discipline is grounded in rhetorical and scientific principles and is guided by the need to make communicative choices that are artful, ethical, and effective. Students who major in communication studies are concerned with: interpersonal relationships, mass media, public advocacy and social influence, group and organizational dynamics, and intercultural dimensions of communication.

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.

Communication Studies Faculty

Deborah Redmond (Chair), Wes Ellenwood, Robert Groven, Daniel Hanson, David Lapakko

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Communication Studies Major

Twelve courses overall—eight required core courses and four courses within one of eight emphases. For transfer students, at least six of these courses must be taken at Augsburg.

Required of all Communication Studies majors:

COM 111	Public Speaking
COM 280	History of Rhetorical and Communication Theory
COM 351	Argumentation
COM 352	Persuasion
COM 354	Interpersonal Communication
COM 355	Small Group Communication
COM 321	Business and Professional Speaking

or COM 329 Intercultural Communication
COM 490 Senior Keystone

Professional Communication Emphasis

This emphasis is intended for students interested in studying communication from an artistic and humanities perspective. It is appropriate for career interests such as: communication graduate school; other professional graduate programs (e.g. law school), rhetorical criticism, political communication and being a professional trainer, communication consultant, professional speaker, or speech writer.

Four additional electives from the following: COM 321 (required), COM 329, 345, 399, 499; THR 350, 360; BUS 242, 301; ENL 220; POL 326, 342, 370; PSY 325, 371; REL 383; SOC 362, 363

Organizational Communication Emphasis

Appropriate for: business related careers such as professional manager, sales, management consulting, technical consulting, internal communications, organizational or industrial consulting, human systems analyst or designer, and also graduate programs in organizational studies.

Four additional electives from the following: COM 345 (required), COM 321, 326, 329, 399, 410, 480, 499; BUS 242, 340; PSY 325, 371, 373; SOC 265, 349, 375

Supervisory Management Emphasis

Appropriate for students seeking management careers.

Four additional electives from: BUS 242 or 440 (required); COM 321, 326, 329, 399, 410, 480, 499; BUS 340; ENL 223; MIS 175; PSY 373; SOC 349

Human Relations Emphasis

Appropriate for students pursuing the study of how organizations manage their internal structure and personnel. People who work in this area deal with such issues as discrimination, work rules, employee relations, etc.

Four additional electives from: BUS 340 (required); COM 321, 326, 329, 345, 399, 410; PSY 373, 485; SOC 265, 349, 375

Marketing Communication Emphasis

Courses in this emphasis focus on the communication aspects of the marketing-communication mix. This emphasis is particularly helpful for students interested in an organizational role in marketing communication.

Four additional electives from: MKT 252 (required); COM 321, 326, 329, 399, 410, 480; MKT 352, 355, 357, 450; POL 342

Public Relations and Advertising Emphasis

Courses are designed to prepare students for the growing fields public relations, crisis management, as well as advertising and promotional communication. An internship in public relations, advertising, or a related field is required.

Four additional electives from: ENL 227 (required); COM 321, 326, 329, 345, 399, 410, 480; ART 132, 224, 225; BUS 242, 252, 355; MIS 379; PSY 373; SOC 349, POL 342

Mass Communication and Journalism Emphasis

Courses are designed to prepare students for entry into television, film, journalism, e-media, (both performance and production), media criticism and policy, or graduate school in mass communication or journalism.

Four electives from the following: ENL 227 (required); COM 247, 321, 329, 343, 348, 399, 499; ART 132, 215, 224, 225, 315, 330, 340; ENL 226, 228, 241, 324, 327; POL 342; THR 232, 233, 325, 350, 360; BUS 254, INS 331

Graduate Study Emphasis

Courses in this emphasis would be especially helpful for students planning to do graduate work in such fields as communication studies, education, or law.

Four electives from the following: SOC 362 or ENL 481 (required); COM 321, 329, 499; PHI 230; POL 483; PSY 215, 315; SOC 363, 375

For All Eight Emphases

We encourage all majors to participate in Augsburg's interscholastic forensics program. Registering for and completing COM 188 (Forensics Practicum) can be used to document participation. Students should be aware that the tournament season is essentially from October through mid-March, and should plan schedules accordingly.

All day majors should plan to include at least one internship (COM 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.

Film Major

The Augsburg film major reflects our belief that students are transformed through a well-rounded curriculum that encourages creativity, critical analysis and

inquiry, ethical considerations, and an understanding of the synergy between theory and practice. The major explores the tension between art and commerce through dialogues with film industry members, internship and mentorship opportunities, film symposia, and our Film Artist series. Students will gain experience in scripting, directing, editing, and acting for both 16mm film and digital. Students will be introduced to the study of film theory, criticism, and culture. Students are encouraged to double major or to seek minors in related fields such as art, English, theatre, philosophy, communication studies, women's studies, and American Indian studies, to name a few.

Film Faculty

Deb Redmond (Program Director), Kristin Anderson, Julie Bolton, Michael Burden, Robert Cowgill, Cass Dalglish, Wesley Ellenwood, Darcey Engen, Doug Green, Martha Johnson, Elise Marubbio, John McCaffrey, John Mitchell, Robert Thom

Required of all Film Majors:

Six Core Courses
 COM/THR 216 Film Production I
 ENL 241 Intro to Cinema Arts
 ENL 371 History of Cinema
 COM/THR 420 Issues in Contemporary Cinema
 COM 247 Documentary
 THR 232 Acting
 or THR 233 Acting for Camera

Five electives (three must be upper division) must be chosen from the three defined tracks below in consultation with your advisor who is designated by the program director. Note that not all elective courses are offered every year, so alternatives within the track may have to be chosen.

Film majors should fulfill the Senior Keystone requirement in either the English Department or Art Department.

Track #1 Production: This track is designed for students interested in producing films/videos. Electives include: COM/THR 312 16mm Film II, COM 343 Studio Production, COM 348 Digital Video Production, COM 499 Independent Study, Art 132 Photography, ART 215 Design for New Media I, ART 315 Design for New Media II, ART 340 Digital Imaging, ENL 228 Broadcast and Online Journalism, MUS 130 Intro to Music and the Fine Arts, PHY 119 Physics for the Fine Arts, THR 328 Stage Design

Track #2 Performance: This track is designed for students interested in acting and directing. Electives include: THR 233 Acting for the Camera, THR/ENL 325 Playwriting, THR 366 Stage Direction, THR 328 Theatrical Design, THR 360 Interpretive Reading, THR 350 Voice for Stage and Screen, THR 499 Independent Study, ENL 328 Screenwriting, PHY 119 Physics for the Fine Arts

Track #3 Theory & Culture: This track is designed for students interested in analysis of film, film genres, and cultural context. Electives include: ENL 221 Expository Writing about the Arts and Popular Culture, ENL 228 Broadcast and Online Journalism, ENL 240 Introduction to Literary Study, ENL 430 Advanced Studies in Theory and Method, COM 499, INS 495 Indigenous Filmmakers, INS 264 American Indians in Cinema, WST/INS 481 Native American Women & Film, ART 240 Art History, PHI 260 Philosophy and the Arts, PHI 120 Ethics, PHY 119 Physics for the Fine Arts, SPA 248 Spanish and Latin American Culture Through Film, REL 309 Religion at the Movies

Departmental Honors

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 3.50 GPA in the major and a 3.00 GPA overall, and, as part of their major program, complete a substantial independent project of honors quality (COM 499 registration). Honors candidates should meet with their departmental adviser prior to their senior year to develop a proposal for the honors project.

Communication Studies Minor

Six courses including:

- COM 111 Public Speaking
- COM 280 History of Rhetorical and Communication Theory
- POL 342 Mass Communication in Society
 - or COM 343 Studio Production
- COM 351 Argumentation
 - or COM 352 Persuasion
- COM 354 Interpersonal Communication
- COM 345 Organizational Communication
 - or COM 355 Small Group Communication

Film Minor

Six courses including:

- ENL 241 Introduction to Cinema Art
- COM/THR 216 Film Production I
- THR 233 Acting for Camera
- COM 343 Studio Production
- COM/THR 420 Issues in Contemporary Cinema

Plus one of the following:

- THR/ENL 325 Playwriting
 - or THR 328 Screenwriting
- THR 328 Stage Design
- COM 247 Documentary
- COM 348 Digital Video Production
- THR 366 Stage Direction
- INS 495 Indigenous Filmmakers

Note: For transfer students, at least three of these six courses must be courses offered at Augsburg. Prospective minors must obtain prior approval from a communication studies faculty adviser.

Communication Arts/Literature Teacher Licensure Major

This major, which includes secondary education coursework and student teaching requirements in the education department, offers students the preparation necessary to become teachers of communication arts and literature in public schools and allows them to become licensed to teach at the middle school through the secondary level. Recommendation for teacher licensure is granted only to students who complete the requirements for this program with a minimum grade of 2.0 in major courses and with a minimum cumulative GPA of 2.50 in the major. All requirements in the major must be completed prior to student teaching. The course requirements for this program are listed in the Department of English section of the catalog.

COMMUNICATION COURSES

COM 111 Public Speaking

The course focuses on speech preparation, organization, audience analysis, style, listening, and overcoming speech fright. (Fall, spring)

COM 188 Forensics Practicum

A non-credit experience in forensics.

COM/THR 216 Film Production I

This course demonstrates the basics of 16 mm filmmaking. The student will make short films that demonstrate the art and process of shooting in B/W.

COM 247 Documentary

A video production course that integrates lecture and criticism with hands-on experience dealing with non-fiction subjects.

COM 280 Introduction to Communication Studies

An introductory survey course designed to acquaint students with the world of ideas that serves as the foundation for the field of communication studies. (Fall)

COM/THR 312 Film Production II

The focus of this course builds on the lessons learned in COM 216 and adds the study of color photography and sound design. Though exercises and assignments the student will develop skills in scripting, shooting, and editing short films. (Prereq.: COM/THR 216)

COM 321 Business and Professional Speaking

This course explores advanced issues in public address including delivery and performance, vocal control, persuasion, audience adaptation, argument construction, and speaker credibility. The class uses a series of speeches, ranging from impromptu speaking and persuasion to job interviewing and sales presentations, in order to hone students' speaking skills. (Prereq.: COM 111)

COM 326 Building Working Relationships

This course explores working relationships in a changing world. Self-assessment tools and applied papers help participants gain a better understanding of the role the individual plays within the context of workplace relationships. Emphasis is placed on interpersonal, group, and organizational relationships. (Prereq.: Junior or senior standing and at least one of the following courses—SOC 121, SWK 260, BUS 242, BUS 252, PSY 102, PSY 105)

COM 329 Intercultural Communication

This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems. (Spring: alternate years)

COM 343 Studio Production

Introduction to video production with an emphasis on creative concept development, script-writing, directing, and producing for video. Should be taken concurrently with THR 333. (Fall)

COM 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.

146 Communication Studies

- COM 348 Digital Video Production**
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.: COM 343 or 347)
- COM 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. (Prereq.: COM 111 or consent of instructor. Fall)
- COM 352 Persuasion**
Examination of the process of influence in a variety of social contexts, paying special attention to the psychological aspects of persuasion. (Prereq.: MPG 3; COM 111 or consent of instructor. Spring)
- COM 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. (Spring)
- COM 355 Small Group Communication**
A study of group dynamics and leadership with emphasis on decision making, leadership styles and conflict management. (Spring)
- COM 410 Communicating a Self in the Modern Organization**
Understanding through dialogue of the functions of communication in organizational settings with particular emphasis on the self-defining aspects of the social contract between the individual and the organization in a changing world. Collateral readings, open dialogue, and individual projects. (WEC only)
- COM/THR 420 Issues in Contemporary Cinema**
This course will examine cultural, artistic, commercial, and theoretical concerns that occur in world cinema today. Our purpose is to help students both contextualize the cinema they see in appropriate and insightful ways, and to provide a sophisticated critical apparatus to help them read films as texts and to interpret the cinema's larger societal value and impact. (Prereq: ENL 371)
- COM 480 Public Relations/Promotional Communication**
Public relations in the modern world of communication, marketing, and business. An overview of public relations as a career and a survey of basic promotional communication in profit and nonprofit organizations. (WEC only)
- COM 490 Communication Studies Keystone: Critical Conversations About Communication and Vocation**
A synthesis of communication theories and application of those theories to each student's sense of vocation. This course satisfies the Keystone requirement.
- COM 495 Communication Topics**
Selected topics in communication with emphasis on the use of primary sources and methodology of research.

Internships and Independent Study Courses.

- COM 199 **Internship****
- See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

- COM 299 **Directed Study****
- See description on page 96.

- COM 399 **Internship****
- See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

- COM 499 **Independent Study/Research****
- See description on page 96.

ELECTIVES

See department listings for the following approved electives:

ART 132	CSC 160	MIS 175	PSY 215	SOC 349
ART 224	ENL 226	MIS 379	PSY 315	SOC 362
ART 225	ENL 227	MKT 252	PSY 325	SOC 363
ART 330	ENL 228	MKT 352	PSY 371	SOC 375
BUS 242	ENL 241	MKT 355	PSY 373	THR 232
BUS 340	ENL 327	PHI 230	PSY 485	THR 325
BUS 440	ENL 430	POL 342	SOC 231	THR 350
BUS 450	INS 325	POL 375	SOC 265	THR 360

COMPUTER SCIENCE—CSC

The Augsburg computer science department strives to give students a sound theoretical and practical foundation in computer science. We offer both a B.A. and a B.S. major. The 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 provides us with an excellent resource of such experiences for students, and allows them to add practical applications to their education.

Computer Science Faculty

Noel Petit (Chair), Larry Crockett, James Moen, Charles Sheaffer, Erik Steinmetz, Karen Sutherland

DEGREE AND MAJOR REQUIREMENTS

■ **BACHELOR OF ARTS**

Computer Science Major

- Twelve courses including:
- CSC 160 Introduction to Computer Science and Communication
 - CSC 170 Structured Programming
 - CSC 210 Data Structures
 - CSC 240 Introduction to Networking

- and Communications
- CSC 320 Algorithms
- CSC 345 Principles of Computer Organization
- CSC 385 Introduction to Formal Logic and Computation Theory
- CSC 450 Programming Languages and Compilers I
- CSC 451 Programming Languages and Compilers II
- MAT 114 Precalculus (or MPG 4)
- MAT 171 Discrete Mathematics for Computing (recommended)
or MAT 145 Calculus I

and two electives from
CSC courses above 200

- PHY 261 Electronics
- MIS 475 Systems Analysis and Design
- MAT 355 Numerical Mathematics

At least one elective must be an upper division course.

■ BACHELOR OF SCIENCE

Computer Science Major

Sixteen courses including:

- CSC 160 Introduction to Computer Science and Communication
- CSC 170 Structured Programming
- CSC 210 Data Structures
- CSC 240 Introduction to Networking and Communications
- CSC 320 Algorithms
- CSC 345 Principles of Computer Organization
- CSC 385 Introduction to Formal Logic and Computation Theory
- CSC 450 Programming Languages and Compilers I
- CSC 451 Programming Languages and Compilers II
- MAT 145 Calculus I
- MAT 146 Calculus II

Two courses from:

- MAT 245 Calculus III
- MAT 246 Linear Algebra
- MAT 247 Modeling and Differential Equations
- MAT 271 Discrete Mathematical Structures (recommended)

and three electives from:

- CSC courses above 200
- PHY 261 Electronics
- MIS 475 Systems Analysis and Design
- MAT 355 Numerical Mathematics

At least two electives must be upper division courses.

Computational Economics

The computational economics major has been designed to serve students with need for some basic understanding of computer science and economics. The major requires six courses from computer science, six from economics, and 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,
Charles Sheaffer, Department of Computer Science

Major in Computational Economics

Thirteen courses including:

- MAT 145 Calculus I
- CSC 160 Introduction to Computer Science and Communication
- CSC 170 Structured Programming
- CSC 210 Data Structures
- CSC 240 Introduction to Networking and Communications
or CSC 320 Algorithms
or CSC 352 Database Management and Design
- 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

Computational Philosophy

Computational Philosophy emphasizes areas of interest in which philosophy and computer science overlap: logic, artificial intelligence, cognitive science, philosophy of mind, and philosophy of language. The major requires seven courses from computer science, six from philosophy, and a required capstone topics course. Students interested in this major should consult with the faculty in computer science, in philosophy, or one of the coordinators.

Coordinators

David Apolloni, Department of Philosophy, Charles Sheaffer, Department of Computer Science

Major in Computational Philosophy

Fourteen courses including:

- MAT 171 Discrete Mathematics for Computing
or MAT 145 Calculus I
- CSC 160 Introduction to Computer Science and Communication
- CSC 170 Structured Programming
- CSC 210 Data Structures

subsequent computer science course.

- CSC 320 Algorithms
- CSC 373 Symbolic Programming and Artificial Intelligence
- CSC 385 Introduction to Formal Logic and Computation Theory
- PHI 241 History of Philosophy I: Ancient Greek Philosophy
- PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy
- PHI 343 History of Philosophy III: Early Modern and 19th Century Philosophy
- PHI 344 History of Philosophy IV: Twentieth Century Philosophy
- PHI 365 Philosophy of Science
- PHI 410 Topics in Philosophy
or CSC 495 Advanced Topics in Computer Science

One upper division elective in philosophy

Departmental Honors

GPA of 3.50 in computer science major courses, GPA of 3.10 overall, and an independent study project.

Computer Science Minor

Six courses including CSC 160, 170, 210, 345, one additional upper division computer science course, and one of MAT 171 or MAT 145.

A course must be completed with a grade of 2.0 or higher to be counted as completing a major requirement. A course must also be completed with a grade of 2.0 or higher to count as a prerequisite for a

COMPUTER SCIENCE COURSES

CSC 160 Introduction to Computer Science and Communication

An introduction to computer science topics in hardware, software, theory, and computer communications: algorithm design, logical circuits, network concepts, the Internet, and programming. (Prereq.: MPG 3)

- CSC 170 Structured Programming**
A study of 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 and MPG 3; MAT 171 recommended)
- CSC 210 Data Structures**
Data structures such as linked lists, stacks, and queues; recursion. (Three hours of lecture, one-and-one-half hours of lab. Prereq.: CSC 170, MPG 4, and one of MAT 145 or MAT 171)
- CSC 240 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 160 and MPG 3)
- CSC 272 UNIX and C**
Study of UNIX operating system and the C programming language. It is assumed that the student has a knowledge of programming methods and has done programming in some other language. (Prereq.: CSC 170 or another course with a study of a programming language)
- CSC 320 Algorithms**
A systematic study of algorithms and their complexity, including searching and sorting algorithms, mathematical algorithms, scheduling algorithms, and tree and graph traversal algorithms. The limitations of algorithms, Turing machines, the classes P and NP, NP-complete problems, and intractable problems. (Prereq.: CSC 210, MPG 4, and one of MAT 145 or MAT 171)
- CSC 345 Principles of Computer Organization**
An introduction to computer architecture, processors, instruction sets, and assembly language programming. (Prereq.: CSC 210 and MPG 4)
- 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 Symbolic Programming and Artificial Intelligence**
An introduction to programming in functional, symbolic languages, such as Lisp or Scheme. Techniques for implementing such languages, including meta-circular interpretation and garbage collection. Applications to selected problems from artificial intelligence. (Prereq.: CSC 210)
- CSC 385 Formal Logic and Computation Theory**
An introduction to sentential and first-order logic including logical connectives, proof theory, and quantification. Formal models of computation including finite state automata, pushdown automata, and Turing machines. Incompleteness and uncomputability. (Prereq.: CSC 210 and one of MAT 122 or MAT 145 or MAT 171)

- CSC 431 Introduction to AI Robotics**
Robot components, robotic paradigms, mobile robots, task planning, sensing, sensor fusion, basic control concepts. (Prereq.: ENL 111 and CSC 210)
- 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 240 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.: ENL 111, CSC 385 or concurrent registration, and 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, CSC 450, and CSC 385)
- CSC 457 Computer Graphics**
A study of the foundational algorithms required for computer graphics. Topics include geometric algorithms, geometric modeling, graphics techniques, graphical user interfaces, human-centered software development, computer animation, virtual environments and 3D immersive rendering. (Prereq: CSC 210, MPG 4)
- 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- CSC 299 Directed Study**
See description on page 96.
- CSC 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- CSC 499 Independent Study/Research**
See description on page 96.

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.

The department offers five majors. The economics major and the applied economics majors lead to careers in the business world or government. Computational economics provides a liberal arts entry into the field of computer science. The combined economics/business administration major allows students great flexibility in order to explore both fields. Finally, the teaching major in political science/economics allows secondary education licensure students to obtain a solid background for teaching economics.

The study of economics provides a firm foundation for confronting change because it presents a disciplined way to analyze and make choices. An economics major prepares students for community leadership and leads to a great diversity of career opportunities including law, teaching, journalism, private and public international service. Pre-law and potential Master of Business Administration students are especially encouraged to consider economics as a major or a minor.

Students are able to combine an economics major with other disciplines such as business administration, international relations, mathematics, management information systems, political science, history, and area study programs. Students who are interested in any type of quantitatively oriented graduate program in economics or in

business are encouraged to either major or minor in mathematics. These students should also take courses in computer science. Consult an adviser for specific course suggestions.

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

Note: Transfer students must complete at least three upper division economics courses for a major and two for a minor. Transfer classes must have been completed in the last 10 years with at least a 2.0 grade.

Economics Faculty

Jeanne Boeh (Chair), Keith Gilsdorf,
Stella Hofrenning

DEGREE AND MAJOR REQUIREMENTS

Major in Economics

Economics Core:

- ECO 112 Principles of Macroeconomics
- ECO 113 Principles of Microeconomics
- ECO 312 Intermediate Macroeconomics
- ECO 313 Intermediate Microeconomics
- ECO 490 Research Methods in Econometrics

and three other upper division economics courses

Supporting Classes

Statistics Class:

- BUS 379 Quantitative Methods for Business and Economics
- or MAT 163 Introductory Statistics

Mathematics Class:

- MAT 114 Precalculus
- or MAT 122 Calculus for the Social and Behavioral Sciences
- or MAT 145, 146 Calculus I & II

Major in Applied Economics

- ECO 112 Principles of Macroeconomics
 ECO 113 Principles of Microeconomics
 ECO 312 Intermediate Macroeconomics
 or ECO 315 Money and Banking
 ECO 313 Intermediate Microeconomics
 ECO 490 Research Methods in
 Econometrics
 ECO 360 International Economics
 ECO 318 Management Science
 or ECO 415 Managerial Economics
 ECO 413 Labor Economics
 ECO 399 Internship Program
 or ECO 499 Independent Study
 BUS 379 Quantitative Methods for
 Business and Economics
 or MAT 163
 ENL 223 Writing for Business and the
 Professions
 PHI 120 Ethics
 or PHI 125 Ethics and Human Identity

Major in Computational Economics

See Computer Science.

Combined Major in Economics and Business Administration

Five economics courses:

- 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.

Six accounting/business administration/MIS courses:

- ACC 221 Principles of Accounting I
 ACC 222 Principles of Accounting II
 BUS 242 Principles of Management
 MKT 252 Principles of Marketing
 FIN 331 Financial Management
 or BUS 379 Quantitative Methods for
 Business and Economics

and one other upper division business course.

Teacher 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.

Teaching Major in Political Science and Economics

See Political Science.

Departmental Honors

GPA of 3.50 in the major and 3.00 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.

ECONOMICS COURSES

- ECO 110 Economics of Urban Issues**
This course studies the economic implications of many problems facing a metro-urban environment especially in the areas of education, housing, and transportation and is 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 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)
- 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 and alternate Winter Trimester)
- 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 and alternate Winter Trimester)
- 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; Every three years)

- 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 Trimester and Spring Semester)
- 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. Every three years)
- 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 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.: BUS 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. On demand)
- ECO 490 Research Methods in Econometrics**
This course provides an introduction to the application of statistical models and methods to economic problems. Emphasis is on use of econometric software to analyze data and to test hypotheses. This course satisfies the Keystone requirement. (Prereq.: ECO 112 and ECO 113, and ENL 111 or 112 or HON 111)
- 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. (P/N Grading only.)
- ECO 299 Directed Study**
- ECO 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. (Prereq.: 50% of the major or consent of instructor. P/N grading only.)
- ECO 499 Independent Study/Research**

The Department of Education maintains liberal arts-based teacher education programs that are accredited by the Minnesota Board of Teaching and National Council for Accreditation of Teacher Education (NCATE). These programs lead to recommendation for licensure to the State of Minnesota for elementary (grades K-8), secondary (grades 5-12) in communication arts/literature, health, mathematics, and social studies, grades 9-12 in biology, chemistry, and physics, grades 5-8 in general science, and K-12 specialist licenses in visual arts, physical education, music, and special education: EBD and LD. (**Note:** special education: EBD and LD are available in WEC only.) The K-12 Reading Licensure Endorsement is also available at the graduate level to already licensed teachers.

Degree and/or licensure programs are available in both weekday and weekend formats. Weekend College degree and licensure programs are limited to elementary, communication arts/literature, social studies, visual arts, and special education. Additional teaching majors are available through the weekday program and open to weekday and weekend students who can take courses on a weekday schedule. All prerequisite, elementary core, and professional education courses except field work and student teaching are available on a weekend or weekday late afternoon/evening schedule. Fieldwork and student teaching must be completed during regular weekday hours. All students must have some time available each term for field experiences.

A graduate level licensure option is available in weekend format to those already holding a B.A. degree. Graduate courses taken for licensure can be applied to a Master of Arts in Education degree.

Contact the Education Department or Weekend and Graduate Admissions for information.

Students in all degree and/or licensure programs must apply for acceptance into the education department prior to beginning 300-400 level courses. State law requires completion of the PPST-PRAXIS I exam prior to beginning 300-400 level courses. Criteria for acceptance into the education department are available in the department. Students complete a semester of full-time student teaching at the conclusion of their degree and/or licensure programs. State law requires passing appropriate exams prior to recommendation for licensure: PPST, Principles of Learning and Teaching Test, and one or more subject matter tests.

The education department offers non-licensure majors in elementary education and education studies. Contact the department for details. The department also offers a special education minor which is described at the end of this section after course listings.

All students are assigned an education department adviser at the outset of coursework. All students are expected to become knowledgeable of programs and follow through with department policies. Handbooks outlining programs and policies are available through the education department.

Student Teaching Abroad

Selected education department students may participate in an international student teaching program. Those interested in further information should contact the education department at least one year prior to student teaching. Students who teach abroad will do part of their student teaching in the Twin Cities area under direct Augsburg faculty supervision.

Note: Major changes in Minnesota teacher licensure were implemented in the fall of 2000. No one may be licensed under programs described in catalogs prior to 2002.

Students who entered the College under earlier catalogs must comply with the requirements of the new licensure programs.

Education Faculty

Lynn Lindow (Chair), Chris Brown, Joseph Erickson, Jeanine Gregoire, Gretchen Irvine, Mary Jacobson, Christopher Johnstone, Anne Kaufman, Carol Knicker, Gregory Krueger, Susan O'Connor, Vicki Olson, Donna Patterson, Ron Petrich, Linda Stevens, Barbara West

ELEMENTARY EDUCATION—EED/EDC

Elementary Major and Licensure Requirements:

Elementary education majors are required to complete the following non-major and major courses. To be licensed they must also complete an approved middle school specialty area and student teaching. Degree-seeking students follow the bachelor of science Liberal Arts Foundation requirements.

Non-departmental core courses (requirements subject to change—see Education Department for most current list):

- ENL 111 Effective Writing
- HPE 115 Chemical Dependency (.5)

Math sequence for non-math specialty students

- MPG 3: MAT 137 Math for Elementary Teachers I (required)
MAT 138 Math for Elementary Teachers II (required)
- MPG 4: MAT 137 (optional)
MAT 138 (required)

Science sequence for non-science specialty students

Option A is for DAY students who do not have college level science courses in their background.

- SCI 110 Natural Science I
- SCI 111 Natural Science II

Option B is for WEC and/or transfer students with at least one college level science course accepted in transfer or for day students who have already started this sequence.

- PHY 103 Conceptual Physics
or EED 495 Elementary Education Physical Science (summer school only; does not fulfill general education requirement)
- PHY 114 Earth Science for Elementary Teachers
or EED 200 Elementary Education Earth Science (summer school only; does not fulfill general education requirement)
- BIO 102 The Biological World

Major Courses

- Foundations Block I
- EDC 200 Orientation to Education in an Urban Setting
- EDC 210 Diversity in the Schools (.5)
- EDC 220 Educational Technology (.5)
- EDC 211 Topics: MN American Indians (.5)

Foundations Block II (courses from this point and on require admissions to the department)

EDC 310 Learning and Development

Methods Block I

EED 311 K-6 Methods: Health (.25)

EED 312 K-6 Methods: Physical Education (.25)

EED 320 K-6 Methods: Reading

EED 330 K-6 Methods: Language Arts/Children's Literature

Methods Block II

EED 341 K-6 Methods: Visual Arts (.25)

EED 342 K-6 Methods: Music (.25)

EED 350 K-6 Methods: Mathematics

EED 360 K-6 Methods: Science

EED 370 K-6 Methods: Social Studies/Thematic Studies (.5)

EED 380 Kindergarten Methods (.5)

Capstone Block

EDC 410 The Learner with Special Needs

EDC 490 School and Society

Student Teaching Block

EED 481, 483, 485 Student Teaching (2.0-3.0). Student teaching is required for licensure. Students with an elementary major who do not complete student teaching can graduate through the elementary education non-licensure major.

Middle School Specialty Areas (requirements subject to change—see Education Department for most current list)

Communication Arts Specialty

ENL 220 Intermediate Expository Writing

ENL 240 Introduction to Literary Study

COM 329 or 351 or 354 or 355

EED 331 Middle School Writing Methods (.5)

ESE 350 5-12 Methods: Adolescent Literature/Reading in the Content Areas

Social Studies Specialty

POL 121 American Government and Politics

HIS 120, 121

or 122 US History

ECO 113 Microeconomics

Choose 1: HIS 103; HIS 104; PSY 105; SOC 121; SOC 241

Human or Cultural Geography (take elsewhere—see Education Department for suggestions)

ESE 311 Middle School Methods: Social Studies (.5)

Math Specialty

MPG 4 or MAT 114 Precalculus

MAT 122 Calculus for the Behavioral Sciences

or MAT 145 Calculus I

MAT 163 Introductory Statistics

or MAT 373 Probability and Statistics I

MAT 252 Exploring Geometry

MAT 271 Discrete Mathematics

MAT 287 History of Mathematics

ESE 331 Middle School Methods: Mathematics (.5)

Science Specialty

CHM 105 Principles of Chemistry I or CHM 115 General Chemistry I

CHM 106 Principles of Chemistry II or CHM 116 General Chemistry II

BIO 101 Human Biology

BIO 102 Biological World

PHY 116 Introduction to Physics

SCI 106 Meteorology

Geology (take elsewhere—see Education Department for suggestions)

ESE 341 Middle School Methods: Science (.5)

A minimum GPA of 2.50 overall, 2.50 in the major, 2.00 in the specialty area, and grades of P in student teaching courses are required for licensure as well as 2.0 or better in all required core, specialty, and education major courses. The equivalent of two full courses graded P/N, plus student teaching, is the maximum allowed within the elementary education major requirements.

A graduate-level elementary licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits. The graduate credits can be

used toward the MAE degree. Contact the Education Department or Weekend and Graduate Admissions for information.

SECONDARY EDUCATION—ESE/EDC

It is the responsibility of each student to meet all specific requirements of the education department and the subject area major. Secondary and K-12 licensure students are expected to have advisers in both their subject area major and in the education department. Secondary or K-12 licensure is available in art, biology, chemistry, communication arts/literature, health, mathematics, music, physical education, physics, social studies, and grades 5-8 general science.

Licensure requirements in the state of Minnesota for teaching in secondary schools are met through the Augsburg College education department licensure program. These requirements are: baccalaureate degree, academic major in an approved teaching area, and completion of an approved licensure program.

Non-departmental requirements:

- ENL 111 Effective Writing
- HPE 115 Chemical Dependency (.5)

PROGRAM REQUIREMENTS

- Foundations Block I
 - EDC 200 Orientation to Education in an Urban Setting
- EDC 210 Diversity in the Schools (.5)
- EDC 220 Educational Technology (.5)
- EDC 211 Topics: Minnesota American Indians (.5)

Foundations Block II (Courses from this point and on require admission to the education department.)

EDC 310 Learning and Development

Methods Block I

ESE 300 Reading/Writing in the Content Area

ESE 325 Creating Learning Environments

Methods Block II

ESE 3XX K-12 or 5-12 Special Methods in Licensure Area

Capstone Block

EDC 410 The Learner with Special Needs

EDC 490 School and Society

Student Teaching Block

ESE 481, 483, 485 Student Teaching (2.0-3.0)

A minimum GPA of 2.50 overall, 2.50 in education, 2.50 in the teaching major, and P in student teaching are required for licensure. All required major, non-departmental requirements, and education program courses must have a grade of 2.0 or better.

Art, Music, and Physical Education Licensure (K-12)

Students preparing for licensure in one of these areas follow the secondary education program even though they may plan to teach at the elementary school level. A person with a major in one of these special

areas will take two to three courses in student teaching and do some student teaching at both the secondary and elementary levels. 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, music, and physical education teacher education programs lead to licensure for grades K-12.

Students may no longer license in a minor field of study.

A graduate level licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits. Contact the Education Department or WEC Admissions for information.

EDUCATION CORE COURSES - EDC

- EDC 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- EDC 200 Orientation to Education in an Urban Setting**
Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience required. (Prereq.: ENL 111 or 112 or HON 111, sophomore standing)
- EDC 206 Diversity/Minnesota American Indians**
This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is the Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture. (WEC and Summer only)
- EDC 210 Diversity in the Schools (.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.
- EDC 211 Minnesota American Indians (.5)**
An overview of cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.
- EDC 220 Educational Technology (.5 course)**
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio-visual and computer-based materials for teaching/learning situations. Computer training will be included in this course.

162 Elementary Education

- EDC 310 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. Fieldwork experience. (Prereq.: PPST and admission to department)
- EDC 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- EDC 410 The Learner with Special Needs**
The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes, and special focus on needs of urban students. Fieldwork experience required. (Prereq.: PPST and admission to department or special permission of instructor)
- EDC 490 School and Society**
Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. This course meets the Senior Keystone requirement. (Prereq.: PPST and admission to department)

ELEMENTARY EDUCATION - EED

- EED 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- EED 200 Elementary Education Earth Science (summer, only)**
This course is designed to provide hands-on investigations that model modern inquiry learning and teaching strategies. It meets the basic earth science subject matter standards for initial licensure. This is a content intensive course. Plan to spend much time outside of class reading and completing assignments.
- EED 299**
See description on page 96.
- EED 311 K-6 Methods: Health (.25 course)**
Examination and preparation of materials and resources for health at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)
- EED 312 K-6 Methods: Physical Education (.25 course)**
Examination and preparation of materials and resources for physical education at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)
- EED 320 K-6 Methods: Reading**
The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Fieldwork experience required. (Prereq.: PPST and admissions to department)

- EED 330** **K-6 Methods: Language Arts/Children’s Literature**
Examination and preparation of materials and resources for children’s literature and language arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)
- EED 331** **Middle School Writing Methods (.5)**
This course will focus on writing strategies and processes appropriate to middle level students. Emphasis will include the writing process, types of writing, and integrated writing across the curriculum. This course is required for students seeking elementary licensure with a communication arts/literature specialty.
- EED 341** **K-6: Methods: Visual Arts (.25 course)**
Examination and preparation of materials and resources for visual arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)
- EED 342** **K-6: Methods: Music (.25 course)**
Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)
- EED 350** **K-6 Methods: Mathematics**
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Fieldwork experience required. (Prereq.: PPST and admission to department. MAT 137 recommended)
- EED 360** **K-6 Methods: Science**
Examination and preparation of materials and resources for science at the kindergarten and elementary levels. Fieldwork experience required. (Prereq.: PPST and admission to department)
- EED 370** **K-6 Methods: 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. (Prereq.: PPST and admission to department. Day students register concurrently with EED 380)
- EED 380** **Kindergarten Methods (.5 course)**
Study and use of a variety of techniques and resources for teaching kindergarten. Fieldwork experience required. (Prereq.: PPST and admission to department)
- EED 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- EED 481, 483, 485 Student Teaching**
Two to three courses of full-time, supervised classroom experience. Required for licensure. Occurs upon satisfactory completion of degree program and program portfolio.

EED 495 **Topics: Elementary Education Physical Science**
Students will participate in hands-on experiments to explore properties of and changes in matter; position, motion and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy. Taking the physical concepts learned, students will develop demonstrations and lessons for K-5 classrooms. Assessment is based on written assignments, a technology project, lessons/demonstrations, and classroom participation. (Prereq.: PPST and admission to department; Students must be Elementary Education majors—this course does NOT meet the Science Lab graduation requirement. Summer only)

SECONDARY EDUCATION - ESE

ESE 199 **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

ESE 299 See description on page 96.

ESE 300 **Reading/Writing in the Content Areas**
The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. (Prereq.: PPST and admission to department. Note: Students seeking the 5-12 Communication Arts/Literature license do not need to take this course.)

ESE 310 **5-12 Methods: Social Studies**
Introduction to the teaching of the social sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in social studies taught concurrently as ESE 311 Middle School Methods: Social Studies (.5 course). Fieldwork experience required. (Prereq.: PPST and admission to department)

ESE 325 **Creating Learning Environments**
An introduction to assessment, lesson planning, and classroom organization based in the Minnesota Graduation Rule, state testing, and national standards. Emphasis on creating environments conducive to learning. Fieldwork experience required. (Prereq.: PPST and admission to department. Note: Students seeking 5-12 Health and K-12 PE licenses do not need to take this course.)

ESE 330 **5-12 Methods: Mathematics**
Introduction to the teaching of mathematics in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in mathematics taught concurrently as ESE 331 Middle School Methods: Mathematics (.5 course). Fieldwork experience required. (Prereq.: PPST and admission to department)

ESE 340 **5-12 Methods: Science**
Introduction to the teaching of the natural sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in science taught concurrently as ESE 341 Middle School Methods: Science (.5 course). Fieldwork experience required. (Prereq.: PPST and admission to department)

- ESE 350** **5-12 Methods: Literature and Reading**
 Introduction to the teaching of literature and reading in the middle and high schools. Emphasis on instructional strategies and curriculum development. Also required for elementary concentration in communication arts/literature. Fieldwork experience required. (Prereq.: PPST and admission to department)
- ESE 351** **5-12 Methods: Speaking and Listening (.5 course)**
 Introduction to the teaching of speaking and listening in middle and high schools. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)
- ESE 352** **5-12 Methods: Media Literacy (.5 course)**
 Introduction to the teaching of media literacy in middle school and high school. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)
- ESE 360** **K-12 Methods: Visual Arts**
 Introduction to the teaching of visual arts in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience required. (Prereq.: PPST and admission to department)
- ESE 370** **K-12 Methods: Music**
 Introduction to the teaching of music in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience required. (Prereq.: PPST and admission to department)
- ESE 399** **Internship**
 See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- ESE 481, 483, 485 Student Teaching**
 Two to three courses of full-time, supervised student teaching required for licensure. Secondary licenses require two courses. K-12 licenses require two to three. Occurs upon satisfactory completion of licensure program and program portfolio.

166 SPECIAL EDUCATION: EMOTIONAL/BEHAVIORAL DISABILITIES AND/OR SPECIAL EDUCATION: LEARNING DISABILITIES—SPE

The special education EBD and LD majors are available only through Weekend College; ideally, to people who are currently in schools working with students with this label. These majors lead to Minnesota teaching licensure in special education with a specialty in emotional/behavioral disabilities and/or learning disabilities. Courses labeled SPE are to be taken during the final year of coursework while students are working in an EBD or LD setting. Variations on this ideal are possible; see the Education Department for more information.

A graduate level licensure option is available through Weekend College. Licensure is obtained through a combination of graduate and undergraduate credits.

