

# **Augsburg College**

## **Undergraduate Catalog**

**2015-2016**

Official Publication of Augsburg College  
2211 Riverside Avenue, Minneapolis, MN 55454

The Augsburg College Undergraduate Catalog contains information about academic program requirements and academic and student policies and procedures for Fall Semester 2015 - Summer Semester 2016. It is subject to change without notice.

The catalog is intended to complement other College publications including the Student Guide and College website. It is important for students to be familiar with all College policies and procedures. Students are strongly encouraged to consult their advisor(s) at least once each semester to be certain they are properly completing degree requirements.

Published 2015

Phone: 612-330-1000

[www.augsburg.edu](http://www.augsburg.edu)

## 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. This is a map grounded in Augsburg's mission: "To educate students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders."

What has prompted you to study this map of Augsburg College? If you're already enrolled at Augsburg, I trust you will continue to find here the awe and wonder of an educational experience that is meaningful and challenging. I hope 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 it not only tells 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 your 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, Ph.D.

President

## About Augsburg

At Augsburg College, we believe that the college experience should be a time of exploration, of discovery, of new experiences, and of 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 undergraduate 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 locations in the heart of thriving metropolitan areas, 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 and Rochester are extended campuses for Augsburg students.

## Mission Statement

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

*Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.*

## 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, WI, 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 more than 140 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**

Traditional attitudes 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 longtime dean of women, Gerda Mortensen.

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 had become 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. Full accreditation of the College 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**

Under the leadership of President Oscar A. Anderson (1963-1980), Augsburg became a vital and integral part of the city of Minneapolis. The College began to reach out to nontraditional student populations, ensuring educational opportunity for all students. 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, Lobeck, Miles 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. Augsburg's Rochester campus was added in 2002, further expanding Augsburg's presence in key cities in the state of Minnesota.

Dr. Paul C. Pribbenow became president 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.

## **Campus Location**

Augsburg College is located in the heart of the Twin Cities of Minneapolis and St. Paul, Minnesota. The campus is bordered by Riverside Avenue and Interstate 94, near the University of Minnesota West Bank campus and the University of Minnesota Medical Center.

Downtown Minneapolis is just minutes away, providing access to internships and careers with some of the country's leading companies as well as entertainment, arts, sports venues, shopping, dining, and transportation. The campus is blocks from the METRO Green and Blue light rail lines, which provide easy access to destinations in Minneapolis and St. Paul, as well as the Minneapolis International Airport.

## 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.

The vision of the College's work today is lived out in the phrase, "We believe we are called to serve our neighbor. Through common commitments to living faith, active citizenship, meaningful work, and global perspective, Augsburg prepares its students to become effective, ethical citizens in a complex global society.

In addition to Augsburg's undergraduate program of liberal arts and sciences, Augsburg offers numerous master's degree programs as well as a doctoral program in nursing practice. For information about graduate programs, go to [www.augsburg.edu/grad](http://www.augsburg.edu/grad).

Undergraduate and graduate education is offered in a variety of formats. In addition to its Minneapolis campus, Augsburg has a branch campus in Rochester, MN.

## Centers of Commitment

The four Centers of Commitment articulate core values that inform the institutional mission of Augsburg College both internally and externally: each Center provides a bridge between curriculum and community; each works to realize the College's Strategic intention to "educate for lives of meaning and purpose" as well as to ensure the College is "at the table" with community partners in relationships of mutual benefit that enhance the College's distinctive identity and deepen the educational experiences of our students. Their themes are reflected in Augsburg's mission: informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.

## Minneapolis-based Day Program

Augsburg's Minneapolis-based Day program 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). The program provides an educational opportunity for students who want to earn a bachelor's degree in a traditional weekday format. This five-college consortium allows Day Program students to take courses on other campuses without additional charge while a full-time student at Augsburg. The ACTC consortium includes Augsburg College, St. Catherine University, Hamline University, Macalester College, and the University of St. Thomas.

## Adult Undergraduate Programs

Augsburg's Adult Undergraduate Program provides an educational opportunity for adults who want to earn a bachelor's degree with a flexible schedule and with a learning environment that acknowledges the real life experience adult students bring to the classroom. 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 and professional studies.

The Weekend and Evening College (WEC) program began in 1982 with 69 students taking courses in three majors. The program eventually grew to approximately 1,000 students in 18 majors in the liberal arts and professional studies, one of the largest programs of its type among Minnesota private colleges.

In Fall 2014, the WEC program began a three year transition into the Adult Undergraduate Program (AU). Current students may continue in the WEC program until spring semester 2017. New students began joining the AU program in Fall 2014.

## **Program Transition Timeline**

WEC classes will continue to be offered on the evenings and weekends through spring semester 2017. After that term, the program will sunset and all courses will be offered in the AU program. During the transition, WEC students will be able to register for courses in the WEC, AU, or Day programs, depending on their schedule needs. WEC courses will continue to be offered in the hybrid learning model, combining traditional, face-to-face class time, with online and out of class coursework.

## **Adult Undergraduate Schedule**

The AU schedule is designed to meet the needs of adult students. Courses in individual majors will meet on the same night of the week, on an alternating bi-weekly schedule for the duration of the major. The alternating weeks of the semester are labeled "Maroon," and "Silver". Students select courses from both the maroon and silver schedules, creating an alternating schedule of classes.

Face-to-face meetings occur on alternating weeks for three-and-a-half hours on either Tuesday or Thursday, depending on the program. Online and out-of-class work occurs during the non-class meeting week. Additional classes outside of the major program may be scheduled on Monday or Wednesday weeknights. AU students may take from one to four courses each semester.

## **Minneapolis Campus Adult Undergraduate Program**

Augsburg's adult undergraduate program offers the flexibility you need, and is delivered in a hybrid-learning format, combining the benefits of face-to-face classroom instruction with the convenience of online learning. The program offers more than 10 majors designed to help you finish your bachelor's degree quickly and efficiently, in as little as two years. Augsburg also offers several additional majors that are available through evening, in-class courses, such as American Indian studies, computer science, English/creative writing, and others in the Day Program. For a complete list of degree completion programs offered in the AU Program visit [www.augsburg.edu/pro/majors](http://www.augsburg.edu/pro/majors).

## **Rochester Campus Adult Undergraduate Program**

Augsburg's branch campus in Rochester was established in 1998 as a natural extension of the College's mission and its expertise in teaching working adults. A variety of undergraduate majors are offered.

The Rochester campus classrooms and offices are located at Bethel Lutheran Church (ELCA), a few blocks south of the heart of the city, which is home to more than 100,000 residents. It is a city that enjoys a rich ethnic diversity and superior technological resources.

In Rochester, Minnesota, students complete the same degree requirements as students in the Minneapolis undergraduate program. Augsburg classes in Rochester meet on a semester schedule with classes taking place on weekday evenings, making them accessible to working adults. As with the adult undergraduate program in Minneapolis, Rochester class are delivered in a hybrid-learning format, combining the benefits of face-to-face classroom instruction with the convenience of online learning. There are 8 majors offered in Rochester, some of which must be completed by taking courses at the Minneapolis campus. In addition to the degree programs that can be completed entirely in this location, students may work on a variety of other majors through a combination of Rochester and Minneapolis-based evening courses.

Students at the Rochester campus are Augsburg College students. They are supported through an array of e-learning resources ranging from access to Lindell Library databases to the use of online course management software. Information about the Rochester campus is available at [www.augsburg.edu/rochester](http://www.augsburg.edu/rochester) or by calling the Rochester office at 507-288-2886.

## Minneapolis Campus Facilities

Instruction facilities and student housing at Augsburg's main campus are conveniently located near each other. A tunnel/ramp/skyway system connects the two tower residence halls, the five buildings on the Quadrangle, plus Music Hall, Lindell Library, Oren Gateway Center, and the Foss, Lobeck, Miles Center for Worship, Drama, and Communication.

**Admissions Office**—The Office of Admissions is located on the lower level of Christensen Center.

**Anderson Hall (1993)**—Named in honor of Oscar Anderson, President of Augsburg College from 1963 to 1980, and this residence hall is located at 2016 8th Street. Anderson Hall contains four types of living units and houses 192 students, as well as the Master of Science in Physician Assistant Studies; Center for Global Education; and the Office of Marketing and Communication.

**Center for Wellness and Counseling**—The Center for Wellness and Counseling offers programs and services that enhance student learning by promoting personal development and well-being.

**Christensen Center (1967)**—The College Center, with the Admissions Office, student lounge and recreational areas, the Strommen Center for Meaningful Work, the Commons dining facility and Einstein Bros. Bagels, two art galleries, copy center, and offices for student government and student publications.

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

**Foss, Lobeck, Miles Center for Worship, Drama, and Communication (1988)**—The Foss Center is named in recognition of the Julian and June Foss family. 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.

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

**Kennedy Center (2007)**—Completed in 2007 as a three-story addition to Melby Hall and named for Dean ('75) and Terry Kennedy, it features a state-of-the-art wrestling training center, fitness center, classrooms for health and physical education, and hospitality facilities.

**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. It also houses the Gage Center for Student Success. The library is located on the corner of 22nd Avenue and 7th Street and the Center for Learning and Adaptive Student Services (CLASS).

**Luther Hall (1999)**—Named for theologian Martin Luther, Luther Hall is a three-story apartment complex along 20th Avenue, between 7th and 8th Streets that houses juniors and seniors in units from efficiencies to two-bedroom suites.

**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, the Department of Public Safety and a lounge area.

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

**Old Main (1900)**—Home for the Department of Art and the Department of Languages and Cross-Cultural Studies, 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.

**Oren Gateway Center (2007)**—Named for lead donors and alumni Don and Beverly Oren, it is home for the StepUP program, Institutional Advancement offices, the Alumni and Parent and Family Relations Offices, Bernhard Christensen Center for Vocation, the Master of Business Administration Program, the Master of Arts in Leadership program, the



Master of Fine Arts in Creative Writing program, and substance-free student housing. It also houses the Barnes & Noble Augsburg Bookstore, Nabo Café, Gage Family Art Gallery, and the Johnson Conference Center.

**Science Hall (1949)**—Houses classrooms; laboratories for biology, chemistry, and physics; mathematics; a medium-sized auditorium; faculty offices, administrative offices, and various other program offices.

**Sverdrup Hall (1955)**—Named in honor of Augsburg’s fourth president, it contains the Enrollment Center, as well as classrooms and faculty offices.

**Sverdrup-Oftedal Memorial Hall (1938)**—Built as a residence hall 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 first-year students. Each floor is a “floor unit,” providing 36 residents, housed two to a room, with their own lounge, study, and utility areas.

## Accreditation, Approvals, and Memberships

Augsburg College is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools.
- National Council for the Accreditation of Teacher Education
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Collegiate Nursing Education (CCNE) (Bachelor's and Master's degrees)
- Council on Social Work Education (CSWE) (bachelor's and master's degrees)

Augsburg's programs are approved by:

- American Chemical Society
- Minnesota Board of Teaching
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association of Schools of Music (NASM)

Augsburg College is an institutional member of:

- American Association of Colleges and Universities (AACU)
- American Association of Colleges of Teacher Education (AACTE)
- American Association of Higher Education (AAHE)
- American Music Therapy Association, Inc.
- Association of International Education Administrators (AIEA)
- Campus Compact
- Council of Independent Colleges (CIC)
- Council on International Educational Exchange (CIEE)
- Diversity Abroad Network
- The Forum on Education Abroad
- Institute of International Education (IIE)
- Lutheran Education Council in North America (LECNA)
- National Association of International Educators (NAFSA)
- National Association of Schools of Music (NASM)
- National Society for Experiential Education (NSEE)
- Physician Assistant Education Association
- Associated Colleges of the Twin Cities (ACTC)
- Higher Education Consortium for Urban Affairs (HECUA)
- Minnesota Private College Council MPCC)
- Twin Cities Adult Education Alliance (TCAEA)

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.

# Policies

## Non-Discrimination Policy

Augsburg College, as affirmed in its mission, prohibits discrimination on the basis of race, color, religious belief, national or ethnic origin, age, disability, gender, sexual orientation, gender identity or expression, marital status, familial status, genetic information, status with regard to public assistance, or citizenship in its educational policies, admissions policies, employment, scholarship and loan programs, athletic and/or school-administered programs, except in those instances where there is a bona fide occupational qualification or to comply with state or federal law. Augsburg College is committed to providing reasonable accommodations to its employees and students with disabilities. (Approved by Board of Regents on January, 2012)

For further information, please contact the College's Title IX Officer:

Lisa Stock | Director of Human Resources | Memorial Hall 19 | 612-330-1783 | [stockl@augzburg.edu](mailto:stockl@augzburg.edu)

Additionally, the College has three Deputy Officers:

### Deputy Officer for Students:

Sarah Griesse | Dean of Students  
Memorial Hall, Room 118F | 612-330-1489 | [griesse@augzburg.edu](mailto:griesse@augzburg.edu)

### Deputy Officer for Employees:

Tammy McBroom | Human Resources  
Memorial Hall, Room 19 | 612-330-1216 | [mcbroom@augzburg.edu](mailto:mcbroom@augzburg.edu)

### Deputy Officer for Athletics:

Kelly Anderson Diercks | Assistant Athletic Director  
Si Melby Hall, Room 205F | 612-330-1245 | [diercks@augzburg.edu](mailto:diercks@augzburg.edu)

The Deputies work with the Title IX Coordinator to identify any patterns or systemic problems that arise and may assist as investigators of complaints.

## Family Educational Rights and Privacy Act

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. The student must request to review their education records in writing with their signature. The College will respond in a reasonable time, but no later than 45 days after receiving the request.

### 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 such exception which permits disclosure without consent is for disclosure to

school officials who have 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 regents, 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 (including dates)
- The weight and height of members of athletic teams
- The student’s dates of attendance
- Previous educational agencies or institutions attended by the student
- 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 Registrar’s Office must be notified in writing of your intent to withhold your Directory Information.

### **Right to complain to FERPA Office**

You have the right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202, 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.

## **Annual Security Report**

The Annual Security Report (ASR) for Augsburg College contains statistics on reported crimes on and near Augsburg property and campus, as well as institutional policies concerning campus security and crime. The Department of Public Safety prepares this annual Crime Report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is available online at [www.augsburg.edu/dps/reports](http://www.augsburg.edu/dps/reports). For a printed copy, contact Augsburg's Department of Public Safety at 612-330-1717.

## **Student Rights**

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matter of disciplinary action, grievances, and grade appeal, as outlined in the Augsburg Student Guide, at [inside.augsburg.edu/studentaffairs/studentguide](http://inside.augsburg.edu/studentaffairs/studentguide).

## **Official Notices**

A College-provided e-mail account shall be an official means of communication with students, faculty, and staff of Augsburg College. Students, faculty, and staff are responsible for all information sent to them via the College-provided e-mail account. Students should regularly check their e-mail account. If a student, faculty or staff member chooses to forward their Augsburg e-mail, they are responsible for all information and attachments sent to the forwarded e-mail account. Students will also receive official notices via the A-Mail online publication and should routinely review the A-Mail. Day College students will also receive notices through the student campus mail system (student campus box) and should check their campus mailbox regularly.

## Undergraduate Admissions

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

Firsthand appraisal of programs, facilities, and academic atmosphere is valuable. First-year and transfer applicants are encouraged to visit the campus and meet with an admissions counselor. Arrangements can be made to meet with a member of the faculty and to attend classes when school is in session. Augsburg's undergraduate admissions staff is ready to help students and families with college planning. Call any weekday between 8:30 am and 4:30 pm—612-330-1001 or toll-free 1-800-788-5678—and we'll assist with your questions and arrange a tour for you. Admissions visits and tours are available Monday through Friday during the school year. The Admissions Office is located on the lower level of the Christensen Center and serves traditional, non-traditional, and graduate students.

### Application Procedures

#### First-year Day Program Students:

##### Application for Admission

- Students should complete the application for admission, including the essay, and submit them to the Admissions Office. Students may apply online for free at [www.augsburg.edu/firstyear](http://www.augsburg.edu/firstyear) or [www.commonapp.org](http://www.commonapp.org).

##### Transcripts

- An official transcript from the high school is required of first-year applicants. First-year 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, including while in high school, an official transcript from each institution should also be sent. General Education Development (GED) scores may be presented instead of the high school transcript.

##### Test Scores

- First-year applicants are required to submit results from a college entrance examination unless he or she has been out of high school for more than five years. The American College Test (ACT) is preferred; results from the SAT are also accepted. Test scores recorded on the official high school transcript are sufficient. Augsburg strongly recommends completing the writing portion of either the ACT or SAT.

##### Recommendations

- One letter of academic recommendation is required for all students. A letter may be submitted by a teacher, counselor, or pastor (spiritual leader).

##### Essay

- First-year applicants are required to provide a 1-2 page essay (approximately 500 words) on a topic(s) chosen by Augsburg faculty/staff/students.