Required Non-major Courses:

- HPE 115 Chemical Dependency (.5)
- ENL 111 Effective Writing

Required Education Courses for EBD:

- EDC 200 Orientation to Education in an Urban Setting
- EDC 210 Diversity in the Schools (.5)
- EDC 211 Minnesota American Indians (.5)
- EDC 220 Educational Technology (.5)
- EDC 310 Learning and Development
- EDC 410 Special Needs Learner
- EED 320 K-6 Methods: Reading
- EED 330 K-6 Methods: Language Arts/Children's Literature
- EED 350 K-6 Methods: Math
- EED 360 K-6 Methods: Science
- SPE 315 Critical Issues Seminar (.5)
- SPE 400 Teaching Students with Emotional and Behavior Disabilities
- SPE 410 Implementing Assessment Strategies
- SPE 420 Planning, Design, and Delivery
- SPE 430 Instructional and Behavioral Practices
- SPE 490 Parent and Professional Planning
- SPE 481, 483, 485, 487 Student Teaching Summer Practicum

Required Education Courses for LD:

All courses for the EBD major, with the exception of SPE 430, plus:

- SPE 424 Etiology and Origins of Learning Disabilities
- SPE 434 Teaching Content Areas to Students with Learning Disabilities

- SPE 315 Critical Issues Seminar (.5 course)**
The purpose of this course is to discuss critical issues in the field, create a final portfolio synthesizing your coursework and experience, and prepare for student teaching. (Prereq.: PPST and admission to department)
- SPE 400 Teaching Students with Emotional/Behavioral Disabilities**
This course presents an overview of learners with emotional and behavioral disabilities and learning disabilities. It addresses the historical and philosophical aspects of the EBD category, examines origins of student behavior and student learning styles, and addresses theoretical perspectives and conceptual models as they relate to this category of disability. (Prereq: PPST and admission to the department)
- SPE 410 Implementing Assessment Strategies**
This course examines the assessment process from the pre-referral to the recommendation stage. Students gain understanding of key assessment tools and how they influence student placement and programming. A qualitative and person-centered assessment process is emphasized. (Prereq: PPST and admission to the department)
- SPE 420 Planning, Design, and Delivery**
This course provides students with skills to write and implement individual program plans and to create effective learning environments for students labeled EBD. Particular attention is paid to inclusion models, diversity of student need, and forming partnerships with key school personnel. (Prereq: PPST and admission to the department)
- SPE 424 Etiology and Origins of Learning Disabilities**
This course will focus on the history and context of learning disabilities (LD). This includes an in-depth look at the origin of learning disabilities, as well as various theoretical models (sociological, biological, psychological, cognitive, and behavioral) applied to understanding learning disabilities. The course will also provide a critique of current philosophical positions in the field. Students will also acquire knowledge related to accessing information relevant to the field of learning disabilities. (Prereq.: PPST and admission to department)
- SPE 430 Instructional and Behavioral Practices**
This course examines behavioral support options used with students who are labeled EBD. It emphasizes the use of reflective, pro-active and non-aversive approaches drawn from current best practices and including positive behavioral supports, person centered planning and functional assessment. (Prereq: PPST and admission to the department)

SPE 434 Teaching Content Areas to Students With Learning Disabilities
This course will teach students to identify, adapt, and implement developmentally appropriate instruction that support the learning of students identified as having learning disabilities. The course will specifically focus on the areas of reading, writing and listening comprehension, math, reasoning, and problem-solving skills. There will be a strong focus on the modifications involved in these areas and the planning process involved. (Prereq.: PPST and admission to department)

SPE 490 Parent and Professional Planning
This course examines the role of families of students with special needs, specifically those families of students labeled EBD. A family systems perspective is introduced and applied. The need to form strong connections with community agencies is emphasized. This course along with SPE 315 meets the Senior Keystone requirement in the core curriculum. (Prereq: ENL 111 or 112, or HON 111, PPST and admission to department).

SPE 481, 483, 485, 487 Student Teaching
Two to three courses of full-time, supervised student teaching required for licensure. Student teaching occurs during the last year of coursework within an internship context.

SPECIAL EDUCATION MINOR

The special education minor requires six courses (five plus one prerequisite psychology course) that encompass an interdisciplinary perspective on the field of disability. The minor is designed to fit the needs of students in various disciplines interested in disability issues. This minor is available through the weekday program.

Required courses:

EDC 410 The Learner with Special Needs
EDU 491 Practicum and Seminar in Special Education
SOC 231 Family Systems: A Cross-Cultural Perspective
PSY 105 Principles of Psychology

EDC 410 The Learner with Special Needs
(see EDC course descriptions)

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 director about a placement prior to registering for the course. (Prereq.: completion of all other courses in special education minor or consent of instructor. Open to all.)

Choose one from the following:

PSY 250 Child Development
PSY 251 Adolescent and Young Adult
PSY 252 Aging and Adulthood

Choose one from the following:

SOC 265 Gender, Race, and Ethnicity
SWK 260 Humans Developing
SWK 301 History and Analysis of Social Policy
PSY 357 Behavior Analysis
PSY 359 Assessment

Interested students should contact the director of special education at the outset of coursework.

Augsburg College has cooperative arrangements with two 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; 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. Contact Jeff Johnson, Physics Department, 612-330-1070.

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.

Michigan Technological University

This program enables students to receive a bachelor of arts degree from Augsburg and a bachelor of engineering degree from 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 complete course requirements, have the requisite cumulative grade point average, and are recommended by the engineering adviser of Augsburg College.

Students are also encouraged to explore opportunities for graduate work at 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
ENL 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
or PHY 327 Special Functions of Mathematical Physics

Additional courses to meet general education requirements and a total of 24 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 Language Learners (ELL) students, or tutoring in the writing lab.

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), Robert Cowgill, Cass Dalglish, Suzanne Donksy, Douglas Green, Joan Griffin, John Harkness, Colin Irvine, Dan Jorgensen, Dallas Liddle, James McCormick, John Mitchell, Joe Moses, John Schmit, Mzenga Wanyama, Cary Waterman, Susan Williams

DEGREE AND MAJOR REQUIREMENTS

Choosing a Concentration

The English Literature, Language, and Theory concentration provides students various approaches to the life-enhancing study of the written word and visual text. Spotlight courses focus on specific authors, genres, or themes, and provoke discovery of new literary experiences. Courses in African American, Native American, Asian American, and post colonial literatures reconfigure the nature of traditional literary studies. Survey courses in English, American, and World literatures are organized by historical periods and provide a classically structured framework of study. Courses in literary theory demand the intense and intellectually challenging engagement of text, culture, and self.

While some of our courses foreground theoretical approaches to literature and deeply examine race, class, and gender in the consideration of their subject matter, all of our courses infuse these concerns into their engagement with primary works of fiction, poetry, creative non-fiction, film, and drama.

All literature classes involve students in dynamic and enjoyable literary examina-

tion, and are taught by professors who love teaching and who love literature. Our classes develop and demand the skills of aesthetic receptivity, perceptive and critical reading, open and clear speaking, and analytical and engaging writing—skills of the educated and employable citizen.

The literature, language, and theory concentration offers courses of study cross-listed with American Indian Studies, Art, Communication Studies, Film, Theatre Arts, and Women's Studies.

The English Writing concentration is for students who intend to develop professional skills in either Creative or Media Writing. Over the course of their study, students will master terminology; understand historical, legal, and ethical issues relevant to the field; and study the works of established writers and professionals. The writing major emphasizes expanding competencies in observation, research, and analysis that enable writers to gather material from a variety of sources and perspectives for their work. Writing majors will understand the interdisciplinary demands inherent in creative and media writing (including issues of design) and will enhance their appreciation of the aesthetic possibilities inherent in the writing life.

Writing courses are taught by dedicated professors who are practicing writers themselves.

The writing concentration offers courses of study cross-listed with Art, Communication Studies, and Theater Arts.

The Communication Arts/Literature Teacher Licensure Major is for students who seek to be licensed to teach in Minnesota in Communication Arts/Literature. Students are encouraged to take courses toward their major during the freshman and sophomore years, and to apply for the education licensure program

no later than the spring of their junior year.

Students in both programs 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. Should licensure not be possible, graduation can be achieved through an English major, which requires at least two additional, specific courses, or through a Communication Studies major.

MAJOR REQUIREMENTS

English Literature, Language, and Theory Concentration

The concentration requires nine courses above ENL 111, or HON 111, or ENL 112.

Students must take at least one 200-level literature course as a prerequisite for upper division courses in English, as well as either ENL 220 or ENL 221. No more than two 200-level literature courses may count for the major.

Students must take at least three 300-level courses, with one each in British Literature, American Literature, and World Literature.

Majors must take at least two 400-level courses. Any 300-level course serves as a prerequisite for the 400-level. One 400-level course must fulfill the keystone requirement.

Minor in English Literature, Language, and Theory

Five courses above ENL 111, or HON 111, or ENL 112 are required. One course must be ENL 220 or ENL 221; the remaining four must be literature, language and theory courses, three of which must be upper division courses.

English Writing Concentration

Students must take 10 or 11 courses above ENL 111, or HON 111, or ENL 112, including three Literature, Language, and Theory courses. At least one of these must be at the 300-level or higher.

Creative Writing Emphasis

Two introductory writing courses at the 200-level:

ENL 226 (required) and either ENL 220 or 221.

And a 300 level writing sequence:

Either Fiction I and Fiction II (ENL 320 and 321), or Poetry I and Poetry II (ENL 322 and 323).

And one elective from the following:

ENL 227; ENL 228; ENL 320 or ENL 322; ENL 324; ENL/COM 328; ENL/THR 325; an approved ACTC Creative Writing Course; or an internship.

And ENL 420, the Keystone writing course.

An additional art class is required, either Web Design I (ART 215) or Graphic Design (ART 225).

Media Writing Emphasis

Media Ethics and Theory (ENL 390) must be one of the language, literature, and theory courses; and three introductory courses:

ENL 227 (required), and a choice from ENL 220, 221, 226, or 228;

And ENL 327 Quantitative Journalism;

And one elective from the following:

ENL 324; ENL/COM 328; ENL/THR 325; an approved ACTC Writing/Reporting Course; or an internship.

And ENL 420, the Keystone writing course.

Additional art classes are required: Web Design I (ART 215) and Graphic Design (ART 225).

Minor in Writing

A minor with an open emphasis

requires five writing courses above ENL 111, or HON 111, or ENL 112, including at least one course from the 200-level and two from the 300-level.

A minor with a creative emphasis

requires five writing courses above ENL 111, or HON 111, or ENL 112 and must include ENL 226, and at least three upper division creative writing courses, two of which must be a 300 two-course writing sequence.

A minor with a media emphasis

requires six courses above ENL 111, or HON 111, or ENL 112, and must include ENL 227 or 228, ENL 390, one design course, and three upper division media writing courses.

Communication Arts/Literature Teacher Licensure Major

Prerequisite: ENL 111, or HON 111, or ENL 112

Major Requirements (eight courses in English):

- ENL 220 Intermediate Expository Writing
- ENL 240 Introduction to Literary Study
- ENL 365 Contemporary Post Colonial Fiction
- ENL 380 Introduction to the English Language
- ENL 396 Internship in Teaching Writing

And three upper-division ENL Literature courses, one each in British, American, and World Literature.

Experiential Requirement (no credit)

One college-level experience required in forensics, debate, newspaper, literary journal, or related activity (subject to departmental approval).

Additional Courses (outside the English Department):

- COM 112 Contest Public Speaking
- COM 343 Broadcast Production I
- COM 352 Persuasion
- COM 354 Interpersonal Communication
- Special Methods (two courses)
- ESE 350 5-12 Methods: Literature and Reading
- ESE 351 5-12 Methods: Speaking and Listening (.5 course)
- ESE 352 5-12 Methods: Media Literacy (.5 course)

Additional ESE and EDC courses are required for licensure. They include EDC 200, 210, 211, 220, 310; ESE 325, 350, 351, 352; EDC 410, 490; student teaching. Contact an education department adviser for information about education courses.

Departmental Honors

GPA of 3.50 in the major and 3.00 overall; submit proposal to department chair by early Oct. 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).

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 having completed AP (Advanced Placement) courses in composition must have a score of 4 or 5. Students who do not show competence in composition skills—such as stating and supporting a thesis, organizing clearly, and constructing paragraphs and sentences—are required to enroll in Developmental Writing (ENL 101) where they receive more individual instruction than is possible in Effective Writing (ENL 111). These students must pass Developmental Writing (ENL 101) with a grade of 2.0 or higher before enrolling in Effective Writing (ENL 111).

Note: Students should register for ENL 101 during the first semester of attendance if possible. ENL 111, 112, or HON 111 should be completed, if possible, during the first year.

Students in Developmental Writing (ENL 101), Effective Writing (ENL 111), HON 111, or ENL 112 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 (*one time only*) if their work is below a 2.0. A student who repeats ENL 101 or 111 and does not receive a grade of 2.0 or higher, will receive a grade of 0.0.

ENGLISH COURSES

Service Courses: *The department offers these service courses for students as required by a placement test. **Note:** First day attendance in all writing courses is mandatory for a student to hold his/her place in the course.*

ENL 101 Developmental Writing

A preparatory course for ENL 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.

ENL 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.

HON 111 Effective Writing for Liberating Letters

This course takes a problem-based, process-oriented approach to expository writing. Attention is given to choosing, organizing, and developing topics; thinking critically; reading closely; and revising carefully for clarity and style. The minimum passing grade is 2.0.

ENL 112 Advanced Effective Writing

Advanced Effective Writing follows the same purposes and procedures as ENL 111; placement is determined by a writing sample submitted by students upon entry to the college. The minimum passing grade is 2.0.

ENL 217/218 English for Language Learners

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 ELL requirement is met. Students continue in ELL until the requirement is completed but can receive credit for only two courses.

Literature, Language, and Theory Courses: *The 200-level courses in the literature, language, and theory track of the English major develop foundational competencies in reading and interpreting literary texts, and provide opportunities for diverse literary discovery. **These courses require ENL 111, or HON 111, or ENL 112 as a prerequisite or co-requisite.***

ENL 240 Introduction to Literary Study

This course develops students' critical and analytical skills in reading and appreciating all kinds of literary texts and genres, including poetry, fiction, and drama. Emphasis is placed on learning fundamental terms and concepts that serve future literary inquiry and enjoyment. Required for Communication Arts/Literature Teacher Licensure Major. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

- ENL 241 Introduction to Cinema Arts**
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 aesthetic movements. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)
- ENL 250 American Voices**
American Literature is made up of many voices that are distinct from the dominant voices in American culture; each term this course focuses on a different collection of those voices. A specific minority literature, such as Hispanic American Literature, Asian American Literature, or African American Literature, is usually emphasized each term; sometimes the course explores the writing of women or gay writers. Determine which version of the course is being offered in any given section by checking the departmental web page, or get a detailed course description in the English department. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)
- ENL 255 American Indian Literature**
American Indian literature offers a survey of contemporary American Indian writing, including non-fiction, fiction, poetry, and drama. The course explores the richness and diversity of American Indian literature and the ways in which literature reflects and illuminates American Indian culture and traditions. The course emphasizes close readings of literature and public speaking skills through in-class presentation and small group discussion. Course cross-lists with American Indian Studies. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)
- Spotlight Courses—Offered Alternating Terms*
- ENL 260 The Author in Depth**
A chance to investigate closely an author of significant influence in various cultural contexts. Course subjects may include “Shakespeare on Page, Stage, and Screen,” “Tolkien’s Life, Times, and Works,” “The Cinema of Orson Welles,” “Mark Twain in the 20th Century,” and others. Check the departmental Web page for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)
- ENL 270 Rites of Thematic Passage**
This course traces a specific theme through changing historical, literary, and cultural contexts. Course subjects may include “The Heroic Journey,” “Literature and Landscape,” “Utopian Visions,” and others. Check the departmental Web page for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)
- ENL 280 Literatures of Convention and Change**
Students will consider literary and cultural developments that fix generic conventions and ways authors subvert or challenge those conventions. Course subjects may include “History of Detective Fiction,” “The Short Story,” “Sports and Literature,” “Victorian Thrillers,” “The Musical on Stage and Screen,” and

others. Check the departmental Web page for the title of a given section. (Prereq or co-req.: ENL 111, or HON 111, or ENL 112)

ENL 290 **Explorations in Language and Theory**

An introductory course in applied literary or language theory. Course subjects may include “Cinema and Sexuality,” “Strategies in Reading the Novel,” “Challenging the Gaze,” “Language and Society,” and others. Check the departmental Web page for the title of a given section. (Prereq or co-req: ENL 111, or HON 111, or ENL 112)

*The 300-level courses in the literature track in English concentrate on primary texts in historical and cultural contexts. These courses ask students to practice interpreting literary texts by employing techniques, terminology, and research methods of the discipline, resulting in effective and substantive expository writing about the subject. **Students must take ENL 220 or 221 (see writing courses), or a 200-level literature course, or gain consent of the instructor as a prerequisite.***

British Literature

ENL 330 **Shakespeare**

Study of the bard’s major plays—comedies, histories, tragedies, and romances—for their literary, dramatic, and cultural significance. (Prereq.: ENL 220 or 221, or a 200-level literature course or THR 250, or consent of instructor.)

ENL 332 **Renaissance and Reformation**

A survey of 14th- to 17th-century British literature, with attention to its European contexts. Begins with the Reformation of the 14th century and *Canterbury Tales* and ends with the Puritan Revolution and *Paradise Lost*. Themes include “the enchantment of evil”; the hero as lover and courtier; utopian dreams and the literature of conquest; the writer as politician; and the challenges to religious certainty in a post-Ptolemaic universe. Major writers include Marlowe, Spenser, Shakespeare, More, and Donne. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 333 **British and American Literature of the 17th and 18th Centuries: Strange Shores**

British and American writers of this period are surveyed, with attention to the historical, intellectual and social influences of the major literary movements on both sides of the Atlantic. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 334 **British literature: Reason and Romanticism**

This class investigates the literary texts now called Romanticism within the history and culture of late 18th- and early 19th-century Britain. The famous “big six” poets (Blake, Coleridge, Wordsworth, Byron, Shelley, Keats) will be studied in the context of poetic predecessors and influences (Burns, Cowper, Smith) and contemporary talents in other genres, including Austen, Wollstonecraft, and Scott. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

Eng 336**British literature: The Age of Victoria**

If America was the world's cultural and political leader in the 20th century, Britain was the leader of the 19th century. Students will study the literature and culture of Queen Victoria's England and her empire from the 1830s through 1914 in all four major genres of poetry, fiction, drama, and essay. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 337**The British Novel: Love and Learn**

This course traces two great structuring ideas—the love-plot and the education-plot—in the rise and development of the British novel in the 18th and 19th centuries. The course spans 150 years of literary history, while studying and critiquing the ways literary theorists and historians have explained and theorized British fiction. Authors surveyed include Defoe, Richardson, Austen, Trollope, Bronte, Eliot, and others. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 338**Readings in British and Commonwealth Drama**

A variable survey of drama in English by British and Commonwealth playwrights, organized historically and/or thematically. Sample topics include “Mysteries and Moralities,” “London Onstage,” “The Empire Strikes Back,” and “What Is My Nation?” Readings range from the Middle Ages to the present. THR 250 satisfies the prerequisite for this course. (Prereq.: ENL 220 or 221, or a 200-level literature course or THR 250, or consent of instructor.)

ENL 339**Modern British and Irish Writers**

Writers of the first half of the 20th century are surveyed, with attention paid to their contribution to modernism, experimentation, and literary form. Virginia Woolf, William Butler Yeats, James Joyce, Henry Green, D.H. Lawrence, Samuel Becket, and Muriel Spark are among the authors surveyed. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

American Literature**ENL 350****Readings in American Minority and Alternative Literatures**

A chance to look in depth at authors, themes, historical influences, and theoretical issues surrounding both classical and emerging minority literature. The course's focus varies. A specific ethnic literature or a specific writer may be emphasized; at other times topics that cross the boundaries of minority literatures will be examined. Check the departmental web page for a given section's emphasis. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 351**19th Century American Literature**

Covers the intellectual and social environment that affected the writers of the period. Many different genres—slave narratives, romances, tall tales, epic poetry—are considered. Douglass, Jacobs, Thoreau, Melville, Hawthorne, Twain, Emerson, Dickinson, James, and Wharton are among the authors surveyed. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

- ENL 352 American Literature from 1900 to 1945**
Naturalism, the rise of modernism, the development of social protest literature, significant movements such as the Harlem Renaissance, and other major developments of the period are charted. Cather, Dreiser, Elliot, Fitzgerald, Faulkner, Hemingway, Hughes, and Hurston are among the writers considered. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 353 American Literature from 1945 to the Present**
Writers surveyed include O'Connor, Bellow, Baraka, Baldwin, Ellison, Erdrich, Roth, Pynchon, Oates, Kingston, Mailer, Williams, Wideman, Morrison, as well as contemporary fiction writers represented by the *Best American Short Stories* anthologies. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 354 Contemporary American Poetry**
A survey of the work of poets who have come into prominence since mid-20th century as represented in the anthology *Contemporary American Poetry*. Attention will be given to younger and/or less prominent poets represented in the Best American Poetry series. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 355 Themes in American Indian Literature**
The course is structured around a number of writers working within a particular theme such as Native Voices of Minnesota, Voices from the Southwest, Poetics and Politics of Native Writing, Women and Power in Native Literature, Urban-Reservation: Homing, and American Indian film-literature adaptation. Students focus on primary texts, comparing and contrasting theme, voice, aesthetic, or cultural emphasis as it shifts or arises across the group of texts. Course cross-lists with American Indian Studies. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 358 Readings in American Drama**
A variable survey of American drama from the early 20th century to the present, organized historically and/or thematically. Sample topics include American Families, Blacks and Whites, and Sex and Self on the American Stage. Readings range from O'Neill and Treadwell to Shanley and Parks. (Prereq.: ENL 220 or 221, or a 200-level literature course or THR 250, or consent of instructor.)
- World Literature in Translation**
- ENL 360 The Classical Tradition**
A study of the major works of Greek and Roman literature, including Homer, Virgil, Aeschylus, Sophocles, through Dante. Works are studied with reference to their mythological foundations, their cultural background, their influence on later literature, and their enduring relevance. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 361 The Medieval World

A survey of medieval literature from the collapse of the Roman Empire to the 14th century, this course emphasizes themes of cultural collision and synthesis: pagans—both classical and “barbarian”—and Christians; Islam and Christendom. Attention is paid to heroic traditions (myth, epic, saga, romance, hagiography); the literature of courtly and profane love; and visions of heaven and hell. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 362 Renaissance to Modern Literature

Study of masterpieces of literature, chiefly European, from the renaissance to the modern period, including such authors as Moliere, Cervantes, Rabelais, Voltaire, and Ibsen. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 365 Contemporary Post Colonial Fiction

This examination of contemporary world fiction includes work by authors from Latin America, Africa, Asia, and the Middle East, and fiction written by indigenous authors worldwide. The course explores novels in relation to language, culture, and gender in an age of globalization and fragmented nationalisms, considering fictions in their literary, cultural, and social contexts. Cross-listed with Women’s Studies. Required for Communication Arts/Literature Teacher Licensure Major. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 367 Women and Fiction

The course studies novels and short stories by women across cultures. 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. This course is cross-listed with Women’s Studies. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

ENL 368 Readings in World Drama

A variable survey of drama in translation from around the world, organized historically and/or thematically. Sample topics include Classical Theaters, Spanish and Latin American Drama from the Renaissance to the Present, Social Issues in Contemporary World Drama. THR 250 satisfies the prerequisite for this course. (Prereq.: ENL 220 or 221, or a 200-level literature course or THR 250, or consent of instructor.)

Language, Media, and Theory**ENL 371 History of Cinema**

A chronological survey of the development of cinema from the inception of the moving image in the late 19th century through the emergence of film as one of the most important popular art forms of the 20th century. Emphasis will be placed on important international cinematic artistic movements, such as Italian neo-realism and the French New Wave, on cultural contexts that influenced the reception of film art, and on technological advancements that

altered the medium and influenced both narrative and documentary filmmakers. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)

- ENL 380 Introduction to the English Language**
A structural and historical overview of theoretical and social issues concerning the English language, including theories of language acquisition. Required for the Communication Arts/Literature Licensure major. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 385 Language and Power**
Students will consider both spoken and written examples of language as a means of establishing, maintaining, or revoking power. They will also pay attention to gender differences in the use of language and analyze ways in which speakers and writers can both create and revise reality via the language they use. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 390 Media Ethics and Theory**
This course acquaints students with the concepts and functions of the news media in a global society, exploring the interaction of ethical and legal principles of American journalism and considering the role of the news media in historical, economic, and technological contexts. The course will analyze situations that have arisen in the past and situations that arise now in a digitized information world. Students will study the special position given the media in the United States and will consider First Amendment protections and the media's responsibilities to inform the public in a free and democratic society. Cross listed with Communication. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- ENL 394 Composition Theory and Practice**
Students will examine composition as a relatively new field of study, one in which research in such areas as cognition, language acquisition, gender differences in language, and code switching are relevant. Using both spoken and written language, students will apply various theoretical positions to the language they and others use to communicate in a range of linguistic tasks. Recommended for licensure and potential graduate students. (Prereq.: ENL 220 or 221, or a 200-level literature course, or consent of instructor.)
- The 400-level literature, language, and theory courses emphasize scholarship, criticism, and theory, and ask students to write and speak professionally about literary texts. Any 300-level literature course or consent of the instructor serve as a prerequisite for the 400-level. One 400-level course must fulfill the keystone requirement.*
- ENL 410 Advanced Studies in Literature**
Potential course subjects include "The Beats," "American Indian Writers Speak," "The Unteachable Novel," "Studies in the American Romance," "Black and White and Red All Over: Film Noir, Communism, and Race," and others. Check the departmental web page for the subject of a specific term, and get a complete course description in the English Department. (Prereq.: Any 300-level literature course or consent of instructor)

- ENL 430 **Advanced Studies in Language, Theory, and Method****
 Through a focus on particular issues and problems in literary studies, this course engages students in a variety of past and current critical theories. Possible course topics include “Is There a Gay Literature?” “Realism Reconsidered,” “Cognition, Meaning and Interpretation,” “Eco-criticism and the Nature of Reading,” “Readings in Theory,” and others. Check the departmental Web page for the subject of a specific term, and get a complete course description in the English Department. (Prereq.: Any 300-level literature course or consent of instructor)
- Writing Courses**
- Note: First day attendance in all writing courses is mandatory for a student to hold his/her place in the course.*
- ENL 220 **Intermediate Expository Writing****
 This course builds on the practices and methods of Effective Writing. Its workshop format stresses style and organization, the process of revision, self and peer evaluation, and the relationship between reading and writing. (Prereq.: ENL 111, or HON 111, or ENL 112)
- ENL 221 **Expository Writing about the Arts and Popular Culture****
 A variant of English 220, this course also builds on the methods of Effective Writing, but in this version students work on content related to subjects in the world of art and literature. Particularly aimed at Art, Theatre Arts, and Film majors. (Prereq.: ENL 111, or HON 111, or ENL 112)
- ENL 223 **Writing for Business and the Professions****
 This practical course is designed to improve writing skills for those entering business and professional careers. (Prereq.: ENL 111, or HON 111, or ENL 112)
- ENL 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.: ENL 111, or HON 111, or ENL 112)
- ENL 227 **Journalism****
 An introductory newswriting course with an emphasis on writing for the print media. Students consider how to recognize news, gather and verify facts, and write those facts into a news story. (Prereq.: ENL 111, or HON 111, or ENL 112)
- ENL 228 **Broadcast and Online Journalism****
 This is an introductory newswriting course with an emphasis on writing for broadcast and online media. Students use an intensive practice model to learn the basics of newsgathering, writing, and production for television, radio, and the Internet. (Prereq.: ENL 111, or HON 111, or ENL 112)
- ENL 320 **Fiction One****
 Students draft a collection of short stories and critique others’ work in the writing workshop environment. Throughout the term, students will also read

classic and contemporary short fiction, analyzing and examining the work of established writers as they learn to identify successful short fiction while creating their own work. (Prereq.: ENL 226)

ENL 321**Fiction Two**

A writing workshop in which students will revise a body of short fiction, redrafting and polishing at least four short stories of varying lengths for inclusion in a portfolio of work. Students will also be expected to create at least one new work of short fiction during this workshop term. (Prereq.: ENL 320 or review and acceptance by instructor of four story drafts written by the student and offered as work the student will refine in Fiction Two.)

ENL 322**Poetry One**

Students draft a collection of poems and critique others' work in the writing workshop environment. Students will learn to identify successful poetry as they create their own poems; they will read published poetry and listen to new and established poets reading their own work. (Prereq.: ENL 226)

ENL 323**Poetry Two**

A writing workshop in which students will revise a body of poetry, redrafting and polishing a collection of poems for inclusion in a portfolio of work. Students will also be expected to create new work during this workshop term. (Prereq.: ENL 322 or review and acceptance by instructor of a collection of poetry written by the student and offered as work the student will refine in Poetry Two.)

ENL 324**Creative Nonfiction**

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.: ENL 220 or 221)

ENL/THR 325 Playwriting

An introductory course in writing for theatre. 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.: ENL 111 and junior or senior standing, or consent of theatre department chair. THR 250 or ENL 226 recommended.)

ENL 327**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 news reports and news features. This course is designed for persons wishing to explore the use of computer-assisted research and for those preparing to enter the communication professions. (Prereq.: ENL 227 or 228)

ENL/COM 328 Screenwriting

An introductory course in writing for film, this course will take students from story outline to the creation of a screenplay draft. In addition to writing their own scripts, students will review feature films and analyze work written by each member of the class, giving detailed critical analysis and engaging in discussion of aesthetics, craft, and form. (Prereq.: ENL 220 or 221)

- ENL 420 **Advanced Studies in Writing****
The writing keystone is a final, summative seminar emphasizing collaboration, professional standards, and the creation of a publishable or performable completed product. The topic changes; check the departmental Web page.
(Prereq.: Any 300-level writing course)
- ENL 490 **English Keystone (.0 course)****
Students seeking keystone credit must register for this no credit, P/N course, along with ENL 410, 420, or 430.

Directed Studies, Internships, and Independent Studies

- ENL 299 **Directed Study****
- ENL 396 **On-Campus Internships****
This course is required for all Communication Arts/Literature licensure students. It is normally taken with students enrolled in English 101, Developmental Writing. Interns prepare class presentations, assess student writing, and learn methods useful in teaching composition.
- ENL 399 **Off-Campus Internships****
- ENL 499 **Independent Study and Honors Projects****
Honors studies must be directed by a professor chosen by the student and approved by the department. Independent study projects not designated for honors must be approved by the Chair of the department.

FILM

See listing under Communication Studies.

FINANCE

See listing under Business Administration.

FOREIGN LANGUAGES

See listing under Modern Languages.

FRENCH

See listing under Modern Languages.

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 recreational 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 2.00 in all courses with an HPE prefix applying to the major.

Health and Physical Education Faculty

Marilyn Florian (Chair), Jennifer Britz, Lisa Broek, Carol Enke, Paul Grauer, Aaron Griess, Frank Haege, Alvin Kloppen, Mike Navarre, Joyce Pfaff, Jessica Phillips, Missy Strauch, Eileen Kaese Uzarek

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 (Fall: even years)
 - HPE 356 Measurement and Assessment in HPE
 - HPE 390 Instructional Methods and Materials (Fall: odd years)
 - HPE 410 Administration and Supervision of the School Health Program (Fall: even years)
 - HPE 450 Current Health Issues (Fall: even years)
 - BIO 103 Human Anatomy and Physiology
 - PSY 201 Health Psychology
 - PSY 351 Developmental Psychology: Child
 - or PSY 352 Developmental Psychology: Adolescent and Young Adult
- Must have instructor's certification for CPR and first aid.

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.

A Bachelor of Science degree is available for the teacher licensure major. Consult your faculty adviser for Augsburg Core Curriculum requirements under the Bachelor of Science option.

Minor

HPE 101, 110, 114, 115, 316, 320, 390, 450, BIO 103. (There is no health teaching minor in Minnesota public schools.)

■ 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 254 Introduction to Development/Adapted Physical Education
- HPE 275 Prevention and Care of Athletic Injuries
- HPE 324 K-6 PE Games and Activities
- HPE 334 7-12 Sport Skills and Activities
- HPE 335 Outdoor Education
- HPE 340 Organization and Administration of Physical Education Programs
- HPE 350 Kinesiology
- HPE 351 Physiology of Exercise
- HPE 356 Measurement and Assessment in HPE
- 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.

A Bachelor of Science degree is available for the teacher licensure major. Consult your faculty adviser for Augsburg Core Curriculum requirements under the Bachelor of Science option.

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 (Fall, even years)

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 316 Human Sexuality**
 A study of the psychological, social, and biological components of human sexuality. (Prereq.: HPE 110. Spring)
- HPE 320 School Health Curriculum (.5 course)**
 Techniques for developing a course of study in school health, based upon growth and development, for grades K-12. Examination of “standards” and pedagogy for health education, curriculum, and assessment included. (Prereq.: HPE 110. Fall)
- HPE 356 Measurement and Assessment in HPE**
 Survey of basic statistical procedures, standards, assessment and evaluation of tests in health and physical education. (Prereq.: MPG III, HPE 101 and either HPE 110 or HPE 210 and 220. Fall)
- HPE 390 Instructional Methods and Materials in Health Education**
 Principles and methods of instruction applied to health education grades K-12. Emphasis upon teaching/learning strategies and student assessment. Evaluation and development of materials included. (Prereq.: HPE 110. Spring)
- HPE 410 Administration and Supervision of the School Health Program
 (.5 course)**
 Historical background, legal basis, and school health services relationship to community and school health programs and resources. (Prereq.: HPE 110. 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)

■ PHYSICAL EDUCATION

HPE 001 Foundations of Fitness (.0 course)

This course is required of all Augsburg students. It seeks to improve the student's knowledge and understanding of the components of physical fitness and how they contribute to personal lifelong health and well being. This course is designed to not only provide knowledge but also to discuss and analyze ways an individual can assess, monitor, motivate, and discipline him/herself to maintain a lifestyle of fitness and wellness.

HPE 002, 003 Lifetime Activity (.0 course)

Lifetime Activity courses are designed to improve proficiency in a selected physical activity. Students will be able to understand and demonstrate basic skills, strategy, and rules of the activity. (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 current trends in physical education, fitness, and sport. (Spring)

HPE 220 Motor Learning (.5 course)

The study of the processes associated with developing motor skills and performance, and how this relates to motor development. (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 275 Prevention and Care of Athletic Injuries (.5 course)

Emphasis placed on preventing and treating common athletic injuries. Practical experience in taping and training room procedures. (Prereq.: HPE 114. Spring)

HPE 324 K-6 PE Games and Activities (.5 course)

This course integrates theory and practice in teaching age and skill appropriate activities to elementary students. (Spring)

HPE 334 7-12 Sport Skills and Activities (.5 course)

Theory and practice in skills, teaching and officiating selected games and activities. (Fall)

HPE 335 Outdoor Education (.5 course)

A course designed to provide knowledge and develop skills in a variety of outdoor educational activities and to study the natural environment in which these activities occur. The course will include a three-day camping/hiking trip. (Prereq.: HPE 101, HPE 114, HPE 210. Split fall/spring, even years)

- 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**
A study of the mechanics of movement with an emphasis on the use of the muscular system. An analytic approach to the study of movement and how it relates within the physical education field. (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. (Prereq.: BIO 103. Spring)
- HPE 356 Measurement and Assessment in HPE**
Basic statistical procedures; the use of assessment and evaluation in health and physical education programs. (Prereq.: MPG III, HPE 101 and either HPE 110 or HPE 210 and 220. 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. (Prereq.: HPE 101 and 324. Fall)
- HPE 368 Physical Education Methods (7-12)**
Procedures, materials, and issues for teaching physical education in secondary schools. (Prereq.: HPE 101 and 334. 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- HPE 299 Directed Study**
See description on page 96.
- HPE 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- HPE 499 Independent Study/Research**
See description on page 96. 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 many fields, and a wide range of employment opportunities that require abilities in communication, conceptualization, and processing of information.

History Faculty

Jacqueline deVries (Chair), Phil Adamo, Bill Green, Don Gustafson, Michael Lansing

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses (including HIS 280 and 480). 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, United States, 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.

Departmental Honors

GPA of 3.60 in the major and 3.00 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.

Medieval Studies

The History Department also hosts the major in Medieval Studies. For more information, please refer to “Medieval Studies” in this catalog.

OTHER REQUIREMENTS

First-year students should enroll in one or more of the 100-level 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 (100- or 200-level) is normally required before enrolling in an upper division course (300- and 400-level). See instructor for permission.

Transfer Students

Transfer students planning a major must normally take at least three of their courses at Augsburg including HIS 280 and 480. 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 120 America to 1815**
A survey of the relations between Native, European, and African peoples from first contacts to the War of 1812, drawing on social, cultural, and environmental history as well as political and economic history. The course will move topically as well as chronologically through the colonial and early national period. Themes include the legacies of massive ecological and demographic change, the colonial competition for North America, Indian-white conflict and collusion, the enslavement of African Americans, the creation of the United States, and internal as well as foreign conflicts in that nation's early years.
- HIS 121 19th-Century United States**
A survey of United States history from 1815-1900, drawing on social, cultural, and environmental history as well as political and economic history. The course will move topically as well as chronologically through the years in which the United States came to prominence despite internal dissent and violence. Themes include the emergence of a national identity, political system, and economy, slavery, expansion, and empire-building, regional differences, the Civil War and its aftermath, and industrialization.
- HIS 122 20th-Century United States**
A survey of United States history from 1900 to the present, drawing on social, cultural, and environmental history as well as political and economic history. The course will move topically as well as chronologically through the modern era. Themes include industrialization and urbanization, the significance of gender, race, and ethnicity in American culture, the growth of a strong federal

government, the emergence of the United States as a world power, the creation of a consumer society, the rise of identity politics, and the passing of American hegemony.

HIS 150/350 Latin American History

This course examines the histories of Mexico, Central America, and the Caribbean from the 1790s to the 1990s. Centering our analysis in the Latin American experience, we will examine cultural trends, social interactions, and economic development as well as the relations that each of these regions shared with the United States. Special attention will be paid to independence movements, neocolonialism, dependency and underdevelopment, ecological transformations, the Latino/a diaspora, and the struggles of indigenous communities. (Prereq.: Consent of instructor required for HIS 350)

HIS/WST 155/355 Cultural Conflict and Change in Latin America

Center for Global Education Course. See International Studies, Sustainable, Development and Social Change (Guatemala, El Salvador, Nicaragua)

HIS 162/462 20th Century South Asia

This course explores the processes of colonialism, nationalism, de-colonization, and independence in the area now politically known as India, Pakistan, and Sri Lanka. Upper division students will have additional assignments and different exams from lower division. (Prereq.: Consent of instructor required for HIS 462)

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 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 234 Minnesota History

This course examines the racial, ethnic, political and economic history of Minnesota, from the earliest inhabitants (Ojibwe and Dakota), through the period of British and French exploration, and to the development of statehood.

HIS 236 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 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 249/349** **The Designed Environment**
This course addresses the designed environment, investigating architecture, landscape architecture, and urban design. Class sessions consist almost exclusively of extensive walking tours and site visits to prominent examples of design excellence. (Prereq.: None for HIS 249; ENL 111 or 112 or HON 111, and an ART, HIS, or urban studies course for HIS 349)
- HIS 280** **The History Workshop**
This course introduces history majors and minors to the historian's craft. Students will examine the development of the discipline of history, the methods of analysis used by professional historians today, and the varieties of applications for history in professional careers and public life. Students will also gain and sharpen the research and writing skills critical to their success in upper-level history courses. Guest speakers and off-campus site visits will enhance course content.
- HIS 282** **The History of Women Since 1848**
This course examines in comparative perspective women's changing political, economic, social and sexual status since the 19th century, with attention given to social, racial and ethnic, and sexual differences among women.
- 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 316** **Environmental History**
A chronological exploration of the interactions between Americans and the nonhuman world. Topics include the commodification of nature, political movements organized around nature, ways of knowing nature, environmental justice, and the relationships between American culture and nature. Additionally, students will use both primary sources and fieldwork to explore the specific environmental history of an off-campus location.
- 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 331** **Topics in United States History**
In-depth exploration of selected topics in United States history not regularly examined in other departmental offerings. The specific topics to be offered will be announced prior to registration.
- HIS 332** **History of United States Foreign Relations**
A survey of United States 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 United States 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 338** **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 343** **The North American West**
This course reckons with the contest of colonial powers in North America, the American conquest of the region, the role of the federal government in shaping the West, the rise of the most urban part of the United States, and the important role that the West plays in modern American culture. Themes include the persistence of Native peoples, ethnicity, race, and gender in western daily and political life, the creation of an international borderlands, and the ecological transformation of western landscapes.
- 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 215 in International Studies.)
- HIS 348** **Russia and the Soviet Union in the 20th Century**
An introductory historical survey of the Soviet Union, beginning with a brief examination of Russian history before turning to the Russian Revolutions of 1917, the rise of Stalin, the Cold War, and the emergence of Gorbachev. The course will emphasize political, diplomatic, economic, and cultural history.
- HIS 350** **Cultural Conflict and Change in Latin America**
For course description, see HIS 150.

- 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** **Modern Britain and Ireland**
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 355** **Cultural Conflict and Change in Latin America**
A version of HIS 350 taught on-site in Mexico through Augsburg's Center for Global Education. Cross-listed with Women's Studies.
- 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.
- HIS 369** **The Early and High Middle Ages**
This course examines the history of Europe and the Mediterranean from c. 300 to 1350 AD, and uses a variety of written and visual sources in an attempt to understand medieval society. In addition to the "traditional" political narrative, it also looks at social, economic, and cultural aspects of medieval life.
- 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 374** **Medieval Crusades**
This course examines Western Europe's crusading era (1095-1291 AD), a time when warriors from the Christian West attempted to "take back" the Holy Land from its Muslim occupiers. Through a close reading of primary sources, we will examine such issues as Pilgrimage, Holy War, and the complex relationships between East and West, between Muslims and Christians. We will pay particular attention to the question of historical representation.
- HIS 378** **Medieval Church**
This course examines the history of the medieval church from Constantine the Great to Martin Luther (c. 300 to c. 1517 AD). It uses a variety of written and visual sources in an attempt to understand the medieval church and its influence, not only in religious matters, but also in the social and political spheres. Cross-listed with REL 378.

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 462 **20th-Century South Asia**

For course description, see HIS 162.

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 480 **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. This course fulfills the Keystone requirement. (Prereq.: HIS 280. Generally offered Fall and Spring terms.)

Internships and Independent Study Courses:

HIS 199 **Internship**

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

HIS 299 **Directed Study**

See description on page 96. A maximum of one course in directed study may be applied to the major.

HIS 399 **Internship**

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

HIS 499 **Independent Study/Research**

See description on page 96. A maximum of one course in independent study may be applied to the major. (Prereq.: 3.50 GPA in history)

The Augsburg Honors Program offers an adventurous education where exceptional students with a passion for ideas can be their best. We offer a friendly and welcoming atmosphere for students committed to an exceptional higher education.

Augsburg's Honors Program is unlike any other honors program in the nation because it gives students the resources and freedom to create their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the Augsburg Review of Undergraduate Scholarship, participate in an intramural debate league, belong to an Honors House, and learn through small reading groups, research projects, and travel around the world.

Each Honors course has been specifically created for Honors students, and includes a challenging "signature experience" such as writing a play, putting great books on trial, or building an interactive museum exhibit. Honors courses bring in professors from several different departments so you can learn from talented professors teaching their specialties.

For information, please contact Robert C. Groven, Honors Program Director.

Honors Program Recognition

Students who finish the Honors Program requirements satisfy all general education requirements, except those for physical education and foreign language.

Honors students also receive special transcript notation, special graduation recognition, resumé building positions, and special access to academic advising and career options.

Honors Admissions Requirements and Academic Scholarships

Students with a demonstrated record of achievement are eligible to enter the Augsburg Honors Program. Prospective students may demonstrate achievement in a variety of ways. Most students who are admitted have a composite ACT score of 27 or higher (or a combined SAT score or 1250 or higher), and a high school G.P.A. of 3.50 or higher. However, students without these numeric requirements may be eligible if they have exceptional records of extracurricular activity or other exceptional experiences. All students are encouraged to apply. To apply, students should fill out the online application located at www.augsburg/honors.edu.

Students applying for the Honors Program also automatically apply for the College's highest academic-based scholarships, the President's, Regents', and Harwick/Agre Scholarships.

Qualifying Advanced Placement, International Baccalaureate, and Post-Secondary Option courses may satisfy Honors Program requirements, and/or be granted college credit. Contact Academic Advising or the Honors Director for further information.

Students may enter the Honors Program at three points: first semester of first year, second semester of first year, or first semester of sophomore year. Students who enter during the second semester of the first year must fulfill all remaining Honors requirements, may substitute REL 100 for HON 100, and may be excused from taking HON 120. Students who enter the first semester of the sophomore year must fulfill remaining Honors requirements, and may substitute REL 100 for HON 100, may substitute two non-Honors Humanities liberal arts foundation courses

for HON 130, may substitute ENL 111 for HON 111, and may be excused from taking HON 120.

Scholars Program for Advanced Transfer Students

Students with more than 16 credits in transfer work may enter the Scholars Program but may not enter the Honors Program. The Scholars Program allows students to enroll in Honors courses, join an Honors House, and participate in all Honors Program activities. In order to graduate with the Scholars Program transcript designation, student must: join an Honors House and participate in required meetings, maintain an overall GPA of 3.50 or higher, and take: HON 340, HON 480 and any two other Honors courses.

Honors Co-Curricular Activities

Honors Houses: all Honors students must belong to an Honors House for the purpose of receiving academic advising and program information. All Honors students are required to attend mandatory meetings of the Honors Program or of their House. These meetings are necessary for advising, information, and governance. When students enter the Honors Program they choose to join one of the four Honors Houses:

The Crockett Scholars House coordinates scholarship, research, fellowship, major award or prize opportunities, and graduate school placement for all Honors students. Crockett House also organizes events related to scholarship such as College scholarship events and high school research fairs.

The Pike Stewards House coordinates public relations, job placement, and fund raising opportunities for all Honors students. Pike House also organizes events for alumni and fund raising.

The Griffin Citizens House coordinates recruiting, social activities, admission and scholarship applications, and the Honors website opportunities for all Honors students. Griffin House also organizes events for recruiting and socializing, such as banquets, parties, and high school recruiting trips.

The Hesser Servants House coordinates service learning, social justice, experiential learning, and political activity opportunities for all Honors students. Hesser House also organizes related events, such as honors service days and Augsburg experiences.

Augsburg Review: students manage, edit, write, and publish an interdisciplinary journal of undergraduate scholarship. The Review accepts submissions from students at Augsburg and other colleges and universities around the nation.

Honors Disputation League: students organize, coach, research, write, and rehearse as teams which then compete in intramural debate tournaments held four times each year.

Student House Presidents, Debate Captains, and Student Councils: students elected to leadership within their Honors House may serve as House Presidents or Debate Captains. The House Presidents sit on the Honors Student Presidents Council and make critical decisions about program courses and resources. House Debate Captains organize the Inter-House Disputations and judge disputes among the Honors Houses.

Student-Created Learning Experiences (SCLE)

Honors student may learn through established courses or through student-created learning experiences. These student created experiences may substitute for any Honors curricular requirement, or may simply enrich their education. Such student-created experiences may count toward requirements in majors and satisfy Honors requirements at the same time, or simply be an elective.

Student-created learning experiences may take any form. Some possible forms include:

- Student Created Courses (created in collaboration with faculty)
- Full course (10-20 students)
- Reading Groups (2-9 students)
- Individual Reading and Examination (individual study)
- Student/Faculty Research (may be one or many students)

Process: a student-created learning experience may be proposed by any Honors student or by any Augsburg faculty or staff person. The interested student should speak with either an Honors Council Member or the Honors Program Director. Next, a proposal should be drafted in accord with the Honors student created learning experience form. Finally, the proposal should be submitted by the student to the Honors Program Director who will carry the proposal to the Honors Council for review.

Timeline: Proposals for Fall Semester must be submitted by March 1 of the preceding academic year, and proposals for Spring Semester must be submitted by October 1 of the current academic year.

Honors Established Curriculum

These requirements are normally taken in the order listed below, but can be taken out of order if schedule conflicts require it. HON 005 is required each term.

First Year

Fall

- First-Year Students select Honors House membership.
- First-Year Students not permitted to join Augsburg Review or Honors Disputation League.
- HON 100 Search for Meaning & Christian Vocation
- HON 120 Scholar Citizen (includes theatre lab, critical thinking skill)

Spring

- HON 130 Liberating Letters (humanities LAF & speaking skill)
- HON 111 Effective Writing (or ENL 220 or 221 as determined by advanced placement or transfer)

Second Year

Fall

- Students invited to join HON 450 Augsburg Review and HON 460 Honors Disputation League
- HON 220: Scholar Scientist, OR students with two math courses replace with HON 365 (one natural sciences and mathematics LAF and quantitative reasoning skill)

Spring

- HON 240: Science, Technology and Citizenship, OR students with two lab science courses replace with HON 365 (one natural sciences and mathematics lab LAF)

Note: Math courses and lab courses may be taken during this term. Students with two math courses and two lab courses only take HON 365 to replace both HON 220 and 240.

200 Honors Program

Third Year

Fall

- Students invited to join HON 450 Augsburg Review and HON 460 Honors Disputation League
- HON 250: Social Scientist (social and behavioral sciences LAF)
- HON 340: Junior Colloquium (President or Dean teaches. P/N, no credit, meets twice each semester for 90 minutes)

Spring

- HON 230: Arts and the City (fine arts LAF)
- HON 340: Junior Colloquium (same as Fall semester)

Fourth Year

Fall

- Students may join HON 450 Augsburg Review and HON 460 Honors Disputation League in their fourth year, but may not fulfill the research requirement if joining for the first time.

- HON 480 Research Seminar

Spring

- HON 480 Research Seminar
- HON 490: Honors Vocation Keystone

Summary Notes:

- The Honors recommended sequence satisfies all general education requirements except foreign language and physical education.
- Students past first year may take courses out of the recommended sequence without permission.
- Residency: All Honors Students must complete seven full-credit courses in the Augsburg Honors Program to meet the Honors residency requirement for graduation.

HONORS COURSES

HON 005 Honors Activities Forum

Honors students must register for this course each term to schedule time for Honors activities to meet. (0.0 credit, P/N only, exceptions made for scheduling conflicts.)

HON 100 Christian Vocation and the Search for Meaning I

Honors section of REL 100. Some students (e.g. some science majors) may need to defer the course and take HON 100 in another term.

HON 120 The Scholar Citizen

An introduction to the Honors Program. Course content focuses on “great” (and significant) primary texts focusing on the connections between learning and citizenship, or the public uses of knowledge (e.g. Plato’s cave). Based on the medieval liberal arts trivium (grammar, rhetoric, logic). (includes lab)

HON 130 The Liberating Letters: The Humanist Tradition

Problem-based or question-based interdisciplinary humanities course. Emphasizes public uses of knowledge; uses resources of Cities.

HON 111 Honors Introduction to Effective Writing

Linked with HON 130, this effective writing course employs a rhetoric-based and argument focused approach to writing.

HON 220 The Scholar Scientist

Inspired by the medieval quadrivium (arithmetic, geometry, astronomy, music), this course addresses systems of quantitative thought, including logic, computing, formal systems. Fulfills graduation QR requirement. Students who have taken two mathematics courses (MAT 145 or higher), at least one of which is taken at Augsburg, may replace with HON 365, Philosophy of Science.

HON 230 Arts and the City

Interdisciplinary fine arts course where students attend museums, galleries, concerts, plays, and other significant arts events.

HON 240 Science, Technology, and Citizenship

Multi-disciplinary/interdisciplinary lab science course. Students who have taken two lab science courses, at least one of which is taken at Augsburg, may replace with HON 365, Philosophy of Science.

HON 250 The Social Scientist

Problem-based/question-based course in social sciences involving at least two social science disciplines and several faculty. Makes substantial use of the resources of the Twin Cities.

Travel Seminar

May include a Center for Global Education 10-day seminar, other international travel, or domestic immersion trip.

HON 340 Junior Colloquium: The Scholar as Leader

Taught by the Dean and/or President of the College, this is similar to the Frame of Mind series. Meets twice each semester. (P/N; non-credit program requirement—year long course—fall and spring terms)

HON 380 Student-Created Learning Experience (SCLE)

Following the guidelines set forth above, SCLEs may take many forms as determined by the student and faculty creating the learning experience (may be .5 or credit, may be traditional or P/N).

202 Honors Program

- HON 450 Augsbug Review: Research Thesis Requirement**
Following the guidelines outlined above, students register for this course to gain course credit for serving on the Augsburg Review (two .5 credits across two semesters totaling one course credit, P/N only).
- HON 460 Honors Disputation: Research Thesis Requirement**
Following the guidelines outlined above, students register for this course to gain course credit for serving in the Disputation League (two .5 credits across two semesters totaling one course credit, P/N only).
- HON 470 Student/Faculty Collaboration: Research Thesis Requirement**
Following the guidelines outlined above, students register for this course to gain course credit for serving on the student/faculty research collaboration (two .5 credits across two semesters totaling 1 course credit, P/N only).
- HON 480 Research Seminar: The Emerging Scholar**
Research seminar for students in multiple disciplines. Students complete a substantial research project.
- HON 490 Honors Keystone: Christian Vocation**
This advanced Honors version of REL 200, designed for students who have completed four years of the Honors curriculum, and designed to meet key-stone requirements. This course integrates and synthesizes the themes from all four years of the Honors program.

INTERDISCIPLINARY STUDIES—INS

Interdisciplinary studies programs draw upon and combine coursework from multiple academic disciplines to provide both broad perspective and in-depth focus on an area of study. Through interdisciplinary programs and courses, students can gain greater insight and understanding of cultures and perspectives different from their own. Augsburg offers a number of majors that are interdisciplinary in nature. They include:

American Indian Studies
International Relations
Metro-Urban Studies
Nordic Area Studies
Women's Studies (ACTC)

These majors, their descriptions and requirements are listed alphabetically within the Departments and Programs section of the catalog. Other interdisciplinary course offerings are listed under International Studies.

LEADERSHIP STUDIES MINOR

Coordinator

Norma Noonan

The world of the 21st century demands complex skills. It is not enough to have an area of expertise or be a good manager. One needs leadership skills. The Augsburg curriculum offers a minor in leadership studies, drawing on a wide variety of courses across disciplinary lines. A minor in leadership studies can enhance your major in a wide variety of disciplines including business, sociology, political science, communication, computer science, economics, and psychology.

Required courses: (4)

- BUS 242 Principles of Management (no prereq.)
- SOC 349 Organizational Theory (prereq. SOC 121 or permission of instructor)
- COM 345 Organizational Communication (no prereq.)
- POL 421 (Topics: This topic only) Becoming a Leader (prereq. one POL course or permission of instructor) This course is the only integrative course in the minor.

Required electives: (2)

Select two courses from the following list. (No more than one per department.)

- BUS 340 Human Resource Management (prereq. BUS 242)
- BUS 440 Strategic Management (prereq. BUS 242 or 200)
- HIS 122 20th-Century United States
- INS 325 Building Working Relationships (WEC/Day)
- PSY 373 Industrial Organizational Psychology (prereq. PSY 102 or 105)

- COM 321 Business and Professional Speaking
- COM 355 Small Group Communication (no prereq.)
- COM 410 The Self and the Organization (WEC)

MIDDLE EAST STUDIES MINOR

The Middle East studies minor offers students the opportunity to learn about the religions, economic situation, historical and political developments, literature, philosophy, and culture of Middle Eastern people and countries.

Requirements

Six courses, including language and area studies courses (consult the program director for ACTC listing of approved courses):

1. Language courses: one year (two courses) of elementary Arabic, Hebrew, or another Middle Eastern language (or equivalent competency)
2. Required foundational course: POL 358 (Hamline) Politics and Society of the Middle East.
3. Area courses: three courses distributed among the humanities and social sciences, with at least one course to be selected in each area.

Students are encouraged to continue more advanced language study through the ACTC language contract with the University of Minnesota. A program of study abroad or an internship in the Middle East is recommended strongly and will receive credit toward the minor.

PEACE AND GLOBAL STUDIES MINOR

See International Relations, page 205.

INTERDISCIPLINARY COURSES

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.

INS 342

River Politics Field Seminar

In this two-week intensive field experience, students will travel by boat down the Mississippi River exploring elements of the politics and policies relating to the river. Students will engage in service projects, field observations, and interviews with residents, legislators, activists, and government employees. (Prereq.: POL 241 or equivalent and passing a water safety test)

International Relations is an interdisciplinary major which provides students with the basis for informed global citizenship, preparing them for graduate study or careers in foreign service, nonprofit, or international business. 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 opportunities throughout the year. Competency in one language is required, and some students study two languages. All majors complete a significant senior research project and thesis on a topic of their own choosing.

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

Joseph Underhill-Cady

DEGREE AND MAJOR REQUIREMENTS

Required core 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
Policies
- 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, 368, 465
 - ECO 317, 360, 365
 - HIS 323, 346, 348, 350, 352, 354, 440, 474
 - MKT 466
 - PHI 355
 - POL 350, 351, 359, 382, 459
 - REL 356, 420
 - SOC 241
 - COM 329
 - FRE 332, GER 332, NOR 331, SPA 331,
SPA 332, NAS 330 (See Modern Languages)
 - SWK 230

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 foreign language.

206 International Relations

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 Relations Major with International Business Concentration

Required core courses of the international relations major, plus the following six courses:

- BUS 362 International Business
- ECO 317 Comparative Economic Systems

Two of the following:

- BUS 368 Responding to the Challenges of Japan
- BUS 465 International Management
- MKT 466 International Marketing

One of the following:

- ECO 360 International Economics
- ECO 365 Environmental Economics and Sustainable Development

One elective from the list of international relations major electives, excluding other business, economics, and marketing courses.

Note: Several of the business courses have prerequisites. Please consult the catalog and your academic adviser before registering for one of the advanced courses.

Departmental Honors

GPA of 3.50 in the major; 3.00 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.

International Relations 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.

Peace and Global Studies Minor

The Peace and Global Studies minor focuses on the centrality of justice, tolerance and inter-cultural understanding in moving toward a less violent world; it takes advantage of the campus resources of the Peace Prize Forum (co-hosted each year by Augsburg College) and the Center for Global Education. The minor is structured as a learning community that involves students, faculty, staff, and community members; it focuses on experiential learning that emphasizes the interconnections between peace, justice, and environmental sustainability. Students will draw on study abroad in taking local actions to address global issues.

The minor consists of two required courses (POL 160 and SWK 230), two upper division electives (chosen from ECO 365, REL 366, HIS 332, HIS 350, INS/WST 311, POL/WST 341, REL 313, POL/WST 359, INS 312, REL 346, HIS 346, POL 353, ECO 495, SOC 240, ENL 365, and other topics or study abroad courses, with approval of program director), a senior keystone seminar, a study abroad requirement, and participation in local peace-related activities. See International Relations Program Director for full program description.

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, general education, and graduation requirements when approved by the appropriate program directors and faculty before departure. An approved study abroad will also fulfill the Augsburg Experience.

Students in good academic and disciplinary standing (a minimum GPA of 2.50) at Augsburg may apply to study off campus through the study abroad adviser. In addition to semester and year-long programs, short term programs also provide a number of educational opportunities. Students interested in these or other external off-campus study experiences should contact the study abroad adviser. Please contact the study abroad adviser in the Office of International Programs for a list of program deadlines. The cost for many programs is comparable 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 mission of the Center for Global Education at Augsburg College is to provide cross-cultural educational opportunities in order to foster critical analysis of local and global conditions so that personal and systemic change takes place leading to a more just and sustainable world.

The center's study programs are conducted in Mexico, Central America, and Namibia. They integrate rigorous academic work with real-life experiences. Students live in the midst of the society they are studying, encountering the people and culture inside and outside the walls of a classroom. All programs include family stays, regional travel, community-based living, and opportunities for volunteer work and internships.

International study programs administered by the Center for Global Education and approved by Augsburg are listed below. For information on these programs, contact the semester 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 Norway and Germany. 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 offers training in more than a dozen other fields as well. All coursework is in English. The study program may be for one year, one semester, or a summer session. Participation may be on an individual basis or as part of a student group. 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 full-semester programs through HECUA in Norway, Bangladesh, Ecuador, and Northern Ireland. All programs emphasize the

impact of social change, civic engagement, and cross-cultural factors on the human community. HECUA programs include intense language experience and field study. The cost is similar 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 Center for Global Education.

CENTER FOR GLOBAL EDUCATION COURSES

■ CROSSING BORDERS: GENDER AND SOCIAL CHANGE IN MESOAMERICA (MEXICO)—FALL

This program is an intensive semester of study and travel designed to introduce students to the central issues facing Mesoamerica, with emphasis on the experiences and empowerment of women. Students engage in gender analysis of key social, economic, political, and cultural issues in Mexico and Guatemala, explore the interconnectedness of race, class, and gender, and learn first-hand from both women and men who are involved in struggles for sustainable development and social change. The program begins with a one-week seminar/orientation in the U.S.-Mexico border region and ends with a two-week seminar in El Salvador. Students stay in guest houses while traveling, in Augsburg housing approximately six weeks, and with Mexican host families for four to six weeks.

All students will be expected to take POL/WST 359, REL/WST 366, and at least one Spanish course. In addition, they may choose between taking a second Spanish course or completing an internship or field research (independent study).

Prerequisite: one college-level Spanish course or its equivalent.

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. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 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. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prerequisite: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prerequisite: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

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 equivalent)

SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prerequisite: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prerequisite: SPA 311 or or equivalent.)

POL/WST 359 Women, Gender, and Social Change in Latin America

An exploration of gender politics in Latin America. Particular attention is given to women's organizing efforts around issues of domestic and political violence, ecology, human rights, democracy, political participation, and revolutionary social change.

REL/WST 366 Latin American Liberation Theologies

An exploration of Latin American theologies of liberation and their relationship to social/political transformation. Examines key theological concepts, critiques, and practical implications.

HIS/INS/POL/SPA/WST 399 Internship

Students gain 80-100 hours of hands-on work experience in a Mexican organization and participate in an ongoing seminar which explores cultural issues, organizational analysis, and personal and professional development. Students seeking Spanish credit must receive approval from the department chair prior to enrollment. (Prerequisites: SPA 212 or equivalent, internship application, and Spanish reference forms)

HIS/INS/POL/REL/SPA/WST 499 Independent Study

Students conduct independent, field-based research and participate in an ongoing seminar which explores fieldwork methods and cultural and ethical issues. Students seeking Spanish credit must receive approval from the department chair prior to enrollment.

■ SOCIAL AND ENVIRONMENTAL JUSTICE: LATIN AMERICAN PERSPECTIVES (MEXICO)—SPRING

This is an intensive program of study and travel that explores socioeconomic and political issues 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 will examine the ethics of land distribution, environmental racism, ecofeminism, social change, and the complexity of gender, class, race, and ethnicity in Latin America. Credit is available in Spanish, history, political science, religion, and women's studies. Internships and independent studies are also available. The program includes a two-week seminar in Chiapas and Guatemala. Students stay in guest houses while traveling, spend approximately six weeks in Augsburg housing, and six weeks living with Mexican host families.

All students will be expected to take the following three courses: a Spanish course, HIS/WST 355, and POL/WST 341 or REL/WST 313. For their fourth course, they may choose between taking a second Spanish course or completing an internship or field research (independent study).

Prerequisite: one college-level Spanish course or its equivalent.

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. Taught by Mexican instructors. (No prerequisite for SPA 111.

Placement level determined by placement test or completion of prerequisite for SPA 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. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prerequisite: SPA 212 or equivalent or placement exam.)

SPA 316 Conversation in Cultural Context

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prerequisite: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

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 equivalent)

SPA 356 Latin American Literature: 20th-Century Voices

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees. Taught by Mexican instructors. (Prerequisite: SPA 311 or equivalent.)

SPA 411 Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prerequisite: SPA 311 or equivalent.)

HIS/WST 355 Cultural Conflict and Change in Latin America

An exploration of selected topics and case studies from Latin American history with special emphasis on the role of women in Mexican and Central American history. Focuses on the development of gender, class-based, and racial/ethnic oppression and the history of resistance and social change in Latin America from the Conquest to the present day.

POL 341/WST 341 Environmental Politics

Explores environmental politics in Latin America from pre-Columbian times to the present. Applies a gender perspective to analyze environmental issues and examines political and economic policies that promote and/or hinder sustainable development.

REL/WST 313 Environmental Theology and Ethics

Explores different approaches to environmental ethics in Latin America, including indigenous, Jewish and Christian perspectives, liberation theology and ecofeminism.

HIS/INS/POL/SPA/WST 399 Internship

Students gain 80-100 hours of hands-on work experience in a Mexican organization and participate in an ongoing seminar which explores cultural issues, organizational analysis, and personal and professional development. Students seeking Spanish credit must receive approval from the department chair prior to enrollment. (Prerequisites: SPA 212 or equivalent, internship application, and Spanish reference forms)

HIS/INS/POL/REL/SPA/WST 499 Independent Study

Students conduct independent, field-based research and participate in an ongoing seminar which explores fieldwork methods and cultural and ethical issues. Students seeking Spanish credit must receive approval from the department chair prior to enrollment.

■ SOCIAL WORK IN A LATIN AMERICAN CONTEXT (MEXICO)—SPRING

This program was created to satisfy the curriculum requirements for a Bachelor in Social Work degree program. Its goal is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice.

Augsburg application deadline: Sept. 15. Prerequisite: one college-level Spanish course or its equivalent. (Students may choose to study Spanish in Mexico during the month of January, prior to the start of the semester.) Priority is given to social work majors.

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. Taught by Mexican instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 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. Taught by Mexican instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 311 Conversation and Composition

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Mexican instructors. (Prerequisite: SPA 212 or equivalent or placement exam.)

- SPA 316** **Conversation in Cultural Context**
Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prerequisite: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)
- SPA 411** **Advanced Conversation and Composition**
Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Mexican instructors. (Prerequisite: SPA 311 or equivalent.)
- SWK 294** **International Social Welfare: The Mexican Context**
Develops students' understanding of current social, economic, political, and cultural realities in Mexico through an exploration of Mexican culture and history. Emphasis on intercultural communication and the role of U.S. foreign policy in Mexico. Aims to frame students' knowledge of contemporary social welfare and social work practice with migrants and immigrants in the Minnesota and the United States at large.
- SWK 316** **Social Work Practice II: With Families and Groups**
Develops student understanding and working knowledge of human behavior in families and in groups. The Mexican context of family and group work will be examined and uniquely Mexican models will be explored and discussed in relation to current family and group theory. Groups can be used to accomplish individual, family, organizational and/or community goals. Students will practice skills needed to be an effective group member and facilitator in class. A six-week home stay with a Mexican family will provide an opportunity to learn about Mexican family structure through personal experience.
- SWK 295** **Comparative Social Policy**
Aims to prepare social work students to function as informed and competent participants in efforts to achieve change in social policies and programs. This course in comparative social policy uses Mexico and the United States as a context for studying policy formation, implementation, analysis and the influence of values on these processes. Central to this course is a service-learning component. Those enrolled in Social Work Field Experience may use the same field setting for both courses. Roles and responsibilities of generalist social workers and citizens in formulating, implementing and evaluating policy responsive to social needs are addressed. United States and Mexican immigration and migration policies will be used a primary vehicle for this critical analysis.
- 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, continuing SWK 307, plus an integrative seminar. Contributes approximately 100 hours to the practicum hours required for the BSW degree for those students with Spanish language oral

competency. Involves sharing of experiences with other students in a small group seminar. (Prereq.: intermediate Spanish, candidacy status; concurrent with SWK 316. P/N grading only).

■ SUSTAINABLE DEVELOPMENT AND SOCIAL CHANGE (GUATEMALA, EL SALVADOR, NICARAGUA)—FALL OR 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.

Students spend the first five weeks in Guatemala, the next four weeks in El Salvador, and the final six weeks in Nicaragua. All students will take the following four courses: 1) one Spanish course, 2) REL 366, 3) HIS/WST 355, and 4) ECO 495.

Prerequisite: one college-level Spanish course or its equivalent.

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. Taught by Guatemalan instructors. (No prerequisite for SPA 111. Placement level determined by placement test or completion of prerequisite for SPA 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. Taught by Guatemalan instructors. (Placement level determined by placement test or completion of prerequisites: 112 for 211 and 211 for 212.)

SPA 311 **Conversation and Composition**

Aims to enrich vocabulary and improve fluency and facility thorough oral and written practice in correct expression. This course is a prerequisite for all upper division courses except for SPA 316. Taught by Guatemalan instructors. (Prerequisite: SPA 212 or equivalent or placement exam.)

SPA 316 **Conversation in Cultural Context**

Aims to improve oral fluency through intensive, individualized instruction, discussions, debates, and oral reports. Uses Latin American films to stimulate discussion. This course is only offered in Mexico and Central America and is taught by local instructors. (Prerequisite: SPA 212 or equivalent or score at minimum of 311 level on placement exam.)

SPA 356 **Latin American Literature: 20th-Century Voices**

Examines issues of social change through the voices of contemporary Latin American writers. Focuses on short stories, poetry, plays, one novel, and testimonials of indigenous peoples, women, and Central American refugees.

Taught by Guatemalan instructors. (Prerequisite: SPA 311 or equivalent.)

SPA 411

Advanced Conversation and Composition

Emphasizes increasing facility and correctness of written and oral expression through conversations, discussions, reports, debates, written compositions, and grammatical exercises. Taught by Guatemalan instructors. (Prerequisite: SPA 311 or equivalent.)

HIS/WST/ISS 355 Cultural Conflict and Change in Latin America

An exploration of selected topics and case studies from Latin American history with special emphasis on the role of women in history. Focuses on the development of gender, class-based, and racial/ethnic oppression and the history of resistance and social change in Latin America from the Conquest to the present day. Examines the Pre-Columbian period, the conquest and colonial periods, and concludes with the post-war period in Central America.

POL 459

Topics in Comparative Politics: Citizen Participation in Policy Formulation within a Globalized Economy—A Nicaraguan Case Study

This course exposes students to key debates shaping contemporary political economy of development in Nicaragua and the rest of Central America. The course aims to help students understand the interplay between global processes and political and economic factors that define development policy formulation and implementation at the national level today.

REL 366

Latin American Liberation Theologies

An exploration of Latin American theologies of liberation and their relationship to social/political transformation. Examines key theological concepts, critiques, and practical implications.

■ NATION BUILDING, GLOBALIZATION, AND DECOLONIZING THE MIND: SOUTHERN AFRICAN PERSPECTIVES (NAMIBIA)—FALL OR SPRING

This program examines the crucial issues of nation building, globalization, and decolonizing the mind from the perspectives of the new democracies of southern Africa. Namibia won its independence in 1990 after decades of apartheid South African colonization. South Africa had its first democratic election in 1994. As these nations struggle to build nationhood and deal with the legacies of apartheid and colonialism they are faced with the challenges posed by the rapid process of globalization in today's world; the challenges posed by under and unequal development; and the long-term project of decolonizing the mind.

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

Religion 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 repre-

senting a variety of religious perspectives and roles within churches and religious organizations.

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.

HIS 327 Racism and Resistance in Southern Africa and the United States: Struggles Against Colonialism, Apartheid, and Segregation

This course explores historical parallels of the development in southern Africa and in the United States, strategies of resistance the successes and limitations of political victories over apartheid and racism and the lingering economic, social, political, and psychological effects of racism.

HIS/INS/POL 399 Internship

A limited number of internships will be available to provide students with the opportunity to gain hands-on work experience in a development agency. This replaces the Religion and Social Change course.

HIS/INS/POL 499 Independent Study

Students may design a proposal to conduct an independent study of a topic related to their major or minor

HECUA COURSES

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

Participants will gain a deep understanding of contemporary Norway, using the welfare state and the notion of citizenship as the focus for investigation. The curriculum consists of three interrelated seminars that together give participants an understanding of how the welfare state has evolved and how it is practiced in the context of a social democracy undergoing major changes in response to immigration. Students explore the relationship between Scandinavian countries, the emerging democracies of Eastern Europe, the European Union and broader global politics. Students have the option of Norwegian language study or an independent study project.

INS 372 Norwegian Language

INS 377 Scandinavia in the World

INS 393 Scandinavian Art and Literature: Perspectives on Social Change

INS 394 Urbanization and Sustainable Development in Scandinavia

INS 499 Independent Study (Students may choose either INS 372 or 499)

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

The Community Internships in Latin America program offers a semester of study experience with a focus on community participation and social change. A hands-on internship designed to meet the learning goals of the student is combined with a seminar, independent project, and a home stay for an intensive immersion into Latin American daily life and culture. Models of community participation, organization, development, and social change are compared and contrasted. Students learn first-hand about the social problems in Ecuadorian communities and explore ways in which communities are addressing these challenges. All lectures, internships, and field projects are in Spanish, with discussions in Spanish and English. Readings are mostly in Spanish. Papers may be written in English or Spanish.

INS 366 **Community Participation and Social Change**

INS 399 **Internship** **(2 course credits)**

INS 499 **Independent Study**

■ SUSTAINABLE DEVELOPMENT, ENVIRONMENT, AND CULTURE: BANGLADESH — SPRING

The Sustainable Development, Environment, and Culture program addresses the challenges and prospects for development in Bangladesh through intensive classroom and field study of development models, Bengali culture, and religion. Throughout the semester students are led to develop complex understandings of how Bangladeshi citizens, non-governmental organizations, development agencies, and the government envision and implement plans for a more just and sustainable future. Getting to know key actors in Bangladesh's development is at the core of the program, as is hands-on experience through internship and independent study.

INS 307 **Culture, Language, and Religion in Bangladesh (1.5 credits)**

INS 313 **Sustainable Development in Bangladesh**

INS 399 **Internship** **(1.0 credit)**

and

INS 397 Internship **(.5 credit)**

(total 1.5 credits)

Or

INS 499 **Independent Study/Research** **(1.0 credit)**

and

INS 497 **Independent Study/Research** **(.5 credit)**

(total 1.5 credits)

■ **DEMOCRACY AND SOCIAL CHANGE: NORTHERN IRELAND—SPRING**

The Northern Ireland: Democracy and Social Change program examines the historical, political, and religious roots of conflict in Northern Ireland, the prospects for peace and the progress being made. Through a seven-week internship, students get hands-on experience with organizations working for social change. Field seminars focus on human rights, conflict transformation, and education for democracy. The program is located at the UNESCO Centre at the University of Ulster in Coleraine.

INS 316 Northern Ireland: Building a Sustainable Democracy

INS 317 Politics of Conflict and Transformation

INS 399 Internship (2 course credits)

MANAGEMENT INFORMATION SYSTEMS

See listing under Department of Business Administration.

MARKETING

See listing under Department of Business Administration.

Mathematics is the study of structure and relationships and provides 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 thinking 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 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 writing; to speak and write about mathematical ideas; and to experience working in teams on mathematical projects. Students can prepare for graduate school, for work in business, industry, or non-profit organizations, or for teaching mathematics in grades K-12. Students majoring in many disciplines find it helpful to acquire a minor or a second major in mathematics.

Students may choose coursework supporting the study of mathematics as a liberal art, its applications to science and engineering, its applications to actuarial science, computing, or economics, or in preparation to teach. Augsburg's urban location allows students to gain experience working with mathematics through internships, cooperative education, and the practicum and colloquium courses.

Mathematics Faculty

Matthew Haines (Chair), Tracy Bibelnieks, Suzanne Dorée, Rebekah Dupont, Kenneth Kaminsky, Jody Sorensen

DEGREE AND MAJOR REQUIREMENTS

Bachelor of Arts

Mathematics Major

Twelve courses including

- MAT 145 Calculus I
- MAT 146 Calculus II
- MAT 245 Calculus III
- MAT 246 Linear Algebra
- MAT 271 Discrete Mathematical Structures
- MAT 324 Analysis
- MAT 373 Probability and Statistics I

Two MAT electives numbered above 200, at least one of which is numbered above 300. Students may petition the department to substitute alternative mathematics or mathematics-intensive courses for one or two MAT courses numbered above 200. Such substitutions must be justified by a compelling academic rationale presenting a coherent program of study, typically relating mathematics to another discipline.

- CSC 160 Introduction to Computer Science and Communications

Two supporting courses from the following list or substitutes with departmental approval: CSC 170, CSC 320, ECO 112 or ECO 113 (not both), ECO 318, ESE 330, FIN 331, MAT 163 or MAT 173 (not both), PHY 121, PHY 122.

Also required: MAT 491 Mathematics Colloquium during junior and senior years.

Depending on the choice of electives, up to two additional communication skills courses (one in writing, one in speaking) may also be required.

Students must earn a grade of 2.0 or better in each course that applies toward the major.

At least two MAT courses numbered above 250 must be taken at Augsburg.

Bachelor of Science Mathematics Major

The requirements for the Bachelor of Science degree are the same as for the Bachelor of Arts degree with Mathematics Major except that the two MAT electives and two supporting courses must be chosen from a focus area approved by the department. Sample focus areas:

Business, Economics, or Actuarial Science: Two of MAT 355, 374, or 377; ECO 112 or 113; MAT 173, ECO 318, or FIN 331.

Computational Mathematics: Two of MAT 355, 377, or approved 395; CSC 170; CSC 320.

Physical Sciences: Two of MAT 247, 327, or 355; PHY 121-122.

Teaching Mathematics: MAT 252; MAT 287; MAT 314; ESE 330.

In addition, an experiential component in the focus area is required, such as an internship, volunteer or paid work experience, undergraduate research project, or other experiences approved by the department. Such experiences may also fulfill the Augsburg Experience requirement if approved.

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 secondary education licensure to teach mathematics in grades 5-12 are the same as the major, with the electives specified as: MAT 252 Exploring Geometry, MAT 287 History of Mathematics, MAT 314 Abstract Algebra, and ESE 330 5-12 Methods: Mathematics. At the time of publication, the mathematics requirements for a concentration in mathematics to teach in grades 5-8 under elementary education licensure are MPG 4 or MAT 114 Precalculus; MAT 145 Calculus I or MAT 122 Calculus for the Behavioral and Social Sciences; MAT 163 Introductory Statistics; MAT 252 Exploring Geometry; MAT 271 Discrete Mathematical Structures; and MAT 287 History of Mathematics.

Elementary Education majors seeking middle school mathematics licensure are strongly encouraged to consult with a mathematics department advisor before enrolling in the 200 level MAT courses.

Departmental Honors in Mathematics

GPA of 3.50 in MAT courses numbered above 200, 3.00 overall GPA, an honors project, and approval of the Mathematics Department. Specific requirements are available from the department.

Mathematics Minor

Five courses including:
MAT 145 Calculus I
MAT 146 Calculus II

Three MAT electives numbered above 200, at least one of which is numbered above 300. Alternatively students may complete a minor by taking the six courses: MAT 145, MAT 146, MAT 163, MAT 252, MAT 271, and MAT 287.

At least one MAT course numbered above 250 must be taken at Augsburg.

Students must earn a grade of 2.0 or better in each course that applies toward the minor.

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 MPG 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

Academic Advising. The exam is given during College registration sessions and at other announced times during the year. Practice questions and other information are available from Academic Advising. Students in MPG 1 may take MAT 103 to advance to MPG 2. Students in MPG 2 may take MAT 105 to advance to MPG 3. Students in MPG 3 may take MAT 114 to advance to MPG 4. No other MAT course changes a student's MPG. Students are also permitted to retake the Math Placement Exam during their first term of enrollment at Augsburg College.

Prerequisites

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

MATHEMATICS COURSES

MAT 103

Everyday Math

Concepts of integers, fractions, decimal numbers, ratios, percents, order of operations, exponents, and an introduction to algebraic expressions and equations with an emphasis on applications to everyday life. P/N grading only. Grade of P advances student to MPG 2. MAT 103 does not count as a credit toward graduation. (Prereq.: MPG 1)

MAT 105

Applied Algebra

Concepts of linear, exponential, logarithmic, and other models with an emphasis on applications to the social and natural sciences, business, and everyday life. Grade of 2.00 or higher advances student to MPG 3. Students preparing for MAT 114 should consult the department. (Prereq.: MPG 2 and a year of high school algebra)

MAT 114

Precalculus

Concepts of algebraic, exponential, logarithmic, and trigonometric functions for students planning to study calculus. Students who have completed MAT 145 or other calculus courses may register for credit only with consent of department. Grade of 2.00 or higher advances student to MPG 4. (Prereq.: MPG 3)

MAT 122 Calculus for the Social and Behavioral Sciences

Concepts of differential and integral calculus with an emphasis on applications in the social and behavioral sciences and business. Students who have completed MAT 145 may not register for credit. (Prereq.: MPG 3)

Note: Students may not receive credit for more than one of MAT 123, MAT 131, or MAT 137. Students may not receive credit for more than one of MAT 129, MAT 132, or MAT 138. Students who have successfully completed a higher number MAT class, a statistics class, or any other quantitative reasoning class must obtain departmental approval before registering for MAT 123, 129, 137, or 138.