##### Additional Information

- If there is additional information that may have affected the applicant's previous academic performance, it may be included as a personal statement with the application and discussed individually with an admissions counselor. On occasion, the Admissions Committee may defer a decision on a candidate's admission until additional information has been received. For example, new 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

- Admissions decisions are made on a rolling basis. Applicants are notified of the admissions decision usually within three weeks after the application file is complete and has been evaluated by the Admissions Committee. Notification of admission status for completed applications begins in late September.

#### Confirmation of Admission

- Accepted students are asked to make a \$150 enrollment deposit\* to the Office of Undergraduate Admissions. Students who wish to live in College housing must also submit a \$200 nonrefundable housing deposit along with the housing contract to the Residence Life Office.

\*Nonrefundable after May 1.

Note: Admission to a major—a separate process from admission to the College—is sometimes required. Check with the Admissions Office and consult the specific department’s section of this catalog.

### Day Program Transfers and Adult Undergraduate (AU) Students

A cumulative grade point average (GPA) of at least 2.50 (on a 4.0 scale) in previous college work is recommended for transfer admission to the College. Information regarding transfer credit policies is found in the Academic Information section of the catalog. Students who are applying to the AU program should have attempted a minimum of 30 semester credit hours, including courses in foundation areas (writing, etc.)

#### Application for Admission

- Students should complete the application for admission, including the essay, and submit them to the Admissions Office. Students may apply online for free at [www.augsburg.edu/transfer](http://www.augsburg.edu/transfer) or [www.commonapp.org](http://www.commonapp.org).

#### Transcripts

- Official transcripts from all previous postsecondary institutions must be sent directly to the Admissions Office. Applicants with less than one year of previous transferable college work should also have their official high school transcript sent. The GED test certificate may be presented instead of the high school transcript.

#### Recommendations

- One letter of academic recommendation is required for all transfer applicants. Letters may be submitted by a supervisor, counselor, professor, or pastor (spiritual leader).

#### Additional Information

- If there is personal information that may have affected the applicant’s previous academic performance, it may be included with the application and discussed individually 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.

Note: Admission to a major—a separate process from admission to the College—is sometimes required. Check with the Admissions Office and consult the specific department’s section of this catalog.

### Readmission

Day students who have not registered for courses at Augsburg College for one semester or more, and AU/Rochester/WEC students who have not registered for courses at Augsburg College for two or more semesters, must apply for readmission through the Registrar’s Office to resume attendance. Students who have attended other institutions during their absence from Augsburg must have an official transcript sent from each institution to the Registrar’s Office. Returning students do not pay the application fee.

To apply for readmission after withdrawing from the College, students must submit an Application for Readmission.

- The last day to be approved for readmission is the Friday prior to the start of the term. Please note that processing may take up to 10 business days.

- If the student has attended other institutions since leaving Augsburg, official transcripts must be submitted to the Registrar's Office.
- All financial holds must be cleared before a student can be approved for readmission.
- If the student was academically dismissed, withdrew while on academic probation, or has a GPA below 2.0, they will need to submit a personal statement explaining their circumstances for review by the Student Standing Committee.
- If the student withdrew for medical reasons, a doctor's note indicating the student is well enough to resume studies must be submitted with the application.

### **Non-Degree Students**

Individuals may take coursework at Augsburg College as a non-degree seeking student. Non-degree seeking students can enroll on a space-available basis. Registration dates are included in the College's Academic Calendar. To apply for admission as a non-degree seeking student, submit the completed application, academic intent, and all necessary unofficial transcripts to the Admissions Office. Contact the Admissions Office regarding which unofficial transcripts you may need for your application file.

Non-degree seeking students who wish to pursue a degree must reapply for admission by submitting the completed application, academic intent, and all official transcripts to the Admissions Office.

### **Second Degree Students**

Students who have graduated from Augsburg who are returning to complete an additional major will not be awarded a second degree unless it is a different degree from the first awarded.

Students who have completed a four-year degree at an accredited college or university may complete a second degree at Augsburg College. A second degree will not be awarded unless it is a different degree from the first awarded. Second degree requirements include a minimum of 32 semester credits taken at Augsburg, completion of a major, and completion of any liberal arts requirements not covered by a previous degree. Depending on the student's previous degree, completion of a second major (non-degree) may also be an option.

### **International Student Admissions**

International students are a vital part of the Augsburg community. (See International Student and Scholar Services, in the Student Life section.) International students should contact International Student and Scholar Services for an international student application and financial requirements. All applicants must provide proof of financial solvency.

For more information, call 612-330-1359 or 1-800-788-5678 (toll-free), email [admissions@augsborg.edu](mailto:admissions@augsborg.edu) or contact International Student and Scholar Services at:

Campus Box 307  
Augsburg College  
2211 Riverside Avenue  
Minneapolis, MN 55454 USA

Students who have attended a college or university outside of the United States will need to obtain a foreign credential evaluation by contacting World Education Services (WES). WES is a nonprofit organization with more than 30 years of experience evaluating international credentials. WES will examine your transcript(s) and prepare a report that will help Augsburg College understand how your international coursework compares to courses and grades in the United States. Augsburg College will use this information in its admissions review and will grant transfer credit where appropriate.

World Education Services, Inc.  
Bowling Green Station  
PO Box 5087  
New York, NY 10274-5087  
[www.wes.org](http://www.wes.org)  
Phone: 212-966-6311  
Fax: 212-966-6395



# Financing Your Education

## College Costs for Undergraduate Studies

The Board of Regents approves the costs for the academic year. The board reviews costs annually and makes changes as required. Augsburg reserves the right to adjust charges should economic conditions necessitate.

### Full-Time vs. Half-Time

Students will need to be enrolled in 6 credits to be considered half-time and 12-18 credits to be considered full-time. This is an important distinction for charges and for accessing financial aid.

### Day Program Tuition and Fees

Tuition and fees are published online at [www.augsburg.edu/studentfinancial/tuition/undergraduate-day](http://www.augsburg.edu/studentfinancial/tuition/undergraduate-day)

#### Fees (full-time enrollment):

The standard program fees are the Student Activity Fee, Technology Fee, Newspaper Readership Fee, MPIRG Fee, and the Campus Greening Fee. Specific courses or programs may have additional fees associated with them, such as lab or supply fees.

#### Full Time Cost – Fall and Spring 2015-2016

	Semester	Year
• Tuition – Full-Time (12-18 credits per term)	\$17,400.00	\$34,800.00
• Fees – (12-18 credits per term)	\$332.25	\$664.50
• Overload Fee – (over 18 credits)	\$1,088 per credit	\$4,352 per 4 credits

#### Part Time Cost – Fall and Spring 2015-2016

• Tuition –Part-Time (less than 12 credits)	\$1,088 per credit	\$4,352 per 4 credits
• Fees – (less than 12 credits)	\$182.25 per term	

#### Other Costs

• Lifetime Activity Fee	\$220.00 per course
• Audit Fee (taking a class for no credit)	\$1,000.00 per course
• Music Lesson Fees	
• ½ Hour Lesson	\$400.00
• 1 Hour Lesson	\$800.00

#### Room and Board Costs:

- Detailed housing rates are available through Residence Life Office at [www.augsburg.edu/reslife/rates](http://www.augsburg.edu/reslife/rates).
- Detailed meal plan rates and flex point options can be found at [www.augsburg.edu/reslife/rates/meal-plans](http://www.augsburg.edu/reslife/rates/meal-plans).

### Adult Undergraduate (AU), Weekend/Evening College (WEC), and Rochester (ROCH) Program Tuition and Fees

Tuition and fees are published online at [www.augsburg.edu/studentfinancial/tuition/weekendevening-undergraduate](http://www.augsburg.edu/studentfinancial/tuition/weekendevening-undergraduate).

## Tuition:

Students are charged per credit. All associated costs must be paid by the beginning of each semester to avoid accruing finance charges, unless you have enrolled in an official payment plan through Student Financial Services.

## Fees:

The standard semester fees are the Student Activity Fee and the Campus Greening Fee. Specific courses or programs may have additional fees associated with them, such as lab or supply fees.

• Adult Undergraduate	\$457.50 per credit	\$1,830.00 per 4.0 credits
• Weekend/Evening	\$457.50 per credit	\$1,830.00 per 4.0 credits
• Activity Fee		\$20.00 per term
• Campus Greening Fee		\$5.00 per term
• Rochester Undergraduate	\$394.75 per credit	\$1,579 per 4.0 credits
• Rochester Activity Fee		\$50 per term

## Payments

### Semester Charges

Prior to the start of each semester, a statement of estimated charges showing charges and financial aid credits designated by the Student Financial Services Office is sent to the student via e-mail. All statements are available online through AugNet's Records and Registration site. Payments can be made online at [www.augsburg.edu/studentfinancial/header-make-paymentaccount-activity/payments](http://www.augsburg.edu/studentfinancial/header-make-paymentaccount-activity/payments). Augsburg may charge late fees and interest on delinquent accounts. Review the full policy regarding past due balances online at [www.augsburg.edu/studentfinancial/disclosure](http://www.augsburg.edu/studentfinancial/disclosure).

### Payment Options

Augsburg College offers payment plan options for all students. Information about payment plans is available online at [www.augsburg.edu/studentfinancial/payment-plans-and-discounts](http://www.augsburg.edu/studentfinancial/payment-plans-and-discounts).

## 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 making satisfactory academic progress. In order to maintain eligibility in financial aid programs, students must make satisfactory academic progress toward the attainment of their degree or certificate as stipulated in the College catalog and as published on the Academic Progress Standards for Financial Aid Recipients webpage, [www.augsburg.edu/studentfinancial/sap-policy](http://www.augsburg.edu/studentfinancial/sap-policy).

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.

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) helps 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, retirement needs, and special considerations.

### Types 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).

Augsburg may offer both merit-based and need-based financial aid to undergraduate students at the time of admission. First year students can find specific information at [www.augsburg.edu/firstyear/scholarships](http://www.augsburg.edu/firstyear/scholarships) and transfer students can find information at [www.augsburg.edu/transfer/financial-aid-and-scholarships](http://www.augsburg.edu/transfer/financial-aid-and-scholarships).

Augsburg will also determine students' eligibility to receive financial aid grants from both federal and state entities. These grants include Minnesota State Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Pell Grant, Federal TEACH grant, and Bureau of Indian Affairs/Tribal and State Indian Scholarship. Contact Student Financial Services if you need any additional information about any of these programs.

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, and Educational Assistance for Veterans' Children, and other sources.

### **Loan Assistance**

Students must be enrolled at least half-time (6 or more credits) to be eligible for any federal loans

- 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 in school. 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 \$16,000.
- Federal Stafford Student Loan
  - 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).
- 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.

Further information about all student and parent loan programs can be found at [www.augsburg.edu/studentfinancial/loans](http://www.augsburg.edu/studentfinancial/loans).

### **Student Employment**

Students are able to apply for work study positions through Augsburg's Human Resources Office. Part-time work provided by the College is considered financial aid, just like scholarships, loans, and grants. Students are limited to a maximum of 20 hours of on-campus employment per week. The number of hours a student can work is dependent on the position and the needs of the department. However, work is not guaranteed.

All on-campus work is governed by policies stipulated in the work contract issued to the student employee for each placement. Payment is made bi-weekly 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.

## **Satisfactory Academic Progress Policy**

Federal regulations require that all higher education institutions establish and implement a policy to measure whether students [1] receiving financial aid [2] are making satisfactory academic progress toward the completion of a degree. The purpose of this policy is to make sure that students who receive financial aid are using this money wisely. It is meant to curtail the use of financial aid by students who fail to successfully complete their course work. Failure to meet the following standards makes a student ineligible for all institutional, federal, and state financial aid.

### **Standards of Satisfactory Academic Progress**

#### **1) *Minimum GPA Requirements***

Undergraduate Students must maintain a minimum 2.0 cumulative GPA based on the entire academic record.

#### **2) *Minimum Credits Completed***

Undergraduate Students must earn a cumulative 67% of the credits attempted based on the entire academic record. A completed credit has a grade of 4.0 – 0.5 or P. Credits earned and completed will include accepted cumulative transfer credits as defined by the Registrar's Office. Unsatisfactory grades "W (Withdrawn)," "I (Incomplete)," "F (Zero)," and "N (Not Passing)" are counted towards the cumulative attempted credits. Repeat courses and remedial courses are not counted towards the cumulative attempted credits.

#### **3) *Maximum Time Frame***

To demonstrate academic progress, undergraduate students must complete their degree objective within 150% of the length of the program. In the CORE Curriculum, a student needs a minimum of 32 credits to graduate with a bachelor's degree. For those under the CORE Curriculum, they may not exceed attempting 49 credits. For students under the Perspectives and Skills Curriculum, a student cannot exceed attempting 52 credits.

A student who reaches the 150% maximum time frame to complete their degree due to a change in major will need to notify the Student Financial Services Office in order to continue to receive financial aid.

### **Monitoring and Evaluating Progress**

In order to ensure SAP standards are being met, the Office of Student Financial Services will evaluate and monitor the students' academic achievement at the end of each term. After the student's record is evaluated and the Student Financial Services Office determined the student to be unsatisfactory, the student will be placed on Financial Aid Warning or Financial Aid Suspension. Students will be notified through their Augsburg email if they fail to meet SAP standards.

#### **Financial Aid Warning**

A student who fails to meet SAP standards will be placed on Financial Aid Warning for the following term of enrollment. Students placed on Financial Aid Warning will still be eligible to receive financial aid if they submit an academic plan. Financial Aid Warning will last for one term. If at the end of the term, the student meets SAP standards, the Financial Aid Warning will conclude. Students currently on Financial Aid Warning who do not meet the standards at the end of the term will be placed on Financial Aid Suspension.

#### **Financial Aid Suspension**

A student who fails to meet either the minimum GPA requirement and/or minimum credits attempted while on Financial Aid Warning will be placed on Financial Aid Suspension. A student on Financial Aid Suspension is ineligible to receive any form of financial aid. A student on Financial Aid Suspension may submit an appeal to reinstate their financial aid. Financial Aid Suspension will conclude when the student meets SAP standards, or successfully appeals.

Financial Aid will be suspended when a student placed on Financial Aid Suspension does not meet SAP standards. Because grades may not be available before the beginning of the next scheduled term, it is possible that financial aid

may be disbursed to a student before the review can be conducted. In the event that a student is found to be ineligible for the financial aid that has been disbursed due to a failure to meet one of the Standards, the aid that was disbursed will be canceled, and returned to the appropriate program(s).

### **Right to Appeal**

Students who have had their financial aid suspended may submit the SAP Appeal Form to the Student Financial Services Office. The appeal must be submitted within 7 days of notification of unsatisfactory status or by the due date given on the appeal letter. The SAP Appeal Form must be completely filled out, along with any additional documents required by the Committee. The appeal should state reasons why the student failed to meet SAP standards, and what changed for the student that will allow the student to demonstrate progress towards meeting SAP standards. The appeal will be decided by the SAP Committee. All decisions made by the Committee are final.

If a student's appeal is approved they will be placed on Financial Aid Probation. If a student's appeal is denied they will remain on Financial Aid Suspension and will remain ineligible for financial aid.

### **Financial Aid Probation**

A student who has been placed on Financial Aid Suspension and successfully appeals SAP will be placed on Financial Aid Probation. A student on Financial Aid Probation will be eligible to receive financial aid. Financial Aid Probation will last for one term. If at the end of the term, the student meets SAP standards, the Financial Aid Probation will conclude. Students currently on Financial Aid Probation who do not meet the standards at the end of the term will be placed on Financial Aid Suspension.

### **Student Account Financial Disclosure**

Students at Augsburg College are obligated to pay Term Fees and additional charges when they register for each academic term. "Term Fees" include tuition, room and board charges and other fees initiated during your time as a student. Students are responsible to pay for all of these charges regardless of whether financial aid is received or employers or other third parties pay as agreed. "Term Fees" are subject to refund only to the extent allowed under the Augsburg College Tuition Refund Policy. Statements and account history are available online through AugNet Records and Registration.

Augsburg College may require someone to co-sign on the students' obligations in special cases, such as when a student has a history of late or missed payments. When a co-signer's signature is required, both students and co-signers are responsible for payment of all costs incurred (including collection costs and fees of any collection agency and/or attorney, if applicable) and all other conditions outlined on the Student Account Financial Disclosure.

### **Results of Balances Not Paid in Full**

Augsburg may charge late fees and interest on delinquent accounts. Missed or late payments will be subject to a late payment charge and/or a finance charge on the overdue balance from the date the balance was due until payment in full is received. **If your account is not paid in full on the first day of the term, finance charges at the rate of 8% per year (.67% per month) will be added onto your student account balance.** For example, this means that for every \$1,000 owed you will receive \$6.70 a month in finance charges. A \$30 NSF Fee will be added for any payment returned by the bank for Non-Sufficient Funds.

### **Past Due Accounts**

If the student does not set up a formal payment plan with Augsburg's Student Financial Services department, Augsburg reserves the right to demand payment of the entire balance owed by that student and to take steps to collect it. Augsburg may cancel the student's registration, prevent the student from registering for future terms, withhold transcripts or diplomas, remove the student from on-campus housing, turn the student's account over to a collection agency or take legal action to collect any past due balance. Each student authorizes Augsburg to release financial information about her or his account and other pertinent information such as address and phone number to third

parties who are dealing with the collection of the account balance. By providing us with a telephone number for a cellular phone or other wireless device, you are expressly consenting to receive communications – including but not limited to prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system – from us and our affiliates and agents at that number. This express consent applies to each such telephone number that you provide to us now or in the future and permits such calls regardless of their purpose. Calls and messages may incur access fees from your cellular provider. Each student also agrees to reimburse Augsburg College, or its agents, the fees of any collection agency, which may be based on a percentage at a maximum of 40% of the debt, and all costs and expenses, including reasonable attorneys' fees, we incur in such collection efforts. **Please note that, due to the Bankruptcy Reform Act, educational benefits are generally exempt from discharge under bankruptcy. The terms of this agreement remain in effect until all Term Fees and other charges are paid in full.**

## Tuition Refund Policy

Students are eligible for a 100% tuition refund for any courses they drop without notation through the date labeled “Last day to drop without a ‘W’ grade & 100% refund – Full Semester class” on the [Academic Calendar](#). After this date, students are no longer eligible for any refund of tuition unless they withdraw from all of their courses. This policy is effective whether or not a student has attended classes.

Students withdrawing from all of a term's courses may receive a 50% tuition refund when they withdraw by the date labeled “Last day to withdraw with 50% refund – Full Semester class” on the [Academic Calendar](#).

Students are responsible for cancelling courses through the Registrar's Office (or online) 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.

## Medical Refund

If a student is forced to withdraw from one or more courses in a term due to illness or an accident, a request for a medical refund should be made through the Academic/Financial Petition. Petition forms are available through the Registrar's Office website. An extra medical refund may be granted by the Committee upon submission of documentation from the attending doctor, on letterhead, verifying the medical circumstances.

## 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 online through the Registrar's Office website.

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 tuition charges for the term will be replaced with an administrative cancellation fee of \$300.

## Financial Aid Policy

Financial aid such as federal, state, and institutional grants and scholarships are awarded based upon the total number of registered credits on the “Last day to add with faculty signature – Full Semester class” as noted on the [Academic Calendar](#). Students must register for internships, Time 2 classes, and ACTC classes before the “Last day to add with faculty signature-Full Semester class”. Financial aid will not be adjusted for classes added after this date.

Students must earn the financial aid they are awarded each semester by actively attending and participating in classes throughout the semester. Financial aid is recalculated when students do any of the following: drop classes without a “W” grade, fail to begin classes, cease to attend classes, fail all classes, or fully withdraw from all classes.

## **Financial Aid - Return of Aid Policy**

Students must earn the financial aid they are awarded each semester. A student can earn their aid by attending classes, or in the event of hybrid/online courses, be an active participant in the course.

### **Federal/State Aid Adjustments**

Augsburg is required to return unearned federal/state aid for students who fully withdraw from their courses. Student are eligible to keep more aid the longer they attend their courses. After 60% of the term has passed, students are eligible to keep all of their federal/state aid. If you are planning to completely withdraw from your courses, please see a Student Financial Services counselor to determine what aid may need to be returned.

### **Institutional Aid Adjustments**

Augsburg will return institutional aid for students who partially withdraw or fully withdraw from courses. If students withdraw from their courses they will receive a 50% tuition refund and 50% of their institutional aid will be removed. If a student withdraws after the last day to receive a tuition refund, there will be no adjustment to their institutional aid.

## **Credit Refund Policy**

Augsburg students may be eligible to receive a credit refund if their financial aid exceeds tuition and fee charges for a term. Credit refunds are issued within two weeks after the last day to drop courses without recorded notation. Financial Aid needs to be finalized (You can verify your financial aid status online through [Track Your Financial Aid](#)) and applied to a student’s account (Check your Transaction History online to verify all of your financial aid has been applied to your account and nothing is left pending) before the credit refund can be issued.

Changes in enrollment status, housing status, and program status may affect financial aid eligibility and credit refunds. Students who are enrolled less than half-time (less than 6.0 credits for undergraduates, less than 3.0 credit for graduates) may not be eligible for financial aid; however, students may apply for private alternative loans. Registration changes made from the first week of the term through midterm may require a return of financial aid funds. Students who drop courses may receive a tuition refund, but some forms of financial aid may have to be adjusted before a refund will be available. Financial aid return of funds may take up to 30-45 days to be processed.

## **Bookstore Policy**

Students who are registered for the upcoming term will be allowed to charge up to \$600 to their student account.

**Students DO NOT need to request a bookstore account this year.**

Please plan ahead and purchase books and supplies before the scheduled cut off dates; plan ahead for courses that start midterm as you will be unable to charge anything to your student account after the cut-off date.

Students’ accounts will be billed for only what was spent on their bookstore accounts before credit refunds are issued. If your bookstore charges create a balance on your account, you need to make payments in accordance with your statement. Bookstore purchases charged to a student account are intended for students who have excess financial aid funds to cover their tuition, fees, AND their books or supplies. Please contact Student Financial Services before you purchase books if you need to discuss payment options.

Due to the financial aid cycle, you can only charge expenses to your bookstore account during specific times.

## Third Party

If you are expecting a third party to cover the cost of your books, you will need to turn in an itemized receipt of your purchases to the Student Financial Services Office, along with your invoice request.

## Additional Funds

If the cost of your textbooks and supplies are above \$600 in one term, you have enough financial aid to cover the additional costs, and you would like to charge the additional amount to your student account, please send the following information to Student Financial Services (studentfinances@augsborg.edu). All requests need to be in writing.

Subject: Request for additional funds

Full Name:

Student ID number:

Additional request:

Students will receive an e-mail when the additional request has been processed. Accounts are opened as quickly as possible, but it could take up to two business days for activation.

## Consumer Information

### LOSS OF FINANCIAL AID ELIGIBILITY DUE TO A DRUG OFFENSE

A student, who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while the student was enrolled in school and receiving Title IV aid, is not eligible for Title IV funds. [An illegal drug is a controlled substance as defined by the Controlled Substance Act and does not include alcohol and tobacco.

A borrower's eligibility is based on the student's self-certification on the Free Application for Federal Student Aid (FAFSA). Convictions that are reversed, set aside or removed from the student's record, or a determination arising from a juvenile court proceeding do not affect eligibility and do not need to be reported by the student.

A student who is convicted of a drug-related offense that occurred while the student was enrolled in school and receiving Title IV aid loses Title IV eligibility as follows:

#### ***For the possession of illegal drugs:***

First offense: one year from the date of conviction.

Second offense: two years from the date of the second conviction.

Third offense: indefinitely from the date of the third conviction.

#### ***For the sale of illegal drugs:***

First offense: two years from the date of conviction.

Second offense: indefinitely from the date of the second conviction.

A school must provide a student who loses Title IV eligibility due to a drug-related conviction with a timely, separate, clear, and conspicuous written notice. The notice must advise the student of his or her loss of Title IV eligibility and the ways in which the student may regain that eligibility.

## Regaining Eligibility after a Drug Conviction

A student may regain eligibility at any time by completing an approved drug rehabilitation program and by informing the school that he or she has done so. A student regains Title IV eligibility on the date he or she successfully completes the program. A drug rehabilitation program is considered approved for these purposes if it includes at least two unannounced drug tests and meets one of the following criteria:

- The program received or is qualified to receive funds directly or indirectly under a federal, state, or local government program.



- The program is administered or recognized by a federal, state, or local government agency or court.
- The program received or is qualified to receive payment directly or indirectly from a federally or state licensed insurance company.
- The program administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Policies may change throughout an academic year if necessary to comply with federal, state, or institutional changes or regulations

## 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 1,000 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 persist academically, to be involved on campus, and tend to have a slightly higher grade point average. Residence Life staff are professional and student team members available to support students in their academic and co-curricular experiences. Through their efforts residential community members become acquainted with life at Augsburg through educational and social opportunities.

Living on campus offers many opportunities for learning, leadership, and fun. Numerous events are planned to welcome students to the community, including dances, movie nights, open mic nights, and weeks devoted to special themes or issues.

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

To secure housing on campus, students need to submit the following items:

- Housing deposit
- Residence Life and Dining contract

During spring semester, current Augsburg students are provided with information on the process to secure housing for the next academic year.

## Housing

**Urness Hall**—One home to new Auggies and upper-class resident advisors, this nine-story high-rise houses 313 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. Meal plans are required.

**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. Meal plans are required.

**Anderson Hall**—Contains four types of living units: two-bedroom apartments, two-room suites, floor houses, and townhouses. This residence houses 192 upper-class students, and the Neighborhood program. All rooms are furnished with beds, dressers, desks, and chairs. Meal plans are required.

**Anderson Hall Neighborhoods**—This is available to students who are interested in creating a living/learning environment by designing their own house system. All members meet to determine their program focus, educational goals, and community agreement guidelines. Examples of programs of past neighborhoods include ELE (Everyone Loves Everyone), Hip Hop House, Environmental Neighborhood, and Honors.

**Luther 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.

**Oren Gateway Center**— The new “front door” to the Augsburg campus, Oren Gateway Center offers substance-free living connected to a dining area, underground parking, and classrooms. Opened in 2007, Oren Gateway Center houses the StepUP first-year and upperclass students committed to an alcohol- and drug-free environment. Flats, apartments, and studios are furnished with bed, desk, and dressers. Meal plans are optional.

## Food Service

**Commons**—Situated on the top floor of Christensen Center, this is the main food service facility for students, faculty, and staff. This 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. We offer a meal to go program for those on a tight schedule.

**Einstein Bros. Bagels**—On the main level of Christensen Center, Einstein Bros. Bagels sells coffee, smoothies, hot and cold sandwiches, wraps, soups, salads, and snacks.

**Nabo**—This eatery is located in the Oren Gateway Center. Pronounced “náh-bu,” with the accent on the first syllable, featured food options include pasta, cold and hot sandwiches, a pasta bar, pastries, and beverages. Students on a meal plan have the option of using one meal exchange every week to supplement the Commons.

## **Student Activities and Organizations**

Augsburg's mission focuses on student learning in the broadest sense. Experiences in the classroom are an important part of college life, yet learning and development also occur in formal and informal activities of the College and the surrounding area. Whether students take classes in the day, evening, or weekend, the climate for learning and living at Augsburg will add dimension to their education.

### **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, indoor and outdoor track and field, and golf. Women annually compete in lacrosse, volleyball, cross country, soccer, basketball, ice hockey, softball, swimming, indoor and outdoor track and field, and golf.

#### **Facilities**

At Augsburg, the facilities are for all students, faculty and staff. Check schedules for times when there is open use of the gymnasium and ice arena. On-campus facilities include a double-rink ice arena, a 3-court gymnasium, a multi-purpose athletic field, fitness center with workout machines, a weight room, a racquetball court, and an air-supported dome over the athletic field for winter fitness, rentals, and spring sport practices.

#### **Intramurals**

Every student is urged to participate in activities for recreation and relaxation. An intramural program provides competition in a variety of team sports as well as individual performance activities. Check schedules on the Athletics website for times when there is open use of the athletic field/dome, gymnasium, and ice arena.

### **Campus Activities and Orientation**

Campus Activities and Orientation (CAO) creates and implements innovative programming that fosters individual and community development and creates an environment where students can connect, engage, and invest in the Augsburg community. CAO programming works to enhance and supplement the liberal arts and professional studies at Augsburg College through quality transitional programs for new students as well as through leadership education.

CAO is made up of four program areas:

#### **1. Campus Activities**

CAO offers several programs and activities throughout the academic year designed to connect and engage students with the Augsburg and surrounding community.

#### **2. Student and Group Leadership Development**

Emerging Leaders Program (ELP) is an initiative designed to develop new leadership at Augsburg College by empowering first-year students to cultivate and apply their inherent leadership skills through a semester-long skill-building training program.

Student Group Development-CAO provides student groups with workshops focusing on social justice, privilege, anti-oppression, and other pertinent areas of development.

### 3. Orientation Programs

SOAR is a required two-day, overnight orientation experience for incoming first-year day students designed to help with the transition to Augsburg College. Students will meet fellow classmates, faculty, and staff; learn about college resources and services; and get a taste of life on campus.

Parent SOAR is an optional orientation experience for the parents and guardians of first-year students that runs concurrently with the students' SOAR session. Parents obtain important information about the campus; meet fellow parents, faculty, and staff; learn about college resources and services; and get a taste of what life will be like for their students on campus.

Transfer SOAR is a required day-long orientation experience for transfer students designed to help with the transition to Augsburg College. Students will learn about College resources and services, hear about academic programs, and discover why being a part of the Augsburg community is so rewarding.

Auggie Days is a required on-campus orientation experience for incoming first-year day students, which is designed to complement SOAR, provide opportunities to enhance academic and personal success, and offer a helpful advantage in starting at Augsburg College.

### 4. Student Organizations

CAO manages student organizations on campus and provides them access to many benefits, including but not limited to: organization emails, websites, Auggie's Nest lockers, Auggie Room supplies, skill-building workshops and conferences, advising, funding and grants, and much more.

## Campus Ministry

As a college of the church, we are concerned about spiritual as well as academic and social growth. Our concern for spiritual care is evident in the opportunities we encourage and provide for students to explore their own faith. Daily worship, Wednesday Night Holy Communion, Bible studies, community outreach, retreats, peace and justice events, concerts and gatherings, and interfaith initiatives are examples of the wide varieties of activities on campus.

At Augsburg College, we are "guided by the faith and values of the Lutheran Church." Because of this identity, we seek to develop an environment where people are encouraged to use and discover gifts and a sense of call and vocation. As a college of the church, we emphasize the development of this through *attending to the sacred, living into radical hospitality, and shaping community*. The college pastors and campus ministry staff have offices in Foss, Lobeck, Miles Center for Worship, Drama, and Communication and are available for spiritual guidance, counseling, support, or information.

## Community Engagement

The Sabo Center for Democracy and Citizenship, rooted in Augsburg's mission to educate students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders, aims to:

- Create a culture of civic agency and engagement among students, faculty, staff, and our broader community so that graduates are architects of change and pioneers in work of public significance.
- Foster connections with local community based organizations and position Augsburg as an anchor institution in the Twin Cities.
- Revitalize the democratic and public purposes of higher education in a time when strengthening colleges' visible contributions to the common good, not simply to private benefit.

### Bonner Leaders Program

In Fall of 2008 Augsburg College launched its first year of the Bonner Leaders Program. Through the Bonner program, students develop deep community relationships and engage in long-term policy advocacy throughout their time at Augsburg. Those selected to be Bonner Leaders are students with diverse ethnic and geographical backgrounds and

experience in community and public work. Through placements with partner nonprofit organizations and community programs, students work an average of 220 hours each academic year supporting ELL classrooms, running an employment education computer lab, coordinating a low-income housing program, community health outreach, tutoring in afterschool programs, and more. Beyond their work-study placements, students participate in civic engagement efforts on campus.

Through their participation with the Bonner Leaders Program, students engage in monthly guided reflections and leadership development workshops. The Augsburg Bonner Leaders Program is a successful model that builds on the College's culture of community and civic engagement.

### **Campus Kitchen**

The Campus Kitchen Project connects the campus community with the larger neighborhood by using food as a tool to nourish bodies, develop leadership, and educate students through service learning. To accomplish these goals, four programs focus on this engagement:

- Food to Share
  - Surplus food from the Augsburg Dining Service is donated, reheated, and served by student volunteers to neighborhood partners, including homeless shelters, youth and senior programs, and others. Augsburg students in need can also find free food at our food shelf on campus, the Campus Cupboard.
- Food to Grow
  - On the corner of campus, Augsburg staff and students manage a community garden composed of nearly 100 garden plots where community and campus members can grow their own food. The garden staff also hosts classes on healthy living in which neighborhood youth learn to grow and cook healthy food.
- Food to Buy
  - Find fresh produce grown by local farmers at the weekly farmer's markets Tuesdays through the summer: 11-1 pm at Foss Chapel on campus, and 2-5 pm at the Brian Coyle Center down the street. The market doubles any purchase made with food stamps. Augsburg is also the host of an organic CSA farm that people can become members of and get a large box of produce each week.
- Food to Know
  - Understanding our food system and community health through programs that educate on issues of hunger and poverty, and cooking and gardening classes in the community and weekly on campus.

### **Common Table**

The Common Table, located at 2001 Riverside in the Trinity Congregation Building, is devoted to building community capacity to make change by connecting and equipping leaders.

- Connecting campus community with neighborhood community.
- Connecting students to local communities, professionals, and movements.
- Connecting community members across boundaries at an intersection.
- Equipping young people with the mentorship and connections to pursue their goals.
- Equipping community members with the tools and experience of public work and organizing.
- Equipping leaders with an equity analysis for equitable leadership.