MAT 123 Mathematics Sampler

An examination of intriguing mathematical ideas including geometrical and numerical patterns, and axiom systems such as set theory, non-Euclidean geometries, alternative arithmetic, and infinity with an emphasis on problem-solving strategies, logic, and mathematical reasoning. (Prereq.: MPG 3)

MAT 129 Practical Applications of Mathematics

An examination of applications of mathematics in contemporary society, with an emphasis on quantitative reasoning including an introduction to probability and statistics and topics such as the mathematics of finance, graph theory, game theory, voting theory, linear programming, or cryptography. (Prereq.: MPG 3)

MAT 137-8 Mathematics for Elementary Teachers I & II

Concepts of number, operations, algebra, geometry, measurement, data analysis, and probability with an emphasis on the processes of problem solving, reasoning, connections, communication, and representation. These courses are designed for prospective K-6 elementary school teachers. (Prereq.: MPG 3 for MAT 137; MAT 137 or MPG 4 for MAT 138)

MAT 145-6 Calculus I & II

Concepts of calculus of one-variable functions including derivatives, integrals, differential equations, and series. (Prereq.: MPG 4 for MAT 145; MAT 145 for MAT 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. (Prereq.: MPG 3)

MAT 171 Discrete Mathematics for Computing

Concepts of discrete mathematics including binary representations, sequences, recursion, induction, formal logic, and combinatorics, with an emphasis on connections to computer science. Students who have completed MAT 271 may not register for credit. (Prereq.: MPG 3, Coreq.: CSC 160)

MAT 173 Math of Interest

Concepts of elementary financial mathematics such as annuities, loan payments, mortgages, and life insurance. (Prereq.: MPG 3)

- 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)
- MAT 246 Linear Algebra**
 Concepts of linear algebra including systems of linear equations, matrices, linear transformations, abstract vector spaces, determinants, and eigenvalues. (Prereq.: MAT 245 or MAT 271)
- MAT 247 Modeling and Differential Equations**
 Concepts of differential equations including methods of solving first and second order equations and modeling using difference equations and differential equations with an emphasis on applications to the sciences. (Prereq.: MAT 146)
- MAT 252 Exploring Geometry**
 Concepts of geometry including Euclidean and non-Euclidean geometries and geometric transformations with an emphasis on geometric reasoning, conjecturing, and proof. (Prereq.: MAT 145 or MAT 122 and MPG 4)
- MAT 271 Discrete Mathematical Structures**
 Concepts of discrete mathematics including number theory, combinatorics, graph theory, recursion theory, set theory, and formal logic, with an emphasis on algorithmic thinking, mathematical reasoning, conjecturing, and proof. (Prereq.: MAT 146 or MAT 163 and MAT 145 or MAT 163 and MAT 122 and MPG 4. Also recommended: CSC 160)
- MAT 287 History of Mathematics**
 Concepts of historical importance from the areas of geometry, number theory, algebra, calculus, and modern mathematics. (Prereq.: MAT 145 or MAT 122 and MPG 4)
- MAT 314 Abstract Algebra**
 Concepts of algebra including the abstract structures of groups, rings, integral domains, and fields. (Prereq.: MAT 246 and MAT 271)
- MAT 324 Analysis**
 Concepts of real analysis including functions, derivatives, integrals, and series in a theoretical setting. (Prereq.: ENL 111 or 112 or HON 111, MAT 271. Also recommended: MAT 245, MAT 246 or MAT 247, and at least one MAT course numbered 300 or higher)
- MAT 327 Special Functions of Mathematical Physics**
 (See PHY 327)
- MAT 355 Numerical Mathematics and Computation**
 Concepts such as polynomial interpolation, numerical differentiation and integration, numerical solution of differential equations, error propagation, practical implementation of numerical methods on modern computers, and applications. (Prereq: MAT 146 and CSC 170 or consent of instructor)

MAT 373-4 Probability and Statistics I & II

Concepts of probability and statistics including methods of enumeration, random variables, probability distributions, expectation, the Central Limit Theorem, sampling distributions, methods of estimation, hypothesis testing, regression, analysis of variance, and nonparametric statistics. (Prereq.: MAT 245 for MAT 373. Also recommended MAT 271. MAT 373 for MAT 374)

MAT 377 Operations Research

Concepts of linear programming and its applications to optimization problems from industrial settings including the simplex method, sensitivity analysis, duality theory, alternate optima, and unboundedness with an emphasis on both the mathematical theory and the application to current business practice. (Prereq.: MAT 246)

MAT 385 Mathematics Practicum

The application of mathematical problem solving to real-world projects sought from off-campus nonprofit organizations. Contains a service learning component. (Prereq.: at least two of MAT 245, 246, 247, or 271 and consent of instructor)

MAT 395/495 Topics/Advanced Topics in Mathematics

Study of an advanced topic such as actuarial mathematics, complex analysis, mathematical biology, chaotic dynamical systems, combinatorics, graph theory, topology, or foundations of mathematics. (Prereq: at least two MAT courses numbered above 200 and consent of instructor. For 495, an additional upper division MAT course depending on the particular topic may also be required)

MAT 491 Mathematics Colloquium

Information about contemporary applications, career opportunities, and other interesting ideas in mathematics. Presented by outside visitors, faculty members, or students. Carries no course credit.

Internship and Independent Study courses:

MAT 199/399 Internship

Work-based learning experience that links the ideas and methods of mathematics to the opportunities found in the internship. For upper division credit, significant mathematical content and presentation at a departmental colloquium is required. (Prereq. for upper division: at least one upper division MAT course, junior or senior standing) See also description on page 95.

MAT 499 Independent Study/Research

Selection and study of an advanced topic outside of the offered curriculum with the guidance of a faculty member. Presentation at a departmental colloquium is required. (Prereq.: at least one upper division MAT course, junior or senior standing, and consent of instructor.) See also description on page 96.

The objective of Medieval Studies is to introduce students to the culture of the Middle Ages—its diverse history and beliefs, its arts and literature—and to the disciplinary and interdisciplinary skills necessary for its serious study.

The major in Medieval Studies fulfills the original (medieval) ideal of a liberal arts education. Since the study of the liberal arts was developed in the Middle Ages, students majoring in Medieval Studies find a model context for the pursuit of a liberal arts degree in the modern world.

As was the case in medieval universities, Augsburg's major in Medieval Studies prepares students for life beyond college. Because of its emphasis on precise reading and analysis of texts, careful writing, and spirited discussion, the major in Medieval Studies offers a solid foundation for graduate or professional study, as well as employment opportunities that require abilities in communication, critical and abstract thinking, and processing information.

Medieval Studies Faculty

Phillip C. Adamo (History, Program Coordinator), Kristin M. Anderson (Art), Mark L. Fuehrer (Philosophy), Douglas E. Green (English), Joan L. Griffin (English), Martha B. Johnson (Theatre Arts), Merilee I. Klemp (Music), Philip A. Quanbeck II (Religion), Bruce R. Reichenbach (Philosophy), Mark D. Tranvik (Religion)

DEGREE AND MAJOR REQUIREMENTS

Major

Nine courses, including:

Four (4) core requirements:

HUM 120 Medieval Connections

HIS 369 Early and Middle Ages
HIS 370 Late Middle Ages
HUM 499 Keystone, Medieval Studies Project

One (1) of the following literature courses:

ENL 330 Shakespeare
ENL 332 Renaissance and Reformation
ENL 360 The Medieval World
ENL 361 The Classical Tradition

One (1) of the following religion or philosophy courses:

HIS 372 Medieval Church
PHI 242 Medieval and Renaissance Philosophy
REL 361 Church in the First Four Centuries

REL 362 Theology of the Reformers

One (1) of the following history of arts courses:

ART 386 Medieval Art
ART 387 Renaissance and Baroque Art
MUS 231 History and Literature of Music I
THR 361 Theatre History and Criticism I

Two (2) electives from the following courses:

HIS 374 Medieval Crusades
HIS 440 Monks and Heretics
POL 380 Western Political Thought

Any literature, religion/philosophy, or history of arts courses not already taken may be taken as electives.

Minor

Five courses including HUM 120. The remaining four courses must be in different disciplines, as grouped above (history, literature, religion/philosophy, and history of arts).

OTHER REQUIREMENTS

Language Requirement

Students must take one year of college-level Latin or other medieval language approved by their adviser, which will fulfill the Modern Languages Graduation Skills requirement.

Quantitative Reasoning (QR) Skills

Fulfilled outside the major.

COURSES

HUM 120

Medieval Life in 12th-century Europe (Medieval Connections)

This is the introductory course for Medieval Studies. It uses an interdisciplinary approach to study European culture during a period known as the High Middle Ages, roughly AD 1100 to 1300. It attempts to examine medieval culture as a complex system of thought and feeling, which includes history, religion, philosophy, literature, art, theatre, music, and food. It also takes an experiential approach to this material, for example, by having students and faculty attend class in academic regalia, just as they did in medieval universities. (Humanities LAF, Spring)

For other course descriptions, please refer to the specific departments elsewhere in the catalog.

Augsburg Experience

As with all majors, an Augsburg Experience is required for graduation. For the Medieval Studies major this might include study abroad, or internships at the University of Minnesota's Rare Books Collection, the Hill Monastic Manuscript Library, or the Minnesota Renaissance Festival. Prior approval of advisor is required for all Augsburg Experiences related to Medieval Studies.

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

Metro-Urban studies and general education's Engaging Minneapolis 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 College's location. The Higher Education Consortium for 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

Garry Hesser (Director, SOC), Andrew Aoki (POL), Jeanne Boeh, Keith Gilsdorf, Stella Hofrenning (ECO), Michael Lansing (HIS), Lars Christiansen, Nancy Fischer (SOC), Michael Shock (SWK), Kristin Anderson (ART)

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses including:

- ECO 113 Principles of Microeconomics
- POL 122 Metropolitan Complex
- SOC 111 Community and the Modern Metropolis
- HIS 225 History of the Twin Cities
or HIS 335 Urban American History
or ART 249/349 HIS 249/349 The
Designed Environment
- 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 two additional approved urban-related courses.

SOC 381, taken in conjunction with INS 399, fulfills the Keystone 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 instead of ECO 110.

Minor

POL 122, SOC 111, HIS 225/249/349, SOC 381 and one of the following: ECO 110, HIS 335, 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- INS 299** **Directed Study**
See description on page 96. (Prereq.: POL 122 or SOC 211)
- INS 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. 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 96. (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 interdisciplinary field learning programs of exceptional quality located in Scandinavia, South America, Central America, Northern Ireland, and the Twin Cities.

Also see International Studies listings.

URBAN STUDIES COURSES

■ I. METRO-URBAN STUDIES TERM (MUST)—FALL OR SPRING

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 95.

■ **II. CITY ARTS—SPRING**

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 95.

■ **III. ENVIRONMENTAL SUSTAINABILITY: SCIENCE, POLITICS, AND PUBLIC POLICY—FALL**

Focuses on the social, scientific, ecological, and economic underpinnings of public policy and conflict over natural resources and environmental quality.

INS 345 **Social Dimensions of Environmental Change**

INS 346 **Adaptive Ecosystem Management**

INS 399 **Internship (2 course credits)**

■ **IV. SEE HECUA UNDER INTERNATIONAL STUDIES**

The Department of Modern Languages at Augsburg College contributes in many ways to realizing the College's mission of providing liberal arts education for service in today's world. The department is committed to the view that education should go beyond career preparation and that familiarity with the language and culture of another people is an essential step in the development of a truly global perspective.

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

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

Modern Languages Faculty

Mary Kingsley (Chair), Molly Enz, Pary Pezechkian-Weinberg, Susana Sandmann, Frankie Shackelford, Donald Steinmetz

DEGREE AND MAJOR REQUIREMENTS.

Major

The major consists of nine courses above 211 (Norwegian only: 211 and above), including two courses in culture, two courses in language, two courses in literature, and three electives (from any of the three areas above). At least seven of these courses must be taught in the target language of the major and at least four of them must be taken on the Augsburg campus.

Minor

The minor consists of four courses above 211 (Norwegian only: 211 and above), including one in language and one in literature or culture. At least three of these courses must be taught in the target language, and at least two of them must be taken on the Augsburg campus.

OTHER REQUIREMENTS

Departmental Honors

Majors seeking graduation with departmental honors must apply in the junior year. Requirements: 3.50 GPA in the major, 3.50 GPA overall, and honors thesis.

Prerequisite

A prerequisite must be completed with a minimum grade of 2.0 or P.

Transfer Students

Transfer students intending to major or minor in languages must take a minimum of one upper division course per year at Augsburg. See major/minor above for limits on non-Augsburg courses. Courses accepted for transfer must have been taken within the past seven years.

Study Abroad

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

Teaching Licensure

Since spring term 2001, Augsburg College no longer offers a licensure program in modern languages.

MODERN LANGUAGES COURSES

■ AMERICAN SIGN LANGUAGE (ASL)

ASL 101, 102 **Beginning American Sign Language I, II**

An introduction to deaf culture and the signs and syntax of ASL. Students observe the demonstration of signs, practice their own signing, and learn the facial expressions and body language needed to communicate clearly with deaf and hard-of-hearing people. (Fall: 101; spring: 102, Prereq.: 101)

■ CHINESE (CHN)

Chinese language studies are possible through a contractual arrangement with the ACTC East Asian Studies Program and the University of Minnesota East Asian language department. Contact the East Asian studies director for more information.

■ FRENCH (FRE)

FRE 111, 112 **Beginning French I, II**

Aims to develop communication skills of understanding, speaking, reading, and writing. Through conversations, classroom practice, and readings, these courses work toward the discovery of French culture and way of life. Four class meetings per week. (Fall: 111; spring 112, Prereq.: 111. WEC—additional sessions required)

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, Prereq.: 211)

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, Prereq.: 212)

- 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 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 495 Topics in Literature, Culture, or Linguistics**

Internships and Independent Study Courses:

- FRE 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- FRE 299 Directed Study**
See description on page 96.
- FRE 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- FRE 499 Independent Study/Research**
See description on page 96.

■ 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. (Fall: 111; spring: 112, Prereq.: 111. WEC—additional sessions required)

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, Prereq.: 211)

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, Prereq.: 212)

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 Survey of Literature: German Literature from Chivalry to Romanticism

The intellectual, cultural, and political history of all peoples is reflected in their literature. The prose, epic, and poetry readings in this course chronicle the German experience from Charlemagne to Napoleon; from Luther to Kant; from Hildegard of Bingen to Goethe, Schiller, and the Romantics; and offer a way to relive the Renaissance, the Reformation, and the Enlightenment.

GER 354 Survey of Literature: German Literature in the 19th and 20th Centuries
The literary, cultural, and scientific background of the new millennium has many German-speaking roots in the works of figures like Karl Marx, Freud, Nietzsche, Einstein, Kafka, Rilke, Hesse, and Brecht. Selected readings of prose, poetry, and plays bring alive the drama and conflicts that characterized the birth of the modern age. (Prereq.: 311)

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 495 Topics in Literature, Culture, or Linguistics

Internships and Independent Study Courses:

GER 199 Internship
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

GER 299 Directed Study
See description on page 96.

GER 399 Internship
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

GER 499 Independent Study/Research
See description on page 96.

■ 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.

■ 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, Prereq.: 111)

NOR 211 Intermediate Norwegian I
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. (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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- NOR 299** **Directed Study**
See description on page 96.
- NOR 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- NOR 499** **Independent Study/Research**
See description on page 96.

236 Modern Languages

■ 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 major.

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. (Fall: 111; Spring: 112, Prereq.: 111)

■ SPANISH (SPA)

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

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. (Fall: 111 and 112; spring: 112, Prereq.: 111. WEC—additional sessions required.)

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, Prereq.: 211)

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 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 with emphasis on the finer points of grammar. (Prereq.: SPA 311 or consent of instructor. Spring: odd years)

- 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: odd years)
- 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 354 Representative Hispanic Authors**
 An introduction to Hispanic 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: even years)
- 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 495 Topics in Literature, Culture, or Linguistics**

Internships and Independent Study Courses:

- SPA 199 Internship**
 See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- SPA 299 Directed Study**
 See description on page 96.
- SPA 399 Internship**
 See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- SPA 499 Independent Study/Research**
 See description on page 96.

The Music Department at Augsburg College offers professional music training in the context of a liberal arts curriculum through three music degree programs and five majors. It also offers a variety of music courses and ensemble experiences that are available to non-music majors and courses that meet Augsburg's Liberal Arts Foundation requirements.

Augsburg's location in the heart of a major artistic center makes it an ideal place to study music, and the music faculty seek and encourage opportunities that connect the campus and the greater arts communities. These opportunities allow students to explore the links between theory and applied knowledge and may take many forms, including internships; community performances; music therapy practica; community-based learning projects; required off-campus performance and concert attendance assignments; or travel and study within and outside the United States.

The music department is an institutional member of the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA).

Full-time Faculty

Robert Stacked (Chair), Jill Dawe, Douglas Diamond, Stephen Gabrielsen, Peter Hendrickson, Roberta Kagin, Ned Kantar, Merilee Klemp

Part-time Faculty

Trudi Anderson, Matt Barber, Carol Barnett, Fred Bretschger, Anthony Cox, Marv Dahlgren, Bridget Doak, Susan Druck, Lynn Erickson, Dan Fretland, Janet Fried, Jennifer Gerth, Bradley Greenwald, Nancy Grundahl, Megan Holroyd, Mary Horozaniecki, Jim Jacobson, Kathy Kienzle, Rena Kraut, Caroline Lemen, Steve Lund, Laurie Merz, Vladan Milenkovic, Rick Penning, Nicholas Rath, Andrea Stern, Sonja Thompson, Shannon Wettstein, Angela Wyatt

Fine Arts Manager

Randall Davidson

Fine Arts Coordinator

Cathy Anderson

Fine Arts Facilities Manager

Karen Mulhausen

DEGREES/MAJORS

Bachelor of Arts

Music Major
Music Major/Music Business
Concentration

Bachelor of Music

Music performance major
Music education major

Bachelor of Science

Music therapy major

Music Therapy Equivalency Certificate

Offers students with an undergraduate degree the preparation necessary to meet the AMTA requirements for becoming a certified music therapist.

Music Minor

Music
 Music business

****All music majors and music minors**** must choose and apply to a degree program by the end of their fourth semester of study. Degree and GPA requirements and applications are in the Music Department Student Handbook. Transfer students should meet with a music degree adviser as soon as possible after enrolling at Augsburg.

DEGREE AND MAJOR REQUIREMENTS

Music Core Curriculum

- MUS 101 Materials of Music I
- MUS 111 Aural Skills I
- MUS 102 Materials of Music II
- MUS 112 Aural Skills II
- MUS 201 Materials of Music III
- MUS 211 Aural Skills III
- MUS 202 Form and Analysis
- MUS 212 Aural Skills IV
- MUS 231 History and Literature of Music I
- MUS 232 History and Literature of Music II
- MUP 1xx-4xx Performance Studies
- MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145: Chamber Music
 One to four semester(s) on the major instrument in accordance with degree requirement
- MUS 358 Junior Recital and/or
 MUS 458 or MUS 459 Senior Recital
- MUE 111 or 112 or 114 or 121: Large Ensemble
 Four to eight semesters in accordance with degree requirement

Piano Proficiency Test (see Music Department Handbook)

Music Repertoire Tests (see Music Department Handbook)

■ 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.

Faculty Adviser: Douglas Diamond

Requirements

- Music core curriculum and:
 - MUS 341 Basic Conducting
 - MUS 458 Senior Recital
- One (1.0) credit of approved courses outlined in the Music Department Student Handbook.
- One (1.0) credit of upper division music courses.
 - MUP 1xx-4xx Performance Studies (.25 credit)
 - Eight semesters of half hour lessons in the major instrument/voice
 - MUE 111 or 112 or 114 or 121
 Eight semesters in a large Augsburg ensemble on the major instrument/voice
 - MUE 113 or 122 or 131 or 142 or 143 or 144 or 145
 Two semesters of chamber music/small ensemble courses on the major instrument/voice
 - Pass piano proficiency test
 - Pass three music repertoire tests

Music Business Major

The music business major prepares students to enter today's music industry and to pursue career opportunity where the arts and commerce intersect. Courses in music, performing arts, and business combine with field observations and internships. These experiences prepare students for careers in fields such as arts management, promotion, the record industry, and general music business. The program affords both the performing artist and the business student the opportunity to pursue music business studies. The music business major has two tracks: the **Bachelor of Arts in Music with Music Business Concentration** (designed for the performing artist) and the **Bachelor of Arts in Business Administration with Specialization in Music Business** (designed for the music/business student).

Faculty Adviser: Ned Kantar

B.A. in Music with Music Business Concentration

Requirements:

Music core curriculum and:

ECO 113 Principles of Microeconomics
 MIS 260 Problem Solving
 ACC 221 Principles of Accounting I
 BUS 242 Principles of Management
 or BUS 254 Entrepreneurship
 or BUS 200 Exploring Business as Vocation
 MUS/BUS 105 Music Business
 MUS/BUS 245 Arts Management
 MUS/BUS 399 Internship
 COM 111 Public Speaking
 MUS 458 Senior Recital

MUP 1xx-4xx Performance Studies (.25 credit)

Eight semesters of half hour lessons in the major instrument/voice

MUE 111 or 112 or 114 or 121

Eight semesters in a major Augsburg ensemble on the major instrument/voice

MUE 113 or 122 or 131 or 142 or 143 or 144 or 145

Two semesters of chamber music/small ensemble courses on the major instrument/voice

Pass piano proficiency test

Pass three music repertoire tests

B.A. in Business Administration with Specialization in Music Business

Requirements:

ECO 112 Principles of Macroeconomics
 ECO 113 Principles of Microeconomics
 MIS 260 Problem Solving for Business
 ACC 221 Principles of Accounting I
 ACC 222 Principles of Accounting II
 BUS 242 Principles of Management
 or BUS 254 Entrepreneurship
 or BUS 200 Exploring Business as Vocation
 MKT 252 Principles of Marketing
 FIN 331 Financial Management
 MUS/BUS 105 Music Business
 MUS/BUS 245 Arts Management
 MUS/BUS 399 Internship
 COM 111 Public Speaking
 3 MUS credits—OR—2 MUS credits and 1 MUE credit, selected from:
 MUS 101 Materials of Music I
 MUS 111 Aural Skills I
 MUS 102 Materials of Music II
 MUS 112 Aural Skills II
 MUS 130 Intro to Music and the Fine Arts
 MUS 220 Worlds of Music
 MUS 241 History of Jazz

(Other MUS courses as approved by adviser)

Note: All business majors are encouraged to take KEY 490 “Vocation and the Meaning of Success” to fulfill the Augsburg Core Curriculum Senior Keystone Requirement.

Music Minor

Requirements: 6 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 (1.0) credit of additional music courses

MUE 111 or 112 or 114 or 121 & MUP 1xx-2xx Performance Studies (.25 credit)

Four consecutive semesters in a major Augsburg ensemble concurrent with four quarter courses of performance studies on the major instrument/voice

Pass one music repertoire test

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

Music Business Minor

The music business minor is a course of study designed both for the music major desiring additional preparation in business and for the non-music major interested in pursuing a career in the music industry. With the music business minor, students are given the opportunity to enroll in coursework and participate in on-site field experiences that address specific professional skills necessary to enter today’s music industry. The minor is a collaborative program between the music and business departments.

Requirements: 8 credits

MUS/BUS 105 The Music Business: Marketing, Promotion, Publishing, Recording
 ECO 113 Principles of Microeconomics
 MIS 260 Problem Solving for Business
 ACC 221 Principles of Accounting I
 MUS/BUS 399 Internship (approved for the Music Business Minor)

One of the following:

MUS/BUS 245 Arts Management and Concert Promotion
 BUS 301 Business Law
 BUS 254 Entrepreneurship

All of the above courses plus two additional music course credits beyond MUS 105 and MUS 245 (maximum of 1 credit in MUE and/or MUP courses)

■ 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. Students select either vocal/general or instrumental/general emphasis. 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. All music requirements must be completed prior to student teaching. A cumulative GPA of 2.50 in all music courses is necessary for the music education licensure program.

Faculty Advisers:

Robert Stacke-Instrumental
Peter Hendrickson-Vocal

Requirements

Music core curriculum and:

- MUS 311 Composition I
 - MUS 341 Basic Conducting (.5)
 - MUS 358 Half Junior Recital
 - MUS 459 Full Senior Recital
 - HPE 115 Health and Chemical Dependency Education
 - EDC 200 Orientation to Education
 - EDC 210 Diversity in the Schools
 - EDC 211 Minnesota American Indians
 - EDC 220 Educational Technology
 - EDC 310 Learning and Development
 - ESE 300 Reading/Writing in Content Area
 - ESE 325 Creative Learning Environments
 - ESE 370 Music K-12 Methods
 - EDC 410 Special Needs Learner
 - EDC 480 School and Society
 - EED 481c, 483c, ESE 485, 487 Student Teaching
 - MUS 359 Music Methods: Choral/Vocal (.5)
 - MUS 356 Music Methods: Brass/Percussion (.5)
 - MUS 357 Music Methods: Woodwinds (.5)
 - MUS 355 Music Methods: Strings (.5)
- One of the following two areas of emphasis:
- Vocal emphasis:
- MUS 251-254 Diction (.25 credit each=1.0)
 - MUS 342 Choral Conducting (.5 credit)
 - MUS 129 Improvisation (0.0 credit)
 - MUS/THR 235 Music Theatre (.5 credit)

Instrumental emphasis:

- MUS 344 Instrumental Conducting (.5 credit)
- MUS 129 Improvisation (0.0 credit) two semesters, or
- MUS 129 one semester and
- MUS 143 one semester
- Music elective (1.0 credit)
- MUP 1xx Performance Studies (.25credit)
- Two semesters of half hour lessons in the major instrument/voice (first year)
- MUP 2xx-4xx Performance Studies (.5 credit)
- Six semesters of hour lessons in the major instrument/voice (second, third, fourth year)
- A Music Education major whose major instrument is piano, organ, or guitar is required to take a minimum of four additional semesters of lessons on an instrument/voice that corresponds with their large ensemble requirement.
- MUE 111 or 112 or 114 or 121 (.25 credit)
- Eight semesters in a large Augsburg ensemble on the major instrument/voice (winds and percussion, Band; strings, Orchestra; voice, Choir). You must participate in the ensemble for which you want to teach. (total= 2.0 credits)
- MUE 113 or 122 or 125 or 131 or 142 or 144 or 145
- Two semesters in a chamber music course on the major instrument/voice
- Pass piano proficiency test
- Pass three music repertoire tests
- Achieve a cumulative GPA of 2.50 in all music courses and in the major instrument/voice

■ **BACHELOR OF MUSIC**

Music Performance Major

A focused classical training program designed to develop the skills and challenge the performing ability of the individual musician, this degree best prepares students who are interested in private and studio teaching, professional performance opportunities, auditions, and graduate school. Acceptance to the program is by application and audition (see Handbook).

Faculty Adviser

Jill Dawe

Requirements

Music Core Curriculum and:

MUP 1xx Performance Studies

Two semesters of half hour lessons (0.25 credit) in major instrument

MUP 2xx-4xx Performance Studies

Six semesters of one hour lessons (0.5 credit) in major instrument

MUE 113 or 122 or 125 or 131 or 142 or 144 or 145

Chamber Music courses (0.0 credit).

At least four semesters playing major instrument (see Handbook)

MUS 358 Junior Recital (.0 credit)

MUS 459 Senior Recital (.0 credit) (see Handbook)

MUE 111 or 114 or 121 or 141

Large Ensembles: eight semesters OR for guitarists, harpists and pianists: four semesters of large ensemble and four additional semesters of chamber music or other assignment in consultation with adviser.

Additional coursework as follows:

Voice Majors:

MUS 251-254 Diction (0.25 credit each)

MUS 435 Voice Repertoire (0.5 credit)

MUS359 Music Methods: Voice/Choral Elective (1.0 credit)

Voice students are also strongly encouraged to take MUS/THR 235 Skills of Music Theater and/or MUS 394 Opera, Opera.

Keyboard Majors:

MUS 436 Piano Repertoire

MUS 456 Piano Pedagogy

Elective (1.0 credit)

Instrumentalists:

MUS356 MusicMethods:

Brass/Percussion (0.5 credit); or

MUS 357 Music Methods: Woodwinds (0.5 credit); or

MUS 355 Music Methods: Strings (0.5 credit)

Electives (1.5 credit)

■ **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 four-and-one-half-year degree program, which includes a full-time (six months or 1,040 hours) internship in a clinical facility approved by the American Music Therapy Association (AMTA). This course of study is chosen by students who wish to become professional music therapists.

Faculty Adviser:

Roberta Kagin

Requirements

Music core curriculum and:

MUS 271 Music Therapy Techniques and Materials

MUS 274, 275 Music Therapy Practicums

MUS 372, 375 Psychological Foundation of Music I, II

MUS 374, 375 Music Therapy Practicums

MUS 472 Human Identity Through the Creative Arts

MUS 473 Music Therapy Senior Seminar

- MUS 474, 475 Music Therapy Practicum
 MUS 479 Music Therapy Clinical Internship
 MUS 458 Half Senior Recital
 EDC 410 The Learner with Special Needs
 PSY 105 Principles of Psychology
 PSY 262 Abnormal Psychology
 BIO 103 Human Anatomy and Physiology
 MUS 340 Music Therapy Methods I: Strings, Brass, Woodwinds
 MUS 345 Music Therapy Methods II: Voice, Piano, Percussion

One of the following two:

- SOC 362 Statistical Analysis
 PSY 215 Research Methods: Design Procedure, and Analysis I

MUP 1xx-4xx Performance Studies (.25 credit)

Eight semesters of half hour lessons in the major instrument/voice

MUE 111 or 112 or 114 or 121

Eight semesters in a large Augsburg ensemble on the major instrument/voice and residency at Augsburg

MUE 113 or 122 or 125 or 131 or 142 or 143 or 144 or 145

Two semesters of chamber music/small ensemble courses on the major instrument/voice

Pass piano, guitar, and vocal proficiency tests

Pass three music repertoire tests

Achieve a minimum grade of 2.5 in all music therapy courses

Music Therapy Equivalency/Certification Program

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, guitar, and vocal 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.

Departmental Honors

Students may apply for departmental honors by submitting an honors project proposal to the music faculty during the first semester of the senior year.

Students submitting a proposal should include a transcript showing a cumulative GPA of 3.00 or higher in music courses, and a brief resume outlining their experience, performances, work, research, leadership roles, and study.

The honors proposal should clearly outline a project that goes well beyond required coursework, and could include but is not limited to one of the following: defending a senior thesis, presenting an additional recital, composing a substantial piece(s), conducting a program, presenting a research paper, or some combination of any of the above.

Student Recitals

Students planning a recital should carefully read the Music Student Handbook and consult regularly with their applied instructor. Registration in performance studies in the major instrument/voice is required during the semester in which a degree recital is given. At least two full-time music faculty members and the student's private instructor will evaluate junior and senior recitals. Recitals are graded on a pass/fail basis.

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 non-degree student recitals may be considered for departmental sponsorship. All music degree recitals must meet the academic guidelines set forth in this catalog.

- 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 registrar's website <www.augsburg.edu/enroll/registrar> or the Music Department for course offerings in each term.

■ THEORY AND MUSICIANSHIP

- 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 2.00)
- 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 311 Composition I (.5 course)**
Ranges and characteristics of voices and orchestral instruments, standard notation and score layout; related 20th-century literature. (Prereq.: Passing MUS 202 and 212 with a minimal grade of 2.0)

MUS 312 Composition II (.5 course)
 Contemporary approaches to melody, harmony, tonality, rhythm and form. Serialism, exoticism, indeterminacy, electronic minimalism, special effects. Related literature (Prereq.: Passing MUS 311 with a minimal grade of 2.0 or permission from instructor)

■ HISTORY AND LITERATURE

MUS 130 Introduction to Music and the Fine Arts
 Relationship between music of each period and the other fine arts. Live performance will be a feature of this course. The ability to read music is not required.

MUS 220 Worlds of Music
 A survey of non-Western music, this course explores diverse musical styles and instruments from many cultures.

MUS 231 History and Literature of Music I
 An intensive survey of the evolution of music from antiquity to 1750, studying music in its historical and cultural contexts as well as basic knowledge of repertory. (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.

Each course in the MUS 331-334 sequence (Baroque, Classical, Romantic, Contemporary) offers a detailed investigation of the music of each era focusing on its cultural, historical, and musical significance. In addition to incorporating performance/practice and attendance at designated Twin Cities concerts, the course satisfies the “writing in the major” skills component with the preparation of a major research paper.

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 (.5 course)**
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, 252, 253, 254 or permission from instructor)
- MUS 436 Piano Repertoire (.5 course)**
A study of piano literature from the 17th century to the present. (Prereq.: MUS 231, 232)

■ MUSIC 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 340 Music Therapy Methods I: Strings, Brass, Woodwinds**
Basic techniques for strings, brass, and woodwinds with application for the use of these instruments for music therapy.
- MUS 345 Music Therapy Methods II: Voice, Piano, Percussion**
Basic techniques for voice, piano, and percussion with application for the use of these instruments for music therapy.
- 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 Practicum (.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 474, 475 Music Therapy Practicum (.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, guitar and vocal proficiency test)

MUS 479 Music Therapy Clinical Internship (.0 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)

MUS 480 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. This course satisfies the Keystone requirement.

■ **MUSIC BUSINESS**

MUS 105 The Music Business: Marketing, Promotion, Publishing, Recording

An introduction to the music industry. Topics covered include contracts, business structures and basic business essentials, band names, publicity and advertising, and the role of agents and managers. Other topics include music and theater, arts administration, copyright, licensing, and recording. This course is also offered as BUS 105.

MUS 245 Arts Management and Concert Promotion

The role of the artist manager in career development and the role of the arts administrator in the management of performing arts projects and organizations. Factors affecting trends and earnings, challenges within the industry, and differentiation between the for-profit and non-profit sectors are discussed. Emphasis is placed on developing a working vocabulary of industry topics and in benefiting from practical field experience. (Prereq.: MUS/BUS 105)

■ **METHODS AND PEDAGOGY**

MUS 355 MUSIC METHODS: STRINGS (.5 course)

MUS 356 MUSIC METHODS: BRASS/PERCUSSION (.5 course)

MUS 357 MUSIC METHODS: WOODWINDS (.5 course)

MUS 359 MUSIC METHODS: VOCAL (.5 course)

MUS 456 Piano Pedagogy (.5 course)

Explores methods, materials, and techniques for teaching piano. This course has a community service-learning requirement that pairs each Augsburg student with one-to-two students whom they will teach.

■ APPLIED SKILLS AND GROUP LESSONS

MUS 129 Improvisation (.0 course)

Basic improvisational skills within a jazz combo format. Open to instrumentalists and vocalists.

MUS 152 Class Voice (.25 course)

Fundamentals of tone production and singing.

MUS 155A Class Piano (.25 course)

This class teaches basic piano skills including scales, chord progressions, harmonization, sight-reading and improvisation. It will help music majors prepare for the piano proficiency test. (Prereq.: MUS 101 or permission from instructor)

MUS 158 Class Guitar Class Guitar (.25 course)

Beginning techniques of classic guitar.

MUS 235 Skills of Music Theatre

An interdisciplinary approach to the topic using music and theatre techniques to develop the student's basic skills of Music Theatre. Concepts of diverse music-theatre forms are introduced. Course includes reading, writing, research, class discussion, exercises, small and large group participation, memorization, and public performance. Students will attend and review live productions.

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 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)

MUS 394 Opera, Opera
 This course combines the study and performance of opera and music theatre, and techniques of singing for the stage. Student assignments will include reading, discussion, and performance of opera/musical theatre scenes; going to performances; and visiting performing organizations in the Twin Cities. “Opera, Opera” will culminate in a performance of opera/music theatre scenes.

■ **PERFORMANCE STUDY/CHAMBER MUSIC/RECITALS/ACCOMPANYING**

MUP 1xx-4xx Performance Studies

Performance Studies provide a unique opportunity for Augsburg students to study on an individual basis with artist/teachers who are active performers in this region. Performance Studies courses are available to music majors and non-majors and are individualized to meet the experience, ability, background and goals of the student.

Music majors may register for 0.25 credits (half-hour weekly lessons); or 0.5 credits (one hour weekly lessons), in accordance with their specific degree requirements. Non-majors may register for credit or for 0.0 credit (half hour weekly lessons). Freshmen may qualify to have their lesson fee waived (one instrument per semester for half-hour weekly lessons, 0.0 or 0.25 credits), if concurrently registered for and playing that instrument for a large ensemble (MUE 111, 112, 114, 121, 141). Other ensembles may qualify upon petition to the music department.

Lessons are numbered sequentially to reflect each year of performance study (i.e. 1xx is two semesters, first year of study; 2xx is second year of study, etc.) and **lessons for credit must be registered by ADD/DROP form, signed, and delivered to Registrar’s Office by the student.** Please check with the music office or use the search option on AUGNET Records and Registration to get the correct course section for instruments with more than one teacher.

- | | | | |
|---------------------|---------------|---------------------|-----------|
| MUP 111-211-311-411 | Voice | MUP 132-232-332-432 | Bassoon |
| MUP 116-216-316-416 | Electric Bass | MUP 133-233-333-433 | Clarinet |
| MUP 121-221-321-421 | Violin | MUP 134-234-334-434 | Saxophone |
| MUP 122-222-322-422 | Viola | MUP 135-235-335-435 | Flute |
| MUP 123-223-323-423 | Cello | MUP 137-237-337-437 | Horn |
| MUP 124-224-324-424 | Bass | MUP 141-241-341-441 | Trumpet |
| MUP 131-231-331-431 | Oboe | MUP 142-242-342-442 | Trombone |

MUP 143-243-343-443	Baritone	MUP 181-281-381-481	Organ
MUP 144-244-344-444	Tuba	MUP 191-291-391-491	Harp
MUP 152-252-352-452	Piano	MUP 192-292-392-492	Improvisation
MUP 161-261-361-461	Guitar	MUP 193-293-393-493	Composition
MUP 171-271-371-471	Percussion		

The following Chamber Music courses are offered for 0.0 credit and fulfill the chamber music/small ensemble requirement for music majors. The courses are also open to non-majors by permission of the instructor.

MUE 113 **Vocal Chamber Music (.0 course)**

MUE 122 **String Chamber Music (.0 course)**

MUE 125 **Guitar Chamber Music (.0 course)**

MUE 131 **Woodwind Chamber Music (.0 course)**

MUE 142 **Brass Chamber Music (.0 course)**

MUE 144 **Percussion Chamber Music (.0 course)**

MUE 145 **Piano Chamber Music (.0 course)**

MUE 143 **Jazz Ensemble (.25 course)**

The Augsburg Jazz Ensemble is a group that performs extensively in a wide variety of venues. The literature performed reflects the cultural diversity and historical context of jazz. Placement is by audition or by arrangement with the director. Preference is given to Concert Band members.

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 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.

MUP 159 **Piano accompanying**

Professional accompanying/weekly coaching for singers and instrumentalists. Recommended for students preparing recitals, auditions, or special performance projects who would benefit from individualized collaboration and coaching with a professional pianist. MUP fee schedule applies. (see Handbook)

LARGE ENSEMBLES

Please note that only large ensemble participation (Augsburg Concert Band, Augsburg Chamber Orchestra, Augsburg Choir, Masterworks Chorale, or Riverside Singers) for credit will satisfy the ensemble requirements of the music major, music minor, and Liberal Arts Foundation requirements. Large ensemble requirements are fulfilled by yearlong participation with 0.25 credit granted each semester, and non-music majors may choose traditional or P/N grading or an audit (V) designation. (A maximum of two credits for large ensemble participation may be used towards graduation requirements.) Transfer students must participate in an Augsburg ensemble during their entire residency.

Auditions for membership in a large ensemble are scheduled during the first week of each semester or by contacting the ensemble director.

MUE 111	Augsburg Choir	(.25 course)
MUE 112	Riverside Singers of Augsburg	(.25 course)
MUE 114	Masterworks Chorale	(.25 course)
MUE 121	Orchestra	(.25 course)
MUE 141	Concert Band	(.25 course)

■ INTERNSHIPS AND INDEPENDENT STUDY COURSES

MUS 199	Internship See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
MUS 299	Directed Study See description on page 96.
MUS 399	Internship See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
MUS 498	Independent Study (.5 course) Advanced research and projects not otherwise provided for in the department curriculum. Open only to advanced students upon approval by the faculty.
MUS 499	Independent Study/Research See description on page 96. Open only to advanced students upon approval of the faculty.

254 NATURAL SCIENCE TEACHING LICENSURES

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 the major area coordinator is essential.

Coordinators

Dale Pederson (Biology), Sandra Olmsted (Chemistry), Jeff Johnson (Physics)

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. All upper division courses required for the biology major must be completed before student teaching.