We continue to welcome new ideas for utilizing this multi-purpose space to deepen the relationships between Augsburg College, Trinity Lutheran, the Cedar Riverside neighborhood, and the Twin Cities.

### **Jane Addams School for Democracy**

The Jane Addams School for Democracy brings immigrant families, college students and other community members together to do public work and learning. It is a community-based initiative inspired by the vision of democracy, productive citizenship, and popular education held by settlement house pioneers like Jane Addams, who created Hull House in Chicago in 1889.

Participants in the school include long-time community residents, Hmong, Latino, and East African refugee and immigrant adults and children, as well as students, faculty, and staff from nine Twin Cities colleges and universities. The non-bureaucratic and non-hierarchical structure of Jane Addams School breaks down barriers so that people can work together across language, culture, gender and age differences to address issues that impact their daily lives.

### **Public Achievement**

The Public Achievement organizing model recognizes that people of every age have skills, talents and ideas, and that by learning to work strategically with others they can solve problems and build sustainable democratic societies. In a school setting, young people form teams to take action on a public problem that is important to them (for example, driving out gang activity or improving classroom space). The team works with a coach—typically a teacher or college student—to develop an action plan. Through practice and reflection, the team members develop public skills and confidence.

### **Service-Learning and Community Engagement/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 activities. A key component of community service-learning is reflection on and analysis of community issues in order to promote personal and educational growth and civic responsibility. By connecting classroom content with service-learning experiences in the city, Augsburg students deepen their understanding of abstract course concepts while learning about pertinent and related community issues. This dynamic and interactive educational approach employs reciprocal learning between students and their community. Service-learning components are embedded in most academic disciplines. Examples of community service-learning sites include homeless shelters, cultural and environmental organizations, tutoring programs, and literacy centers.

### **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 Theater Arts Program and have the opportunity to attend a series of on-campus workshops with visiting arts professionals.

### **Student Center**

Christensen Center, the Augsburg student union, serves students, faculty, staff, alumni, and guests. Traditionally considered the "living room" of the campus, the student union provides a central gathering place for the diverse populations of residential, commuter, Adult Undergraduate, and graduate students at Augsburg through the merging of curricular and co-curricular programs and activities. Christensen Center also houses several student services, such as the Admissions Office, Campus Activities and Orientation, the Strommen Center for Meaningful Work, Multicultural Student Services, LGBTQIA Student Services, Event and Conference Planning, the Copy Center, Shipping and Receiving, the Information Desk, A'viands Food Services, and Mail Services.

The Auggie's Nest, located on the ground floor of Christensen Center, serves as the student organization office area and houses the Augsburg Day Student Government, the Augsburg ECHO (campus newspaper) office and the KAUG (campus radio) office. Lockers are also available in this area for student organization use.

### **Student Government**

The Augsburg Day Student Government and the Adult Undergraduate Student Advisory Council organizations support and advocate for student concerns, needs, and activities. These student government groups serve as the official student governments, and the primary voice and liaison between students and the administration, faculty, and staff of Augsburg College.

## **Student Resources/Academic and Support Services**

### **Library and Information Technology Services**

The James G. Lindell Family Library opened in 1997. The four-level, 73,000-square-foot facility houses the library and information technology functions of the College as well as the Gage Center for Student Success. In addition to its large collection of print volumes, e-books, and e-journals, Lindell Library includes special collections and archives, a curriculum library, a computer lab and student computing help desk, a library instruction classroom, and facilities for media viewing and listening. Skyways link the library to Oren Gateway Center and Sverdrup Hall.

#### **Learning Commons**

Within Lindell Library, a Learning Commons provides assistance in research and the use of technology as well as spaces for collaborative learning.

#### **Library Resources**

Students can search a wide variety of local, regional, national, and international databases. They have access to 120 databases, 27,000 e-journals, 52,445 e-books, and 177,000 print volumes within Lindell Library and, through a daily courier service, access to the library holdings of six other private liberal arts colleges in the Twin Cities. In addition, Lindell Library has a large collection of media resources. A service-oriented staff provides students and faculty with research assistance and instruction in the use of information resources. Arrangements are made for access by students with physical limitation and special needs.

#### **Information Technology Resources**

Augsburg College has built a reputation as a leader in its commitment to provide students with relevant and timely access to information technology and training. Visit the Student Technology website, [inside.augsburg.edu/techdesk](http://inside.augsburg.edu/techdesk), for more on Information Technology at Augsburg.

#### **Computer Labs**

Students have access to more than 250 on-campus computers. Both PC and Macintosh desktop computers are available in the Lindell Library Learning Commons and computer lab, and in the 24-hour Urness computer lab. The College has five computer classrooms, 41 technology-enhanced classrooms and one video conferencing-enabled classroom. The circulation desk in 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 to the internet. Network-ready student machines can connect to the campus network from residence hall rooms or any building on campus using WiFi. All of the AugNet online services are available securely on- and off-campus.

### **Clair and Gladys Strommen Center for Meaningful Work**

#### **Career & Internship Services**

The Career and Internship Services office is an integral component of the Clair and Gladys Strommen Center for Meaningful Work. Our staff is committed to helping students develop lifelong career management skills that honor each student's unique gifts and aspirations, aligned with active citizenship in the world. The Career and Internship Services office plays an essential role in students' overall education and includes a comprehensive resource center that emphasizes the importance and value for all students to engage in internships, career development, and the exploration of vocation throughout their college years.



We help students and alumni:

- Assess their values, interests, personality, strengths, and skills
- Explore meaningful work options and majors that align with these elements
- Link academic majors with career paths
- Consider the role that vocation plays in their lives
- Clarify their personal definition of meaningful work
- Build experience through volunteer and internship learning opportunities
- Prepare for the job search and/or graduate school
- Build lifelong career management skills to successfully navigate the changing job market
- Make a difference in our communities by contributing their unique gifts to the world

Augsburg offers several opportunities for students to gain on-the-job and internship experience. Our faculty and staff have developed partnerships with community organizations and employers that provide learning opportunities to students, many of which fulfill the Augsburg Experience requirement for graduation.

### **Internships**

- Internships for Academic Credit
  - An internship for credit is a carefully planned, work- or service-based learning experience where a student focuses on specific learning objectives that connect concepts of the major to the experience. 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. Interdisciplinary (INS) internships are also available. A learning agreement plan, negotiated with the faculty supervisor and work supervisor, outlines the academic objectives, strategies, and evaluation methods for receiving credit. Students complete internships in nonprofits, small and large businesses, government agencies, museums, arts organizations, schools and churches.
  - Internships for credit are available in all majors and can be taken during any semester. Students must be registered for their internship during the term in which they are completing the majority of their experience. Credit will not be awarded for past experiences. Internships can be registered for 2 or 4 semester credits. A two credit internship involves a minimum time commitment of, on average, 6 hours per week or 80 total hours for the semester. Internships for four credits require a minimum time commitment of, on average, 12 hours per week or 160 total hours for the semester. A maximum of 16 semester credits of internship may count toward the total credits required for the degree. Upper division internships completed off-campus for credit will automatically fulfill the Augsburg Experience graduation requirement.
- Non-credit internships
  - Internships related to a student's major or career interests can be registered for a zero-credit internship (AUG EX3) to fulfill the Augsburg Experience graduation requirement. The goal is for students to apply theory to practice in a real world setting and reflect on the experience. Internship opportunities are typically part-time during the academic year and/or full-time during the summer, but may have flexible start dates and schedules. Students choosing to complete this option will register the internship during the term in which they will be completing the experience, set learning goals, complete a minimum of 80 hours, and reflect on their experience. The Director or Internship Coordinator of Career and Internship Services supervises non-credit internships and evaluates the reflection process.
- Work Connections (Available to WEC and AU students only)
  - Work Connections is a non-credit option available to WEC/AU students who are currently working full or part-time. The Work Connections option allows WEC/AU students to utilize their rich and often extensive work history to meet the Augsburg Experience graduation requirement in lieu of a traditional internship. WEC/AU students choosing to complete this option will register for the Work Connections course (AUG EX4) during the term in which they intend to complete their reflection work. This option requires students to write learning outcome goals that integrate their on-the-job experience with classroom learning and complete reflection assignments describing an academic and work connection. Staff of Career and Internship Services supervises and evaluates the Work Connections reflection process.

## Gage Center for Student Success

The Gage Center assists all Augsburg students in setting and achieving optimal academic goals here at the College and beyond. The Gage Center is located on the Link Level of Lindell Library. The center consists of five collaborating units:

### Academic Advising

The Deidre Middleton Office of Academic Advising works in support of faculty advisors to guide students in identifying academic interests and satisfying the curricular requirements of the college. Our office assists new Day and Adult Undergraduate (AU) students with initial course selection and registration, and provides orientation to the academic policies, procedures, and resources at the College. In addition, Academic Advising administers assessment tests, interprets graduation requirements, provides degree planning resources, and answers academic progress questions.

All incoming students are assigned a faculty and staff advisor. Staff advisors work closely with students to ensure their understanding of available resources and support. As students become more familiar with the College, they spend more time meeting with their faculty advisor and developing the faculty-student mentoring relationship.

Once a major is declared, each student will select a faculty advisor from their chosen discipline by completing the *Change of Major/New Advisor Form*. While all students are required to meet with their faculty advisor(s) each term prior to registration, students are encouraged to meet with their advisor(s) as often as necessary to support their academic progress. Students must declare their major(s) by the end of their sophomore year. Majors and minors are declared online in Augnet Records and Registration. Students confirm their majors and minors on an annual basis until the *Intent to Graduate* form is submitted.

### Academic Skills Office (ASO)

The Academic Skills Office helps students to achieve their academic goals and become self-directed learners. Comprehensive academic support (e.g., training in time management, note-taking, reading, testing, motivation/procrastination, problem solving, troubleshooting) is available for all Augsburg students through individual and group appointments. In addition, the Academic Skills coaches address affective needs and aid in the overall transition to college. Coaches also refer students to campus resources.

The Academic Skills Office coordinates several programs to support students:

- Tutoring/Supplemental Instruction Services
  - ASO coordinates free tutoring (individual and group drop-in) for most classes and supplemental instruction in specific courses. Tutors and SI leaders are recommended by course professors and trained by ASO to provide tutoring support.
- Conditional Admit Program (CAP)
  - Each year, a limited number of students are admitted conditionally through the CAP program. If CAP students do not meet the program requirements, they will be continued in the CAP program, placed on probation, or dismissed. Get more information at the Academic Skills Office website, <http://www.augsburg.edu/acskills>. See the Academic Progress, Probation, and Dismissal section of the catalog for a description of probation and dismissal procedures.
- Probation Advising
  - Students placed, continued, or returned to academic probation are required to meet with an approved academic advocate. A registration hold is placed on the student's record, which will prevent registration, until the student completes the probation requirements. Students who do not fulfill the necessary requirements of their probationary status will be continued on probation and/or dismissed. For more information on probation requirements, go to the Academic Skills Office website at <http://www.augsburg.edu/acskills>. See the Academic Progress, Probation, and Dismissal section of the catalog for a description of probation and dismissal procedures.
- Augsburg Advantage at St. Kate's (AASK) -
  - Based on their application for admission to Augsburg, the Augsburg College Admissions Committee selects students for the AASK program--a collaborative effort between St. Catherine University (St. Kate's) and Augsburg. The program assists students with the transition from high school to college with specific courses

and supportive programming. The program provides participants with the opportunity to complete similar coursework that first-year students complete at Augsburg on an even smaller campus with more faculty support. Students attend courses on the Minneapolis campus of St. Catherine University and have access to both campuses for support, resources, and activities.

- Upon successful completion of the first year (student must complete a minimum of 28 semester credits), students are guaranteed sophomore status and will have fulfilled many of the first-year Augsburg requirements.
- To complete the program, in order to “transition,” students are required to:
  - Complete all required courses (30 semester credits) including Foundations of Wellness (at Augsburg) with a minimum 3.0 GPA and no course grade below 2.0 or P.
  - Satisfactory completion of all Critical Competencies at St. Kate’s
  - Attend all seminars and transition events at Augsburg and St. Kate’s
  - Complete transition application and recommendation process with advisor at St. Kate’s by March 15.
  - Complete the Summer Transition Program (one course and all programming) in the second summer semester at Augsburg after completing the first year at St. Kate’s.
- A second year program, which would allow students to earn an Associate of Arts degree from St. Catherine’s University, may be an option for students who are unable to transition after their first year in the AASK program. Students should contact SCU and Augsburg advisors if interested in this option.

### **Center for Learning and Accessible Student Services (CLASS)**

The Center for Learning and Accessible Student Services (CLASS) provides individualized accommodations and academic support for students with documented learning, attention, psychiatric, and other cognitive disabilities, and for students with physical disabilities such as TBI, chronic illness, mobility impairments, and vision, hearing, or speech impairments, and temporary disabilities. CLASS has been recognized as a leader in its field, helping these students gain 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.

Each term, Disability Specialists work directly with students to develop a plan for ensuring they have equal access to Augsburg courses, programs, activities, and facilities. Typically, meetings are held weekly and discussions may include:

- Accommodations for testing and coursework (e.g., extended time, note-taking)
- Referrals to other campus resources (e.g., tutoring, student technology assistance, academic advising, counseling, financial aid)
- Training and use of assistive technology through the Groves Accommodations Laboratory
- Coaching on academic, organizational, and time management skills
- Campus living accommodations

The Disability Specialists may also consult with instructors, academic advisors, and other members of the college faculty, staff, or administration to support each student as they work toward success. Taking advantage of these accommodations and services, however, remains the student’s responsibility.

Any Augsburg student who wants to establish eligibility for accommodations and services should schedule a meeting with a Specialist to discuss their needs, as well as appropriate documentation of their disability. 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.

Academic accommodations are intended to ensure access to educational opportunities for students with disabilities and may not fundamentally alter the basic nature or essential components of an institution’s courses or programs.

CLASS services are made possible in part through endowment support provided by the Gage family and the Groves Foundation. For further information, call 612-330-1053.

## **TRIO Programs**

TRIO programs are funded by the US Department of Education, and hosted with additional funding by Augsburg College. TRIO Programs seek to help students overcome class, social, academic, and cultural barriers to higher education. They help students prepare for college, adjust to college life, persist in college, and maintain good academic standing to graduate with a bachelor's degree, as well as assist with 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/or students with disabilities to develop the skills and motivation necessary to successfully pursue and earn a bachelor's degree. Participants in TRIO/SSS must also be US citizens or permanent residents or refugees, must demonstrate academic need for program services, and must be committed to succeed in college.

Augsburg TRIO/SSS serves 160 students from the point of admission through graduation, including transfer students. TRIO/SSS typically admits 40 new students to the program each year. Students meet regularly with their program advisor to address academic success issues through:

- 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
- Preemptive tutoring during the first seven weeks of the semester
- Financial aid counseling and financial literacy education
- Information on and assistance with FAFSA renewal and supplemental scholarship applications
- Academic progress monitoring
- Weekly adjustment-to-college meetings for first-year students
- Weekly progress meetings for students on academic probation and for students admitted through Conditional Admit Program (CAP)
- Career, academic and personal skills development, with referrals to appropriate resources
- Information, preparation, and referral to on- and off-campus leadership, internship, job and service opportunities
- Academic success workshops, group academic skill development
- Graduate and professional school information and application assistance
- Social and cultural activities and student-led events
- Equipment lending program for short-term use of laptops, graphing calculators, Smart Pens
- Five-week residential Summer Bridge program for 25 incoming first-year students, including free summer-term college coursework, academic seminars, adjustment-to-college workshops, and advising
- Need-based college completion scholarships for junior and senior students actively participating in TRIO/SSS

Students may apply for TRIO/SSS any time after admission to Augsburg College; however, preference is given to students who apply within their first term of enrollment. For more information or an application, go to [www.augsburg.edu/trioss](http://www.augsburg.edu/trioss) or contact program staff directly at 612-330-1311 or [trioss@aughsburg.edu](mailto:trioss@aughsburg.edu).

### ***TRIO-McNair Scholars Program***

The Ronald E. McNair Post-Baccalaureate Achievement (McNair Scholars) Program, a federal TRIO program funded by the US Department of Education, is designed to prepare participants for graduate school through involvement in research and other scholarly activities. The goal is to increase the number of students in doctoral degree programs who are low-income, first-generation and/or underrepresented in graduate education.

The Augsburg McNair program serves 26 students per year who are admitted during their sophomore or junior year. Admissions is competitive as students must demonstrate strong academic potential and have an interest in pursuing doctoral studies. To be eligible for the program the student must be: (1) enrolled full-time at Augsburg College; (2) a permanent resident or U.S. citizen; (3) qualify as BOTH low-income AND first generation; AND/OR a member of a group underrepresented in graduate study—African American, American Indian, Alaskan Native, or Hispanic/Latino. A major

component of the Augsburg McNair Scholars Program is a summer research experience in collaboration with a faculty mentor. Scholars receive a \$4,000 research stipend, plus a room and board stipend, and funding for research supplies. Stipends are also available for attending and presenting research at a professional conference.