LICENSURE REQUIREMENTS

Broad Base Requirements (also for 5-8 General Science licensure)

- GEO XXX Introductory Geology (taken off-campus)
- SCI 106 Introductory Meteorology
- BIO 101 Human Biology
- BIO 102 Biological World
- PHY 116 Introduction to Physics
or PHY 121, 122 General Physics I, II
- CHM 105, 106 Principles of Chemistry I, II
or CHM 115, 116 General Chemistry I, II

Biology Major—B.A. in Life Sciences (for licensure in biology 5-12)

Broad base requirements (substitute BIO 113 and 114 for BIO 101/103 and 102), 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 Anatomy
or BIO 473 Animal Physiology
- BIO 361 Plant Biology
or BIO 440 Plant Physiology
- BIO 369 Biochemistry
or BIO 476 Microbiology
- BIO 355 Genetics
or BIO 481 Ecology
- BIO 471 Advanced Cellular and Molecular Biology
or BIO 474 Developmental Biology

One math course:

- MAT 114, 122, 145, or 163

**Chemistry Major
(for licensure in chemistry 9-12)**

Broad Base Requirements, plus Graduation major in chemistry:

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

CHM 351 Organic Chemistry I

CHM 352 Organic Chemistry II

CHM 353 Quantitative Analytical Chemistry

CHM 361 Physical Chemistry

CHM 363 Physical Chemistry Laboratory

CHM 491 Chemistry Seminar (4 semesters)

MAT 145, 146 Calculus I, II

Two courses from:

CHM 364, 367, 464, 470, 481, 482

One year of general physics—PHY 121, 122

**General Science
(for licensure for grades 5-8)**

If added to life science Chemistry or Physics, will expand license to 5-12

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

PHY 116 Introduction to Physics
or PHY 121, 122 General Physics I, II
BIO 102 Biological World
BIO 121 Human Biology
SCI 106 Introduction to Meteorology
GEO XXX Introductory Geology (taken off-campus)

Physics Major (for licensure in physics 9-12)

Broad Base Requirements, plus 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

Two additional physics courses above 122; PHY 261 recommended

MAT 145, 146, 245 Calculus I, II, and III

PHY 327 Special Functions of Mathematical Physics (Prereq.: MAT 245 or equivalent)

Nordic area studies is an interdisciplinary program. 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 courses, six of which must be upper division.

Minor

Four upper division courses.

Other Requirements

At least four of the 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

NAS 121

Fire and Ice: Introduction to Nordic Literature

This course provides an introduction to Nordic culture via the medium of literature. Readings foreground issues of personal, ethnic, and national identity against the broad backdrop of Scandinavian history, social democratic values, and globalization.

NAS 230

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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- NAS 299 Directed Study**
 See description on page 96.
- NAS 399 Internship**
 See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- NAS 499 Independent Study/Research**
 See description on page 96.

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 practice in hospitals, clinics, corporations, parishes, government agencies, schools, and community organizations, or in their own private practices. Wherever they work, nurses provide comprehensive health care for persons, groups, and communities of diverse cultures and socioeconomic levels throughout the life span.

The bachelor's degree equips nurses to synthesize knowledge from the liberal arts with the art and science of nursing. The nursing program at Augsburg also provides educational opportunities to increase skills in critical thinking, clinical investigation, and decision-making in preparation for challenging new nursing positions in emerging care systems.

Augsburg's nursing program, which leads to a bachelor of science degree with a major in nursing, is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the program are eligible to apply for a public health nurse registration certificate through the Minnesota State Board of Nursing.

Nursing Faculty

Cheryl Leuning (Chair), Ruth Enestvedt, Joyce Miller, Sue Nash
 Adjunct Faculty: Marty Aleman, Katherine Baumgartner, Linda Holt, Barb Knutson, Mary O'Connell, Deborah Schumacher, Pauline Utesch, Luann Watson
 Emerita: Beverly Nilsson
 Program Assistant: Sharon Wade

DEGREE AND MAJOR REQUIREMENTS

Major

Seven courses including:

- NUR 330 Trends and Issues in Nursing
- NUR 305 Communication
- NUR 306 Paradigms in Nursing
- NUR 403 Families and the Life Cycle
- NUR 410 Community Health Nursing I
- NUR 411 Community Health Nursing II
- NUR 490 Leadership/Management

A minimum grade of 2.0 in each nursing course and cumulative GPA of 2.50 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 over 15 months with a summer break; however, students may pursue their studies at a slower pace.

Courses in the nursing major are offered on weekday evenings with a practicum course (NUR 411) requiring additional weekday time. More time may be required to complete the total course of study depending on the number of liberal arts (general education) courses needed to complete the BSN degree, and 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 BSN Admissions staff in Weekend College for program planning.

Departmental Honors

Admission to the honors major requires: a GPA of at least 3.60 in the major and 3.30 overall, application to the department chair by November 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.

Note regarding Latin honors: To be eligible for Latin honors, a student must meet minimum GPA standards as well as complete a minimum of fourteen traditionally graded credits at Augsburg and have no more than two elective pass/no pass graded credits at Augsburg (classes offered *only* as P/N by the department will not be counted, nor will “N” grades). For further information, see the Latin honors section on page 90.

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. Submit an application to Augsburg College. All applicants must present a high school diploma or equivalent and a 2.20 GPA.

2. Graduation from a nationally accredited nursing program: Applicants must have graduated from a nationally accredited associate degree or diploma nursing program with a 2.50 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. 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, completion of a nursing refresher course, or an acceptable equivalent.

5. Applicants must have their own malpractice insurance 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 a BSN.

Nursing courses at Augsburg are available evenings and weekends through Weekend College. Nursing classes usually meet on alternate weekday evenings for one three-and-one-half-hour time block. Clinical practicum requirements usually occur on weekdays.

It is recommended that most liberal arts courses be taken before starting the nursing major. Nursing majors can complete courses toward the baccalaureate at the Minneapolis campus; at United, Mercy, Unity and Children’s Hospitals in St. Paul, Coon Rapids, and Fridley, MN; and in Rochester, MN.

NURSING COURSES

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 305 Communication**
Explores 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 Paradigms in Nursing**
An introduction to theory-based nursing practice and research. Nursing theory and conceptual models for nursing practice are studied and applied to practice and research.
- NUR 403 Families and the Life Cycle**
Provides a theoretical basis for nursing interventions with diverse families and explores theories related to family structure and function throughout the life span.
- NUR 410 Community Health Nursing I**
Introduces the theory and methods that are essential to maintain or improve the health of culturally diverse individuals, families, groups, and communities. (Prereq: Math Placement 3 or MAT 105)
- NUR 411 Community Health Nursing II***
Provides clinical experience in community-based health care delivery systems. Students will apply nursing process, teaching/learning theory, and public health principles with culturally diverse clients. (Prereq: NUR 410)
- NUR 490 Leadership/Management**
The capstone course for the nursing major. Integrates concepts from nursing and the liberal arts. 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. This course satisfies the Keystone requirement. (Prereq.: Senior status and completion of 300 level nursing courses and REL 300.)
- NUR 495 Topics in Nursing (optional)**
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.
- NUR 499 Independent Study/Research (optional)**
See description on page 96.

Note: If NUR 411 is not taken immediately following NUR 410, 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 tuition and clinical practicum hours.*

Philosophy is in an important sense the most fundamental of the disciplines. All of the sciences and most other disciplines arose out of it. Moreover, it is concerned with asking and answering the “big” questions that are the most basic. For example, Is there a God? Is there life after death? Are there absolute moral standards? What kind of life is the best? What is knowledge and what are its sources?

Students learn to ask and answer these and other similar questions for themselves through the development and use of critical reasoning, assisted by the study of philosophers from the past and present.

The philosophy major has been carefully planned so that students can easily graduate with two majors. Some majors continue on to graduate school in philosophy, while others use the major to prepare for other professional studies such as law, medicine, the Christian ministry, or journalism.

Philosophy Faculty

Markus Fuehrer (Chair), David Apolloni, Bruce Reichenbach

DEGREE AND MAJOR REQUIREMENTS

Philosophy Major

Eight courses including:

- PHI 230 Logic
or PHI 385 Intro. to Formal Logic and Computation Theory
- PHI 241 History of Philosophy I: Ancient Greek Philosophy
- PHI 242 History of Philosophy II: Medieval and Renaissance Philosophy
- PHI 343 History of Philosophy III: Early Modern and 19th Century Philosophy
- PHI 344 20th Century Philosophy

A 400-level course (other than PHI 499)
Two elective courses in philosophy
Four courses must be upper division.

Major in Computational Philosophy

In addition to a major and minor in philosophy, the philosophy department also offers a cross-disciplinary major in conjunction with the computer science department emphasizing areas of interest in which philosophy and computer science overlap: logic, artificial intelligence, cognitive science, philosophy of mind, and philosophy of language. The purpose of the major is to augment the technical skills of a computer scientist with the creativity and liberal arts perspective of a philosopher. The result is a degree that is very marketable in industry and that provides an excellent logical and philosophical background for those wishing to pursue graduate study in philosophy. See course listing on page 149.

Departmental Honors

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.

Philosophy 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 questions (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. The Christian tradition 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**
The nature and history of romantic love. The ethics of sex in relation to love, marriage, the institution of monogamy, and homosexuality are considered.
- 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 informal logic and inductive reasoning.
- PHI 241 History of Philosophy I: Ancient Greek Philosophy**
Central philosophical questions that concerned the Greek philosophers from Thales to Plotinus and still concern us today: the nature of reality and its relationship to language and reason, the immortality of the soul, the nature of truth and human knowledge, and the nature of the good life.
- 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. Topics include: the nature of being, human understanding in relation to faith, and the place of the image of God in the human condition. (Suggested prior course: PHI 241. Spring)

- PHI 260** **Philosophy and the Arts**
 Philosophical issues raised and illustrated by painting, sculpture, literature, music, architecture, and film: the truth and falsehood of aesthetic judgment, the definition of art; the nature of aesthetic experience, the evaluation of art, creativity, the relation between the artist's intention, the work of art, and its relation to the rest of the artistic tradition. For arts majors and students with a strong background in the arts.
- PHI 343** **History of Philosophy III: Early Modern and 19th-Century Philosophy**
 The major rationalists of the 17th century (Descartes, Spinoza, Leibniz), the major empiricists of the 18th century (Locke, Berkeley, Hume), Kant's synthesis of rationalism and empiricism, and 19th-century Idealism and the reaction to it (Marx, Kierkegaard, Nietzsche and Mill).
- PHI 344** **History of Philosophy IV: 20th-Century Philosophy**
 A survey of major philosophical schools in the 20th-century: analytic philosophy, phenomenology, existentialism, pragmatism, and post-modern philosophy. Focus of study is on major texts of these movements.
- PHI 350** **Philosophy of Religion**
 We systematically investigate a series of philosophical 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?
- PHI 355** **Asian Philosophy**
 A study of the basic concepts and philosophies that underlie Hinduism, Buddhism, Confucianism, and Taoism. We focus on analyzing diverse views of reality, the self, and recommendations on how to live.
- 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: 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 explores 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**
The course discusses some fundamental ethical theories, which it then carefully applies 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 385 Introduction to Formal Logic and Computation Theory**
An introduction to sentential and first-order logic including logical connectives, proof theory, and quantification. Formal models of computation including finite state automata, pushdown automata, and Turing machines. Incompleteness and uncomputability. (1.5-hour lab for PHI 385. Prereq. for PHI 285: None. Prereq. for PHI 385: CSC 210 and one of MAT 122 or MAT 145 or MAT 171)
- PHI 410 Topics in Philosophy**
Advanced studies covering either an individual philosopher or a specific topic in 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 descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- PHI 299 Directed Study**
See description on page 96.
- PHI 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- PHI 499 Independent Study/Research**
See description on page 96.

PHYSICAL EDUCATION

See listing under Health and Physical Education.

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, materials 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 in science with heightened awareness and 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 through its Center for Atmospheric and Space Sciences and the Sverdrup Laboratory for Biophysics, with support from the National Science Foundation, NASA, and other private and public sources. 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

Stuart Anderson, Mark Engebretson, Kenneth Erickson, William Jaspersen, Jeffrey Johnson, Ben Stottrup, David Venne

Physics Research Staff

Jennifer Posch

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Major

Thirteen 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

Seventeen 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

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

Eighteen 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.

Departmental Honors

A GPA of 3.50 in physics and 3.30 overall. An original research project on a significant topic in physics with an oral presentation and written report. Project proposals should be made to the department by Sept. 30 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 3.00 in physics and overall, and rank in the upper third of their class.

PHYSICS COURSES

PHY 101 Introductory Astronomy

A descriptive course covering our solar system, stars, and galaxies. In addition the course traces the development of scientific thought from early civilization to the present day. Night viewing is required. (Three one-hour lectures. Prereq.: MPG 2. Fall, spring)

PHY 103 Conceptual Physics

An introductory course (with a hands-on intuitive approach) in which the applications, problems, and experiments are selected to illustrate fundamental principles of physics. (Two three-hour lectures/laboratories. Prereq.: MPG 3. Fall, spring)

SCI 106 Introductory Meteorology

A survey of the basic principles of Earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornados and hurricanes, climate and climate change, global warming, and ozone depletion. (Three one-hour lectures, one two-hour laboratory. Prereq.: MPG 2. Fall, spring)

SCI 110 Natural Science I

The first semester of a two-semester survey of natural science. This course focuses on the nature of science and major concepts of physics and chemistry. Laboratory work stressing experimentation and measurement will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: MPG 3)

- SCI 111** **Natural Science II**
The second semester of a two-semester survey of natural science. This course focuses on major concepts of earth science and biology. Laboratory work will complement lectures and will include the use of computers and electronic sensors. (Three one-hour lectures, one three-hour laboratory. Prereq.: SCI 110)
- PHY 114** **Earth Science for Elementary Education Teachers**
A practical and hands-on approach to earth and space science for students admitted to the elementary education program. Topics covered include the solar system and the origin of Earth; the structure of Earth including plate tectonics, earthquakes, volcanoes, and minerals and rocks; the hydrologic cycle and the effect of water on the planet; and the changing climate of Earth. (Two three-hour laboratory/lecture periods. Prereq.: elementary education major and MPG 3. Fall, spring)
- 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 three-hour laboratory. Prereq.: MPG 3. Fall)
- PHY 119** **Physics for the Fine Arts**
A scientific study of sound, light and the mechanics of structures and the human body relating to music, the visual arts, and theatre. Explores the physics of phenomena and perception fundamental to these disciplines. (Three one hour lectures, one three-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, ENL 111, 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 two-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, and noninertial reference frames. (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.: PHY 122, 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)**
Students work in small groups on advanced experiments from various physics subfields (including modern physics, electronic instrumentation, magnetism, and optics) with a focus on the role of experiments, interpretation of data, and scientific communication. Incorporates an introduction to LabVIEW software for computerized data acquisition and experiment control. (One three-hour laboratory and an occasional one-hour seminar per week. Prereq.: junior or senior standing or consent of instructor. Fall)

- PHY 396 Comprehensive Laboratory II (.5 course)**
A continuation of PHY 395. A thorough exploration of interface hardware and software design (LabVIEW) for computer-controlled experiments followed by application of these techniques to advanced experiments in high vacuum physics and technology, modern optics, biophysics, and other areas. (One three-hour laboratory and an occasional one-hour seminar 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 430 Introduction to Solid State Physics**
Topics in solid state physics including various theories of metals, crystal lattices, band structure and Fermi surfaces, phonons, semiconductors and magnetism. The conditions and consequences of the solid state of materials will be explored at a very detailed level, taking realistic parameters of materials into account. (Three one-hour lectures. Prereq.: PHY 351, PHY 362; PHY 486 strongly recommended. Fall)
- PHY 486 Quantum Physics**
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. Spring)
- Internships and Independent Study Courses:*
- PHY 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- PHY 299 Directed Study**
See description on page 96.
- PHY 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- PHY 499 Independent Study/Research**
See description on page 96. Open to juniors and seniors with departmental approval.

Firmly grounded in the liberal arts tradition, political science shares concerns with the humanities, other behavioral sciences, and mathematics and the sciences. The role and significance of authority in human affairs establish the focus of political science. 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 communications and other information technology, racial and ethnic politics, and American public law.

Political scientists use systematic inquiry and analysis to examine political reality. 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 subfields of political science, the major supplies the breadth appropriate for graduate work in political science, 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.

Political Science Faculty

Andrew Aoki (Chair), Milda Hedblom, Norma Noonan, John Shockley, Joseph Underhill-Cady

DEGREE AND MAJOR REQUIREMENTS

Political Science 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.

Pre-Law Concentration in Political Science

Major: 11 courses required

Specific Required Courses—six total

- POL 121
- POL170
- POL 483
- POL 484

Two of the following three courses:

- ENL 223 or 220 (cannot use both ENL 223 and ENL 220)
- PHI 230
- SPC 111

Electives—five total

Three courses from the choices below:

POL 350

POL 370

POL 371

POL 380

POL 381

Plus two additional upper level courses in Political Science (can come from the list above, or be any other upper level Political Science course).

Departmental Honors

The honors major in political science includes the requirements listed above, plus the following: The student's GPA must be 3.50 in the major and 3.00 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.

Pre-Law Minor: six courses required

Four Required Courses:

POL 121

POL170

Two of the following three courses:

ENL 223 or 220 (cannot use both ENL 223 and ENL 220)

PHI 230

SPC 111

Two Electives:

Two courses from the choices below:

POL 350

POL 370

POL 371

POL 380

When necessary, substitutions can be approved by the chair (e.g. if a required course has to be cancelled).

Teaching Major in Political Science and Economics

Total of 12 courses required: five courses in economics, five courses in political science, and two courses in education. ECO 112 or 113 and POL 121 also fulfill requirements for the social studies core; education courses also fulfill licensure requirements for secondary education.

Economics Courses:

ECO 112 Principles of Macroeconomics (elective for social science core)

ECO 113 Principles of Microeconomics (elective for social science core)

ECO 312 Intermediate Macroeconomics or ECO 315 Money and Banking

ECO 313 Intermediate Microeconomics

One other upper division economics course

Education Courses:

EDC 200 Orientation to Education (required for licensure)

ESE 310 5-12 Methods: Social Studies—Capstone course (required for licensure)

Political Science Courses:

POL 121 American Government (social science core course)

Two upper-level political science courses (must be in two different areas)

Two other political science courses

In addition, in order to graduate with this major, a student must have been admitted

into the Department of Education. To be licensed in social studies, additional education courses and the social studies core are required.

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 or the teaching major in economics and political science. Either option requires that the student also take courses required for the social studies core. 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

Surveys major parts of American national government—including Congress, the presidency, and the courts—as well as campaigns and elections, federalism, interest groups, and political parties.

POL 122

Metropolitan Complex

Examines politics in metropolitan areas, emphasizing central cities and focusing on influences on urban public policy. Includes case studies of the Twin Cities metro area.

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 241

Environmental and River Politics

This course explores the politics of the communities and ecosystems of the Upper Mississippi River watershed, including controversies about river pollution, the lock and dam system, regional water supply, flood control, and farming practices. Includes site visits to see how local policy-makers and stakeholders are trying to achieve sustainability in the watershed.

POL 323

Social and Political Change

Examines interaction between cultural, social, and political change, looking primarily, but not exclusively, at the United States. Also looks at how individuals can try to effect political change. (Prereq.: one previous course in political science, or junior or senior status or consent of instructor)

- POL 325 Politics and Public Policy**
The domestic policy making process, emphasizing how elected officials, bureaucrats, and interest groups shape government policies in various areas, including taxes, the environment, and social welfare policy. How public policies are formulated and implemented.
- POL 326 Political Parties and Behavior**
Emphasizes study of public opinion and political parties in the electoral process. Field work with political parties, 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**
Studies effects of new information technology (such as the Internet) and of the traditional electronic media. Covers uses of technology and media for news-making, selling, entertainment, and public affairs. (Prereq.: Sophomore, junior, or senior 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**
Topics include legislative, executive, or judicial politics, public policy, and leadership. Can include focus on national, state, or local level. (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 Policies**
 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. This course satisfies the Keystone requirement for International Relations majors. (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 at least junior status and one previous course in political science)

- POL 371 Topics in Constitutional Law**
 Selected topics in constitutional law. 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 140** **Social Justice in America**
Examines social justice in urban policies such as housing and education (issues may vary). Students develop their own arguments about social justice. Emphasis on class discussion; substantial participation required.
- POL 158** **Political Patterns and Processes**
(See Section II for description.)
- POL 282** **Understanding Asian America**
Asian Americans and their place in American politics and society. Includes some coverage of Asian American history and looks at the struggle to define Asian Americans.
- 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 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. This course satisfies the Keystone requirement. (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**
Introductory survey of political science methods. Covers experimental design, descriptive and inferential statistics, computer methods, and issues in the construction and execution of political surveys.
- POL 495 Seminar**
Selected topics. Consult department chair concerning terms and subject matter.

Internships and Independent Study Courses:

- POL 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. P/N grading unless internship supervisor grants exception.
- POL 299 Directed Study**
See description on page 96.
- POL 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- POL 499 Independent Study/Research**
See description on page 96.

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. The study of psychology equips students to understand and use the scientific method to think creatively and critically beyond the classroom. 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 the application of knowledge and skills in coursework, research experiences, and internships within the community. The curriculum's emphasis on the experiential dimensions of learning and the integration of liberal arts and professional domains prepares students for careers in many settings including business, education, social services, research, law, government, church, and medicine.

Faculty members in the Department of Psychology have varied professional specializations including clinical, counseling, physiological, developmental, social, cognitive, 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 including group and individual projects, association with Augsburg's active Psychology Club, Psi Chi Honor Society, and faculty-student research teams.

Psychology Faculty

Bridget Robinson-Riegler (Chair),
Barbara Curchack, Grace Dyrud, Stacy
Freiheit, David Matz, Nancy Steblay

DEGREE AND MAJOR REQUIREMENTS

Major

The major is 10 courses

Foundations of Psychology (five courses)

- PSY 105 Principles of Psychology
- PSY 215 Research Methods: Design, Procedure, and Analysis I
- PSY 315 Research Methods: Design, Procedure, and Analysis II

At least one course from the following:

- PSY 325 Social Behavior
- PSY 354 Cognitive Psychology
- PSY 355 Biopsychology

At least one course from the following:

- PSY 491 Advanced Research Seminar
- PSY 493 Seminar: Contemporary Issues

Professional Perspectives (two courses)

- PSY 399/396 Internship

At least one course from the following:

- PSY 357 Behavioral Analysis
- PSY 359 Assessment
- PSY 263 Sports Psychology
- PSY 373 Industrial/Organizational Psychology
- PSY 385 Counseling Psychology
- PSY 410 Clinical Neuropsychology

Electives (three courses in psychology)

Majors are strongly encouraged to take more than the minimum 10 required psychology courses; no more than 13 course credits can count for graduation.

Note: A minimum of five courses must be from Augsburg. No more than two courses from among PSY 199, 299, 399/396, 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.

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.

Concentration in Psychology and Law

The field of psychology and law involves the application of scientific and professional aspects of psychology to questions and issues relating to law and the legal system. This field encompasses contributions made in a number of different areas—research, clinical practice, public policy, and teaching/training among them—from a variety of orientations within the field of psychology, such as developmental, social, cognitive, neuropsychology, and clinical. Students in this concentration will participate in at least three experiential learning venues: laboratory research, a community-based internship, and study tours to Hennepin County Courts. See department Chair for specific requirements.

Concentration in Social Psychology

Both the sociology and psychology departments offer courses relevant to students with interests in social psychology. The intent of the social psychology concentration is to provide students of either major with a solid disciplinary foundation along with specific coursework to strengthen a cross-disciplinary social psychological perspective. Students will participate in internship and research experiences specific to their social psychology interest. Coursework will emphasize research skills, theoretical analysis, and applied work in areas intended to prepare students for careers in law, consulting, research, and social policy, as well as many other areas. In addition, the social psychology concentration is ideal for graduate school preparation. See department chair for specific requirements.

Departmental Honors

GPA of 3.00 in the major and 3.50 overall, and completion of a high-quality research project. Formal application must be made during the junior year. Please consult the department chair for more detailed requirements.

Minor

Five courses, including PSY 105, and four electives. A minimum of two courses must be from Augsburg. No more than two courses from among PSY 299, 399/396, and 499 may be counted.

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 201 Health Psychology

Consideration of the impact of psychological, behavioral, social, and biological interactions on health. (Prereq.: PSY 105)

- PSY 215 Research Methods: Design, Procedure, and Analysis I**
Part I of a two-term sequence. See PSY 315. PSY 215 may be taken for one course credit without taking PSY 315. Scientific method as practiced in psychology. This sequence emphasizes skills of bibliographic research, research design and data collection, statistical analysis and interpretation, and APA-style presentation of research findings. (Prereq.: PSY 105, MPG 3, and sophomore status)
- PSY 235 Psychology and Law**
Application of psychological principles and research to legal processes, policy, and problems. Emphasis on three content areas: eyewitness issues, courtroom procedures, and forensic clinical practice. (Prereq: PSY 105)
- PSY 250 Child Development**
Theory and scientific methods of examining development and behavior. Practical implications of data and theory are stressed. (Prereq.: PSY 105)
- PSY 252 Adolescent and Young Adult Development**
Consideration of research and theory related to development during the adolescent and young adult years. (Prereq.: PSY 105)
- PSY 253 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 105)
- PSY 256 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 105)
- PSY 261 Personality/Cultural Context**
Current scientifically-based approaches to description, dynamics, and development of personality. Includes study of gender, social position, and cross-cultural behavior. (Prereq.: PSY 105)
- PSY 262 Abnormal Psychology**
An introduction to psychological disorders and treatment. (Prereq.: PSY 105)
- PSY 263 Sports Psychology**
Foundations of sports psychology. Psychological concepts applied to sports and enhancement of athletic performance. Topics include motivation, team development, leadership, psychological skills training, and goal setting. (Prereq: Psy 105)
- PSY 271 Psychology of Gender**
Emphasis on the social construction of gender and its impact on the lives and behavior of individuals. (Prereq.: PSY 105)
- PSY 295 Topics in Psychology**
Specific topic will be published prior to registration. (Prereq.: PSY 105)

- PSY 315** **Research Methods: Design, Procedure, and Analysis II**
Part II of a two-term sequence. See PSY 215. Ideally PSY 315 should be taken in the term immediately following PSY 215. (Prereq.: PSY 215 with a grade of 2.0 or higher, ENL 111 or 112 or HON 111)
- 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 215, or PSY 105 with junior standing)
- 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 215, or PSY 105 with junior standing)
- PSY 355** **Biopsychology**
Relationship between biology and behavior. Considers biological bases of learning and cognition, emotions, abnormal psychology, personality, normal and altered states of consciousness. (Prereq.: PSY 215, or PSY 105 with junior standing)
- 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 215, or PSY 105 with junior standing)
- 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 215, or PSY 105 with junior standing)
- PSY 360** **Psychology Laboratory (.5 credit)**
Laboratory research experience under the supervision of a faculty member. Concurrent or previous enrollment in a full credit course in the faculty member's area of expertise and approval by that faculty member are required. (Prereq: Psy 215)
- PSY 373** **Industrial/Organizational Psychology**
The theoretical and applied study of organizations. Topics include personnel selection and evaluation, career development, conflict and decision-making, group processes, and organizational change. (Prereq.: PSY 215, or PSY 105 with junior standing)
- PSY 381** **Historical Perspectives**
Focus on the people in psychology's history, their questions and positions, from the early Greek period to the present. Emphasis on the 20th century, inclusions of women and minorities, and contextual history. (Prereq.: PSY 215 or PSY 105 with junior standing)

- PSY 385 Counseling Psychology**
Principles and methods involved in the counseling process. Consideration of goals and ethical guidelines for the counseling relationship. (Prereq.: PSY 215, or PSY 105 with junior standing)
- PSY 410 Clinical Neuropsychology**
The exploration of human behavior when the brain is altered by traumatic brain injury and diseases such as stroke, epilepsy, and dementia. Learn human neuroanatomy in order to relate brain systems to attention, perception, memory, language, personality, and awareness. Address clinical issues, including neuropsychological assessment and interviewing. (Prereq.: PSY 315 or consent of instructor)
- PSY 490 Current Topics in Psychology**
Specific topic will be published prior to registration. (Prereq.: PSY 315 or 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 professional issues and implications for social policy. Recommended for students headed for graduate school and those electing an honors major. (Prereq.: PSY 315 or consent of instructor)
- PSY 493 Seminar: Contemporary Issues**
Discussion and exploration of contemporary professional issues and social policy from a psychological viewpoint. Faculty-supervised student research. (Prereq.: PSY 315 or consent of instructor)
- Internships and Independent Study Courses.*
- PSY 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. (Prereq.: PSY 105 and one other psychology course).
- PSY 299 Directed study**
See description on page 96. (Prereq.: PSY 105)
- PSY 399/396 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. Participation in a concurrent seminar is required. PSY 399 involves an off-campus internship; PSY 396 involves an on-campus internship. The internship satisfies the Keystone requirement. (Prereq.: PSY 315, ENL 111 or 112 or HON 111)
- PSY 499 Independent Study/Research**
See description on page 96. (Prereq.: PSY 315)

Religion asks questions and seeks answers fundamental to humanity's search for meaning: Who are we as human beings? (*Who am I?*) What is our relationship with each other, with the natural world, and with God? (*What is my place in the world? What am I called to do?*) What do good and evil mean in this time and this place? (*Do I—or how do I—understand these concepts differently than those from different times and ages?*)

The study of religion, including inquiry into the history and traditions of Christianity, exploration of other major world religious traditions, study and interpretation of the Hebrew Bible and New Testament, and reflection on vocation, is central to the mission and vision of Augsburg College. At the center of the AugCore, Augsburg's general education program, are courses in the Religion Department. In these courses, students are challenged and equipped to articulate what they believe and to see that what they believe matters. These courses also ground students who wish to major or minor in Religion or Youth and Family Ministry, where they may more explore more deeply the interpretation of the Bible, church history, theology, world religions, spirituality and spiritual practices, as well as the practical aspects of the life and work of the church.

Augsburg is a college of the Evangelical Lutheran Church in America (ELCA), and this means that we are eager to engage in dialogue with Christians of all denominations and with people who practice other spiritual traditions or claim no religious beliefs. We challenge all our students to respect and learn from one another and to

think critically about matters of faith and reason.

Religion Faculty

Philip Quanbeck II (Chair), Lori Brandt Hale, Bradley Holt, Russell Kleckley, Lynne Lorenzen, Mary Lowe, Beverly Stratton, Mark Tranvik, Hans Wiersma

GENERAL REQUIREMENTS

Majors

The Religion Department offers two majors: Religion (REL) and Youth and Family Ministry (YFM).

Prerequisites

Religion 100 (or 300 for advanced transfer students) is prerequisite to all other courses.

Graduation Requirements

Courses designated REL and YFM are offered by the religion department. A maximum of 13 total REL and YFM courses may be applied toward the 32-course requirement for graduation. Taking extra electives in REL or YFM may require students to complete more than the minimum 32 courses required for graduation.

Transfer Courses

All transfer courses for majors and minors, including ACTC courses, must be approved in writing by the chair. Only courses successfully completed (2.0 or above) within the last ten years will be considered. In general, courses that meet the transfer guidelines may only be applied to elective credit for the major. Students who have taken an approved introductory course in Bible and/or Christian theology

at another college may take REL 300 in place of the college REL 100 and 200 requirement; consult the registrar's office.

Advising

All majors must have an adviser in the department.

RELIGION—REL

A religion major serves as a strong foundation in the liberal arts. It prepares students for professional work and/or graduate studies in a wide array of fields.

Certainly, students interested in seminary and ministry are well-served by an undergraduate religion degree. Students who wish to pursue graduate studies in theology, religious studies, sacred scripture, or church history are also good candidates for a religion major. Students interested in graduate studies in most any field in the humanities and social sciences could choose a religion major. Law schools and other professional schools, including medical schools, are attracted to students with a religion degree and the skills of analytic reading, critical thinking, writing, and speaking acquired in pursuit of that degree.

Departmental Honors

GPA of 3.50 in the major and 3.00 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.

DEGREE AND MAJOR REQUIREMENTS

■ BACHELOR OF ARTS

Religion Major

Eight courses including:

- REL 200 Christian Vocation and the Search for Meaning II
or REL 300 Bible, Christian Theology, and Vocation
- REL 210 Research Methods in Religion
- REL 495 Religion Keystone

Five additional electives

Note: Keystone, especially for majors, should be taken in the junior or senior year. One New Testament Greek course may be applied to the major.

Religion Minor

Five religion courses including REL 100 and 200. (Advanced transfer students take REL 300 and four electives.)

Note for majors and minors:

Students are required to have at least a 2.00 GPA in courses counted toward the major or minor. One or two courses in Youth and Family Ministry (YFM) may count toward the religion major or minor.

RELIGION COURSES

- REL 100** **Christian Vocation and the Search for Meaning I**
 This introductory course will explore some of the biblical and theological resources that the Christian tradition, seen through the lens of vocation, brings to the search for meaning. **Not accepted for credit for students who have taken REL 300 or 331.**
- REL 100 or 300 is a prerequisite for all religion and youth and family ministry courses.*
- REL 120** **Religion and Science in Popular Culture**
 This course explores the relationship between religion and science through issues that emerge in public discussion through news and popular media. Examples of topics include evolution and intelligent design, genetic engineering and stem cell research, and the social role of science and science as vocation, along with historical and philosophical development of science in its relationship to religion.
- REL 200** **Christian Vocation and the Search for Meaning II**
 This course focuses on articulating students' own theological questions and positions and on recognizing and evaluating religious claims in the areas of biblical interpretation and the historical, cultural, and global contexts of Christianity and other world religions. (Prereq.: REL 100)
- REL 205** **Exploring Topics in Religion**
 This course introduces students to various topics within the field of religion. Students will explore primary texts on topics such as gender, economics, and politics and investigate and analyze the contemporary debates involving these complex issues. Students will develop their own perspectives on the topic under investigation. (Prereq.: REL 100, 111, 221, 300, or 331 and ENL 111 or 112 or HON 111)
- REL 206** **Apostles of Hope**
 This course will explore how Israel adapted, resisted, fractured into sects, and was crushed in revolt (70-73 AD/CE) in the crucible of the Greek and Roman empires. Why was Jesus of Nazareth seen both as a sign of Israel's hope and a threat in Roman Judea? How did the apostolic movement bring its irrepressible hope in God into the nations, religions, philosophies, and languages of the Roman order?
- REL 210** **Research Methods in Religion**
 An introduction to the study of the main disciplines within the academic study of Christianity (Bible, theology, and church history), including methods and research skills. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)
- REL 300** **Bible, Christian Theology, and Vocation**
 This foundational course for advanced transfer students explores the Bible, Christian tradition, and vocation. Students will articulate their own theological questions and positions and begin to recognize and evaluate religious claims in a world of many religions. **Open only to advanced transfer students.** Not accepted for credit for students who have taken REL 100, 111, 221, or 331.

- REL 301** **Interpreting the Old Testament**
An investigation of the Torah, Prophets, and Writings, including forms, genres, historical contexts, portrayal of God, and interpretation of these texts by ancient and modern Jewish and Christian communities. (Prereq.: REL 100 or 300 and critical thinking entry level skill pass or GST 100)
- REL 302** **Interpreting the New Testament**
Historical, literary, and theological interpretation of Paul's letters, the gospels, and other New Testament writings as persuasive literature for ancient and modern communities.
- REL 306** **Non-Western Christianity**
A study of Christian belief and practice in a variety of cultural settings different from those of Western Europe and North America. In addition to introductions to forms of this faith on other continents, the course will explore the deep questions of the relationship of culture and religion, and the ethnic and cultural location of Christianity.
- REL 309** **Religion at the Movies**
Religious themes such as good and evil, morality and ethics, human nature, holiness, faith and belief, salvation and redemption, and forgiveness and mercy will be explored through the medium of popular film.
- REL 313** **Environmental Theology and Ethics**
An overview of contemporary environmental theology and theologically-based approaches to environmental ethics using case studies of environmental problems in Mexico and Central America. Taught in Mexico during spring semester program.
- REL 320** **Buddhism and Christianity in Thailand**
An examination of Buddhism and the interface of Buddhism and Christianity in Thailand, with attention to the plurality of religions, the role of Christian mission, and religious responses to some of Thailand's contemporary problems such as AIDS and the sex industry. Short-term travel seminar.
- REL 343** **Theology of Marriage and Family**
An examination of the nature of modern marriage and family relationships within the context of the faith and practice of the Christian church.
- REL 346** **Religion and Social Change in Southern Africa**
This course examines the changing role of the church in the midst of political transformations of Southern Africa. Students will meet with people representing a variety of religious perspectives and roles within churches and religious organizations. Taught in Namibia.
- 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** **World 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**
 Christian history is examined through the lives and theology of notable figures. Thinkers who may be studied include Augustine, Martin Luther, Dorothy Day, and Martin Luther King, Jr.
- 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. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)
- 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 envrioning culture.
- REL 366** **Latin American Liberation Theologies**
 A study of the dominant theological perspectives that have shaped Latin American culture and politics. Focuses on the relationship between theology and social/political transformation.
- 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. (Prereq.: ENL 111 or 112 or HON 111, junior standing, and REL 100 or 300)
- REL 378** **Medieval Church** (See description under HIS 378)
- REL 383** **Process Theology**
 Influences of the relational world view of process philosophy on Christian faith and ethical deliberations (including killing, abortion, human sexuality, and euthanasia).
- 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 405 Lilly Scholar Seminar I (.5 course)**
This course will study the Bible and Christian tradition in order to help participants discern a call in Christian ministry. This course is open to participants in the Lilly Scholar program only.
- REL 406 Lilly Scholar Seminar II (.5 course)**
This course will study the Bible and Christian tradition in order to help participants discern a call in Christian ministry. This course is open to participants in the Lilly Scholar program only.
- REL 425 Christian Spiritual Practices**
A practical forum on “habits of the heart” that sustain Christian service. Students explore and critically reflect on the value and practice of spiritual disciplines such as prayer, meditation, journaling, and service to the poor.
- 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. (Prereq.: REL 100 or 300 and critical thinking entry level skill pass or GST 100)
- 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.
- REL 480 Vocation and the Christian Faith**
This course will examine vocation in the Bible, the Christian tradition, and contemporary culture. Students will be challenged to make vocation the lens through which they view their lives and communities. This course satisfies the Keystone requirement.
- 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. (Prereq.: REL 100 or 300 and ENL 111 or 112 or HON 111)
- 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 490 **Topics in Religion**
Selected topics in religion.

REL 495 **Religion Keystone**
This course is required for the major, and enrollment is normally restricted to students who have nearly finished their coursework. Selected topics vary by instructor. Students will improve writing abilities through writing a major research paper. (Prereq.: REL 210 and ENL 111 or 112 or HON 111)

Internships and Independent Study Courses:

REL 199 **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95. Limited to special cases.

REL 299 **Directed Study**
See description on page 96.

REL 399 **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

REL 499 **Independent Study/Research**
See description on page 96. For religion majors only.

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

PHI 350 **Philosophy of Religion**

SOC 260 **Religion and Society**

YOUTH AND FAMILY MINISTRY—YFM

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.

Students are accepted into the program through a two-step candidacy process. Contact the youth and family ministry coordi-

nator in the religion department about when and how to apply for candidacy.

This major requires 150 hours of supervised contextual education (YFM 207) as preparation for a 150-hour internship (YFM 399) with a congregation or ministry organization. YFM majors are encouraged to plan class schedules to allow for either extending the internship experience for a full year, or completing the internship semester while carrying only one additional class. Consult the youth and family ministry coordinator for advising.

290 Youth and Family Ministry

Youth and Family Ministry Major

Eleven courses including:

Theology core:

- REL 200 Christian Vocation and the Search for Meaning II
or REL 300 Bible, Christian Theology, and Vocation
- REL 301 Interpreting the Old Testament
- REL 302 Interpreting the New Testament
- REL 362 Theology of the Reformers
- REL 495 Religion Keystone

Youth and family ministry core:

- YFM 207 Contextual Education
[required non-credit field experience]
- YFM 232 Peer Ministry: Principles and Leadership
- YFM 235 Basics in Youth and Family Ministry
- YFM 358 Life and Work of the Church
or YFM 316 Church and Culture in Context
- YFM 399 Internship
- REL 343 Theology of Marriage and Family
- REL 425 Christian Spiritual Practices

and three supporting courses:

- SOC 231 Family Systems: A Cross-Cultural Perspective
- PSY 105 Principles of Psychology
- PSY 250 Child Development
or PSY 252 Adolescent and Young Adult Development
- or SWK 260 Humans Developing

Note: A student with a youth and family ministry major or minor may not also major or minor in religion.

Youth and Family Ministry Minor

The minor consists of the following six courses:

- REL 200 Christian Vocation and the Search for Meaning II
or REL 300 Bible, Christian Theology, and Vocation
- YFM 235 Basics in Youth and Family Ministry
- YFM 232 Peer Ministry

one Bible survey course from:

- REL 301 Interpreting the Old Testament
- REL 302 Interpreting the New Testament

one upper division YFM course from:

- REL 343 Theology of Marriage and Family
- YFM 316 Church and Culture in Context
- YFM 358 Life and Work of the Church

one formal, supervised field work experience:

- YFM 207 Contextual Education (non-credit requirement)
- YFM 399 Internship

or field work with youth and families, supervised through another major and approved by the religion department youth and family ministry coordinator.

YOUTH AND FAMILY MINISTRY COURSES

REL 100 or 300 is a prerequisite for all religion and youth and family ministry courses.

- YFM 207 Contextual Education (.0 course)**
 Students reflect upon and relate their learning of theology, the youth and family ministry model, and supporting social science courses to experiences during 150 hours in an approved congregational setting. They discuss ministry issues with peers and supervisors and begin preparation of their professional portfolios. This is a non-credit requirement for the major. It may be done over two to three semesters. (Prereq.: Candidacy step #1)
- YFM 232 Peer Ministry: Principles and Leadership**
 Students learn to train college, high school, and junior high youth to serve as peer ministers in their congregations and communities. They will learn and practice communication skills, facilitate small groups, and learn the role of a listener/helper. Peer ministry integrates the act of caring and serving others within a Christian belief system.
- YFM 235 Basics in Youth and Family Ministry**
 A study in the basics of Christian ministry, especially with regard to children, youth, and families. Biblical and theological foundations in ministry are explored. Conceptual models and basic skills of ministry with children, youth, and families in congregations and other ministry settings are also explored.
- YFM 316 Church and Culture in Context**
 A study of culture, church life, and the contemporary religious situation in another country. An exploration of the roles of households, congregations, and other ministry organizations in shaping and nurturing faith as compared to the United States. Short-term travel seminar, available as offered.
- YFM 358 Life and Work of the Church**
 An overview of the manner in which Christianity has carried out its mission throughout the centuries. An exploration of the issues and challenges facing the “postmodern” church. A study of the role of households, congregations, and other ministry organizations in shaping and nurturing the Christian faith.
- YFM 399 Internship**
 Supervised practice of youth and family ministry during 150 hours in an approved congregational setting. Students complete a formal internship agreement and projects. (Prereq.: Candidacy step #2)
- YFM 499 Independent Study/Research**
 See description on page 96.

SCANDINAVIAN STUDIES

See Nordic Area Studies.

Students preparing to teach social studies at the secondary level must complete, in addition to the professional requirements to be met within the Department of Education, a program designed to provide a broad foundation in the social sciences.

Coordinators

Don Gustafson, degree-seeking students.
Anne Kaufman, licensure only and MAE graduate students.

Social Studies Teaching Licensure

Broad base requirements:

- ECO 113 Principles of Microeconomics
- HIS 120 America to 1815
or HIS 121 19th-Century United States
or HIS 122 20th-Century United States
- POL 121 American Government and Politics
- PSY 105 Principles of Psychology
- SOC 121 Introduction to Human Society
- SOC 241 Foundations of Cultural Anthropology

One course in geography
(human or cultural)

Plus a major in one of six fields—economics, history, political economics, political science, psychology, or sociology. Geography and anthropology are also acceptable fields, although they are not offered as majors on the Augsburg campus.

An interdisciplinary social studies major is available for persons holding a bachelor's degree and seeking licensure only.

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. Students should consult with the Augsburg Department of Education to identify current Minnesota teacher licensure requirements.

The social work major prepares graduates to work with individuals, groups, families, communities, and organizations. Graduates are social work professionals prepared for practice that promotes social and economic justice and encourages individual and group empowerment. The social work undergraduate receives a bachelor of science in social work (BSW) degree and is eligible to apply for licensure as a generalist social worker. We also offer a graduate masters degree in social work (MSW). Both the baccalaureate and graduate social work programs are accredited by the Council on Social Work Education.

Social work graduates embody the Augsburg College motto, “Education for Service.” Service learning and practica assignments are integral to the curriculum. The Twin Cities region offers a variety of innovative and professional community agencies. Bringing the local social welfare resources into the classroom through presentations and internships allows students to train with and learn from local, regional and national social work leaders. Students also work within social, cultural, ethnic, and economically diverse communities, becoming better able to practice in a global society.

The social work major at Augsburg College provides each student with a strong foundation for graduate studies in social work and other human service fields. The social welfare minor and social work electives offer students from other disciplines the opportunity to gain knowledge about human needs, growth and development, experience with urban human services, and an introduction to global issues of peace and justice.

Social Work Faculty

Anthony Bibus (Chair), Laura Boisen (MSW Field Coordinator), Lois Bosch (MSW Program Director), Francine Chakolis, Christina Erickson, Annette Gerten, Barbara Lehmann, Rosemary Link, Sharon Patten, Curt Paulsen, Nancy Rodenberg (BSW Field Coordinator), Glenda Dewberry Rooney, Michael Schock (BSW Program Director), Maryann Syers (Field Education Coordinator), Tan Ngho Tiong

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 402 Research I: Fundamentals of Social Work Research and Evaluation (.5)
- SWK 403 Research II: Evaluation of Social Work Practice and Programs (.5)
- 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 490 The Social Worker as Professional

and seven supporting courses:

- BIO 121 Human Biology
- PSY 105 Principles of Psychology
- SOC 121 Introduction to Human Society

SOC 265	Race, Class and Gender
SWK 257	Exploring Human Services
SWK 260	Humans Developing
SWK 280	Diversity and Inequality in Professional Practice

A minimum grade of 2.0 is required for each core course and a 2.00 GPA is required in the supporting program. A statistics course is recommended for students planning on graduate school.

In accordance with accreditation standards, the Social Work Department does not grant social work course credit for life experience or previous work experience.

Admission to the Major

Students must apply to be admitted to the BSW degree program. This application process, called candidacy, is subsequent to and separate from admission to Augsburg College. The initial candidacy application is completed in the spring term of the sophomore year or in the summer months for junior transfer students. Each social work major must complete the application materials and be officially admitted to the BSW program before beginning the first field practicum in the junior year. Admission to the program is required as a pre-requisite for those 300 and 400 level courses restricted to social work majors only. Contact the Social Work Department for details.

Departmental Honors

The social work department offers students the opportunity to earn Departmental Honors through the completion of an applied or scholarly project. Students may apply for Departmental Honors if they have earned and maintain an overall GPA of 3.30 and maintain a cumulative GPA of 3.60 in all social work classes at the 300 level and above. Honors applicants may take up to two courses as P/N (in addition to the integrative field seminars, which are graded P/N) and must complete a minimum of 14 traditionally graded Augsburg courses. Other requirements include the successful completion of a paper or project designed to demonstrate critical understanding of one area in the field of social work or social welfare. A faculty mentor will guide and supervise work on this paper or project. Please consult with your advisor or BSW program director for complete details and deadlines.

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	Race, Class, and Gender

and one course from:

POL 121	American Government and Politics
POL 158	Political Patterns and Processes
POL 325	Politics and Public Policy

SOCIAL WORK COURSES

■ COURSES OPEN TO ALL STUDENTS

SWK 230 Global Peace and Social Development

This course offers a framework for understanding sustainable social and economic development and non-violent social change. Case studies present examples of how social work and human services function in a global context and are vital to fostering peace, human rights, and well-being.

SWK 257 Exploring Human Services

In this service learning course, students explore human services and especially social work as a major and as a career. In addition to attending class, students work alongside helping professionals in the community. Students gain a foundational understanding of the intersections between basic human needs, allocation of resources, and political structures, and they examine how the allocation of resources affects diverse groups.

SWK 280 Diversity and Inequality in Professional Practice

This course explores diversity and social inequality as they relate to professional practice in social work and other helping professions. Building cultural competence in work with diverse populations, students learn through dialogue, reading, experiential exercises, and community observation. (Prereq. or concurrent registration: SOC 265 Race, Class and Gender)

SWK 260 Humans Developing

This course helps students to examine critically factors influencing human growth and development within diverse and oppressed groups. Students come to understand human growth throughout life and the biological, psychological, and socio-cultural factors that influence the development of individuals, groups, and families.

SWK 301 History and the Analysis of Social Policy

The history of social workers, social movements, and changing social norms in Europe, North America, and globally profoundly affects social welfare policy today and tomorrow. In this course, students learn how historical events, policies, and programs influenced today's social responses to human needs. (Prereq.: junior standing or consent of instructor)

SWK 406 Social Work Practice III: With Communities and Policies

Students learn how community organizations, human service agencies, and social policies emerge in western society. Students study how to organize communities for empowerment, how to assist human service agencies to adapt, and how to influence local, regional, and national policies. (Prereq.: senior standing or consent of instructor)

■ COURSES RESERVED FOR SOCIAL WORK MAJORS ONLY

- SWK 306 Social Work Practice I: With Individuals**
Students develop foundational social work practice knowledge, skills, and values while learning to interview, assess, set goals, and work with individual clients. Course readings, class participation, simulations, and role-plays provide learning opportunities for students to build skills necessary for generalist social work practice with individuals, families, and groups. Emphasis is on holistic practice applying the strength-based problem solving approach and working with diverse populations.
- SWK 307 Field Work I: Integrative Seminar**
Students begin applying practice knowledge and skills in their first social work practicum. Social work professionals in regional human service agencies supervise students in a full-year field placement. Students also synthesize their course-based learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the fall term. (SWK 307 is concurrent with SWK 306 and is the first of two courses required in the junior year practicum, P/N grading only.)
- SWK 316 Social Work Practice II: With Families and Groups**
Students continue to develop generalist social work practice knowledge, skills, and values while learning to interview families and facilitate groups. Emphasis is on holistic practice applying the strength-based problem solving approach and working with diverse groups and families.
- SWK 317 Field Work II: Integrative Seminar**
This course is a continuation of SWK 307. Students apply practice knowledge and skills in their first social work practicum. Students synthesize their course-based learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the spring term. (SWK 317 is concurrent with SWK 316 and is the second of two courses required in the junior year practicum, P/N grading only.)
- SWK 402 Research I: Fundamentals of Social Work Research and Evaluation (0.5 course)**
Students are introduced to basic social research methods commonly used in social work research. Students learn how to access and understand current knowledge and evidence for effectiveness in social work practice and programs. Students also learn the foundational skills in planning and proposing research strategies as applied to practice evaluation. (This half course is in sequence with SWK 403 and is concurrent to SWK 406.)

- SWK 403 Research II: Evaluation of Social Work Practice and Programs (0.5 course)**
Building on the work in SWK 402, students plan and complete an evaluation of agency-based social work interventions. Students learn to gather and interpret evidence for change using data analysis strategies for both quantitative and qualitative information. (Prereq.: SWK 402 and MPG 3)
- SWK 407 Field Work III: Integrative Seminar**
Social work professionals in regional human service agencies supervise students in a senior year field placement. Students synthesize their advanced course learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the fall term. (SWK 407 is concurrent with SWK 406 and is the first of two courses required in the senior year practicum, P/N grading only.)
- SWK 417 Field Work IV: Integrative Seminar**
This course is a continuation of SWK 407. Social work students synthesize their advanced course learning with their supervised training through participation in weekly integrative seminars. Students complete a minimum of 120 hours of supervised practice in the spring term. (SWK 417 is concurrent with SWK 419 and is the second of two courses required in the senior year practicum, P/N grading only.)
- SWK 490 The Social Worker as Professional**
This course, which meets the senior keystone course requirement in the Augsburg Core Curriculum, is the summative seminar in the social work major. Students learn organizational analysis and methods for agency change as well as reflect on vocation in social welfare, engage in career planning, study ethical practice principles, and prepare to engage in professional social work practice. (Prereq.: senior social work status required)

Internships and Independent Study Courses:

- SWK 199 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- SWK 295 Topics:**
Special themes in social work specified in subtitle.
- SWK 299 Directed Study**
See description on page 96.
- SWK 399 Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- SWK 499 Independent Study/Research**
See description on page 96.

Sociology is the scientific 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, and field studies. The department urges students to use Augsburg's metropolitan setting as a laboratory for learning. Internships, service learning, 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 research, management, and human resources departments of both government and private corporations, in the criminal justice field, and as professors of sociology. Others have used the major as preparation for advanced study in areas such as law, the ministry, social work, urban planning, and human services.

Sociology Faculty

James Vela-McConnell (Chair), Lars Christiansen, Nancy Fischer, Garry Hesser, Diane Pike, Tim Pippert

DEGREE AND MAJOR REQUIREMENTS

Students may choose to pursue the core sociology major or they may opt for a specialized, interdisciplinary concentration within the major.

Core Major

Sociology has a long-standing tradition as an excellent undergraduate major that applies to a number of fields from human services to criminal justice to business to public service. The foundation of the major at Augsburg is that it provides a clearly organized curriculum that is challenging, develops over the course of the major, and integrates and reinforces an excellent set of important skills; those skills include abstract thinking, writing, critical analysis, basic research, integration of theory and data, and the connection of the individual and collective perspectives in the unique way of the sociological imagination. The five core courses intentionally develop those skills in our students and serve them well. Thus, these required and sequenced courses are also the core of the concentrations that allow students to pursue their electives in a direction that adds other skills related to areas of interest. Those concentrations include: Community Studies, Crime and Deviance, Cultural Anthropology, Organizational Studies, and Social Psychology.

The major includes a total of ten courses: five required core courses and five electives, *at least two* of which are upper division courses from the specified list below:

Core major:

- SOC 121 Introduction to Human Society
- SOC 362 Statistical Analysis
- SOC 363 Research Methods
- SOC 485 Sociological Theory
- SOC 490 Senior Seminar

At least two of the following upper-division courses (Prereq: SOC 121):

- SOC 349 Organizational Theory
- SOC 375 Social Psychology
- SOC 381 City & Metro-Urban Planning
- SOC 390 Social Problems Analysis
- SOC 410 Field Studies of Organizations
- SOC 300 Special Topics: Organizational Deviance
- SOC 300 Special Topics: Juvenile Delinquency
- SOC 300 Special Topics: Sociology of Law

Three additional sociology electives. SOC 399 (Internship) is highly recommended.

Note: Majors must have a 2.0 or better in each required course to receive credit in the major.

Concentration in Community Studies

This concentration is designed to give sociology majors a concentration in urban community studies, which includes an applied sociology focus emphasizing city and community planning with a required internship. Courses required beyond the core major requirements are: SOC 111, SOC 381, SOC 399 and one additional elective. See Garry Hesser for advising and visit the department website for details.

Concentration in Crime and Deviance

Students interested in the traditional aspects of criminal justice—courts, prisons, probation, and law enforcement—as well as community crime prevention will be served by this concentration in the major. Courses required beyond the core major requirements are: SOC 265, SOC 277, a topics course in Deviance and Juvenile Delinquency or Organizational Deviance, PSY 335, and an upper division Internship approved by the department. See Diane Pike for advising and visit the department website for details.

Concentration in Cultural Anthropology

This concentration offers sociology majors an opportunity to examine and develop the methods and theoretical perspectives used by cultural anthropologists to study and understand the dynamics of culture. To complete the concentration, the sociology major must complete five additional courses beyond the core sociology courses. Two of those courses must be SOC 141 and SOC 499. The remaining three courses must be selected one each from three course groupings: World Cultures, Anthropological Research, and Theoretical Perspectives. See Eric Buffalohead for advising and visit the department website for details.

Concentration in Organizational Studies

This concentration is designed for students who plan to work in organizational settings including corporate, government, and non-profit sectors. Students will learn how organizations are structured, function, and change, how people relate in organizational settings, and how organizations succeed and why they sometimes fail. This concentration seeks to equip students with skills to effectively lead and manage organizations, and to succeed within organizations while achieving their personal career and professional goals. Courses required beyond the core major requirements are: Work and Society (SOC 222), Organizational Theory (SOC 349), Field Studies in Organizations (SOC 410), and three courses in related fields—BUS 340, one from BUS 242 or ECO 113, and one from INS 325, COM 345, or COM 410. Organizational Deviance (SOC 300) may be a substitute for either BUS course. See Lars Christiansen for advising and visit the depart website for details.

Concentration in Social Psychology

The intent of the social psychology concentration is to provide sociology and/or psychology students with a solid disciplinary foundation along with specific coursework to strengthen a cross-disciplinary social psychological perspective. Coursework will emphasize research skills, theoretical analysis, and applied work in areas intended to prepare students for careers in public relations, law, consulting, research, social policy, and more. Courses required beyond the core major requirements are: SOC 375, SOC 390, SOC 499, PSY 105, PSY 325, and PSY 491. See James Vela-McConnell for advising and visit the department website for details.

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.

Departmental Honors

To complete departmental honors in sociology, the student must have a minimum GPA of 3.50 in the major and overall. In addition, students must: (1) successfully complete an internship, independent study, or cooperative education experience; (2) submit a portfolio including an honors essay and completed papers and projects. See department chair and website for specific requirements. An application for departmental honors/graduation with distinction must be completed by spring of the junior year.

Minor

Five courses including SOC 121 and at least two upper division courses taken at Augsburg College. Students are required to have at least a 2.00 GPA in courses counting toward the minor.

SOCIOLOGY COURSES**SOC 111****Community and the Modern Metropolis**

How is community possible in the context of multicultural, social, and ideological forces that are characteristic of urban life? The cultural and structural dynamics of the Twin Cities are a basis for exploring this theme. (Fall, spring)

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 141**Foundations of Cultural Anthropology**

Course objectives include giving students an understanding of anthropological methods and theories, the concepts of race and culture, an appreciation and awareness of differing cultures, and an awareness of the role cultural anthropology has in understanding contemporary human problems. (Fall, spring)

SOC 222 Work and Society

Why does a doctor get paid handsomely, and a burger-flipper get paid poorly? Can workplaces be functional, or are they inherently conflictual? How does the current expansion of global capital (globalization) shape our work experiences in the U.S.? This course explores these and other questions through various sociological theories of work and labor in modern society.

SOC 231 Family Systems

The term family is a universal concept, yet its membership, rituals, and functions vary dramatically across world cultures and sub-cultures in the United States. Family systems are explored with respect to cultural and historical settings, variations among families, and modern cultural and social patterns. (Fall, spring)

SOC 240 Protest and Social Change: The Sociology of Social Movements

Why do people engage in protests and join social movements? What impacts do social movements have on social institutions, the state, culture, and even personal identity? This course explores these and other questions through studying social movement theory and several social movements occurring over the last two centuries. (SOC 121 and courses on 19th or 20th century U.S. history recommended, but not required)

SOC 260 Religion and Society

An examination of the interaction of religion and society with attention to secularization, race, gender, and the public role of religion utilizing sociological research on the role of religion and religious organizations in American society. (Fall)

SOC 265 Race, Class, and Gender

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 290 Cultures of Violence

What are the dynamics underlying different forms of violence? This course takes violence in its many forms as a topic for sociological analysis and concludes with an examination of non-violent alternatives to conflict. (Offered on rotating schedule)

SOC 295, 300, 301, 302, 303, 304, 495 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 Organizational Theory

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 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 urban planning and the shaping of metropolitan areas. Readings, simulations, outside speakers, and field study in a seminar format. (Prereq.: SOC 121 or 211 or consent of instructor. Spring)

SOC 390 Social Problems Analysis

How do social problems develop? What can be done about them? This course engages the sociological imagination in an attempt to draw connections between micro-level analysis and macro-level analysis, linking our own private troubles with public issues. (Prereq: SOC 121 or consent of instructor)

SOC 410 Field Studies in Organizations

In this course we visit several local organizations (ranging from small non-profits to large transnational corporations), and work on a semester-long project with a local organization. We analyze these field experiences from the perspectives of organizational theory and critical political-economy, as well as explore the challenges, strategies, and rewards of doing projects as a group. (Prereq: SOC 222 and SOC 349, or permission of the instructor)

SOC 485 Sociological Theory

An examination of the major theoretical traditions within sociology, tracing the course of their development in the 19th and 20th centuries. (Prereq.: Two courses in sociology including SOC 121 or consent of instructor. Fall)

SOC 490 Senior Seminar and Keystone

This Keystone experience provides the opportunity for majors to integrate the sociology program and general education, develop an understanding of the applied value of sociology, and articulate a sense of vocation and professional identity. Pass/No Pass grading. Senior sociology majors only. (Spring)

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

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

SOC 299 Directed Study

See description on page 96.

SOC 399 Internship

See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.

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 96. (Prereq.: SOC 121, consent of instructor and department chair. Fall, spring)

SPANISH

See listing under Modern Languages.

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 Department 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 encourages a second major or minor in such fields as art, English, education, film, music, history, sociology, or religion.

Theatre Arts Faculty

Michael Burden (Chair), Julie Bolton, Martha Johnson, Darcey Engen, Lisa Anderson, Sandra Agustin, David DeBlicek, Karen Mulhausen, Sandy Nei Schulte

DEGREE AND MAJOR REQUIREMENTS

■ **BACHELOR OF ARTS**

The Theatre Arts Department currently has two concentrations within the major: Performance Concentration and Theatre Design/Technical Theatre Concentration. Both concentrations consist of the Theatre Core Curriculum supplemented by electives specific to each concentration.

Theatre Arts Major Performance Concentration

This concentration within the Theatre curriculum is designed to serve students hoping to pursue graduate studies in Theatre (M.A./Ph.D. and M.F.A.) and professional work as a performer. Students choosing this concentration will enroll in the eight core theatre major courses taken by all theatre majors and will supplement the core with courses identified as theatre electives. Students in the performance concentration are encouraged to consult with their adviser when selecting electives. Advisers will assist students in identifying the year and semester elective courses are

offered. Students are strongly encouraged to also complete a professional Internship at a local Twin Cities Theatre.

Ten THR courses—eight required core courses and two courses chosen from THR electives, plus 10 theatre practicum units taken as THP courses.

Eight core courses:

- THR 228 Introduction to Stagecraft
- THR 232 Acting
- THR 245 Introduction to Asian and Asian American Theatre
- THR 250 Script Analysis: Foundations of Theatre
- THR 328 Theatrical Design
- THR 361 Theatre History and Criticism I
- THR 362 Theatre History and Criticism II
- THR 366 Stage Direction

Two electives from:

- THR 226 Movement for the Theatre
- THR 350 Voice for Speech, Stage, and Screen
- THR 360 Interpretive Reading
- THR 365 Advanced Acting

Ten Production Practicum Units (THP)—
See Practicum Units

Technical Design/Technology Concentration

This concentration within the Theatre curriculum is designed to serve students hoping to pursue graduate studies or professional work as a theatre designer or technician. Students choosing this concentration will enroll in the eight core theatre major classes taken by all theatre majors and will supplement the core with at least two electives from the Art Department. Students in the emphasis are strongly encouraged to also take an Independent Study in their area of focus and to do a professional Internship at a local Twin Cities Theatre.

Ten THR courses-eight required core courses and

Two electives chosen from ART electives, Plus 10 theatre practicum units taken as THP.

Eight Core Courses:

- THR 228 Introduction to Stagecraft
- THR 232 Acting
- THR 245 Introduction to Asian and Asian American Theatre
- THR 250 Script Analysis: Foundations of Theatre
- THR 328 Theatrical Design
- THR 361 Theatre History and Criticism I
- THR 362 Theatre History and Criticism II
- THR 366 Stage Direction

Two Electives from:

- ART 107 Drawing
or
- ART 105 Introduction to Architectural Drawing
- ART 240 Art History Survey
or
- ART 243 or 244 History of Architecture

Ten Production Practicum Units (THP) See Practicum Units

The following courses are strongly recommended:

- THR 228 Directed Study
- ART 340 Digital Imaging
- THR 339 Internship
- THR 499 Independent Study

Theatre Practicum Units (THP)

All Theatre Arts Majors in either Concentration are required to complete 10 practicum units (THP) from three established areas.

Area 1 Performance

Each major will complete between one and five THPs from this area.

The Performance Area THPs are:

- THP 111 Fall Acting/Performance
- THP 121 Winter Acting/Performance
- THP 131 Spring Acting/Performance
- THP 141 Studio Acting/Performance
- THP 151 Misc. Performance

Area 2 Production

Each major will complete between four and eight THPs from this area.

The Production Area THPs are:

- THP 112, 122 or 132 House Management
- THP 113, 123 or 133 Set, Lights, Costumes Crew
- THP 114, 124 or 134 Running Crew
- THP 115, 125 or 135 Assistant Stage Manager
- THP 116, 126 or 136 Stage Manager

Area 3 Artistic/Production Management

Each major will complete one THP from this area.

The Production Area THPs are:

- THP 117 Fall Artistic Assistance
- THP 127 Winter Artistic Assistance
- THP 137 Spring Artistic Assistance

Please note that all theatre practicum courses count as one theatre practicum unit except for the following because of exceptional time requirements:

- THP 115, THP 125 and THP 135 Assistant Stage Manager counts as two units
- THP 116, THP 126 and THP 136 Stage Manager counts as three units.

The following courses are encouraged, but not required:

- THR/MUS 235 Skills of Music Theatre
- THR/ENL 325 Playwriting
- THR 333 Acting for the Camera
- THR 399 Internship
- THR 499 Independent Study
- THR 002 or 005 is recommended to fulfill one of the lifetime sports requirements.

Students may take a maximum of 13 credits in the major.

Freshmen planning to major in theatre arts should begin with courses THR 228, 232, 250; sophomores: THR 226, 228, 245, 361, 362; juniors: THR 325, 328, 350, 360, 361, 365; seniors THR 365, 366.

Note: Some courses are offered alternate years only. Incoming students should meet in the Fall of Freshman year with a theatre adviser to ensure proper sequence of classes to be taken based on odd or even year of entry.

Departmental Honors

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 3.75 GPA in the major and a 3.50 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 **early spring semester of their junior year** to develop a proposal for the honors project.

Transfers: Transfer students should meet with a transfer adviser upon acceptance to determine what credits taken at another institution will transfer into the major. The majority of core classes should however be taken at Augsburg. Additionally transfers are required to take a minimum of three upper division theatre arts courses. Ten practicum units are also required. Transfers must also complete a minimum of five THP credits within the department. No more than five units can be credits from others schools.

Theatre Arts Minor

Five courses including:

- THR 250 Script Analysis: Foundations of Theatre
- THR 228 Introduction to Stagecraft or THR 328 Theatrical Design

- THR 232 Acting
- THR 362 Theatre History Criticism II
- THR 366 Stage Direction

The Theatre Arts Minors also must complete five practicum units. Students must take a minimum of one performance unit and a minimum of three production units. Refer to the practicum categories listed below the curriculum concentrations.

Film Major and Minor

See a description and requirements for the film major and minor in the Communication Studies section of the catalog.

**Theatre History and Criticism
Dramaturgy Minor**

Five courses:

- THR 250 Script Analysis: Foundations of 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

Dance and Theatre Teacher Licensure Major

Currently the Theatre Arts Department does not offer teaching licensure. Depending on developments and state policy changes, the department may add such a major in the future.

THEATRE ARTS COURSES

THR/HPE 002 Lifetime Sports—Introduction to Dance (.0 course)

This course offers an overview of various exercises and gives an introduction to a variety of movement styles, cultures of dance, and stretches. Each class includes a rigorous, physical warm-up, mixing yoga, pilates, and modern dance.

THR/HPE 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, 003, 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: Acting and Improvisation

A study of theatrical movement, voice, mime, mask, improvisation, acting with an emphasis on active participation and reflective writing. This course is primarily designed for non-majors and does not fulfill credit toward the theatre arts major.

THR/COM 216 Film Production I

This course demonstrates the basics of 16 mm filmmaking. The student will make short films that demonstrate the art and process of shooting in B/W.

THR 222 Introduction to Theatre

Introduction to Theatre is an examination of theatre as an artistic form and focuses on the appreciation and value of theatre in society. Focus on historical periods, plays, artists, basic concepts, and techniques of the play production process. Students attend and review stage productions. This course is primarily designed for non-majors and does not fulfill credit toward the theatre major.

THR 226 Movement for the Theatre

This course will explore principles of movement used in the art of acting. The goal will be to improve the actor's physical energy, concentration, balance, control, clarity, timing, spontaneity, and energy. This course will use established theory and techniques in neutral mask, Asian martial arts, and physical and vocal characterization exercises. Students will examine various performance paradigms and see professional productions. (Alternate years)

THR 228 Introduction to Stagecraft

An introduction to the backstage world of the theatre; its organization, crafts, and creative processes. Students will execute practical projects, attend theatre tours, see professional productions, and participate on the Theatre Department's fall production. Open to all students. Forty-hour lab requirement.

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, culminating in public performance. Students attend and review local professional productions. (Prereq.: Theatre major or consent of instructor)

THR 233 Acting for Camera

An exploration of acting principles and techniques as it enhances and applies to on-camera effectiveness. This co-taught studio course also includes technology elements which support acting on camera. (Alternate years)

THR/MUS 235 Skills of Music Theatre

An interdisciplinary approach to the topic using music and theatre techniques to develop the student's basic skills of music theatre. Concepts of diverse music-theatre forms are introduced. Course includes reading, writing, research, class discussion, exercises, small and large group participation, memorization, and public performance. Students will attend and review live productions. (Alternate years)

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.

- THR 250** **Script Analysis: Foundations of Theatre**
 This foundations class focuses on major principles and fundamentals of theatre literary analysis and uses performance, discussion, writing, and projects as a way of interpreting a dramatic script for academic and artistic applications. Close readings of plays from each genre (comic, tragic, realistic, absurd and post-modernism) will enable students to learn and apply basic terminology for literary and artistic processes.
- THR/COM 312 Film Production II**
 The focus of this course builds on the lessons learned in COM 216 and adds the study of color photography and sound design. Through exercises and assignments the student will develop skills in scripting, shooting, and editing short films. (Prereq.: COM/THR 216)
- THR 325** **Playwriting**
 An introductory course in writing for theatre. 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.: ENL 111 or 112 or HON 111, and junior or senior standing, or consent of theatre department chair. THR 250 or ENL 226 recommended. Alternate years)
- THR 328** **Theatrical Design**
 Introduction to the design process for the stage. Each student will execute four design projects using a research based design process. Class will take theatre tours, host visiting artists, and have a practical involvement in two Augsburg College productions. Forty-hour lab required, materials needed. (Prereq.: THR 228, junior or senior status)
- THR 350** **Voice for Speech, Stage, and Screen**
 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. (Alternate years)
- THR 360** **Interpretive Reading**
 Basic principles of oral interpretation of narrative verse and dialogue forms of drama. Study, written analysis, discussion, practice, and performance of readings before small and large groups. (Prereq.: ENL 111 or 112 or HON 111)
- THR 361** **Theatre History and Criticism I**
 An overview of theatre history, dramatic literature, and criticism from the classical Greek through the Italian Renaissance period. Reading of plays, research paper, and attendance at local theatre productions are required. Need not be taken sequentially with THR 362. (Prereq.: ENL 111 or 112 or HON 111. Fall: alternate years)
- THR 362** **Theatre History and Criticism II**
 An overview of theatre history, dramatic literature, and criticism from the Italian Renaissance through contemporary theatre. Reading of plays and attendance at local theatre productions are required. Need not be taken sequentially with THR 361. (Spring: alternate years)

- THR 365** **Advanced Acting**
This course provides students with performance skills and the ability to recognize differentiating clues that identify the style of a play. Through class exercises, scene study, and character analysis, students will gain insight into the performance demands of a specific style. Emphasis is on a variety of roles from the classics (Shakespeare, French neoclassicism, restoration comedy, realism, and non-realism), culminating in a public recital. (Prereq: THR 250 and THR 232 and 362 or consent of instructor. Fall/Spring)
- THR 366** **Stage Direction**
The goal of the course is to understand and master basic principles and skills of stage direction: directing concepts, stage techniques, terminologies, script analysis; rehearsal planning and techniques; blocking, stage dynamics, working with actors, and the overall staging of a play. Theories of directing are also examined. (Prereq.: THR 362, or consent of instructor)
- THR/SPC 420** **Issues in Contemporary Cinema**
This course will examine cultural, artistic, commercial, and theoretical concerns that occur in world cinema today. Our purpose is to help students both contextualize the cinema they see in appropriate and insightful ways, and to provide a sophisticated critical apparatus to help them read films as texts and to interpret the cinema's larger societal value and impact. (Prereq: ENL 241 and junior/senior standing)
- THR 495** **Theatre Topics**
Selected topics in theatre.
- Internships and Independent Study Courses:*
- THR 199** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- THR 299** **Directed Study**
See description on page 96.
- THR 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- THR 499** **Independent Study/Research**
See description on page 96.

THEATRE PRACTICUM COURSES

THP courses involve practicum teaching and learning in the context of play productions and are required for the theatre arts major/minor. All THP theatre practicum courses are taken for non-credit with Pass/No Pass grading. Evaluation by the faculty mentor will be based on: 1. successful and timely completion of practicum area for which student is registered; 2. positive and professional attitude and work ethic demonstrated by the student; and 3. demonstrated competency in practicum area. The positive evaluation of each of the areas must be sufficient enough to lead to a minimum grade of 2.0 in order to receive a P grade.

THP courses require:

- Consent of instructor
- Supervision by theatre faculty
- A minimum of 30 hours of assessed participation by the student
- Registration for THP course for semester when practicum is **completed**
- Registration for practicum before deadline dates set by the registrar's office

Please note:

- All majors will complete at least one THP unit in costumes.
- All majors will complete one THP in lighting.
- THP courses may be repeated.
- Crew work required for classes/coursework does not count towards practicum.
- Work-study hours do not count towards practicum.
- Completion of THP 115 and 116 count as two and three practicum units respectively because of the extraordinary amount of time required of the student. All other THP courses count as one practicum unit each.
- Transfer students are still responsible for the full unit requirements (10 major/5 minor.) Five practicum units (major) or three units (minor) must be completed while at Augsburg, and units to be credited from previous schools should have program verification or a letter from a previous theatre adviser.

THEATRE PRACTICUM COURSES

Area One: Performance

THP 111/121/131/141/151 Theatre Practicum: Acting/Performance

1 Practicum unit (.0 course)

Participation as performer (or as orchestra member) in a main stage theatrical production; in a main stage dance performance or recital (for dance/licensure majors only); or substantial participation as an actor in a senior directing project, in final scenes for Stage Direction (THR 366), or in interpretive presentations at two Forensics tournaments (at least 30 hours coaching and competition).

Area Two: Production

THP 112/122/132 Theatre Practicum: House Management

1 Practicum unit (.0 course)

Substantial participation (30 hour minimum) in house management, ushering, or box office.

312 Theatre Arts

THP 113/123/133 Theatre Practicum: Set, Lights, Costumes

1 Practicum unit (.0 course)

Set or costume building, light hanging, for main stage production.

THP 114/124/134 Theatre Practicum: Running Crew

1 Practicum unit (.0 course)

Work on running crew for main stage production: light or sound board operation, dresser/costume crew; stage and production manager for final scenes from Stage Direction class.

THP 115/125/135 Theatre Practicum: Assistant Stage Management

2 Practicum units (.0 course)

Assistant stage management for main stage production.

THP 116/126/136 Theatre Practicum: Stage Management

3 Practicum units (.0 course)

Stage management for main stage production.

Area Three: Artistic/Production Management

THP 117/127/137 Theatre Practicum: Artistic Assistance

1 Practicum unit (.0 course)

Assistant to the designer (scenery, lights, costumes, sound), assistant to the director (dramaturgy, choreography/assistant choreography for main stage production), or a substantial arts management project.

URBAN STUDIES

See Metro-Urban 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

Cass Dalglish (Coordinator), Kristin M. Anderson, Janelle Bussert, Jacqueline deVries, Grace B. Dyrud, Darcey Engen, Nancy Fischer, Doug Green, Milda Hedblom, Sophia Jacobsen, Barbara Lehmann, Lynne Lorenzen, Mary Lowe, Anita Lutterman-Aguilar, M. Elise Marubbio, Kathleen McBride, Norma Noonan, Pary Pezechkian-Weinberg, Timothy Pippert, Judy Shevelev, Beverly J. Stratton, Kathryn Swanson, James Vela-McConnell

DEGREE AND MAJOR REQUIREMENTS

Major

Ten courses that must include WST 201 Foundations in Women's Studies, a mid-level course in feminist theory or feminist philosophy selected from an approved list, WST 495 (Seminar), and WST 199 or WST 399 (internships).

The remaining six electives are to be selected from approved women's studies courses, and should include at least two courses in the social sciences, two in the humanities, and one with a racial, ethnic, or global emphasis. At least three courses must be upper division courses. Students may take courses at any of the colleges participating in the Women's studies program. However, at least three courses must be completed at Augsburg. The writing component of the graduation skills requirements for the women's studies major must also be completed at Augsburg. Each student's program must have the written approval of the women's studies program coordinator. Both majors and minors are encouraged to participate in one of the gender-focused semester study abroad programs offered through Augsburg's Center for Global Education. Two programs have been pre-approved for women's study credit: Crossing Borders: Gender and Social Change in Mesoamerica (offered fall semester) and Social and Environmental Justice: Latin American Perspectives (offered spring semester).

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.

Transfer Students

Students who transfer to Augsburg College and wish to complete a major or minor in women's studies are urged to consult with the director of women's studies immediately upon transfer.

The Women's studies program has an articulation agreement with Century College that governs Century College students with a women's studies certificate who transfer to Augsburg. Transfers from other colleges and universities must consult with the director of women's studies for approval of courses for the major or minor.

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.

WST 281 Topics in Women's Studies

WST 305 Issues in Gay and Lesbian Studies

A study of basic issues surrounding sexual orientation in the contemporary U.S. culture including various disciplinary perspectives and theory. The course may include guest speakers, a service-learning component at local glbt/supporting agencies, and some travel and experiences in the Twin Cities, as well as an immersion experience outside of class time. Required experiential education fee. Prerequisites: WST 201 or prior coursework in related fields (history, sociology, psychology) or consent of the instructor(s).

WST 313 Environmental Issues in Latin America: Environmental Theology and Ethics

(CGE Course. See International Studies, Social and Environmental Justice: Latin American Perspectives)

WST 341 Environmental Politics

(CGE Course. See International Studies, Social and Environmental Justice: Latin American Perspectives.)

HIS/WST/ISS 355 Cultural Conflict and Change in Latin America

(CGE Course. See International Studies, Sustainable Development and Social Change (Guatemala, El Salvador, Nicaragua))

WST 359 Women, Gender and Social Change in Mesoamerica

(CGE Course. See International Studies, Crossing Borders: Gender and Social Change in Mesoamerica.)

- WST 366** **Latin American Liberation Theologies**
(CGE Course. See International Studies, Crossing Borders: Gender and Social Change in Mesoamerica.)
- WST 481** **Topics in Women's Studies**
- WST 490** **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 satisfies the Keystone requirement. It is also required of minors who do not elect to do an independent study (499). It is offered at a different college each semester.
- AIS 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.
- AIS 320** **American Indian Women**
(See American Indian Studies for course description.)
- Internships and Independent Study Courses (Must be approved in writing by the women's studies coordinator):*
- WST 199** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- WST 299** **Directed Study**
See description on page 96.
- WST 399** **Internship**
See descriptions for this and other internship options (on-campus, off-campus, half credit) on page 95.
- WST 499** **Independent Study/Research**
See description on page 96.

316 Women's Studies

See department listings for descriptions of the following approved electives:

 AIS 208/408	 Native American Women and Film
 ART 352	 Women and Art
 ENL 365	 Contemporary Post Colonial Fiction
 ENL 367	 Women and Fiction
 HIS 282	 History of Women Since 1850
 HIS 311	 Topics in Women's History
 HPE 316	 Human Sexuality
 POL 124	 American Women and Politics
 POL 459	 Topics in Comparative Politics
 PSY 371	 Psychology of Gender
 SOC 231	 Family Systems
 SOC 265	 Race, Class, and Gender
 REL 441	 Feminism and Christianity

YOUTH AND FAMILY MINISTRY

See listing under Religion.



College Information

Board of Regents – 318

**ELCA Program Unit for Vocation
and Education – 319**

Faculty and Administration – 320

Officers – 320

Administration – 320

Faculty – 322

Faculty Emeriti – 339

Campus Maps – 342, 343

318 BOARD OF REGENTS

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.