McNair Scholars participate in:

- A motivated, diverse, and supportive learning community;
- Graduate school preparation and application assistance;
- Intensive preparation for the Graduate Records Examination (GRE), the test required for admittance into most graduate programs;
- Social and cultural activities to enrich participants' academic lives and perspectives;
- Conference travel and professional presentation of participants' original research;
- Financial aid exploration and financial incentives such as fee waivers for graduate school applications and the fee reduction waivers for GRE, as well as McNair-designated fellowships;
- Academic workshops and the 2 credit course McNair 301: Research in the Disciplines;
- Workshops to sharpen writing, library, technology, and oral presentation skills.

The McNair Scholars program is rigorous and highly respected at the national level.

### **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:

#### ***Undergraduate Research***

- Summer Research Program
  - URGO Summer Research is a 10-week, on-campus program where students join a faculty member's ongoing research/creative line or carry out an individually designed project. Students receive \$4,000, a supply budget and a housing stipend.
- Academic year research
  - \$1,200 to pursue scholarship with a faculty mentor
- Off-campus Summer Research Opportunities
  - URGO maintains a comprehensive website, listing off-campus research opportunities. URGO staff work with students to craft and submit high-quality applications for research experiences across the U.S. and some outside the U.S.

#### ***Nationally-Competitive Fellowships***

Provide application assistance and interview preparation for awards such as the:

- Fulbright US Student Program
- Goldwater (\$7,500 science scholarship)
- Rhodes (two years at Oxford)
- Truman (graduate fellowship for public service)
- Mitchell (one-year study at Irish institution)
- Rotary Ambassadorial Scholarship
- Marshall (two-year study at UK institution)
- Udall (\$5,000 for undergrad interested in environmental or tribal policy)
- UK Summer Fulbright (first and second years study abroad at UK institution)
- NSF (graduate fellowship)
- Gates/Cambridge (two years at Cambridge)

### ***Graduate School and Pre-Health Sciences Advising***

Individualized advising and application assistance for:

- Graduate school
- Pre-health sciences (medical school, physician assistant program, pharmacy school, veterinary medicine, physical therapy, occupational therapy, public health, etc.)
- Off-campus summer research experiences for undergraduates (US and abroad)

### ***GRE Exam Preparation***

#### ***Other Initiatives***

- Fund student travel to national academic conferences to present research findings
- Mayo Innovation Scholars Program
- Collaborative research between select Minnesota private colleges, Augsburg's MBA program, and the Mayo Clinic Office of Intellectual Property
- Zyzzogeton
- Annual on-campus festival showcasing undergraduate research and creative activity
- Courtland Agre Annual Summer Research Symposium
- Annual research seminar for students in STEM disciplines, hosted in conjunction with Nobel laureate chemist and Augsburg alumnus, Peter Agre, and St. Olaf College

## **Bernhard Christensen Center for Vocation**

Augsburg College has a deep and long-standing commitment to the theological concept of vocation—the idea that all people can use their individual gifts to serve God's purposes in the world and that each person's contribution is uniquely valuable.

In the spring of 2002, with the generous support of the Lilly Endowment, Augsburg created a program called Exploring Our Gifts that was designed to help students, staff, and faculty explore the connections between faith, learning, service, and work. Over the years, the program has helped embed vocational themes into the curriculum and has sponsored a wide variety of short-term projects that offer rich opportunities for reflection on how to live with purpose and meaning. These ongoing projects include internships at nonprofit organizations, off-campus service projects, international seminars, vocation-themed chapel presentations, interfaith forums, vocation retreats, and scholarships for students interested in exploring service to the community, ministry, or church leadership.

When Exploring Our Gifts ended in summer 2010, the College created a permanent center—the Bernhard Christensen Center for Vocation—that keeps vocation at the core of Augsburg's vision. This center continues many of the earlier initiatives and carries on the work of promoting discovery of gifts and discernment of calling among the students, faculty, and staff at Augsburg as well as members of the larger community.

For further information on how to participate in Augsburg's vocation programming, visit [www.augsburg.edu/ccv](http://www.augsburg.edu/ccv).

## **StepUP® Program**

The StepUP program at Augsburg College strives to help students champion lives of recovery, achieve academic success, and thrive in a residential community of accountability and support. The culture of StepUP is shaped by its values: recovery based on spirituality, 12-step mutual support groups, and other proven pathways to healthy recovery; personal responsibility, integrity, and living a balanced life; educational success; giving back through servant leadership; thriving in a community that is an alcohol- and drug-free environment; and developing healthy minds, bodies, spirits, and emotions.

Students live in on-campus recovery housing, have individual support meetings with licensed alcohol and drug counseling staff, and participate in team and community-building activities. Students have access to academic skills specialists and other support services on campus. Participation in StepUP offers students leadership opportunities within

the program, on campus, and in the greater Twin Cities community. 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 last a lifetime.

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

## **Multicultural Student Services**

### **American Indian Student Services**

The American Indian Student Services program has been assisting American Indian students to further their academic careers at Augsburg College since 1978. The program's mission is to recruit, retain, and graduate Native students by providing academic, financial, emotional, and cultural support and advocacy in a comfortable and friendly environment. Some of the services provided include:

- Assisting students with the admission process and financial aid application
- Nurturing students' identification as an American Indian and providing opportunities for students to learn about their heritage
- Providing opportunities for the campus community to learn about the variety of American Indian people and cultures
- Providing academic advising and course plans
- Providing opportunities to network with other American Indian students, faculty, staff, and alumni
- Providing a number of different scholarships, including the Bonnie Wallace Leadership Award, Minnesota Indian Teacher Training Partnership Grant, and additional assistance in seeking and applying for other outside/tribal scholarships
- Offering community and professional referrals, networking opportunities within the Native community and information about jobs and internships

### **Latin@ Student Services**

#### ***Mission***

The mission of Latin@ Student Services (LSS) is to provide services, programs and resources that empower Latin@ students to persist and graduate, develop and strengthen their self-advocacy and leadership skills, and contribute to the advancement of the communities they are part of.

Most importantly, LSS seeks to be a safe inclusive place where students feel a sense of belonging and community and find pride in their self-identified identities, affinities, and culture.

#### ***History***

Originally established in 1994 to support a majority of international and 2nd generation hispano/latino students, the office of Hispano/Latino Student Services was re-branded in 2014 under the Latin@ Student Services (LSS) name in recognition of the changing demographics and needs of current Latin@ students at Augsburg College.

During the 2014-15 academic year, LSS has served 177 self-identified Latin@ students who represent a diversity of identities, cultural and national backgrounds, individual and community experiences, sexual orientation, religious affiliation, class, and immigration statuses.

### **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 process, 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 Center**

The Pan-Afrikan Center (PAC) traces its roots to the 1968 event, “One Day in May” when Augsburg students compelled faculty and staff to respond to Civil Rights era challenges pro-actively through sit-ins and teach-ins held on and off campus. As a result, Black Student Affairs was born. It has evolved over the years into the PAC. Today, the PAC is primarily a resource center, providing culturally-conscious personal, academic, financial, pre-professional and transitional support for students of African descent. This serves to enhance the recruitment, retention, and graduation of our students and facilitates a more meaningful learning experience. The PAC brings the knowledge and experience of Afrikan people in the Diaspora to the community through a variety of programming as well through advising the Pan-Afrikan Student Union. The Pan-Afrikan Student Union (PASU) is a commissioned organization whose purpose is to enable students of African descent to share their diversity and collectively express their fellowship with the Augsburg community. PASU sponsors a variety of social, intellectual, and cultural activities.

### **Scholastic Connections**

Scholastic Connections is a scholarship and mentorship program for achievement-oriented, undergraduate students of color. The goal of the program is to form a mentoring community that provides a network of belonging that recognizes, supports, challenges, and inspires scholars to ensure their success at Augsburg and beyond.

Each year five new scholars are selected as program participants via an application process. Scholars receive a \$5,000 scholarship for the academic year and are paired with a mentor who is an alumnus/alumna of color and is successful within their chosen profession. Working with the Ethnic Services directors, scholar/mentor pairings are formed that, ideally, match ethnic group and field of interest.

Eligible scholars have:

- A GPA of 2.5 or higher
- Demonstrated financial need
- Demonstrated leadership ability or potential
- Demonstrated community involvement both on and off campus
- Program objectives are to:
  - Support scholars as they continue at Augsburg
  - Frame the questions: Who am I? Where do I belong? What are my gifts? How can I best serve the world?
  - Assist in discerning vocation
  - Prepare for life after Augsburg: career planning and implementation
- Scholars who successfully complete program requirements are eligible to continue with the program each successive year until graduation.

### **LGBTQIA Services**

Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Asexual (LGBTQIA) Student Services works to improve the campus climate for all students, staff, faculty and visitors at Augsburg College by developing and supporting inclusive understandings of gender and sexuality, as well as fostering a community that honors and affirms the wholeness of all identities.

LGBTQIA Students Services provides student advocacy and educational opportunities for the entire campus through a variety of programs and ongoing initiatives. Queer Pride Alliance; Ally Trainings; the Soup, Gender, and Sexuality series; and the LGBTQIA Newsletter offer learning and networking opportunities for the entire campus on issues around gender



and sexuality. In addition, the department honors LGBTQIA and allied students each year during Lavender Celebration, where the recipients of the LGBTQIA Student Leadership Awards and Karen Neitge Scholarship are honored.

For more information, visit [www.augsburg.edu/lgbtqia](http://www.augsburg.edu/lgbtqia).

## **Women's Resource Center**

The Anne Pederson Women's Resource Center at Augsburg College is located in Sverdrup Hall 207, offering a variety of programming for Augsburg students of all gender identities and a meeting place for students, faculty, and staff alike. It houses a Women's Studies library, a seminar room for films and discussions, and a lounge space for studying, relaxing, and just hanging out.

The Women's Resource Center sponsors numerous programs and activities on topics such as sexuality education and sexual assault advocacy, as well as broader topics such as *The Vagina Monologues*, monthly film showings, and monthly brown-bag lunch discussions. The WRC's largest event is the annual Koryne Horbal Convocation Lecture, which features women and men who speak about the many issues important to women's, as well as everyone's, lives. The center also regularly co-sponsors annual events for the Muslim Student Association's Women in Islam Day and for Queer and Straight in Unity. The WRC is also the home of the Student Feminist Collective.

We would love to support you as an intern or volunteer, or simply to co-sponsor your event! Contact us or friend us on Facebook to find out about upcoming events and other opportunities for participation. Student staff positions at the WRC are posted online with Human Resources as they become available.

## **Health and Fitness**

### **Center for Wellness and Counseling (CWC)**

CWC provides short-term personal counseling for students to discuss personal life challenges with professional mental health counselors in a confidential and supportive setting. Through counseling, students can name personal strengths and challenges, identify self-care and support resources, learn new relationship and coping skills, and increase awareness of values and choices. Counseling services to students include individual counseling, group counseling, assessment and referral to campus and mental health resources, educational workshops, and consultations in the case of concern for another student.

Students bring many concerns to counseling, including stress, anxiety, depression, mood swings, relationship concerns, grief and loss, roommate issues, intimacy and sexuality, alcohol and other drug concerns, family issues, eating concerns, coming out and other sexual identity concerns, cultural identity, self-esteem, sleep difficulties, and other concerns. Professional counseling can help increase student academic success both by increasing the opportunity for increased self-understanding and personal growth, and by directly addressing potential barriers to academic success.

CWC also offers health promotion activities and events to increase student awareness of health issues and support students in developing new behaviors for a healthier lifestyle, such as mindfulness events, stress management, and an annual Health Fair. Health promotion also includes an active group of peer health educators, Engaging Peers on Issues and Choices (EPIC) who are available to present an interactive alcohol education program to groups requesting the program. Health promotion also works with various campus organizations and student groups 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 student athletes. If a student is not covered by a health insurance plan, they may contact the Center for Wellness and Counseling for more information on student health insurance plans.

## **Health Clinic Services**

The College offers basic health care services to students through a contract with University Fairview Physicians – 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/cwc](http://www.augsburg.edu/cwc).

## **Fitness Centers**

Located on the lower level of Kennedy Center and Melby Hall the fitness centers are equipped with stationary bicycles, stair steppers, treadmills, and other aerobic workout machines. They include a weight room with universal and free weight systems. All staff, students, and faculty may use the centers; some hours are reserved for classes.

## **International Student and Scholar Services (ISSS)**

ISSS is responsible for the enrollment planning, recruitment and advising of exchange students and degree-seeking international students. Members of the ISSS team serve as Designated School Officials (DSO) for the College’s F-1 student visa program and as Responsible Officer (RO) and Alternate Responsible Officer (ARO) for the College’s J-1 student/scholar exchange program. A DSO ensures institutional and individual compliance with the law and government policies pertaining to F-1 students. The RO and ARO ensure institutional and individual compliance with the law and government policies pertaining to J-1 exchange students and scholars. ISSS advises students regarding the F and J regulations so that students maintain their F or J immigration status.

Examples of ISSS responsibilities include:

- Recruiting international student applicants and guiding them through application and visa processing procedures
- Managing international student recruitment partnerships
- Marketing Augsburg College to the international community
- Advocating on policy matters affecting international students
- Advising the International Student Organization
- Coordinating the International Student Mentor Program
- Providing intercultural competence training and mentoring for students, faculty and staff
- Implementing a mandatory international student orientation program each semester
- Making referrals and providing guidance on issues related to health insurance, taxes, banking, and acquiring a driver’s license, MN State ID or social security card

## Special Academic Programs

### Center for Global Education & Experience (CGEE)

Study abroad and away at Augsburg aims to provide students the skills needed to be successful in today's highly interconnected world. The College's mission states, "An Augsburg education is defined by excellence in the liberal arts and professional studies guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings." This strong commitment to a global perspective provides the foundation to include study abroad or away in every student's degree program. Augsburg's programs, including those of the Center for Global Education & Experience as well as individual departments, as well as HECUA provide study abroad and away opportunities for students in all majors.

Using an experiential education model that focuses learning on social justice issues, these programs challenge students academically and personally to become "informed citizens, thoughtful stewards, critical thinkers, and responsible leaders."

In addition to the following programs, students have over 300 programs in nearly 90 countries, including the United States from which to choose in order to meet their curricular and personal needs. CGEE (formerly Augsburg Abroad and Center for Global Education) is the front door for students and faculty interested in study abroad, and provides advising on programs, finances, and academics. Services provided through CGEE:

- Study Abroad and Away in the USA program selection advising
- Financial and academic advising
- Pre-departure and re-entry support, including career integration
- Program coordination for semester and short-term programs
- Faculty resources to globalize courses at home and abroad

In addition to the services and programs listed above, CGEE works with the entire campus to increase the breadth and depth of Global Education within the curriculum, in our campus life and to engage the community surrounding the campuses in the Twin Cities and Rochester, and across the United States.

About a third of Augsburg undergraduate students enroll in off-campus study programs internationally and domestically before graduating. Students can study a variety of disciplines in a wide variety of countries. For example, students have the opportunity to examine Environmental Sustainability in the USA, study gender issues in Mexico, study social change in Central America, carry out business simulations in Norway and Germany, complete student teaching in Italy, intern with community organizations in Northern Ireland, do an internship in Namibia, do ecological field study in the Galapagos Islands, take organic chemistry in England, and gain fluency in a foreign language where it is widely spoken.

Students can choose from more than 300 programs in 90+ countries including the United States. Programs vary in length from one week to a year abroad. In addition to the Augsburg CGEE programs (Augsburg faculty-led short-term, Augsburg in Central America, Mexico, and Southern Africa, Exchange, and HECUA programs), students can choose from Augsburg Affiliated Programs.

### Study Abroad & Study Away in the USA Programs

#### *Augsburg in Central America, Mexico and Southern Africa*

The mission of the CGEE signature Augsburg in Central America, Mexico and Southern Africa Programs 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. Students experience three distinct types of living situations: living with other students in a community house, spending several days in a rural setting, and living several weeks with host families. In the Southern Africa programs, students travel together on two-week seminars—Namibia to South Africa. Scholarships are available.

### ***Augsburg in Central America***

*Social Change in Central America: Exploring Peace, Justice, and Community Engagement (Guatemala, Costa Rica, Nicaragua)—Fall or Spring*

This is an intensive semester of study and regional travel designed to introduce students to the key issues facing Central Americans. Students will explore the history, culture, and struggles of the people of Central America in this provocative and inspiring experience that develops Spanish language skills while immersing participants in the lives of host families, urban and rural communities, and grassroots organizations dedicated to work on issues related to conflict, US foreign policy, gender, and economic and social justice. Students spend the first five weeks in Guatemala, the next four weeks in Costa Rica, and the final six weeks in Nicaragua. Students live with local host families for nine weeks. Prerequisites: one course in college-level Spanish or its equivalent.

Students spend the first five weeks in Guatemala, the next four weeks in Costa Rica, and the final six weeks in Nicaragua. All students will take the following four courses: one Spanish course, REL 366, HIS/WST 355, and POL 310.

### ***Augsburg in Mexico***

*Crossing Borders: Gender and Social Change in Mesoamerica—Fall*

This program is an experientially-based and designed to introduce students to the important issues facing Mexico, US-Mexico relations, and the context in which many Mexicans are immigrating to the United States. Students will improve Spanish language skills, as well as develop intercultural skills. Students will learn about key social, economic, political, and cultural issues in Mexico, as well as explore the interconnectedness of race, ethnicity, class, gender, sexuality, and religion. Students will learn firsthand from diverse women and men involved in struggles for social change, as well as business leaders, religious leaders, feminist activists and scholars, government representatives, politicians, and political activists. Spanish courses range from beginning to advanced, including courses for bilingual students. The program includes rural travel within Mexico and four-to-five-day seminar in Mexico City. Students stay in the Augsburg study center for part of the semester and with Mexican host families for four to six weeks, although semester-long homestays are available for Spanish majors and others upon request. Students may meet several AugCore and General Education requirements (Augsburg Experience, Fine Arts, Humanities, HPE, Keystone, Science, Search for Meaning II, Social Science and Modern Language) while in Mexico and/or take courses in the following four concentrations: Business, Religion, Spanish and Gender, Sexuality, and Women's Studies. Spanish courses range from beginning to advanced, including courses for bilingual students.

*International Business and Global Citizenship—Fall*

Today's business leaders are increasingly well-served by a global perspective. Students gain international experience in Mexico, the business capital of Latin America and the United States' third largest trading partner. Students improve Spanish language skills and understanding of Mexican culture in order to communicate with and serve the largest immigrant group in the US – a group that is rapidly increasing in economic influence. This program emphasizes success in business, while also encouraging a commitment to corporate responsibility, sustainability, and equality by exposing you to both the opportunities and challenges of international business.

Students may take courses any of the following business courses in addition to any courses from the Crossing Borders (see listing) program: Accounting Theory & Practice, Global Business Management, International Business, International Marketing, Keystone, and Internship.

*Language and Culture in Mexico—Summer*

This community-based program includes multiple guest speakers, excursions to historical, cultural, and archeological sites, and group discussions designed to help you learn about the diverse cultures and current issues of Mexico. Weekend excursions include trips to Mexico City, Taxco, Puebla, and the Teotihuacan pyramids.

Two seven-week sessions focus on Spanish language and Mexican culture in which students can take two courses per session, plus a non-credit Latin Dance course. Students may choose to participate in just one or both summer sessions for a total of eight or sixteen credits. It is possible to fulfill the language requirement by taking two intensive Spanish courses in one seven-week session.

### *Migration and Globalization: Engaging Our Communities—Spring*

This is an intensive program that explores issues of migration, immigration, and globalization. It is ideal for students who are interested in working with Spanish-speaking populations in the United States, as it includes intensive Spanish language classes, an internship or independent research opportunity, and courses that help students understand the connections between globalization and migration while learning from diverse communities that are organizing for positive social change around issues of race, ethnicity, socioeconomic class, gender, sexuality, economics, and the environment. Credit is available in Spanish, History, Political Science, Religion, and Gender, Sexuality, and Women's Studies. Students spend most of the semester living in Augsburg housing and approximately six weeks living with Mexican host families.

Course offerings include: HIS/WST 357, POL/WST 341, REL 200, an internship, independent study, and the choice of 1-2 Spanish courses from 16 different options (including ART 231, which meets the LAF requirement in Fine Arts). A Lifetime Activity course (Latin Dance) is also available for no credit.

Spanish courses range from beginning to advanced, including courses for bilingual students.

### *Social Work in a Latin American Context—Spring*

This program was created to satisfy the curricular requirements for the 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 experience is also available for qualified students. Students live with Mexican host families for six weeks.

All students are expected to take SWK 294 as a core course. Other course offerings include SWK 295, SWK 316, a field placement in social work, and the choice of one Spanish course from 16 different options (including SPA/ART 231, which meet the LAF in Fine Arts). A Lifetime Activity course (Latin Dance) is also available for no credit.

Prerequisites: Approval of the Social Work Department and one college-level Spanish course or the equivalent highly recommended. Students may choose to study Spanish in Mexico during the month of January prior to the start of the semester

### ***Augsburg in Southern Africa***

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

This program examines the crucial issues of nation-building, globalization, and decolonizing the mind, from the perspectives of the new democracies in 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 as well as under- and unequal development. Decolonizing the mind is a long-term project. The program includes seminars in Johannesburg and Cape Town, South Africa. Available courses are: HIS 327, POL 353, REL 346, ENV 100 and INS 312/POL 354. Internships are also available in eight different departments, and a Lifetime Activity course (Yoga) is also available for no credit.

### ***Exchange Programs***

The Center for Global Education & Experience partners with universities around the world to provide semester and academic year exchange opportunities to their students. Currently, Augsburg's CGGE has active exchanges in China, Finland, Germany, Greece, Hong Kong, Japan, Lebanon, Norway, and Slovenia. Students can choose from several options in diverse disciplines. All coursework is in English with opportunity to student the host country language. Travel scholarships are available for these programs. For further information on these programs and scholarships visit the [CGEE website](#).

### ***Faculty-led Short-term Programs***

Faculty-led winter break, spring break, and summer programs offer opportunities to intensively study on a course abroad with an Augsburg professor and other Augsburg students. Program travel length ranges from eight days to five weeks. Program offerings change annually. Scholarships are available for some programs.

### ***Higher Education Consortium for Urban Affairs (HECUA)***

Augsburg, in consortium with other colleges and universities, offers full semester programs in Ecuador, New Zealand, Northern Ireland, Norway, and the USA (Twin Cities and Jackson, Mississippi). All [HECUA](#) programs explore civic engagement, community, and social change, and emphasize internships and field study.

For more information on international HECUA programs, see the Center for Global Education & Experience Programs and Urban Studies sections of the departmental pages of this catalog.

### ***Art for Social Change: Intersections of Art, Identity and Advocacy—Spring***

Using the vibrant arts scene of Minneapolis and St. Paul, this program immerses students in the study of artists and communities using art to inspire social change. A wide variety of creative practices are embraced as essential tools for civic engagement, participatory democracy, and direct action. Through lively dialogues in classroom seminars, field visits with the Twin Cities' most influential community-based artists, and a professional internship, Art for Social Change students explore how art and culture impact communities and how creative work (performance, writing, visual art, music, etc.) has the power to address pressing social issues and make them visible and real. The program uses current events and recent history to examine subjects like social and cultural identity, war, racial injustice, poverty, and ecological devastation. As a class, students grapple with questions like: What is the role and responsibility of the artist in response to these issues? How can art bring people together across difference? Can art save lives? What are the ethics behind community based-art? How do you use/introduce/infuse art in communities that are not your own? Is art a necessity or a luxury? Throughout the semester students meet with a wide variety of local artists, educators, and arts advocates, in addition to attending performances, films and installations that evoke deeper investigations into these questions

### ***Community Internships in Latin America (Ecuador)—Fall or Spring***

The Community Internships in Latin America program, based in Quito, Ecuador, 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 homestay 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 firsthand 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.

### ***Environmental Sustainability: Science, Public Policy, and Community Action—Fall***

The most pressing environmental challenges today are global in scale and require scientific, creative, and systems thinking to understand their root causes and forge more just and equitable solutions. This semester program based in the Twin Cities gives students the opportunity to learn the science behind key environmental issues such as ecosystem degradation and rehabilitation, explore the intersections between social and environmental justice, and participate in public policy and community-based strategies to achieve sustainability. Students explore the histories of land and labor and the present state of environmental justice with engagement with Native American communities and activists in Northern MN, and with communities of color working on urban environmental issues in the Twin Cities. Rather than simply outlining the vast challenges we face, this program gives students meaningful ways to translate what they are learning into hopeful practice and to find their place in a vibrant mosaic of local actors working to build more resilient and just communities and systems. Students intern at one of the many vibrant environmental organizations in the Twin Cities.

### *Inequality in America: Policy, Community, and the Politics of Empowerment—Fall or Spring*

In this Twin Cities-based semester program students actively delve into major challenges of our time: poverty, inequality and social change. The program pursues three major framing questions utilizing a number of relevant and contested theories to frame the discussion throughout the semester. What are some of the root causes of increasing levels of economic, political, social inequality and insecurity and how does this impact all social classes and groups in the United States? How are economic, political, and social inequality reproduced? How do we create more opportunity for all Americans squeezed by economic, political, and social inequality and what are some concrete social change tools for making these changes? To answer these questions the program looks at the economy, housing systems, education, welfare, government policies, urban sprawl, regional race and class segregation, and institutional discrimination. Connecting these issues is at the core of the program. In professional internships, students work hands on to explore solutions in organizations committed to social transformation. Students have direct conversations and work with practitioners in government, the private sector, nonprofit social change organizations, academia, labor unions, schools, and other community institutions that in one way or another claim to be addressing some aspect of economic, political, and social inequality and poverty.

### *New Zealand Culture and the Environment: A Shared Future—Fall*

Beginning with five weeks of travel across the North Island and ultimately based in Wellington, this program examines how social and environmental factors shape political and ecological dimensions of identity and culture, and how New Zealanders from many different backgrounds are envisioning and creating a shared future. During the trip and in Wellington, students learn about the history of colonization, the treaty and the truth and reconciliation process that shape contemporary life, Maori protest and social movements, key strategies used to achieve sustainability, new agricultural practices, and many more economic and environmental topics. Students intern at a NGO in Wellington, working in wildlife conservation, environmental advocacy, sustainability, transportation, water quality, cultural pluralism, or human rights.

### *Northern Ireland: Democracy and Social Change—Fall or 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 based at the International Conflict Research Institute at Ulster University (Derry/Londonderry), and on facilitated trips, students compare that region of Northern Ireland to the “borderland” area and to Dublin.

### *Race in America Then and Now: “Post-Racial” Perspectives on the Civil Rights Movement —Summer*

This Civil Rights program explores that era’s struggles as well as current movements for equality, and dares to ask controversial questions about racial justice in America today. The program is based in Jackson, Mississippi, and is offered in collaboration with the Fannie Lou Hamer National Institute on Citizenship and Democracy at COFO on the campus of Jackson State University, one of America's Historically Black Colleges and Universities (HBCUs).

### *The New Norway: Globalization, National Identity and the Politics of Belonging—Fall*

In less than 50 years, Norway has become one of the richest nations in the world and increasingly multicultural. Twenty-five percent of Oslo residents, for example, are not ethnic Norwegian. The program investigates dramatic changes in Northern Europe by examining the contemporary challenges and opportunities for the Scandinavian welfare states in an age of globalization and mass migration. Core topics include globalization and multiculturalism, nation-building and national identity, governance and political party systems, European integration, racial thinking, histories of racialization, the rise of the populist/far-right, international aid politics, and gender. Questions framing the program include: How might Norway and the other Scandinavian welfare states adapt to the challenges of multiculturalism, European integration and globalization? What factors have made possible the rise of populist / far-right parties in Scandinavia and what has been their impact on politics and society more generally? How have film, literature and social movements challenged conventional understandings of what it means to be Norwegian/Scandinavian? Students study Norwegian language or do an independent research project, and also intern with a leading NGO.

## *Writing for Social Change: The Personal, the political and the Power of the Written Word—Fall*

This semester program located in the Twin Cities is based on the longstanding tradition in Western culture of using literature as a tool for social critique, as a means of calling for social change and justice, and as a tool for social transformation. The program combines traditional methods of literary and cultural analysis with creative writing workshops in fiction, poetry, and creative nonfiction, and makes use of HECUA's approach to interdisciplinary, reflective critique. The program explores the ways creative writers and literature impact communities, and examines the role creative writers and literature play in addressing pressing social issues, focusing on "voice" and the idea of claiming voice as a means of empowerment. Writing for Social Change combines critical, analytical seminars, creative writing workshops, field study, and a professional internship into an integrated, experiential learning opportunity. Internships are with a Twin Cities nonprofit, and may be related to writing and spoken word with young students in educational settings, journalism and creative storytelling for underrepresented voices, communications or grant-writing at arts organizations or social justice nonprofits, or opportunities in publishing or journalism.

### **Augsburg Affiliated Programs**

The Center for Global Education & Experience maintains a robust portfolio of affiliated programs to enhance the global education offerings available to Augsburg students. These affiliated programs allow Augsburg students to study disciplines and locations that lie beyond CGEE's signature, exchange and short-term faculty-led programs [See website for listings.](#)

### **Application Process**

In order to study abroad or away in the USA students should follow the P-A-C-K steps:

**Profile:** [Get Started](#) by creating an online profile.

**Advising:** Attend an advising meeting—check [CGEE](#) website for times, location and online modules

**Choose:** Choose from more than 300 Augsburg and affiliate programs in the USA and in more than 90 other countries. An advanced online search tool helps students find programs based on location, academic needs, and personal interests. Applying online is easy—click "Apply Now" and follow the simple steps.

**Key Dates:** Keep track of application deadlines.

### **Application Deadlines**

September 30 - Spring semester, winter-break and spring-break faculty-led programs

January 31 - Summer Session faculty-led programs

March 1 - Fall semester and other summer programs

Program provider deadlines vary; students need to meet all deadlines and eligibility requirements set by program providers. Students should start planning in their first year for off campus study to be sure to do appropriate research and meet all deadlines.

### **Academic Requirements and Credit**

Students automatically fulfill the Augsburg Experience requirement on approved study abroad and study away in the USA. Courses taken abroad can also fulfill graduation requirements including major, minor, language, Liberal Arts Foundation, Lifetime Activity, Honors, and internship requirements. This is determined prior to departure when students fill out the required Course Equivalency Form which is signed by faculty advisor(s), Assistant Registrar, department chairs and assigned faculty to approve the course equivalencies.

### **Credits, Grades and Residency**

- Students must take a full load of credits while abroad on semester programs.
- Students must take courses graded A-F while abroad.
- Grades received on affiliated and most exchange programs are reported as transfer credit on the transcript, and thus are not figured into the GPA.
- A grade of "C" equivalent or higher must be received for the credit to transfer to Augsburg.



- Courses taken on off-campus programs during the senior year meet the Augsburg residency requirement as students remain enrolled at Augsburg while abroad.

### **Faculty-led Short-term Programs**

Students must register for all courses required by the short-term program. Credit values may vary, so confirm the specific program credit load with the Center for Global Education & Experience (CGEE) Office. Any courses removed by the student without CGEE permission prior to the start of the program will be re-added to the student's schedule. If no work was completed in these reinstated courses, a grade of zero will be awarded.

#### **Eligibility**

Following are Augsburg College's requirements for Study Abroad and Away in the USA:

- Minimum 2.5 GPA at the time of application. Individual programs may require a higher average. Students with lower averages should consult with CGEE.
- Sophomore, junior, or senior standing by the time you off campus. First-year students on a case-by-case basis may be allowed to study at Augsburg's Center for Global Education & Experience program-Mexico site during their second term at Augsburg. Short-term, faculty-led programs will allow participation as a first-year if the student receives approval from the faculty-leader and if space allows.
- Transfer students must complete one semester at Augsburg before they may study off campus.
- Students must be in good academic and social standing. Students placed on academic or disciplinary probation after admittance to the off-campus study program may be withdrawn from the program. The student is responsible for all non-recoverable program costs incurred.
- No outstanding balances on student account

Note: Students applying to faculty-led programs who meet the above criteria are accepted to these programs on a first applied, first accepted basis. Space is limited, so early application is important.

### **Costs and Financial Aid**

The cost of semester off-campus study is comprised of program fees that generally include tuition, housing, international health insurance, some meals, excursions, and off campus study fees. Airfare, personal expenses, books, and other expenses are not included in the price of semester programs. Program costs vary; Augsburg College pays the program provider on the student's behalf and then bills the Augsburg student account. This allows students to access their financial aid for off campus study. Students will always pay a minimum of Augsburg tuition plus living and travel expenses when studying abroad.

Students who receive financial aid, loans, scholarships, and/or grants to study at Augsburg can use that entire package to cover their off-campus study program costs. Students receiving Augsburg institutionally-funded aid (e.g., President's, Regents', Legacy, Promise, and other Augsburg gift aid/scholarships, and tuition benefit) may use their scholarships to study off campus multiple times on Augsburg programs (see below in off-campus study program section). However, institutionally-funded aid may be used only once toward off-campus costs on an affiliate program. Cost estimates for the time abroad are drawn up to assist the student in planning and the financial aid office in awarding aid to students studying abroad. Additional scholarships are available for semester and academic year programs.