***Dan W. Anderson '65 (2009)**

President, Swenson Anderson Financial Group, Minneapolis, MN

***Gary E. Benson '70 (2008)**

Directing Pastor, Zumbro Lutheran Church, Rochester, MN

***Jackie Cherryhomes '76 (2010)**

Government Relations Consultant, Cherryhomes-Tyler LLC, Minneapolis, MN

Michael O. Freeman (2006)

Attorney, Lindquist & Vennum, Minneapolis, MN

***Anthony Genia '85 (2008)**

Emergency Dept. Physician, Fairview University Medical Center, Minneapolis, MN

***Michael R. Good '71 (2007)**

President and Chief Operating Officer, Sotheby's International Realty, Parsippany, NJ

***H. Theodore Grindal '76 (2008)**

Attorney/Partner, Lockridge Grindal Nauen P.L.L.P., Minneapolis, MN

Norman R. Hagfors (2009)

Founder & President (retired), Norsen, Inc., North Oaks, MN

James E. Haglund (2006)

President/Owner, Central Container Corporation, Brooklyn Park, MN

Jodi Harpstead (2009)

Chief Advancement Officer, Lutheran Social Service of Minnesota, St. Paul, MN

***Ruth E. Johnson '74 (2006)**

Consultant, Department of Internal Medicine, Mayo Clinic & Mayo Medical School, Rochester, MN

Dean Kennedy (2009)

President, Texacoma Oil & Gas Corporation, Dallas, TX

Dean C. Kopperud (2009)

Consultant, Miramar Beach, FL

Gloria C. Lewis (2011)

President/CEO, Big Brothers Big Sisters of the Greater Twin Cities, St. Paul, MN

Jennifer H. Martin (2007)

Senior Vice President, Corporate Administration, Thrivent Financial for Lutherans, Minneapolis, MN

Marie O. McNeff (2009)

Professor Emeritus and Dean (retired), Augsburg College, Minneapolis, MN

***Paul S. Mueller '84 (2009)**

Internal Medicine Consultant, Mayo Clinic, Rochester, MN

***Ronald G. Nelson '68 (2008)**

Retired, Mendota Heights, MN

***Beverly Oren '55 (2008)**

Retired, Roseville, MN

Wayne Popham (2006)

Attorney, Popham Law Office, Minneapolis, MN

Paul C. Pribbenow, Ex Officio

President, Augsburg College, Minneapolis, MN

Rev. Peter Rogness (2008), Ex Officio
Bishop, St. Paul Area Synod, ELCA, St. Paul, MN

Glen J. Skovholt (2006)
President, Government & Community Strategies, St. Paul, MN

***Philip Styrlund '79 (2006)**
President, The Summit Group, Apple Valley, MN

***Jean M. Taylor '85 (2006)**
President, Taylor Corporation, Eagan, MN

***P. Dawn Taylor '78 (2008)**
Chief Operating Officer, Silver Glade Properties LLC, Des Moines, IA

Emily Anne Tuttle (2009)
Retired, Wayzata, MN

Rev. Harold Usgaard (2008), Ex Officio
Bishop, Southeastern Minnesota Synod, ELCA, Rochester, MN

Sandra L. Vargas (2008)
County Administrator, Hennepin County, Minneapolis, MN

***Joan L. Volz '68 (2006)**
Attorney, Welch, MN

ELCA PROGRAM UNIT FOR VOCATION AND EDUCATION

Executive Director

The Rev. Dr. Stanley N. Olson

Director for Colleges and Universities

Dr. Arne Selbyg

Asst. Director for Colleges and Universities

Ms. Marilyn Olson

320 AUGSBURG COLLEGE FACULTY AND ADMINISTRATION

Beginning year of service of faculty and staff is indicated with parenthesis.

Officers of the College

Paul C. Pribbenow (2006). President. B.A., Luther College; M.A., Ph.D., University of Chicago.

Richard S. Adamson (1989). Vice President for Finance and Administration. B.A., University of St. Thomas; Certified Public Accountant.

Tracy Elftmann (2005). Vice President of Institutional Advancement. B.A., Augsburg College; J.D., Drake University Law School; L.M.M.N. Masters of Law, Columbia University Law School.

Barbara Edwards Farley (2000). Vice President of Academic Affairs and Dean of the College. Associate Professor of Business Administration. B.A., College of Saint Benedict, M.B.A., Ph.D., University of Minnesota.

Ann L. Garvey (1998). Vice President of Student Affairs. B.A., College of St. Catherine; M.A., Loyola University; J.D., University of Minnesota.

Julie A. Olson (1991). Vice President of Enrollment Management. B.A., M.A., Augsburg College.

Administration

Leif Anderson (1996). Chief Information Officer. B.A., University of Minnesota.

Tracy Beckman (2003). Director, Government and Community Relations. B.S., Mankato State University; M.P.A., John F Kennedy School of Government, Harvard University.

Mike Bilden (2003). Director, Recruitment and Retention, Adult Programs. B.S., University of Wisconsin–Superior.

Heidi Breen (1986). Director, Alumni Relations. B.A., Concordia College–Moorhead.

Carrie Carroll (1997). Director of Undergraduate Admissions. B.A., Hamline University.

Emiliano Chagil (2000). Director, Hispanic/Latino Student Services. M.A., St. Paul Seminary School of Divinity-University of St. Thomas.

Nadia M. Christensen (1991). Director, International Partners. B.A., Augsburg College; M.A. University of Minnesota; Ph.D.; University of Washington.

Sally Daniels (1979). Director, Parent and Family Relations. B.A., Augsburg College.

David Draus (2000). Director, Facilities and Risk Management.

James Erchul (1997). Director, Enrollment Planning. B.A., Marquette University, M.S.W., University of Minnesota–Duluth.

Trena Bolden Fields (2002). Director, Pan-Afrikan Center. B.A., Augsburg College.

Marilyn E. Florian (1980). Women's Athletic Director. Assistant Professor of Health and Physical Education. B.A., Augsburg College; M.S., St. Cloud State University.

Orval J. Gingerich (2001). Associate Dean for International Programs. B.A., University of Iowa; M.Ed., University of Colorado; Ed.D., University of Virginia.

Paul H. Grauer (1979). Men's Athletic Director. Instructor of Health and Physical Education. B.S., Concordia College-Seward, Neb.; M.Ed., University of Nebraska; M.A., Ph.D., University of Minnesota.

- Joan L. Griffin** (1986). Associate Dean for General Education. Professor of English. A.B., Washington University; M.A., Ph.D., Harvard University.
- Nancy Guilbeault** (1980). Director, Counseling and Health Promotion. B.A., M.A., Ph.D., L.P., University of Minnesota.
- Herald A. Johnson** (1968). Director, Advancement Programs. B.A., Augsburg College.
- William Jones** (2002). Director, Augsburg/Capella Alliance. B.A., University of Pennsylvania; M.A., M.S., Indiana University.
- Wayne Kallestad** (2000). Registrar. B.S., University of Minnesota; M.S., University of Southern California.
- Benjamin G. Kent** (1996). Director, Academic Advising and Achievement. B.A., University of Wisconsin-Madison; M.S., University of Oregon.
- Robert Kramarczuk** (2004). Director, MBA Program. B.A., University of St. Thomas; Ph.D., University of Minnesota.
- Mark Lester** (1987). Co-site director, Central America, Center for Global Education. B.A., St. Pius X Seminary; M.A., Mt. St. Mary Seminary.
- Gaye Lindfors** (1993). Special Assistant to the President. B.S., Mankato State; M.A.I.R., University of Minnesota.
- Ann Lutterman-Aguilar** (1993). Co-site director, Mexico, Center for Global Education. B.A., Earlham College; M.Div., Yale University.
- Kathleen McBride** (1988). Co-site director, Central America, Center for Global Education. B.A., George Mason University; Ed.M., Harvard University.
- Regina McGoff** (1992). Associate Director, Center for Global Education. B.S., University of Minnesota; M.B.A., University of St. Thomas.
- Christopher Moquist** (2005). Director of Marketing and Communications. B.A., St. Olaf; M.B.C., University of St. Thomas.
- Thomas F. Morgan** (1983). Special Assistant to the President. Professor of Business Administration. B.S., Juniata College; M.B.A., University of Denver; M.S., University of Oregon; Ph.D., University of Minnesota.
- Jane Ann Nelson** (1999). Director of Library Services. B.A., University of Sioux Falls; M.A., University of Minnesota.
- Lois A. Olson** (1985). Director, Center for Service, Work, and Learning. B.S., University of Minnesota; M.S., Mankato State University.
- John Pack** (2003). Director, Department of Public Safety. B.A., Excelsior College.
- Cindy G. Peterson** (1981). Director, American Indian Student Services. B.A., University of Minnesota.
- Stephen Preus** (2004). Director of Development. B.A., Luther College; C.L.U., Ch.F.C., American College.
- Patrice M. Salmeri** (2002). Director, StepUP® Program. B.S., Kent State University; M.A. Saint Mary's University.
- John S. Schmit** (1990). Dean of Graduate and Adult Academic Programs. Associate Professor of English. B.S., St. John's University; M.A., University of New Orleans; Ph.D., University of Texas.
- Judith Shevelev** (1991). Co-site director, Mexico, Center for Global Education. B.A., University of California at Davis; M.A., Columbia University.

322 Augsburg College Faculty

- Marcus Skjervem** (2004). Director, Activities and Orientation. B.A., Concordia College–Moorhead; M.S., Illinois State University.
- Jeffrey F. Swenson** (1986). Assistant Dean, Athletics and Recreation. B.A., Augsburg College; M.A., University of Minnesota.
- Jeffrey S. Swenson** (1989). Controller, Administrative Accounting. B.A., Augsburg College.
- Paul L. Terrio** (1990). Director, Student Financial Services. B.A., Augsburg College.
- Bao L. Thao** (1998). Director, Pan-Asian Student Services. B.A., Colgate University.
- Richard J. Thoni** (1972). Assistant to the President. Director, Rochester Program. B.A., St. Olaf College; Ph.D., University of Minnesota.
- Jim Trelstad-Porter** (1990). Director of International Student Advising. M.A., The American University.
- David T. Wold** (1983). Director, Campus Ministries. College Pastor. B.S., St. Olaf College; M.Div., Luther Seminary.

Faculty

A

- Phillip C. Adamo** (2001). Assistant Professor of History. B.A., SUNY-Albany; M.A. and Ph.D., Ohio State University.
- 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, Theatre Arts. B.S., University of Wisconsin-Madison.
- Beth J. Alexander** (2000). Associate Professor of Physician Assistant Studies. B.S. and D.Pharm., University of Minnesota.
- Kristin M. Anderson** (1984). Associate Professor of Art. A.B., Oberlin College; M.A., University of Minnesota; M.A., Luther-Northwestern Seminary.
- Stuart M. Anderson** (1989). Associate Professor of Physics. B.A., Augsburg College; Ph.D., University of Minnesota.
- Trudi J. Anderson** (1990). Studio Artist/Flute, part time, Music. B.M., Augsburg College; M.M., Northwestern University.
- Andrew L. Aoki** (1988). Professor of Political Science. B.A., University of Oregon; M.A., Ph.D., University of Wisconsin-Madison.
- David B. Apolloni** (1989). Associate Professor of Philosophy. B.A., University of Minnesota; M.Div., Luther-Northwestern Seminar; Ph.D., University of Minnesota.
- Alexandre A. Ardichvili** (2004). Instructor, part time, Master of Arts in Leadership and M.B.A. Programs. B.A., University of Tbilisi, Georgia, USSR; Ph.D., Moscow State University; M.B.A., Ph.D., University of Minnesota.
- Antonio Ortega Ayala** (2003). Program Coordinator and Instructor, Center for Global Education. M.A., LaSalle University, Mexico City. C.P.A. Teaching Certificate degree, Colegio Angloamericano.

B

- Xenia Barahona** (2002). Program Coordinator and Instructor, Center for Global Education. B.A., Universidad Centroamericana; M.A., Tufts University.
- Matthew C. Barber** (1992). Studio Artist/Percussion, part time, Music. B.M., University of Michigan.
- R. Samuel Barber** (2002). Instructor of Health and Physical Education. B.S., Upper Iowa University; M.S., Minnesota State University, Mankato.
- David A. Barlow** (2005). Assistant Professor of Physician Assistant Studies. B.A., University of Minnesota; P.A. Certificate, Augsburg College; M.A., University of Nebraska, Omaha.
- Carol E. Barnett** (2000). Studio Artist/Composition, part time, Music. B.A., M.A., University of Minnesota.
- Aroti G. Bayman** (1996). Instructor, part time, Education. B.S., University of Minnesota; M.A., University of Edinburgh.
- Tracy A. Bibelnicks** (2002). Assistant Professor of Mathematics. B.A., St. Olaf College; M.S., Ph.D., Clemson University.
- Anthony A. Bibus, III** (1992). Professor of Social Work. B.A., University of St. Thomas; M.A., University of Virginia; Ph.D., University of Minnesota.
- Heather K. T. Bidinger** (2003). Clinical Coordinator, Assistant Professor of Physician Assistant Studies. B.A., University of St. Thomas; M.Med.S., St. Louis University.
- William P. Bierden** (1997). Instructor, part time, Education. B.S., M.S., Mankato State University.
- Jeanne M. Boeh** (1990). Associate Professor of Economics. B.S., M.A., Ph.D., University of Illinois.
- Laura S. Boisen** (1996). Associate 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** (1983). Instructor, part time, Art. B.A., Augsburg College; M.A., University of Northern Colorado; M.F.A., University of Minnesota.
- Julie H. Bolton** (1976). Professor of Theatre Arts. B.S., M.F.A., University of Minnesota.
- Lois A. Bosch** (1997). Associate Professor of Social Work. B.A., Northwestern College; M.S.W., University of Iowa; Ph.D., University of Illinois at Urbana-Champaign.
- Michele R. Braley** (2002). Instructor, part time, Social Work. B.A., Oberlin College; M.S.W., Augsburg College.
- Nora M. Braun** (1997). Associate Professor of Business Administration. B.S.B.A., University of Missouri-Columbia; M.B.A., A.B.D., University of Minnesota.
- Frederick Bretschger** (2005). Studio Artist/Double Bass, part time, Music. North Carolina School of the Arts; Cleveland Institute of Music; The Juilliard School.
- Jacquelynn Brickman** (2003). Instructor, part time, Education. B.A., Augsburg College; M.Ed., St. Mary's University.

- Lisa A. Broek** (1993). Instructor, part time, Health and Physical Education. B.A., Central College; M.A., University of Iowa.
- Christopher Rhys Brown** (2003). Field Experience Coordinator/Charter School Liaison, Instructor of Education. B.S., Bemidji State University; M.Ed., University of Sydney, Australia.
- Stanley H. Brown** (1997). Instructor, part time, Education. B.A., Iona College; M.Ed., Boston College.
- Eileen M. Bruns** (2000). Instructor, part time, Modern Languages. B.S., M.S., Florida State University.
- Eric L. Buffalohead** (1997). Associate Professor of American Indian Studies. B.A., M.A., A.B.D., University of Minnesota.
- Michael R. Burden** (1990). Associate Professor of Theatre Arts (Designer and Technical Director). B.A., Augsburg College; M.F.A., University of Minnesota.
- Shelley L. Burkhardt** (2005). Instructor, part time, Education. B.A., Valparaiso University; M.S., Mankato State University.
- Janelle M. Bussert** (1994). Instructor, part time, Religion and Women's Studies. B.A., Luther College; M.Div., Yale University.
- Ralph J. Butkowski** (2001). Assistant Professor of Biology. B.S., St. Cloud State University; M.S., Ph.D., University of Minnesota.
- C**
- William C. Capman** (1994). Associate Professor of Biology. B.A., University of Illinois-Chicago; Ph.D., University of Illinois at Urbana-Champaign.
- Tami M. Carpenter** (2001). Instructor, part time, Mathematics. Two B.S. degrees, University of Minnesota.
- Maria S. Ceplecha** (2003). Instructor, part time, Modern Languages. B.A., University of Dallas; M.A., New York University Graduate School in Spain.
- John C. Cerrito** (1983). Assistant Professor of Business Administration. B.A., Rhode Island College; M.S., University of Wisconsin-Stout.
- Peggy M. Cerrito** (1991). Instructor, part time, Business Administration. Academic Skills Adviser. B.A., University of Minnesota; M.A., Hamline University.
- Francine Chakolis** (1983). Assistant Professor of Social Work. B.S., Augsburg College; M.S.W., University of Minnesota.
- Nina N. Chenault** (2000). Instructor, part time, Health and Physical Education. B.A., University of Minnesota.
- Lars D. Christiansen** (2001). Associate Professor of Sociology. B.A., Clark University; M.S., Ph.D., Florida State University.
- Tara K. Christopherson** (1992). Assistant Professor, part time, Art. B.S., University of Wisconsin-Stout; M.F.A., Minneapolis College of Art and Design.
- Anthony J. Clapp** (2001). Instructor, part time, Physician Assistant Studies. A.A., Golden Valley Lutheran College; B.A., Texas Lutheran College; M.A., Southwest Texas State University; Ph.D., University of Alabama.
- C. Lee Clarke** (2000). Assistant Professor of Business Administration. B.A., Capital University; M.Div., Trinity Lutheran Seminary; M.B.A., University of St. Thomas.

- Joseph R. Clubb** (1994). Instructor, part time, Social Work. B.S.W., St. John's University; M.S.W., University of Minnesota.
- Robert J. Cowgill** (1991). Assistant Professor of English. B.A., M.A., Ph.D., University of Minnesota.
- Anthony Cox** (2005). Studio Artist/Electric Bass, part time, Music. B.A., Metropolitan State College.
- 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.
- Barbara C. Curchack** (2005). Assistant Professor of Psychology. B.A., University of Maryland Baltimore County; M.A., Ph.D., University of Arizona, Tucson.
- D**
- Marvin D. Dahlgren** (2002). Studio Artist/Percussion, part time, Music. B.A., MacPhail School of Music.
- Cathleen A. Dalglish** (1986). Associate Professor of English. B.A., College of St. Catherine; M.F.A., Vermont College; Ph.D., The Union Institute.
- Kim Davidson** (2003). Program Coordinator, Instructor, Center for Global Education. B.F.A., Washington University; M.A., School for International Training.
- Jill A. Dawe** (1994). Associate Professor of Music. B.M., Memorial University of Newfoundland; M.M., D.M.A., Eastman School of Music.
- Urbanus B. Dax** (2002). Program Coordinator, Instructor, Center for Global Education. B.A., University of the North, South Africa; M.S., Mankato State University.
- Donna R. DeGracia** (1998). Instructor of Physician Assistant Studies. B.A., Ohio State University; P.A., Bowman Gray School of Medicine.
- Jacqueline R. deVries** (1994). Associate Professor of History. B.A., Calvin College; M.A., Ph.D., University of Illinois-Urbana.
- R. David Dexter** (2003). Adjunct Faculty, Clinical Laboratory Science Program, Biology. B.S., M.D., University of Minnesota.
- Douglas J. Diamond** (2005). Orchestra Director, Assistant Professor of Music. B.M., M.M., The Mannes College of Music; A.B.D., University of Missouri–Kansas City Conservatory.
- 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; M.A. coursework completed, University of Minnesota.
- Suzanne I. Dorée** (1989). Associate Professor of Mathematics. B.A., University of Delaware; M.A., Ph.D., University of Wisconsin-Madison.
- Linda A. Dorschner** (2000). Instructor, part time, Health and Physical Education. B.S., Mankato State College; M.A., Mankato State University.
- Susan Sacquitne Druck** (1993). Instructor of Music. B.A., Iowa State University; M.A., University of Iowa.
- Rebekah N. Dupont** (1995). Associate Professor of Mathematics. B.A., University of Wisconsin; M.S., Ph.D., Washington State University.
- Grace B. Dyrud** (1962). Professor of Psychology. B.A., M.A., Ph.D., University of Minnesota.

E

- Gary T. Egbert** (2004). Instructor, part time, Physics. B.S., Western Illinois University; M.S., University of South Dakota–Vermillion; Ph.D., University of Nebraska–Lincoln.
- Catherine A. Egenberger** (2000). Instructor, part time, Art. B.S., St. Cloud State University; M.A., University of Massachusetts-Amherst.
- Wesley B. Ellenwood** (2002). Instructor, part time, Theatre Arts. B.A., University of Minnesota; M.F.A., Syracuse University.
- Ruth C. Enestvedt** (1999). Assistant Professor of Nursing. B.S.N., St. Olaf College; M.A., Ph.D., University of Minnesota.
- Mark J. Engbretson** (1976). Professor of Physics. B.A., Luther College; M.Div., Luther Theological Seminary; M.S., Ph.D., University of Minnesota.
- Darcey K. Engen** (1997). Assistant Professor of Theatre Arts. B.A., Augsburg College; M.F.A., University of Wisconsin-Madison.
- Carol A. Enke** (1986). Instructor of Health and Physical Education. B.S., M.Ed., University of Minnesota.
- Molly K.ENZ** (2006). Assistant Professor of Modern Languages. B.A., Concordia College-Moorhead; M.A., Ph.D., University of Wisconsin-Madison.
- Christina L. Erickson** (2004). Assistant Professor of Social Work. B.S., University of Minnesota; M.S.W., University of Minnesota–Duluth; Ph.D., University of Illinois–Chicago.
- Joseph A. Erickson** (1990). Professor of Education. B.A., M.A., College of St. Thomas; M.A., Luther-Northwestern Theological Seminary; Ph.D., University of Minnesota.
- Kenneth N. Erickson** (1964). Professor of Physics. B.A., Augsburg College; M.S., Michigan State University; Ph.D., Colorado State University.
- Lynn M. Erickson** (1991). Studio Artist/Trumpet, part time, Music. B.A., Bethel College; M.F.A., D.M.A., University of Minnesota.
- Marilyn L. Erickson** (1999). Instructor, part time, Education. B.A., Concordia College-Moorhead; M.S., St. Cloud State University.
- Mindy S. Eschedor** (1999). Studio Artist/Piano, part time, Music. B.F.A., B.A., Central Michigan University; M.M., University of Minnesota.
- Kevin G. Ewert** (2002). Assistant Professor of Business Administration. B.S., North Dakota State University; M.A., M.S., Saint Mary's University-Rochester; A.B.D., Nova Southeastern University.

F

- Barbara Edwards Farley** (2000). Vice President of Academic Affairs and Dean of the College. Associate Professor of Business Administration. B.A., College of St. Benedict; M.B.A., Ph.D., University of Minnesota.
- Ronald L. Fedie** (1996). Associate Professor of Chemistry. B.A., University of St. Thomas; Ph.D., University of Minnesota.
- Edith E. Ferber** (2003). Instructor, part time, Education. B.A., M.A.T., Indiana University.
- Sarah M. Ferguson** (2005). Assistant Professor of Social Work. B.A., Drake University; M.A., M.S.W., Ph.D., University of Minnesota.

- Nancy L. Fischer** (2005). Assistant Professor of Sociology. B.A., Hamline University; M.A., The American University; Ph.D., State University of New York–Albany.
- Anita L. Fisher** (1991). Instructor of Modern Languages. B.A., M.A., University of Montana.
- Richard M. Flint** (1999). Instructor, part time, Mathematics. B.A., St. Olaf College; M.S., Iowa State 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.
- Michael O. Freeman** (2002). Instructor, part time, Political Science. B.A., Rutgers College; J.D., University of Minnesota.
- Stacy R. Freiheit** (2005). Assistant Professor of Psychology. B.A., University of Central Florida; M.A., Ph.D., Case Western Reserve University.
- Janet Gottschall Fried** (1998). Studio Artist/Voice, part time, Music. B.M., Aquinas College.
- Mark L. Fuehrer** (1969). Professor of Philosophy. B.A., College of St. Thomas; M.A., Ph.D., University of Minnesota.
- John A. Furia** (2004). Assistant Professor of Business Administration. B.A., Rhode Island College; M.P.A., University of Rhode Island.

G

- Stephen M. Gabrielsen** (1963). Professor of Music. B.A., Augsburg College, M.A., Ph.D., University of Minnesota.
- Ann L. Garvey** (1998). Vice President of Student Affairs. Instructor, part time, Business Administration. B.A., College of St. Catherine; M.A., Loyola University; J.D., University of Minnesota.
- Annette M. Gerten** (1997). Assistant Professor of Social Work. B.A., College of St. Catherine; M.S.W., University of Michigan; Ph.D., University of Minnesota.
- Jennifer L. Gerth** (1994). Studio Artist/Clarinet, part time, Music. B.A., St. Olaf College; M.M., Northwestern University.
- Keith F. Gilsdorf** (2001). Associate Professor of Economics. B.S., Moorhead State University; M.A., North Dakota State University; Ph.D., University of Nebraska-Lincoln.
- Paul H. Grauer** (1979). Men's Athletic Director, Instructor of Health and Physical Education. B.S., Concordia College-Seward, Nebraska; M.Ed., University of Nebraska; M.A., Ph.D., University of Minnesota.
- Douglas E. Green** (1988). Professor of English. B.A., Amherst College; M.A., Ph.D., Brown University.
- William D. Green** (1991). Associate Professor of History. B.A., Gustavus Adolphus College; M.A., Ph.D., J.D., University of Minnesota.
- Bradley L. Greenwald** (1998). Studio Artist/Voice, part time, Music. Music studies at The University of Minnesota.
- Jeanine A. Gregoire** (1996). Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

- Cheryl J.E. Gresczyk** (2004). Instructor, part time, Education. B.A., University of Minnesota; M.A., College of St. Thomas.
- Richard A. Gresczyk, Sr.** (1990). Instructor, part time, Education and Modern Languages. B.S., M.Ed., University of Minnesota.
- Dennis P. Greseth** (2004). Instructor of Education. Education Coordinator, Rochester Program. B.S., M.S., Winona State University.
- Joan L. Griffin** (1986). Associate Dean for General Education. Professor of English. A.B., Washington University; M.A., Ph.D., Harvard University.
- Lyle M. Griner** (1996). Instructor, part time, Religion. B.A., University of Northern Iowa; M.A., Luther Seminary.
- Robert C. Groven** (1997). Associate Professor of Communication Studies. 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.
- 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

- Matthew J. Haines** (2001). Associate Professor of Mathematics. B.A., St. John's University; M.S., Ph.D., Lehigh University.
- Lori Brandt Hale** (1998). Assistant Professor of Religion. B.A., University of Iowa; M.A., University of Chicago; Ph.D., University of Virginia.
- Alyssa N. Hanson** (2003). Instructor, part time, Mathematics. B.A., Augsburg College.
- Daniel S. Hanson** (1988). Assistant Professor of Communication Studies. B.A., Augsburg College; M.A., University of Minnesota.
- David R. Hanson** (2006). Assistant Professor of Chemistry. B.A., Ph.D., University of Minnesota.
- 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.
- John U. Harkness** (2001). Assistant Professor of English. B.A., University of Minnesota; Ph.D., Harvard University.
- Milda K. Hedblom** (1971). Professor of Political Science. B.A., Macalester College; M.A., J.D., Ph.D., University of Minnesota.
- Peter A. Hendrickson** (1993). Associate 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** (1967). 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.

- Stella K. Hofrenning** (2000). Assistant Professor of Economics. B.S., University of Maryland; Ph.D., University of Illinois.
- Bradley P. Holt** (1978). Professor of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.Phil., Ph.D., Yale University.
- Linda M. Holt** (2000). Instructor, part time, Nursing. B.S.N., University of Minnesota; M.N., University of Washington-Seattle.
- James M. Honsvall** (1997). Instructor, part time, Business Administration. B.S., Bemidji State University; M.B.T., University of Minnesota.
- Mary A. Budd Horozaniecki** (1988). Studio Artist/Violin and Viola, part time, Music. B.M., Indiana University.
- Mary A. Hunt** (2000). Studio Artist/Piano Accompaniment, part time, Music. B.A., Fort Wright College of the Holy Names; M.M., Boston University; D.M.A., University of Wisconsin-Madison.
- Lisa L. Hyland** (2003). Instructor, part time, Education. B.S., M.S., University of Wisconsin-River Falls.
- I**
- Colin C. Irvine** (2003). Assistant Professor of English. B.A., Carroll College; M.A., University of Notre Dame; Ph.D., Marquette University.
- 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.
- Mark D. Isaacson** (1998). Assistant Professor of Business Administration. B.A., St. Olaf College; M.S., Rensselaer Polytechnic Institute.
- Chad A. Israelson** (2002). Instructor, part time, History. B.A., University of Wisconsin, LaCrosse; M.A., University of Nebraska.
- J**
- Lisa E. Jack** (1994). Assistant Professor of Psychology. B.A., Occidental College; M.A., Ph.D., University of Southern California.
- James A. Jacobson** (2002). Studio Artist/Cello, part time, Music. B.M., New England Conservatory of Music; M.M., University of Minnesota.
- Mary J. Jacobson** (1999). Assistant Professor of Education. B.S., University of North Dakota; M.A., Ed.D., Hamline University.
- Ronald L. Jacobson** (2002). Instructor, part time, Business Administration. B.S., North Dakota State University; M.S., Virginia Polytechnic Institute and State University; M.S., Iowa State University; Ph.D., University of Minnesota.
- Sophia J. Jacobson** (1999). Instructor, part time, American Indian Studies. B.A., Metropolitan State University; M.A., University of St. Thomas.
- Kia M.G. James** (2003). Associate Professor of Nursing. B.A., B.S.N., St. Olaf College; M.P.H., Ed.D., University of Minnesota.
- William H. Jasperson** (1990). Atmospheric Science. Assistant Professor of Physics. M.B.A., University of Minnesota. B.S., M.S., Ph.D., University of Wisconsin.
- Jeffrey E. Johnson** (1985). Associate Professor of Physics. B.S., M.S., M.B.A., Ph.D., University of Minnesota.
- Martha B. Johnson** (1988). Professor of Theatre Arts. B.A., M.A., Ph.D., University of Wisconsin-Madison.

Christopher J. Johnstone (2006). Assistant Professor of Education. B.S., State University of New York-Plattsburgh; M.S., Syracuse University; Ph.D., University of Minnesota.

Daniel F. Jorgensen (2002). Instructor, part time, English. B.A., M.S., South Dakota State University.

K

Amin E. Kader (1974). Associate Professor of Business Administration. B.Comm., University of Cairo, Egypt; M.B.A., University of Michigan.

Roberta S. Kagin (1974). Associate Professor of Music (Music Therapy). B.A., Park College; B.Music Ed., M.Music Ed., University of Kansas.

Kenneth S. Kaminsky (1987). Professor of Mathematics. A.B., M.S., Ph.D., Rutgers University.

Jane A. Kammerman (1986). Instructor, part time, Business Administration. B.A., University of California; J.D., University of Minnesota.

Ned D. Kantar (1999). Assistant Professor of Music. B.S., M.A., University of Minnesota.

Ashok K. Kapoor (1998). Associate Professor of Business Administration. B.A., M.A., University of Delhi; M.A., M.B.A., University of Minnesota; Ph.D., Temple University.

Deborah D. Katz (2001). Instructor, part time, Education. A.B., Stanford University; Ed.M., Harvard Graduate School of Education; Ed.D., National-Louis University.

Anne M. Kaufman (1987). Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

Mary Beth Kelley (2004). Instructor, part time, Education. B.S., University of Wisconsin, Eau Claire; M.Ed., Bethel College.

Hazel K. (Kathy) Kienzle (1999). Studio Artist/Harp, part time, Music. B.M., The Juilliard School; M.M., University of Arizona.

Mary A. Kingsley (1965). Associate Professor of Modern Languages. B.A., St. Olaf College; M.A., Middlebury College.

Russell C. Kleckley (2002). Associate Professor of Religion. B.A., Newberry College; M.Div., Lutheran Theological Southern Seminary; D.Th., University of Munich.

Merilee I. Klemp (1980). Associate Professor of Music. B.A., Augsburg College; M.A., University of Minnesota; Ph.D., Eastman School of Music.

Alvin L. Kloppen (1976). Assistant Professor of Health and Physical Education. B.S., Augustana College; M.A., University of South Dakota.

Carol M. Knicker (2002). Assistant Professor of Education. B.S., Southwest State University; M.S., Mankato State University; Ed.D., University of St. Thomas.

Boyd N. Koehler (1967). Associate Professor, Librarian. B.A., Moorhead State College; M.A., University of Minnesota.

Richard J. Kramer (2003). Instructor, part time, Religion. B.A., Concordia College, Moorhead; M.Div., Luther Seminary.

Heidi M. Kreutzer (1995). Instructor, part time, Modern Languages. B.A., Augsburg College; M.A., Middlebury College; J.D., University of Minnesota.

Gregory P. Krueger (2000). Instructor of Education. B.A., Southwest Minnesota State University; M.A., Hamline University.

Joan C. Kunz (1987). Associate Professor of Chemistry. B.S., University of Missouri-St. Louis; Ph.D., University of Wisconsin-Madison.

L

Steven J. LaFave (1991). Professor of Business Administration. B.A. Michigan State University; M.A., University of Michigan; M.B.A., University of Minnesota.

Michael J. Lansing (2005). Assistant Professor of History. A.B., College of William and Mary; M.A., Utah State University; Ph.D., University of Minnesota.

David V. Lapakko (1986). Associate Professor of Communication Studies. B.A., Macalester College; M.A., Ph.D., University of Minnesota.

Velma J. Lashbrook (2000). Instructor, part time, Master of Arts in Leadership and Nursing. B.S., Iowa State University; M.S., Illinois State University; Ed.D., West Virginia University.

Laura K. Lazar (2004). Assistant Professor of Business Administration. B.A., M.L.S., Valparaiso University; M.B.A., Ph.D., Indiana University.

Edward Bok Lee (2002). Instructor, part time, Communication Studies. B.A., University of Minnesota; M.F.A., Brown University.

Barbara A. Lehmann (2001). Assistant Professor of Social Work. B.A., Knox College; M.S.W., Tulane University; Ph.D., Case Western Reserve University.

Caroline M. Lemen (1991). Studio Artist/French Horn, part time, Music. B.A., Potsdam College of Arts and Science, SUNY; M.M., Northwestern University.

Cheryl J. Leuning (1996). Professor of Nursing. B.A., Augustana College; M.S., University of Minnesota; Ph.D., University of Utah.

Karoline M. Lewis (2003). Instructor, part time, Religion. B.A., Northwestern University; M.Div., Luther Seminary; A.B.D., Emory University.

Robert E. Lewis (2004). Instructor, part time, Business Administration. B.A., M.B.A., University of St. Thomas.

Dallas H. Liddle (1999). Associate Professor of English. B.A., Grinnell College; Ph.D., University of Iowa.

Lynn E. Lindow (1985). Assistant Professor of Education. B.S., Mankato State University; M.S., North Dakota State University; Ph.D., University of Minnesota.

Rosemary J. Link (1986). Professor of Social Work. B.A., University of Southampton; C.Q.S.W., London University; Ph.D., University of Minnesota.

Sarah P. Lockwood (2002). Studio Artist/Piano Accompaniment, part time, Music. B.M., DePauw University; M.M., University of Minnesota.

Lori L. Lohman (1990). Associate Professor of Business Administration. B.A., M.B.A., Ph.D., University of Minnesota.

J. Lynne F. Lorenzen (1988). Associate Professor of Religion. B.A., University of Iowa; M.Div., Northwestern Lutheran Theological Seminary; M.A., Ph.D., Claremont Graduate School.

Edward D. Lotterman (2005). Assistant Professor of Economics. B.A., M.S., University of Minnesota.

- Michael S. Lotti** (2003). Instructor, part time, Business Administration/Philosophy. B.A., Augsburg College; M.Phil., Ph.D., University of Swansea, Wales.
- Mary E. Lowe** (2003). Assistant Professor of Religion. B.A., Pacific Lutheran University; M.Div, Luther Northwestern Theological Seminary; Ph.D., Graduate Theological Union.
- 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; Ph.D., Capella University.
- Steven M. Lukas** (2005). Instructor, part time, Business Administration. B.S., M.A., University of Nebraska; E.D., University of St. Thomas.
- Steven P. Lund** (1982). Studio Artist/Trombone, part time, Music. B.S., University of Minnesota.
- Paul E. Lutter** (2005). Instructor, part time, Religion. B.S., University of Wisconsin, Superior; M.Div, Luther Seminary.
- Ann L. Lutterman-Aguilar** (1993). Interim Academic Director, Instructor, Center for Global Education. B.A., Earlham College; M.Div, Yale University.
- ### M
- Patricia Z. Marincic** (2005). Associate Professor of Physician Assistant Studies. B.S., Purdue University; M.S., Colorado State University; Ph.D., Utah State University.
- M. Elise Marubbio** (2003). Assistant Professor of American Indian Studies. B.F.A., Cleveland Institute of Art; M.A., Ph.D., University of Arizona.
- David C. Matz** (2001). Assistant Professor of Psychology. B.A., Bemidji State University; M.S., North Dakota State University; Ph.D., Texas A & M University.
- Craig D. Maus** (2002). Instructor, part time, Business Administration. A.A., North Hennepin Community College; B.S., Mankato State University; M.B.A., University of St. Thomas.
- Kathleen A. McBride** (1994). Regional Co-Director, Instructor, Center for Global Education. B.A., George Mason University; Ed.M., Harvard University.
- John C. McCaffrey** (2000). Assistant Professor of Art. B.F.A., University of Wisconsin-Madison; M.F.A., University of Miami-Coral Gables.
- Carol T. McCoy** (2003). Adjunct Faculty, Clinical Laboratory Science Program, Biology. B.S., M.S., Ph.D., University of Oklahoma.
- Michael J. McIlhon** (2000). Instructor, part time, Economics. B.B.A., M.A., University of Iowa.
- Mary Lee McLaughlin** (1993). Assistant Professor, Librarian. B.A., Western Michigan University; A.M.L.S., University of Michigan; M.A., Michigan State University.
- Kirsten A. S. Mebust** (2004). Instructor, part time, Religion. B.S., University of Minnesota; M.Div., Luther Seminary.
- Jane C. Melton** (1999). Instructor, part time, Modern Languages. B.A., Lindenwood College; M.A., Tulane University.
- Laurie H. Merz** (2001). Studio Artist/Bassoon, part time, Music. B.M., Eastman School of Music; M.M., University of Minnesota.
- Fekri Meziou** (1987). Associate Professor of Business Administration. B.A., University of Tunis; M.A., Ph.D., University of Minnesota.

- Diane M. Mikkelson** (1997). Instructor, part time, Modern Languages. B.A., California State University; M.A., California State University-Northridge.
- Joyce P. Miller** (2004). Assistant Professor, part time, Nursing. A.A., Rochester State Junior College; B.S., M.A., Augsburg College.
- Kinney G. Misterek** (1989). Instructor, part time, Business Administration. B.S., M.B.A., University of South Dakota; M.B.T., University of Minnesota.
- John R. Mitchell** (1968). Associate Professor of English. B.A., Maryville College; M.A., University of Tennessee.
- James B. Moen** (1998). Assistant Professor of Computer Science. B.S., Ph.D., University of Minnesota.
- John W. Molloy** (2003). Assistant Professor of Business Administration. B.B.A., M.S., University of Wisconsin, Madison.
- Sheila M. Moriarty** (2002). Instructor, part time, Social Work. B.S., University of Minnesota; M.S.W., Augsburg College.
- ## N
- Susan K. Nash** (1998). Associate Professor of Nursing. B.S.N., M.S.N., Ed.D., University of Minnesota.
- Paulus Nanghambe Ndamanomhata** (2002). Instructor, Center for Global Education. B.A. degrees, Ogongo Agricultural College and United Lutheran Theological Seminary; M.A., Trinity Lutheran Seminary; Ph.D., Natal University.
- Steven J. Nerheim** (2004). Medical Director, Assistant Professor, part time, Physician Assistant Studies. B.A., Northwest College; M.Div., Luther Theological Seminary; M.D., University of Minnesota.
- Justin R. Newhall** (2005). Instructor, part time, Art. B.F.A., Minneapolis College of Art and Design; M.F.A., University of Minnesota.
- Norma C. Noonan** (1966). Professor of Political Science. B.A., University of Pennsylvania; M.A., Ph.D., Indiana University.
- ## O
- Mary F. O'Connell** (2004). Instructor, part time, Nursing. A.A., Minneapolis Community College; B.S., Bethel College; M.A., Augsburg College.
- Susan E. O'Connor** (1994). Associate Professor of Education. B.S., University of Minnesota; M.S., Ph.D., Syracuse University.
- Sandra L. Olmsted** (1979). Associate Professor of Chemistry. B.A., Augsburg College; M.S., University of Wisconsin; Ph.D., University of Minnesota.
- Michael G. Olson** (2001). Instructor, part time, Business Administration. B.S., University of Minnesota; M.B.A., Minnesota State University.
- Vicki L. Olson** (1987). Professor of Education. B.S., M.A., Ph.D., University of Minnesota.
- Jack Osberg** (1991). Instructor, Health and Physical Education. B.A., Augsburg College.
- ## P
- Stephen A. Pacholl** (2001). Instructor, part time, Business Administration. B.A., M.Ed., University of Minnesota.
- Sally Bruyneel Padgett** (2003). Instructor, part time, Religion. A.A., San Jacinto College; B.A., University of California, Riverside; M.A., Azusa Pacific University; Ph.D., University of Durham, England.