The cost of short-term faculty-led programs is typically comprised of tuition (for summer programs), meals, airfare, ground transportation, and interpretation/translation services. These costs are on top of any semester/year tuition charges. Some scholarships are available, but are limited for short-term programs. Students often apply loans to fund the additional cost of education travel.

Students are required to notify CGEE immediately if they choose not to continue with their off-campus study experience. At the moment of notification, non-recoverable costs and a cancellation fee will be assessed and charged to the student account. Depending on the time of notification of withdrawal, students may owe nothing; or they may owe the off-campus study fee, the deposit, or some or all of the program fee. Students are also subject to the cancellation and refund policies of CGEE and their program provider.

## Disabilities

CGEE and the Center for Learning and Accessible Student Services (CLASS) work closely with students with disabilities to make every effort student needs are met while studying off-campus. Nevertheless, students are responsible for requesting accommodations within a reasonable time frame prior to departure, ideally as early as program selection.

Students should be prepared for the fact that disability may be culturally defined. Attitudes toward disability and levels of accessibility can vary greatly from country to country. The Americans with Disabilities Act mandates equal access to university-sponsored programs and services to students with disabilities. However, providing access by US standards can present unique challenges in international settings. The expectation on the part of US students and institutions is that reasonable accommodations will be made. Depending on the country and culture, there may be different ways to define accessibility and different expectations in terms of accommodations that can or should be made.

## Scholarships

The Center for Global Education & Experience offers a range of scholarships and financial aid to students with demonstrated financial need and whose participation in a semester or summer academic program contributes to a community of co-learners that values a variety of cultures and backgrounds. In academic year 2014-15, CGEE awarded nearly \$20,000 in discounts and scholarships.

- CGEE Global Education Scholarship. Augsburg students automatically receive a \$1000 scholarship on our Semester programs at our sites in Central America, Mexico and Namibia/Southern Africa. This scholarship is also available to students who participate on our semester exchange programs in designated countries (China, Finland, Germany, Greece, Hong Kong, Korea, Lebanon, and Norway)
- The Diversity Scholarship is for students who have not traditionally been represented in study abroad, specifically ethnic minority and LGBT students. Awards cover up to \$6,000 off the cost of a semester program abroad.
- The Need-Based Scholarship is available for students with demonstrated financial need. Awards cover up to \$2,000 of the cost of a semester program abroad.
- Augsburg students receive an “Auggie Discount” of \$1,000 on their first semester program (the Returnee Scholarship will apply for the second program).
- PJSA Member Discount is available for students whose home school is a member of the Peace and Justice Studies Association. Automatic award of \$500 toward a semester study abroad program in any CGE location. This discount cannot be applied to the Social Work in a Latin American Context program.
- Returnee Scholarship: Automatic discount of 10% off a second semester program for students who combine two semester programs during their college career. There are no forms to submit for this discount.
- Summer Discount: Students who participate in a full semester program in Mexico will receive a 10% discount off a summer session (before or after the semester program).
- CGEE Global Affiliate Scholarships are also available. These scholarships generally ranging from \$500-\$5000 are provided directly through our affiliate partner 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 noncredit 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, Education, Nursing, Religion, Social Work, the Center for Leadership Studies, 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.

## **Honors Program**

The Augsburg Honors Program offers an adventurous education where 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 build their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the Honors 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 attending music, theater, and art performances. Honors courses bring in professors from several different departments so students can learn from talented professors teaching their specialties.

For information, contact the Honors Desk at [honors@augsborg.edu](mailto:honors@augsborg.edu) (612-330-1560) or Phil Adamo, Honors Program director, at [honors@augsborg.edu](mailto:honors@augsborg.edu).

Also see the Honors Program in the departmental pages of this catalog.

## **Inter-Institutional Programs**

Augsburg cooperates with other colleges and institutions in the Twin Cities area on several programs.

### **Cooperating Libraries in Consortium (CLIC)**

Through CLIC, the Twin Cities private college's library consortium, the Augsburg community has direct access to more than 2.5 million volumes and media resources of the 14 libraries.

### **Associated Colleges of the Twin Cities (ACTC)**

Full-time Day students at Augsburg College, Hamline University, Macalester College, St. Catherine University, and the University of St. Thomas may elect to take one course each semester (fall and spring) 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. Exchange courses are not transfer courses, and thus courses taken through ACTC are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses for which an Augsburg student has cross-registered is kept in the Registrar's Office at Augsburg College, not at the host ACTC institution. 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.

AU/WEC/ROCH programs are not part of the ACTC consortium, and students in those programs may not register for ACTC courses or complete ACTC majors under the terms of the ACTC consortium agreements.

### **Higher Education Consortium for Urban Affairs (HECUA)**

Augsburg, in cooperation with 17 other colleges and universities, offers off-campus study semesters in Ecuador, New Zealand, Northern Ireland, Norway, and the Twin Cities. (See HECUA programs in the International Programs and Urban Studies sections of the departmental pages of this catalog.)

### **McNally Smith College of Music**

Augsburg College full-time Day students may elect to take one course each semester at McNally Smith College of Music (MSCM) providing that they meet all MSCM requirements. This program is open to sophomores, juniors, and seniors. There is no additional fee for this program. Students should consult with their advisors to confirm if the classes will count toward graduation requirements. In no instance may a McNally Smith course be used as a substitute for any Augsburg course specifically listed within a degree program.

Exchange courses are not transfer courses. Courses taken through the Augsburg-McNally Smith exchange are considered Augsburg College courses and do not impact the residency requirement. The permanent record of courses which a student has completed through the exchange is kept in the Registrar's Office at Augsburg College, not McNally Smith.

### **Air Force ROTC**

Augsburg Day students interested in participating in the Air Force ROTC program must apply for admission to the unit at the University of St. Thomas. Students are eligible to compete for two- and three-year AFROTC scholarships. ROTC credits serve as electives at Augsburg. For more information contact the University of St. Thomas at [www.stthomas.edu/afrotc](http://www.stthomas.edu/afrotc).

### **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. ROTC credits serve as electives at Augsburg. For more information, contact the University of Minnesota: Twin Cities at [www.goarmy.com/rotc/schools/university-of-minnesota](http://www.goarmy.com/rotc/schools/university-of-minnesota).

# Academic Policies and Procedures

## Registration

A student must be registered for a course in order to earn credit. All registered courses will be reflected on a student's AugNet Records and Registration page. Web registration through AugNet is the primary method of registration, although registration can be processed through the Registrar's Office with a Registration Form in instances where online registration is not possible. Students are responsible for verifying the accuracy of their registrations.

Students are required to meet with their faculty advisor prior to registration for the fall, spring, and summer terms. As some courses are offered only in alternate years, students should also consult with departmental advisors when planning their academic program.

Specific registration dates and deadlines for each semester are listed in the Academic Calendar at [www.augsburg.edu/registrar](http://www.augsburg.edu/registrar).

Students who are missing prerequisites for a course may be eligible for a prerequisite waiver if, after discussion with the course instructor, the instructor determines that the prerequisite learning objectives have been met. Students who believe they have already completed the prerequisite in question should contact the Registrar's Office at 612-330-1036 or [registrar@augburg.edu](mailto:registrar@augburg.edu).

The following registrations cannot be completed online and must be processed with a Registration Form:

- THP courses (Theater practicum courses)
- 100-level MUP courses (Variable-credit music lessons)
- Student Teaching (Education Department approval required)
- Independent Study and Directed Study (Independent Study form available on the Registrar's Office webpage)
- Internships (Internship Registration form available on the Registrar's Office webpage)
- ACTC courses (Course listings are available online through each ACTC institution and should be checked to verify the correct meeting times and room assignment.)

## Credit Loads

Full-time day students normally register for 16 credits per semester. Students in the AU/WEC/Rochester programs typically register for 4-8 credits each semester. Students registered for 12 or more credits in a semester are classified as full-time students. Students registered for at least 6 credits are classified as half-time students.

To register for more than 18 semester credits, students must petition the Student Standing Committee unless the following apply: Students with a cumulative GPA at Augsburg of 3.00 to 3.49 may take a total of 20 semester credits without petitioning; students with a cumulative GPA at Augsburg of 3.50 or greater may take a total of 22 semester credits without petitioning. All overload registrations must be done through a Registration Form. (Note: For students in the Day program there is an additional tuition charge for course loads over 18 semester credits. This includes combining the credit load from both the DAY and WEC programs. Auditing classes over the 18 semester credit limit will also incur a tuition charge.)

## Non-Attendance/Non-Participation Policy

Attendance/participation in class is important for academic success and financial aid. Therefore, students are dropped for non-attendance/non-participation after the 10th business day of the term if reported by the instructor. Students are ultimately responsible for dropping classes if they no longer plan to attend/participate. Students who have been dropped and wish to re-enroll must submit an Academic Petition.

## Internship Registration

Registration of internships for credit consists of the following steps:

- You must register the internship for the academic term that coincides with the internship experience.

- Obtain the Internship Registration Form from the Registrar's Office webpage and complete the steps to obtain the required signatures.
  - Complete Site Supervisor Agreement form and Position Description: Submit the internship site supervisor information and approved job/internship position description through an online form on the Strommen Center website.
  - Faculty Signature: Requires finding a faculty member willing to supervise and approve the internship based on major discipline requirements.
  - Department Chair Signature: Requires approval that the proposed internship experience meets the major discipline requirements.
  - Internship Coordinator or Director of Career and Internship Services Signature: Requires attendance at an Internship Orientation session offered by the Strommen Center OR an individual meeting with the Internship Coordinator or Director in the Strommen Center to review important college-wide internship information and ensure all required documents have been submitted.

Once the completed internship registration form is submitted to the Enrollment Center, additional requirements for internships for credit include:

- Complete a Learning Agreement Plan (available electronically on the Strommen Center webpage) and receive approval of the learning goals from the faculty supervisor responsible for grading the experience. The online form is sent to the Strommen Center and copies are sent to the faculty supervisor and student.
- Academic assignments (journals, reflection papers, etc.) as determined by the faculty supervisor and/or department guidelines.
- Complete final evaluations (sent out electronically at the end of the semester). The student and the site supervisor will each complete an evaluation of the students' internship experience. Results will be sent to the faculty supervisor and student.

A complete step-by-step guide on requirements for internships for credit is available on the Strommen Center for Meaningful Work webpage.

### **Independent/Directed Study Registration**

To register for an Independent/Directed Study, complete and submit the Independent/Directed Study Registration form with signatures of the faculty member responsible for the grade and the chair of the appropriate department

### **Dropping or Withdrawing**

Courses may be dropped or withdrawn online through AugNet Records and Registration or with a Registration Form. For drop and withdrawal deadlines see the Academic Calendar at [www.augsburg.edu/registrar](http://www.augsburg.edu/registrar).

### **Crossover Registration Policy**

*(This policy is approved for the 2015-2016 academic year and is subject to review for the 2016-2017 academic year.)*

Undergraduate students are enrolled in a home program (DAY, AU, ROCH, WEC) and may register online for fall and spring semester courses outside of their home program based on course availability and subject to the restrictions listed below by program. Students have registration priority in their home program. Students are charged the tuition rate of their home program for crossover courses.

#### **DAY Program Students**

- Are permitted to crossover into WEC courses.
- Pay the overload fee for any credits over 18 in their combined DAY/WEC load each semester.

#### **AU Program Students**

- Are permitted to crossover into DAY and WEC courses.

### **ROCH Program Students**

- Are permitted to register for AU and WEC courses as soon as their registration windows open and do not have to wait until Crossover Registration begins.

### **WEC Program Students**

- Are permitted to register for DAY and AU courses as soon as their registration windows open and do not have to wait until Crossover Registration begins.

### **Registration in Graduate Courses**

Students must have completed an 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 BA 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/AU/ROCH/WEC).

## **Evaluation and Grading**

### **Explanation of Grades**

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

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 grading system.

The following is an explanation of undergraduate grades:

<b>Grade</b>	<b>Explanation</b>
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)
FN	Unacceptable performance (no credit for the course), student stopped attending
P	Represents work at 2.0 or higher (not counted in grade point average)
N	No credit (not counted in grade point average)
V	Audit
W	Withdrawn
I	Incomplete
X	In progress, extended beyond term of registration

### **Pass/No Credit Grades**

Students who choose the P/N option are cautioned:

- In order to receive a grade of P, a student must meet the basic standards of the course and/or 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 semester credits taken P/N that may be applied to graduation is 24 semester credits with a grade of Pass (P).
- P-graded courses do not count toward the requirement that 56 traditionally-graded semester 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 P/N grading for no more than eight semester credits.

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 they wish to use the P/N grading option. Any changes in choice of grading option must be made according to deadlines published in the Academic Calendar each semester.

### **Incomplete (I) Grades**

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 submit a completed Application for Incomplete Grade form by the end of the semester with the Registrar's Office. This form 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; however, students may not attend the same course (or a portion of the same course) in a following term with an incomplete grade. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and filing of a grade before the final day of the following academic semester. If the work is not completed by the specified date of the following academic semester, the grade for the course becomes 0.0.

### **Extension (X) Grades**

Internships, independent studies, and directed studies may sometimes last longer than one semester. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first semester 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 semester 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.

### **Withdrawal (W) Grade**

A course is given a grade of W (withdrawn) when it is dropped after the deadline for dropping classes without a W grade and before the last day to withdraw.

### **Repeated Courses**

A course in which a grade of FN, 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 for the most recent attempt, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg College must be repeated at Augsburg to be included in the repeat policy.

### **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 18 credits. The charge to audit a course is \$1,000 for part-time DAY/AU/ROCH/WEC students. 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 not computed in the GPA. The formula for computing the GPA is:

GPA = Total grade points divided by number of credits attempted with 0.0 to 4.0 grades assigned.

### **Assessment of Student Learning**

The faculty at Augsburg College are actively engaged in research about student learning and the efficacy of the curriculum. To support such assessment of student learning activities, faculty may collect student work for evaluation beyond grading. Any information or student work collected will be treated confidentially; the student's identity will not be public information. Students who do not want their work collected for assessment purposes can opt out by contacting Dr. Amy Gort, Dean of Arts and Sciences.

### **Classification**

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

<b>Classification</b>	<b>Completed Semester Credits</b>
Freshmen	0 – 27.99
Sophomores	28 – 59.99
Juniors	60 – 91.99
Seniors	92 or more

### **Academic Status Changes**

#### **Change of Program**

Students may apply to change their “home program” by completing a Change of Program form. Applications are reviewed by a committee. If approved, the change will take effect the following term. Changes are limited to once each academic year. A Change of Program form must be submitted before the term begins.

#### **Withdrawal from College**

Students are urged not to abandon courses for which they are registered because this will result in failing grades on their official academic record. If necessary, students should instead submit a Withdrawal from College form. A Withdrawal from College form may be obtained on the Registrar’s Office webpage. The deadline to file a Withdrawal from College is the last Friday 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 submitted to the Registrar’s Office. Students must be re-admitted to the College when they are ready to resume their studies. The Application for Readmission form is also available on the Registrar’s Office webpage.

Students are responsible for keeping the Registrar’s Office informed of their current mailing address while away.

#### **Leave of Absence (DAY Program Students)**

Students in the Day Program may apply to for a Leave of Absence for one semester. The Leave of Absence allows continued access to Augsburg e-mail and AugNet Records and Registration. If a student on a Leave of Absence does not register for the subsequent semester, the student’s file will be deactivated and the student will need to submit an

Application for Readmission form in order to re-enroll. The Leave of Absence program is not available to Day students who withdraw from all courses while their courses are in progress.

### **Term Off (AU/WEC/ROCH Program Students)**

Students in the AU/WEC/ ROCH Programs may take a term off for up to two semesters and have continued access to Augsburg e-mail and AugNet Services. If a student is not registered after 10<sup>th</sup> day of the third semester, the student's file will be deactivated and the student will need to submit an Application for Readmission to re-enroll.

### **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 percent refund of tuition and fees upon verification of call to active duty. Students must submit an Academic/Financial Petition and provide a copy of their orders to the Registrar's Office.

If the student is called to duty after the deadline to drop a course, the Registrar's Office 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 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 completed a course, to assign a grade based upon the coursework completed, or to work out an incomplete agreement. Students who are able to complete some of their courses would have their refunds adjusted to reflect this.

Students who are being placed on active duty should contact the Registrar's and/or the Office of Academic Affairs as soon as possible so the College can notify all parties and aid in this process.

## **Academic / Financial Petitions**

The Student Standing Committee is a standing committee of the College that reviews requests to waive fees, reduce tuition costs, or other alterations in contractual agreements. Representatives from Financial Aid, Residence Life, the Registrar's Office and Student Affairs serve on the committee. Petitions for tuition refunds must be submitted within 6 months of the student dropping the course or withdrawing from the class.

### **Petition Process**

Step 1: Forms may be found on the Registrar's Office webpage.

Step 2: Fill out the Academic/Financial Petition completely. Requests will not be reviewed unless all documentation is submitted with the petition.

Step 3: Return the completed petition as directed.