- Magdalena M. Paleczny-Zapp** (1986). Associate Professor of Business Administration. B.A., M.A., Central School for Planning and Statistics, Warsaw; Ph.D., Akademia Ekonomiczna, Krakow.
- Sharon K. Patten** (1991). Associate Professor of Social Work. B.A., St. Olaf College; M.S.W., M.A., Ph.D., University of Minnesota.
- Donna R. Patterson** (2006). Assistant Professor, part time, Education. B.A., M.Ed., University of Minnesota.
- Michael F. Pattison** (2003). Instructor, part time, Social Work. B.A., M.S.W., University of Minnesota.
- Catherine L. Paulsen** (1990). Instructor, part time, Master of Arts in Leadership. B.A., St. Olaf College; M.A., Lone Mountain College [now part of University of San Francisco].
- Curtis M. Paulsen** (1990). Associate Professor of Social Work. B.A., St. Olaf College; M.S.W., University of Minnesota; Ph.D., The Fielding Institute.
- Richard W. Pearl** (1992). Instructor, part time, Education. B.A., M.A., College of St. Thomas.
- Dale C. Pederson** (1992). Associate Professor of Biology. B.A., Augsburg College; Ph.D., University of Minnesota.
- Meredith A. Pederson** (2003). Instructor, part time, Education. B.A., St. Olaf College; M.A., St. Mary's University.
- Rick A. Penning** (1993). Studio Artist/Voice, part time, Music. B.A., Luther College; M.M., University of Cincinnati.
- Noel J. Petit** (1984). Professor of Computer Science. B.A., St. Olaf College; M.S., Ph.D., University of Minnesota.
- Ronald W. Petrich** (1980). Assistant Professor of Education. B.A., Augsburg College; M.A., United Theological Seminary.
- Pary Pezechkian-Weinberg** (1994). Associate Professor of Modern Languages. B.A., National University, Tehran; M.A., University of Nice; Ph.D., U.C.L.A.
- Joyce M. Pfaff** (1966). Associate Professor, part time, Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Clayton A. Pharr** (1996). Instructor, part time, Social Work. B.S., Claflin University; M.S.W., Barry University.
- Diane L. Pike** (1981). Professor of Sociology. A.B., Connecticut College; Ph.D., Yale University.
- Timothy D. Pippert** (1999). Associate Professor of Sociology. B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Q

- Philip A. Quanbeck II** (1987). Associate Professor of Religion. B.A., St. Olaf College; M.Div., Ph.D., Luther Theological Seminary.

R

- Larry C. Ragland** (1985). Professor of Computer Science. B.S., M.A., Central Missouri State College; Ph.D., University of Texas at Austin.
- O. Nicholas Raths** (1988). Studio Artist/Guitar, part time, Music. B.M., M.M., D.M.A., University of Minnesota.

Deborah L. Redmond (1981). Assistant Professor of Communication Studies. B.A., M.A., University of Minnesota.

Bruce R. Reichenbach (1968). Professor of Philosophy. B.A., Wheaton College; M.A., Ph.D., Northwestern University.

Kathy J. Reinhardt (1997). Instructor of Modern Languages. M.A., Middlebury College.

M. Bridget Robinson-Riegler (1994). Associate Professor of Psychology. B.S., Indiana University; M.S., Ph.D., Purdue University.

Nancy A. Rodenberg (2000). Associate Professor of Social Work. B.S., Indiana University; M.S.W., University of Minnesota; Ph.D., Arizona State University.

Glenda Dewberry Rooney (1992). Professor of Social Work. B.S., University of North Texas; M.S.W., University of Illinois; Ph.D., University of Minnesota.

Barry D. Rutman (2000). Instructor, part time, Business Administration. M.A., Montclair State University.

S

Susana M. Sandmann (2006). Associate Professor of Modern Languages. B.A., M.A., Ph.D., University of Minnesota.

Milo A. Schield (1985). Professor of Business Administration. B.S., Iowa State University; M.S., University of Illinois; Ph.D., Rice University.

John S. Schmit (1990). Dean of Graduate and Adult Academic Programs. Associate Professor of English. B.S., St. John's University; M.A., University of New Orleans; Ph.D., The University of Texas.

Michael D. Schock (1993). Assistant Professor of Social Work. B.A., University of Washington; M.S.W., University of Minnesota; Ph.D., University of Washington.

Sandra Nei Schulte (1987). Designer-in-Residence and Instructor, part time, Theatre Arts. B.A., M.A., M.F.A., University of Minnesota.

David G. Schwain (1995). Assistant Professor of Business Administration. B.B.A., University of Cincinnati; M.B.A., Harvard University.

Kathryn A. Schwalbe (1991). Associate Professor of Business Administration. B.S., University of Notre Dame; M.B.A., Northeastern University; Ph.D., University of Minnesota.

Carrie B. Senske (2000). Instructor, part time, Education. B.A., Concordia College, Moorhead; M.Ed., University of Minnesota.

Frankie B. Shackelford (1990). Professor of Modern Languages. B.A., Texas Christian University; Ph.D., University of Texas.

N. Kay Shager (2000). Instructor, part time, Education and Mathematics. B.A., Gustavus Adolphus College; M.S., University of Wisconsin-River Falls.

Timothy J. Shaw (1995). Instructor, part time, Physician Assistant Studies. B.A., St. Mary's College; Ph.D., University of Minnesota.

Charles M. Sheaffer (1995). Associate Professor of Computer Science. B.A., Metropolitan State University; M.S., Ph.D., University of Minnesota.

Judith E. Shevelev (1991). Program Coordinator, Instructor, Center for Global Education. B.A., University of California, Davis; M.A., Columbia University.

John S. Shockley (2002). Visiting Professor, part time, Political Science. B.A., University of Texas; M.A., Ph.D., University of Wisconsin.

- Katharine E. Skibbe** (2001). Instructor, part time, Education. B.A., Augsburg College; M.A., Saint Mary's College.
- Sheilah P. Smith** (1999). Instructor, part time, Education. B.S., M.Ed., Wayne State University.
- Beverly L. Smith-Keiling** (2004). Assistant Professor of Biology. B.S., East Central University; Ph.D., University of Minnesota.
- Alyssa E. Snyder** (2003). Instructor, part time, Education. B.A., Augsburg College; M.A., University of St. Thomas.
- Sandra F. Soltis** (2005). Instructor of Education. B.S., Moorhead State University; M.S., Winona State University; Ph.D., University of Minnesota.
- Jody M. Sorensen** (2005). Associate Professor of Mathematics. B.A., St. Olaf College; M.A., Ph.D., Northwestern University.
- Lisa K. Sperling** (2003). Instructor, part time, Education. B.S., University of Minnesota; M.A., Mankato State University.
- Richard J. Spratt** (1996). Instructor, part time, Social Work. B.S.W., Augsburg College; M.S.W., University of Minnesota.
- Robert J. Stacke** (1990). Associate Professor of Music. Band and Jazz Director. B.A., Augsburg College; M.A.C.I., College of St. Thomas; Ph.D., University of Minnesota.
- John J. Stangl** (1991). Instructor, part time, Education. B.S., M.A., University of Minnesota.
- Nancy K. Steblay** (1988). Professor of Psychology. B.A., Bemidji State University; M.A., Ph.D., University of Montana.
- John P. Stein** (1992). Instructor, part time, Economics. B.S., University of Detroit; M.A., University of Illinois.
- Donald B. Steinmetz** (1968). Professor of Modern Languages. B.A., M.A., Ph.D., University of Minnesota.
- Erik S. Steinmetz** (1998). Assistant Professor of Computer Science. B.A., Augsburg College; M.S., University of Minnesota.
- Linda Lee Stevens** (1999). Assistant Professor of Education. B.A., University of Northern Colorado; M.S., Mankato State University.
- Stuart M. Stoller** (1986). Professor of Business Administration. B.S., M.S., Long Island University.
- Theresa A. Stoller** (2003). Instructor, part time, Business Administration. B.A., Augsburg College.
- Benjamin L. Stottrup** (2005). Assistant Professor of Physics. B.A., University of Minnesota, Morris; Ph.D., University of Washington.
- Beverly J. Stratton** (1986). Professor of Religion. B.A., M.A., Boston University; M.A., D.Th., Luther Seminary.
- Michelle J. Strauch** (2000). Instructor, part time, Health and Physical Education. B.S., North Dakota State University; M.S., University of Wisconsin-LaCrosse.
- Mark S. Strefeler** (2003). Associate Professor of Biology. B.S., Pennsylvania State University; M.S., North Carolina State University; Ph.D., Cornell University.
- Karen T. Sutherland** (1999). Professor of Computer Science. A.B., Augustana College; two M.S. degrees; Ph.D., University of Minnesota.

Kathryn A. Swanson (1985). Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Minnesota.

Maryann Syers (1998). Associate Professor of Social Work. B.A., Arizona State University; M.S.W., Ph.D., University of Minnesota.

T

Brenda J. J. Talarico (2003). Assistant Professor of Physician Assistant Studies. B.S., University of Minnesota; P.A. Certificate, Augsburg College; M.P.A.S., University of Nebraska Medical Center.

Ngoth Tiong Tan (1987, 2006). Professor of Social Work. B.A., University of Singapore; M.S.W., University of Pennsylvania; Ph.D., University of Minnesota.

Michael D. Thompson (2002). Instructor, part time, Psychology. B.A., University of Minnesota; M.S.W., Fordham University; Ph.D., Pacific University.

Sonja K. Thompson (1993). Assistant Professor of Music. B.M., University of Minnesota; M.M., The Juilliard School.

Robert K. Tom (2002). Associate Professor, part time, Art. B.F.A., University of Hawaii; M.F.A., Temple University.

Beth M. Torstenson (2003). Instructor, part time, Education. B.A., Augsburg College; M.A., University of Minnesota.

Daniel O. Trainer, IV (1999). Instructor, part time, Modern Languages. B.A., Rochester Institute of Technology; M.A., Gallaudet University.

Mark D. Tranvik (1995). Lilly Program Director. Associate Professor of Religion. B.A., Luther College; M.Div., Yale University; Th.D., Luther Seminary.

Cynthia K. Troy (1990). Instructor, part time, Psychology. B.A., University of California, Santa Cruz; Ph.D., University of Minnesota.

Fidel Xinico Tum (1993). Program Coordinator, Instructor, Center for Global Education. B.A., Francisco Marroquin University; M.Div., St. Paul Seminary.

Katherine A. Tunheim (2005). Instructor, part time, Business Administration. B.A., Concordia College, Moorhead; M.A., University of Wisconsin, Milwaukee.

U-V

Joseph Underhill-Cady (1998). Associate Professor of Political Science. B.A., University of California-Berkeley; M.A., San Francisco State University; Ph.D., University of Michigan.

Eileen Kaese Uzarek (2001). Assistant Professor of Health and Physical Education. B.A., Gustavus Adolphus College; M.S., Mankato State University.

John W. Van Cleve (1996). Instructor, part time, Modern Languages. B.A., Carleton College; M.A., Ph.D., University of Wisconsin.

James A. Vela-McConnell (1997). Associate Professor of Sociology. B.A., Loyola University; Ph.D., Boston College.

David E. Venne (1992). Atmospheric Science. Assistant Professor of Physics. B.S., University of Minnesota; Ph.D., Iowa State University.

Joseph M. Volker (1993). Instructor, part time, MAL Program. B.A., University of California-Irvine; M.A., Ph.D., University of Minnesota.

W

David O'Brien Wagner (2005). Instructor, part time, Art. B.S., B.A., Washington State University.

Mzenga A. Wanyama (2006). Assistant Professor of English. B.A., M.A., University of Nairobi, Kenya; Ph.D., University of Minnesota.

Andrew Ward (2001). Instructor, part time, Business Administration/Philosophy. B.A., Luther College; M.A., Ph.D., University of Kansas.

Martha A. (Cary) Waterman (1991). Instructor, part time, English. B.A., University of Denver; B.S., M.A., Minnesota State University-Mankato.

Luann Watson (2003). Instructor, part time, Nursing. A.A., Normandale Community College; B.S., M.A.L., Augsburg College.

David R. Weiss (2002). B.A., Wartburg College; M.A., Wartburg Theological Seminary; M.A., University of Notre Dame.

Patricia F. Weiss (1991). Associate Professor, part time, Education. Paideia Associate-in-Residence. B.A., Boston College; M.Ed., Ph.D., University of North Carolina, Chapel Hill.

Barbara A. West (1997). Instructor of Education. Faculty Coordinator of Teacher Placement /Licensing. B.S., St. Cloud State University; M.S., Syracuse University.

Dale A. Weston (2001). Instructor, part time, American Indian Studies. B.A., Hamline University.

Jean H. Whalen (1995). Instructor, part time, Education. B.S., M.A., University of Minnesota.

Hans H. Wiersma (2002). Assistant Professor of Religion. B.A., University of California, San Diego; M.Div., Ph.D., Luther Seminary.

Susan L. Williams (2002). Instructor, part time, English. B.A., M.A., A.B.D., University of Minnesota.

Angela J. Wyatt (1981). Studio Artist/Saxophone and Clarinet, part time, Music. B.A., St. Olaf College; M.M., Northwestern University.

X-Y-Z

Steven M. Zitnick (2000). Assistant Professor of Business Administration; Associate Director, M.B.A. Program. B.A., Shimer College; M.S., University of Utah.

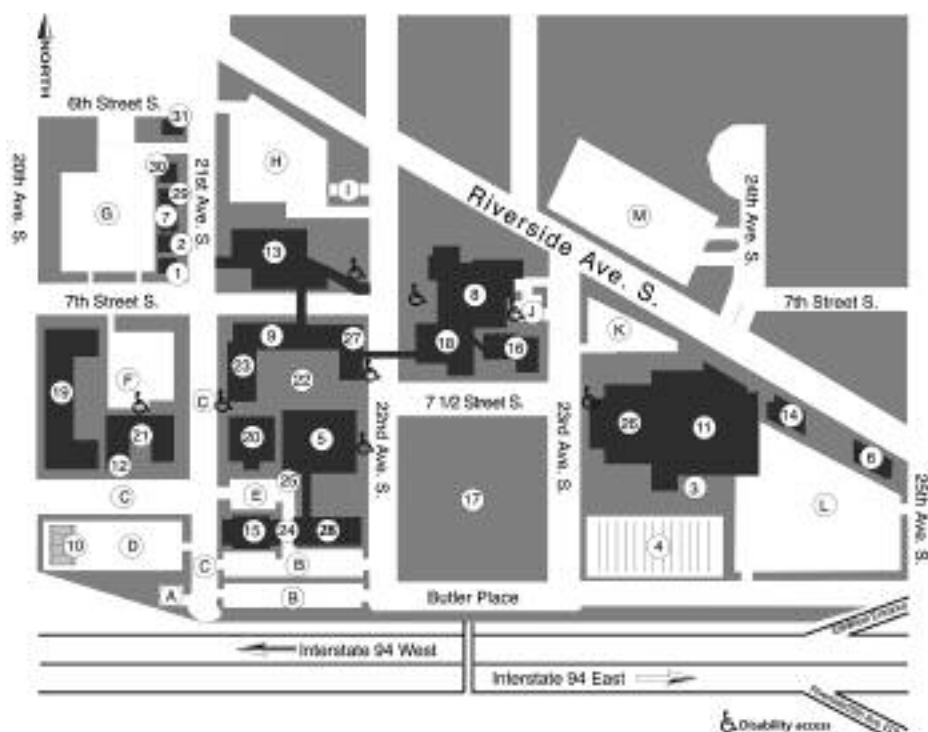
FACULTY EMERITI

- Ruth L. Aaskov.** Professor Emerita of Modern Languages. B.A., Augsburg College; M.A., Middlebury College; Ph.D., University of Wisconsin.
- Earl R. Alton.** Professor Emeritus of Chemistry/Dean Emeritus. B.A., St. Olaf College; M.S., Ph.D., University of Michigan.
- Lyla M. Anderegg.** Professor Emerita of Psychology. B.A., University of Minnesota; M.A., Northwestern University.
- Barbara L. Andersen.** Professor Emerita of English. B.A., Northwestern College; M.A., Northwestern University.
- Charles S. Anderson.** President Emeritus. B.A., St. Olaf College; M.A., University of Wisconsin; B.Th., Luther Theological Seminary; Ph.D., Union Theological Seminary, New York.
- Ernest W. Anderson.** Professor Emeritus of Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Margaret J. Anderson.** Professor Emerita, Library. B.S., M.A., University of Minnesota.
- Raymond E. Anderson.** Professor Emeritus of Speech, Communication and Theatre Arts. B.S., M.A., Ph.D., University of Minnesota.
- John E. Benson.** Professor Emeritus of Religion. B.A., Augsburg College; B.D., Luther Theological Seminary; M.A., Ph.D., Columbia University.
- Vern M. Bloom.** Professor Emeritus of Social Work. B.A., M.S.W., University of Minnesota.
- Richard A. Borstad.** Professor Emeritus of Health and Physical Education. B.A., M.A., Ph.D., University of Minnesota.
- Maria L. Brown.** Professor Emerita of Social Work. B.A., M.A., American University; M.S.W., University of Minnesota.
- L. Gracia Christensen.** Professor Emerita of English. B.A., Hunter College; M.A., Radcliffe College.
- Robert W. Clyde.** Professor Emeritus, Institutional Research Analyst. B.A., Coe College; M.A., Rockford College; Ph.D., University of Iowa.
- Ailene H. Cole.** Professor Emerita of Speech, Communication and Theatre Arts. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Minnesota.
- Beverly C. Durkee.** Professor Emerita of Mathematics. B.A., B.S.L., B.S.Ed., M.A., University of Minnesota; Ph.D., Arizona State University.
- Norman B. Ferguson.** Professor Emeritus of Psychology. B.A., Franklin and Marshall College; M.S., Ph.D., University of Wisconsin.
- Henry G. Follingstad.** Professor Emeritus of Mathematics. B.E.E., M.S., University of Minnesota.
- Jerry Gerasimo.** Professor Emeritus of Sociology. B.A., Lake Forest College; M.A., Ph.D., University of Chicago.
- Orloue Gisselquist.** Professor Emeritus of History. B.A., M.A., Ph.D., University of Minnesota.
- Satya P. Gupta.** Professor Emeritus of Economics. B.S., M.S., Agra University, India; M.S., Ph.D., Southern Illinois University.

- Theodore J. Hanwick.** Professor Emeritus of Physics. B.E.E., M.S., Polytechnic Institute of Brooklyn; Ph.D., New York University.
- Edwina L. Hertzberg.** Professor Emerita of Social Work. B.A., Cedar Crest College; M.S.W., Ph.D., University of Minnesota.
- Norman D. Holen.** Professor Emeritus of Art. B.A. Concordia College-Moorhead; M.F.A., University of Iowa.
- John R. Holum.** Professor Emeritus of Chemistry. B.A., St. Olaf College; Ph.D., University of Minnesota.
- Irene Khin Khin Jensen.** Professor Emerita of History. B.A., Rangoon University, Burma; M.A., Bucknell University; Ph.D., University of Wisconsin.
- Duane E. Johnson.** Professor Emeritus of Psychology. B.A., Huron College; B.A., University of Minnesota; M.E., South Dakota State University; Ph.D., University of Minnesota.
- Robert A. Karlén.** Professor Emeritus of Music. B.M., New England Conservatory; M.A., University of Minnesota.
- Esther G. McLaughlin.** Professor Emerita of Biology. B.A., Ph.D., University of California-Berkeley.
- Marie O. McNeff.** Professor Emerita of Education/Dean Emerita. B.S., M.Ed., Ed.D., University of Nebraska.
- Erwin D. Mickelberg.** Professor Emeritus of Biology. B.A., Augsburg College; M.A., University of Minnesota.
- Mildred “Mike” Mueller.** Professor Emerita of Education. B.A., M.A., Central Michigan University; Ed.D., University of Minnesota.
- Edor C. Nelson.** Professor Emeritus of Health and Physical Education. B.A., Augsburg College; M.Ed., University of Minnesota.
- Gordon L. Nelson.** Professor Emeritus of Sociology. B.A., M.A., University of Minnesota; B.D., Luther Theological Seminary; M.A., Ph.D., University of Chicago.
- Richard C. Nelson.** Professor Emeritus of History. B.A., University of Nebraska; M.A., Ph.D., University of Minnesota.
- Catherine C. Nicholl.** Professor Emerita of English. B.A., Hope College; M.A., University of Michigan; Ph.D., University of Minnesota.
- Beverly J. Nilsson.** Professor Emerita of Nursing. B.S., M.S., Ph.D., University of Minnesota.
- Ronald G. Palosaari.** Professor Emeritus of English. B.A., Bethel College; B.Div., Bethel Seminary; M.A., Ph.D., University of Minnesota.
- Patricia A. Parker.** Associate Academic Dean Emerita. B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan.
- Lauretta E. Pelton.** Professor Emerita of Education. M.Ed., Marquette University.
- Philip A. Quanbeck, Sr.** Professor Emeritus of Religion. B.A., Augsburg College; B.D., Augsburg Theological Seminary; M.Th., Th.D., Princeton Theological Seminary.
- Gunta Rozentals.** Professor Emerita of Modern Languages. B.A., M.A., Ph.D., University of Minnesota.

- Marianne B. Sander.** Dean of Students Emerita. B.A., Valparaiso University; M.A., University of Minnesota.
- Leland B. Sateren.** Professor Emeritus of Music. L.H.D., Gettysburg College; D.Mus., Lakeland College.
- Edwin J. Saugestad.** Professor Emeritus of Health and Physical Education. B.A., Augsburg College; M.A., University of Minnesota.
- Eugene M. Skibbe.** Professor Emeritus of Religion. B.A., St. Olaf College; B.Th., Luther Theological Seminary; Th.D., University of Heidelberg, Germany.
- Clarice A. Staff.** Professor Emerita of Social Work. B.A., Augsburg College; M.S., D.S.W., Columbia University.
- Myles C. Stenshoel.** Professor Emeritus of Political Science. B.A., Concordia College, Moorhead; Concordia Theological Seminary; M.A., Ph.D., University of Colorado.
- Grace K. Sulerud.** Professor Emerita, Library. B.A., Augsburg College; M.A., University of Minnesota.
- Ralph L. Sulerud.** Professor Emeritus of Biology. B.A., Concordia College, Moorhead; M.S., Ph.D., University of Nebraska.
- Philip J. Thompson.** Professor Emeritus of Art. B.A., Concordia College, Moorhead; M.F.A., University of Iowa.
- Joel S. Torstenson.** Professor Emeritus of Sociology. B.A., Augsburg College; M.A., Ph.D., University of Minnesota.
- Rita R. Weisbrod.** Professor Emerita of Sociology. B.A., M.A., University of Minnesota; Ph.D., Cornell University.
- Mary Louise Williams.** Professor Emerita of Social Work. B.F.A., M.S.W., University of Pennsylvania.

342 CAMPUS MAP



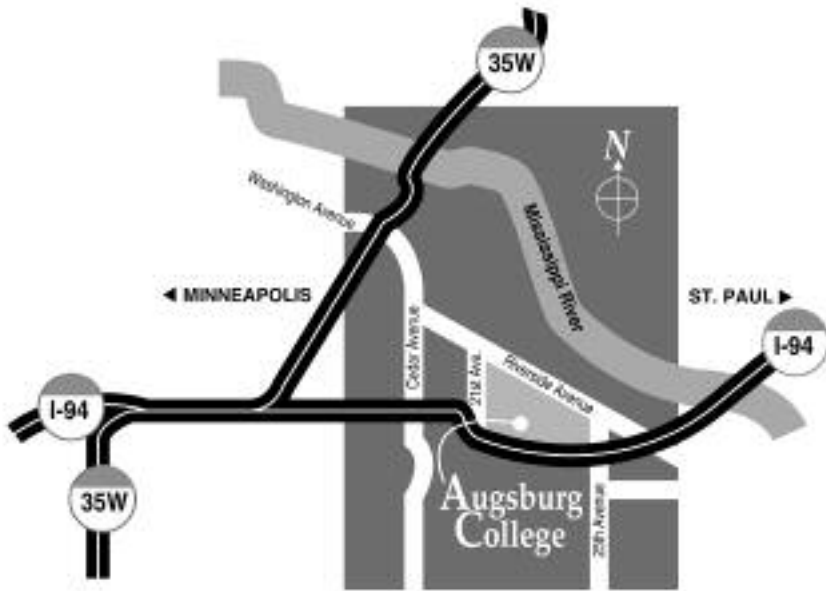
COLLEGE MAP INFORMATION

1. Center for Counseling and Health Promotion
2. Weekend and Graduate Admissions
3. Air Structure Entrance (November through March)
4. Eder-Nelson Athletic Field and Seasonal Air Structure
5. Christensen Center and Day Admissions
6. Commercial Space
7. General office space
8. Foss, Lobeck, Miles, Center for Worship, Drama and Communication
9. Sverdrup Hall
10. Husby-Strommen Tennis Courts
11. Ice Arena
12. Public Relations and Communication
13. Lindell Library
14. Maintenance and Grounds Shop
15. Mortensen Hall
16. Murphy Place
17. Murphy Park
18. Music Hall
19. Niss Residence Hall
20. Old Main
21. Anderson Hall

22. Quad
23. Science Hall
24. Public Safety Communications Center
25. Shipping and Receiving
26. Si Melby Hall
27. Sverdrup-Ofsted Memorial Hall
28. Urnes Hall
29. Faculty Guest House
30. StepUP House
31. General office space with address

PARKING INFORMATION

- A. Visitor Parking
- B. Resident Parking
- C. Commuter Parking
- D. Faculty/Staff/Commuter/Resident Parking
- E. Resident Parking
- F. Resident Parking
- G. Faculty/Staff Parking
- H. Faculty/Staff Parking
- I. Visitor/Admissions Visitor Parking
- J. Faculty/Staff Parking
- K. Commuter Parking
- L. Faculty/Staff/Commuter/Visitor Parking
- M. Fairview-University Parking Ramp



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 22nd Avenue South.

I-94 East from Minneapolis—

Take 25th Avenue exit, turn left at 25th Avenue, turn left at Riverside Avenue, turn left at 22nd Avenue South.

I-94 West from St. Paul—

Take Riverside exit, turn right at Riverside Avenue, turn left at 22nd 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 22nd Avenue South.

PUBLIC PARKING

Street parking on campus is posted for one-, two-, or four-hour limits. For certain major events on campus during evenings and weekends, parking is also available in the commuter and visitor lots.

PUBLIC TRANSPORTATION

Augsburg College is located near two Metro Transit Light Rail stations: the Cedar-Riverside station and the Franklin Avenue station. In addition to light rail, four Metro Transit bus lines keep Augsburg easily accessible to the greater metropolitan area: routes 2, 7, 19, and 24. For more information about Metro Transit schedules and routes, call 612-373-3333 or go online to www.metrotransit.org.





Index

Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, marital status, status with regard to public assistance, or disability in its education policies, admissions policies, scholarship and loan programs, athletic and/or school administered programs, except in those instances where religion is a bona fide occupational qualification. Augsburg College is committed to providing reasonable accommodations to its employees and its students.

A

About Augsburg 10, 18
 Academic Advising 42
 Academic Calendar 4-7, 54
 Academic Divisions 56
 Academic Excellence Scholarships 29
 Academic Information 53
 Academic Internships 67
 Academic Policies and Procedures 70
 Academic Progress, Probation and Dismissal 89
 Academic Skills Coaching 43-44
 Access Center 45
 Accessibility 18
 Accounting 120-122
 Accreditation and Memberships 11, 17, 18
 Achievement Scholarships 30
 Admissions 14, 20-22
 Administrative Officers of the College 320
 Advanced Placement Program Test (AP) 87
 Advanced Transfer Students 76, 82
 African American Student Services (see Pan-African Student Services) 47
 American Indian Studies 96-99
 American Indian Student Services 46
 American Sign Language 231
 Anderson Hall 14, 50
 Anne Pederson Women's Resource Center 42
 Application Procedures 20, 28
 Applied Economics 153
 Architecture Minor 101
 Art 100-105
 Art History 100, 104-105
 Asian American Student Services (see Pan-Asian Student Services) 47
 Assessment of Previous Learning (APL) Program 87-88
 Associated Colleges of the Twin Cities (ACTC) 60, 62
 Associated Support Organizations 16
 Athletic Affiliation 18
 Athletics and Sports 42
 Audit Fee 24
 Auditing Courses 86
 Augsburg Core Curriculum 78-85, 106-107
 Augsburg Experience 79
 Augsburg First Year 78-79
 Augsburg Seminar 78, 106
 Augsburg Signature Curriculum 78-79, 106

B

Bachelor of Science (Liberal Arts requirement modifications) 84-85
 Beta Beta Beta 110

Biology 108-113
 Board of Regents 318-319
 Business (Master of Business Administration) 69
 Business Administration 114-119
 Business Administration and Economics Major 117, 153
 Business Administration (Music Business Specialization) 116, 240
 Business Management Certificate 115

C

Calendar 4-7, 54
 Campus Location 14, 18, 342-343
 Campus Map 342-343
 Campus Ministry 40
 Campus Tours 20
 Canadian Program 70
 Career Services 68
 Carlson (Jeroy C. Carlson) Alumni Center 15
 Center for Global Education 64-65, 207-218
 Center for Learning and Adaptive Student Services (CLASS) 43
 Center for Service, Work, and Learning 66-68
 Certificates 69 (MBA), 101, 115
 Change of Program 73
 Chemistry 129-134
 Chinese 231
 Chapel 15, 42
 Choir 253
 Christensen Center 14, 41
 Class Schedule 94
 Classification (Class Year) 87
 Clinical Laboratory Science 135-140
 Coaching Endorsement 186
 College Costs 2006-07 Day 24-25, WEC 25-26
 College Level Examination Program (CLEP) 87
 College of the Third Age 16, 70
 Commencement 90
 Commons 50
 Communication Studies 141-147
 Communication Arts/Literature Teacher Licensure 60, 144, 160
 Community Service-Learning 67
 Community Studies Concentration (Sociology) 299
 Computational Economics 148-149
 Computational Philosophy 149, 261
 Computer Science 147-151
 Concert Band 253
 Connections Courses 106-107
 Continuing Education Program 70
 Cooperative Education 67, 108

Core Curriculum 78-85, 106-107
 Costs 24-26
 Counseling 48
 Counseling and Health Promotion 48
 Course Descriptions 94-316
 Course Numbers 94
 Credits 94
 Crime and Deviance Concentration
 (Sociology) 299
 Crossover Registration 72
 Cultural Anthropology Concentration
 (Sociology) 299

D

Dance and Theatre Teacher Licensure Major
 307
 Dean's List 89
 Degrees Offered 18, 54
 Departmental Comprehensive Exams 87
 Departmental Honors (see each major)
 Departments and Programs 94-316
 Deposits 25
 Development 8
 Directed Study 96
 Directory 8
 Directory Information 91-92
 Disability Services 43-44, 45-46
 Dismissal 89
 Discrimination Complaints 52
 Divisions and Departments 56
 Dormitories 14-16, 49-50
 Dual Degree Programs 59, 169-170

E

Early Admission of Freshmen 21
 Economics 152-156
 Economics/Business Admin. Major 117, 153
 Economics/Political Science Teaching Major
 272
 Edor Nelson Field 15
 Education 157-168
 Education for Service 11
 Education (Master of Arts) 68
 Elementary Education 158-160, 162-164
 Emotional/Behavioral Disabilities 166-168
 Employment 33
 Engaging Minneapolis 78
 Engineering 169-170
 English 171-184
 English Language Learners (ELL) 88-89
 English Placement Test 174
 Enrollment 18
 Enrollment Center 8, 72
 Enrollment Degree Verification 90
 Enrollment Deposit 25
 Ensembles 253

Entry-level Skills 80-81, 107
 Ethnic Student Services 46-47
 Evaluation and Grading 85-87
 Evangelical Lutheran Church in America
 (ELCA) 11, 18, 319
 Experiential Education Programs 66-68
 Explanation of Grades 85-87
 Exploring Our Gifts (Vocation) 40

F

Facilities and Housing 14-17, 50
 Facts and Figures 18
 Faculty 18, 55, 322-341
 Faculty Emeriti 339-341
 FAFSA (Free Application for Federal Student
 Aid) 28
 Family Educational Rights and Privacy Act
 (FERPA) 51, 91-92
 Federal Work Study Program 33
 Fees 24-26
 Film 142-143
 Finance 122-123
 Finance Certificate 115
 Financial Aid 18, 28-38
 Financial Policies 26-28
 Fine Arts 41
 Fitness Center 49
 Food Service 50-51
 Foreign Languages (See Modern Languages)
 Forensics 142
 Former Students 22, 74-75
 Foss, Lobeck, Miles Center for Worship,
 Drama, and Communication 15
 Foundations of Fitness 84, 188
 French 230-232
 Freshmen 20-21

G

Gage Center for Academic Achievement 42
 German 230, 233-234
 Gift Assistance 31
 GLBTQA 48
 Global Education Center 15, 64-65,
 207-218
 Global Education Program
 Courses 64-65, 207-218
 Grade Point Average 77, 87
 Grading 85-86, 87
 Graduate Programs 68-69
 Graduation (Applying for) 76-77
 Graduation Skills Requirements 80
 Graduation Requirements 76-85
 Grants 31
 Graphic Design Certificate 101
 Gymnasium (Melby Hall) 15

H

Health and Physical Education 185-189
 Health Clinic Services 48
 Health Education 185-187
 Health Insurance 48
 Health Promotion 48-49
 HECUA Courses 65-66, 208, 216-218
 Higher Education Consortium for Urban
 Affairs (HECUA) 65-66, 208, 216-218
 Hispanic/Latino Student Services Program
 47
 History 190-196
 History of Augsburg College 10-12
 Honors (Departmental—see each major)
 Honors (Latin) 90
 Honors Program 62, 197-202
 Housing 14-16, 25, 49-50
 Hoyt Messerer Fitness Center 49
 Human Relations (Communication Studies)
 142

I

Ice Arena 15
 Incomplete Grade 86
 Independent Studies 95, 96
 Information Technology Certificate 115
 Information Technology Services 55-56
 Inter-Institutional Programs 62-63
 Inter-Race 16
 Intercollegiate Athletics 42
 Interdisciplinary Studies 202-204
 International Baccalaureate Program (IB) 87
 International Business Minor 117
 International Business Specialization
 (Business Administration) 110
 International Business Concentration
 (International Relations) 206
 International Partners 65, 207-208
 International Relations 205-206
 International Student Advising 49
 International Students 22, 49
 International Studies 207-218
 Internships 66-67, 95-96
 Intramural Athletics 42

J

Japanese 234
 Jeroy C. Carlson Alumni Center 15
 John Evans Learning Laboratory 44

K

Karen M. Housh Tutor Center 44
 Keystone (Senior Keystone) 79, 106

L

Language Courses 230-237
 Latin Honors 90
 Leadership (Master of Arts) 68
 Leadership Studies Minor 203
 Leadership, Service, and Performance
 Scholarships 30
 Learning Disabilities (Special Education)
 166-168
 Learning Disabilities Program 43
 Liberal Arts (Bachelor of Science Waiver)
 84-85
 Liberal Arts Foundation 79-80, 82-83
 Library and Information Technology 15,
 18, 55-56
 Licensure (Teaching) 60, 157-168, 254-255,
 292
 Life Sciences 109
 Lifetime Fitness 84, 188
 Lindell Library 15, 18, 55-56
 Loan Assistance 32
 Location 14, 18, 342, 343
 Lutheran Congregational Scholarships 31

M

Majors and Minors 10, 56-60, 94-316
 Management Information Systems 124-126
 Management Specialization (Business
 Administration) 116
 Managerial Accounting 120
 Many Voices Project 79
 Maps 342, 343
 Marketing 116 (WEC), 126-128
 Marketing Communication (Communication
 Studies) 142
 Mass Communication and Journalism
 (Communication Studies) 142
 Master's Degrees 54, 68-69
 Math Placement Group (MPG) 80-81, 221
 Mathematics 219-224
 Medical Refund 27
 Medieval Studies 225-226
 Melby Hall 15
 Memberships 17, 18
 Memorial Hall (Sverdrup-Oftedal Memorial
 Hall) 16
 Metro-Urban Studies 227-229
 Middle East Studies Minor 203
 Military Called to Active Duty 73-74
 Minnesota Indian Teacher Training
 Partnership (MNITTP) 46-47
 Minnesota Work Study Program 33
 Minors 59, 94-316
 MIS Courses 124-126
 Mission Statement 10

Modern Language Skill 81
 Modern Languages 230-237
 Mortensen Hall 15, 50
 Murphy Place (2222 Murphy Place) 15
 Murphy's Grill 51
 Music 238-253
 Music Business 116, 240
 Music Education Major 241-242
 Music Ensembles 251-253
 Music Hall 15
 Music Performance Major 243
 Music Repertoire Tests 245
 Music Therapy Equivalency/Certification 244
 Music Therapy Major 243-244

N

National Student Clearinghouse 90
 Natural Science Teaching Licensures 254-255
 New Hall 15, 50
 No-Credit Grades 85-86
 Nordic Area Studies 256-257
 Norwegian 230, 234-235
 Notification of Admissions Decision 21
 Numeric Grades 85
 Numbering of Courses 94
 Nursing 258-260
 Nursing (Master of Arts) 68

O

Off-Campus Programs 18
 Officers of the College 320
 Official Notices 51
 Ojibwe 236
 Old Main 16
 Orchestra 253
 Organizational Studies Concentration (Sociology) 299
 Organizational Communication (Communication Studies) 141
 Orientation 41

P, Q

Pan-African Student Services 47
 Pan-Asian Student Services 47
 Part-Time Students 24
 Pass/No Credit 77, 85-86, 90
 Pastor 40
 Payments 26
 Peace and Global Studies Minor 205
 Performance Studies 251-253
 Philosophy 261-264
 Physical Disabilities Program (Access Center) 45
 Physical Education 186, 188-189

Physical Science Teaching Licensure 60, 130, 254-255, 267
 Physician Assistant Studies (Master of Science) 69
 Physics 265-270
 Piano Proficiency Test 245
 Policies 17, 18, 26-28, 51-52, 70-76, 85-87, 89-92
 Political Science 271-277
 Political Science/Economics teaching major 272
 Portfolio Assessment Program 88
 Pre-Law Concentration (Political Science) 271-272
 Pre-Professional Programs 60-61
 Prerequisites 95
 President's Greeting 2
 Probation 89
 Psychology 278-282
 Psychology and Law Concentration 279
 Public Accounting 120
 Public Relations and Advertising (Communication Studies) 142

R

Re-Admitted Students 22, 74-75
 Recitals 245
 Refunds 26-27
 Regents 318-319
 Registration 70-73
 Religion 283-291
 Religious Affiliation 11, 18, 319
 Repeated Courses 86
 Research Opportunities 45
 Residence Life Program (see also Housing) 49-50
 Residence Requirements 77
 Retaking courses 86
 Rochester Program 13-14, 71-72
 Room and Board 24
 ROTC 62-63

S

Scandinavian Studies (See Nordic Area Studies)
 Scandinavian Urban Studies Team 65, 216
 Scholarships 29-31, 33-38
 School Year 4-7, 18
 Science Hall 16
 Secondary Education 160-162, 164-165
 Senior Keystone 79, 106
 Service-Learning 67
 Sigma Pi Sigma 267
 Skills Requirements 80-81, 84-85, 107
 Social, Cultural, Recreational Activities 41
 Social Psychology Concentration 279, 300

Social Studies 292
Social Welfare Minor 294
Social Work 293-297
Social Work (Master of Social Work) 69
Society of Physics Students 267
Sociology 298-303
Space Physics 266
Spanish 230, 236-237
Special Education 166-168
Special Interest Housing 50
Special Students (Non-Degree or Second Degree) 22
Sponsored Scholarships 33-38
Sports 42
StepUP Program 46
Student-Designed Major 56-57
Student Employment 33
Student/Faculty Ratio 18
Student Government 40-41
Student Life 39-52
Student Rights 51-52, 91-92
Student Standards of Behavior, Complaints, Records 51
Student Standing Committee 74
Student Support Services (TRIO) 44-45
Student Teaching Abroad 66, 157
Studio Art 100-105
Study Abroad 63-66, 207-218
Summer Session 8, 66
Supervisory Management (Communication Studies) 141
Support Programs 42-49
Sverdrup Hall 16
Sverdrup-Oftedal Memorial Hall 16

T

Teaching Licensure (see also individual majors) 60, 157-168, 254-255, 292
Test Scores 20
Theatre Arts 304-312
Theatre Practicums 305-306, 311-312
Transcripts 20, 21, 25
Transfer Students 21-22, 75-76
TRIO Program 44-45
Tuition, Fees, Room and Board 24-25
Tutor Center 44

U

Undergraduate Research and Graduate Opportunity (URGO) 45
Unofficial Withdrawal 27-28
Urban Studies 227-229
Urness Hall 16, 50

V

Veterans 91
Vocation 40

W

Weekend College 12-13, 21, 25-26, 71-73
Withdrawal From College 26-27, 73
Women's Resource Center 42
Women's Studies 313-315
Work Study Program 33
Writing Concentration 172, 173

X, Y, Z

Youth and Family Ministry Major 289-291