## **Catalog Applicability**

Students must fulfill the general education requirements that were in effect when they matriculated at Augsburg. Students may elect to satisfy the departmental major requirements of any of the catalogs in effect during their years of enrollment. However, students who are readmitted after more than six years away from the College must complete the departmental major requirements of the most current catalog at the time of readmission or any one of the catalogs in effect during their subsequent years of continuous enrollment at Augsburg.

## **Second Majors and Degrees**

Students with an existing baccalaureate degree from Augsburg or another institution may enroll to complete an additional major(s) or minor(s). Students will not be awarded a second degree unless it is different from the original degree awarded (BA, BM, BS). Students cannot earn multiple degrees for the same major, though it is possible to earn multiple degrees from the same academic department if the majors are distinct. For example, a student cannot earn both a BA in Computer Science and a BS in Computer Science, but may earn a BS in Computer Science and a BA in Computational Philosophy.

## Evaluation of Transfer Credit

The evaluation of transfer credits is completed by the Registrar's Office and is based on a student's official transcript(s). College credit is granted for liberal arts courses completed at regionally accredited institutions with a grade of 2.0/C or better. Liberal arts courses are defined as courses similar in nature, content, and level to those offered at Augsburg. Augsburg does not grant transfer credit for developmental-remedial courses, vocational-technical courses, or continuing education units (CEUs). Courses with grades of C-, CD, or below do not transfer to Augsburg College. Competency credits and exam credits issued by another institution may and will be evaluated on an individual basis. 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 requires that certain courses and a minimum number of courses be taken at Augsburg. (Refer to the Residence Requirements section of the catalog.)

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 semester credits required for a bachelor's 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 academic and faculty advisors and the Registrar's Office before taking courses at other institutions to ensure compliance with transfer credit policy and residency requirements. Additional resources about transferring credit are available on the Registrar's Office website.

### MnSCU Transfer Students

Completion of the Minnesota Transfer Curriculum (MnTC) will satisfy Augsburg's Liberal Arts Foundation requirements and will reduce the Search for Meaning requirement to one course (REL 100). Students will be granted credit for transferable courses graded C or better. To qualify for this transfer program, the MnTC must be completed prior to enrollment at Augsburg.

Completion of the Associate of Arts degree with the MnTC will satisfy Augsburg's Liberal Arts Foundation requirements, will reduce the Search for Meaning requirement to one course (REL 100), and will waive one of two Health and Wellness requirements. Students will be granted credit for transferable courses graded C- or better. Transfer courses that equate to Augsburg's requirements of Effective Writing, entry level math, and modern language must have a grade of C or better in order for credit to be granted. To qualify for this transfer program, the AA degree and MnTC must be completed prior to enrollment at Augsburg.

Note: Additional prerequisite coursework beyond the AA degree may be required in some Augsburg majors. Students are advised to consult an academic advisor 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.

### *Advanced Transfer Students*

Students who enter Augsburg with 52 or more semester credits accepted in transfer are considered Advanced Transfer Students. The Augsburg Core Curriculum will be adjusted for advanced transfer students as outlined below:

- Waiver of Search for Meaning II
- Waiver of Augsburg Seminar
- Waiver of Engaging Minneapolis
- Waiver of one Health and Wellness requirement (depending on transfer evaluation)

All Augsburg Core Curriculum requirements not mentioned above remain unchanged for Advanced Transfer Students.

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.

## **Transfer Credit for Military Experience**

Students are welcome to submit their military transcripts to the Registrar's Office for transfer credit evaluation. A military transcript will contain credit recommendations from the American Council on Education (ACE) for training and courses completed in the US Armed Services. Augsburg will review a military transcript to determine if any of the credit recommendations contained within it meet transfer credit guidelines.

Army, Coast Guard, Marine Corps, and Navy records maintained by JST: [jst.doded.mil](http://jst.doded.mil)

Air Force records: Air University and Community College of the Air Force are regionally accredited institutions. Students should submit official transcripts from these schools during the admission process.

## **Graduation Requirements**

The responsibility for ensuring that all degree requirements are satisfied rests with the student. Each student is required to file an Intent to Graduate at the end of his or her junior year to confirm remaining graduation requirements. Application forms are available on the Registrar's Office webpage. Faculty advisors, the Academic Advising staff, department chairs, and the Registrar's Office staff are available for counsel and assistance in program planning.

Students who enter an academic program with a bachelor's or higher degree should contact the Registrar's Office about specific requirements for a second bachelor's degree or for the equivalent of a major.

All degree and course requirements must be completed and verified in the Registrar's Office in order for the degree to be conferred. There may be no incompletes or open courses on the academic record.

## **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 bachelor's degree.

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

The APL program at Augsburg provides several means by which students may have 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 appropriate credit. IB exams may fulfill general education and/or major requirements. Credit granting guidelines are available on the Registrar's Office webpage.

### **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. AP exams may fulfill general education and/or major requirements. Credit granting guidelines are available on the Registrar's Office webpage.

### **The College Level Examination Program (CLEP)**

This is a series of standardized tests developed by the College Board that 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. CLEP exams may fulfill general education and/or major requirements. Credit granting guidelines are available on the Registrar's Office webpage.

## **DSST Exams**

DSST Exams are a series of standardized tests in college subjects that are comparable to the final examinations in undergraduate courses. Exams are offered at testing centers worldwide for a small fee. 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. Credit granting guidelines are available on the Registrar's Office webpage.

## **The American Council on the Teaching of Foreign Languages**

These tests assess written and/or spoken proficiency in world languages. For a small fee, students can assess their level of knowledge in world languages to earn college credit and/or waive the modern language requirement. More information about eligibility and qualifying languages is available from Academic Advising.

## **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 not computed in the GPA, and there is a charge per exam of \$100 per semester credit.

## **Portfolio Assessment Program**

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

- There is documentable evidence of a cognitive component in the previous learning experience that involved prescribed 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 one term 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 nonrefundable 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 granted by portfolio review is not computed in the GPA.

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 32 credits (one-fourth of a bachelor's degree) to be obtained through previous experiential learning. In compiling the 32 credits for previous experiential learning, the student may use any combination of the assessment processes available in the APL Program: AP, CLEP, IB, DSST, ACTFL, departmental comprehensive exams, and credit granted through portfolio assessment.

## Graduation Information

### 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 coursework, and residence.

1. Completion of 128 semester credits—No more than these maximums may be applied toward the 128 total semester credits required:
  - o Eight semester credits by independent/directed study
  - o 16 semester credits of internship
  - o 24 semester credits with a grade of Pass (P)
  - o To graduate with Latin honors, students may take no more than eight elective P/N graded semester credits.
  - o 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 eight semester credits with P grades toward a major and no more than four semester credits with a P grade toward a minor.
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 under the Augsburg Curriculum 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 coursework for the major or minor. Some majors, licensure, and certificate 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 —A minimum of 32 semester credits must be completed through Augsburg College. Additionally, no fewer than 24 of the last 32 semester credits must be completed at Augsburg or within an approved exchange program (ACTC, McNally Smith, or Augsburg Abroad). Transfer courses and Assessment of Previous Learning (APL) credits are counted against the residency requirement. Therefore, students are encouraged to complete transfer work and APL credits prior to reaching senior standing. Some departments have a minimum number of credits that are required in residence within the major or minor. Consult the departmental pages of this catalog for further information.

### Latin Honors

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

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 56 traditionally-graded credits at Augsburg and have no more than eight elective pass/no credit graded credits at Augsburg (classes offered only with P/N grading will not be counted).

For additional information, including the guidelines for the summa cum laude oral examination visit the Registrar's Office webpage.

### Commencement

Though the terms are often confused, the words "graduation" and "commencement" carry different meanings.

Graduation refers to the completion of all degree requirements. Students graduate when all requirements for the degree have been fulfilled, meaning that one can graduate at any point during the academic year provided that all requirements are complete.

Commencement is a ceremony. It is an opportunity for students, family, friends, and the Augsburg College community to celebrate academic achievement. Participation in commencement, however, does not mean that a student has graduated. A student will not graduate and a degree will not be conferred until all requirements are met, regardless of participation in commencement.

Augsburg College holds two commencement ceremonies in the spring to accommodate the College's different student populations. One commencement ceremony is for students in the Day undergraduate program. The second ceremony is for graduate program students and undergraduate students in the Adult Undergraduate and Rochester programs.

Undergraduate students who have not completed all degree requirements may participate in commencement if: (1) no more than three requirements will remain in their program at the conclusion of spring semester; and (2) the remaining requirements will be completed in the summer or fall semesters immediately following commencement.

## **Academic Progress, Probation, and Dismissal**

The College requires that all students maintain a 2.00 cumulative grade point average (GPA). A minimum GPA of 2.00 is required for graduation; however, certain majors require a higher minimum GPA.

Students will be placed on probation and considered for continuation or dismissal if:

- Cumulative GPA below 2.00
- First-year student who receives two 0.0 or No Pass grades
- Sophomore, junior, or senior who receives three 0.0 or No Pass grades
- At the end of the first term, one has not fulfilled the requirements established through the Conditional Admit Program (see the Academic Skills Office Conditional Admit Program CAP section).

For more information on probation requirements, go to the Academic Skills Office website.

Dismissal from the College is not automatic. Each case is reviewed by the Student Standing Committee. Evidence of a student's commitment to academic progress is the primary consideration used when deciding whether to dismiss.

Students on probation who voluntarily Withdraw from College must receive permission from the Student Standing Committee to re-enroll.

Students who have been dismissed may apply for readmission after one year. At that time, the Student Standing Committee will review the application for readmission accompanied by any statements and evidence attesting to the student's commitment to academic success.

A student will be removed from probation if:

- The cumulative GPA reaches 2.00; or
- One was placed on probation because of unfulfilled Conditional Admit Requirements and one subsequently satisfies those requirements.

The College reserves the right to dismiss any student who does not meet the guidelines stated above. Once a student is dismissed, he/she may appeal the decision to the Student Standing Committee within 10 calendar days of notification. Specific appeal instructions are included in the letter of dismissal.

Students may also be dismissed from professional programs, such as social work, education, and nursing. A student dismissed from a program may appeal the decision through the Program Dismissal Appeal Process. The process is available at [inside.augsburg.edu/studentaffairs/studentguide](https://inside.augsburg.edu/studentaffairs/studentguide).

## **Dean's List**

The Dean's List, compiled after each semester, recognizes undergraduate students for outstanding achievement during the term. Students can qualify for the Dean's List in two ways:

- Earning a semester GPA of 3.50 or higher based on 12 or more traditionally-graded credits
- Earning a semester GPA of 3.75 or higher based on 6-11 traditionally-graded credits

Incomplete courses and other classes without final grades at the time the Dean's List is compiled will not be considered. The Dean's List is published on Inside Augsburg and students can choose to submit announcements to their hometown newspapers.

## **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  
2300 Dulles Station Blvd, Suite 300  
Herndon, VA 20171  
Web: [www.studentclearinghouse.org](http://www.studentclearinghouse.org)  
Phone: 703-742-4200

## **Veterans of Military Service**

Augsburg is approved by the state approving agency for VA education benefits. Veterans and eligible spouse and dependents should consult with the VA School Certifying Officials in the Registrar's Office and Student Financial Services about completion of enrollment verification and the forwarding of other information to the Department of Veterans Affairs. Veterans will need to meet the requirements of the Veterans Administration regarding repayment of educational assistance funds received. Additional information about veterans' education benefits can be found at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).



## The Augsburg Curriculum

Augsburg College is dedicated to educating students intellectually, physically, and spiritually. To act effectively, humans 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 human knowledge and our world.

“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. Fitness courses offer students opportunities to develop skills and habits of healthful living.

Students choose from more than 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.

## Undergraduate Student Learning Outcomes

**The College’s mission statement offers a series of *educational values*:**

Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

**As part of this mission, Augsburg’s faculty have identified a set of outcomes for student learning:**

These areas reflect our shared commitment to offering a vibrant liberal arts education in tandem with career preparation and vocational discovery. We expect students to achieve these outcomes cumulatively, through the completion of the core curriculum, majors / minors, electives and co-curricular experiences.

***As Informed Citizens, students are learning to ...***

- engage their communities and demonstrate a sense of agency to create change in ethical and informed ways (Civic Engagement / Ethical Reasoning)
- explain diverse positions and collaborate effectively across social, cultural and geographic differences in local and global contexts (Global Awareness / Intercultural Competence)

***As Thoughtful Stewards, students are learning to ...***

- critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context (Vocation / Religious Literacy)
- identify the broad foundations for sustainable living and apply them in demonstrable ways (Health and Wellness / Sustainability)

***As Critical Thinkers, students are learning to ...***

- use appropriate methods to gather and analyze evidence, identify underlying assumptions, and evaluate competing claims (Critical Thinking / Information Literacy)
- construct coherent, polished and persuasive arguments, narratives and explications in written, oral and other formats (Writing / Oral Communication)

***As Responsible Leaders, students are learning to ...***

- employ the fundamental principles of quantitative literacy to arrive at thoughtful judgments (Quantitative Literacy)
- articulate and solve problems in creative, analytical, and integrative ways (Problem Solving / Integrative Learning)

## Overview of the Curriculum

The Augsburg Curriculum is comprised of three main components: core curriculum (or general education requirements), major requirements, and electives. Some students may need to complete entry-level skill courses before enrolling in college-level classes. The general education requirements include a liberal arts foundation, signature courses and experiences, skills development, and a keystone.

### Entry Level Placement Tests

Math, Writing, English (if applicable), and language placement for Modern Language courses.

### The Augsburg Core Curriculum

The Augsburg First Year

- Augsburg Seminar
- Engaging Minneapolis
- Many Voices Project

The Augsburg Signature Curriculum

- Religion, Vocation, and the Search for Meaning I and II
- Augsburg Experience
- Senior Keystone

The Liberal Arts Foundation

- Natural Sciences and Math
- Social and Behavioral Sciences
- Humanities
- Fine Arts

Electives

Majors

### Skills

The Augsburg Curriculum is designed to help students develop the skills necessary for successful careers and fulfilling lives, including:

- Writing
- Critical Thinking
- Oral Communication
- Information Literacy
- Quantitative Literacy
- Religious Literacy
- Ethical Reasoning
- Problem Solving
- Intercultural Competence
- Civic Agency and Engagement
- Health and Wellness

## Entry Level Placement Tests

Prior to first-year registration, students will complete entry level skills assessments in:

- Mathematics
- Writing
- Foreign Language Placement (French, German, or Spanish)
- and, if applicable, English Language Learning

First-year students who began at Augsburg in the fall of 2013 or later, who require developmental/entry-level courses, must complete these courses by the end of their fourth term. Transfer students who began at Augsburg in the fall of 2013 or later must complete all required developmental/entry-level courses by the end of their third term. The developmental courses subject to this policy are:

- ENL 101
- ENL 111 / HON 111 / ENL 112
- ENL 217 / 218
- MAT 103 / 105

### Entry-Level Mathematics

For a strong start at Augsburg, students will take entry-level exams to determine their math placement group (MPG.) 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. Students are required to take the Math Placement Exam before registering for the first term. Practice questions and other information are available from Academic Advising -- students are encouraged to study for the exam. Students may retake the Math Placement Exam once during their first term of enrollment.

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 in Math Placement Group (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.

### Entry-Level Writing

A writing sample is required of students to determine placement in an appropriate writing class. In some cases, students who have transferred an equivalent English composition course from another college or Advanced Placement English Language and Composition with a score of 4 or 5 may have placement determined by the Registrar's Office. All other students must take the Writing Placement Test, which is administered by Academic Advising.

Based on the writing sample, students are placed into the appropriate writing course. Students are required to complete Effective Writing (or Advanced Effective Writing or Honors Effective Writing). Students who need to develop competence in composition skills are required to enroll in Developmental Writing (ENL 101) before taking Effective Writing. These students must pass Developmental Writing (ENL 101) with a grade of P, 2.0, or higher before enrolling in Effective Writing (ENL 111/112/HON 111).

### Modern Language Assessment

Students with proficiency or experience in French, German, or Spanish complete an assessment to determine placement in Augsburg's modern language courses. Students begin their exploration of modern language at the level identified by the placement test. This online assessment is administered by Academic Advising. Placement assessment for American Sign Language and Ojibwe is administered by faculty representing those specific languages.

## **English Language Learners Assessment**

Students whose primary language is other than English will complete an assessment to determine preparedness for classes taught in English. Results of this assessment determine placement in English Language Learner course(s). This assessment is administered by Academic Advising.

## **Core Skills Requirements**

### **Effective Writing**

Students must pass ENL 111 - Effective Writing, ENL 112 - Advanced Effective Writing, or HON 111 - Honors Effective Writing with a grade of 2.0, P, or higher, or transfer in an equivalent course. Attendance at the first day of class is required.

### **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. For a language previously studied, placement into the 211 level or successful completion (minimum grade of 2.0 or P) of 112 satisfies the graduation requirement. Placement into French, German, and Spanish courses is based on assessment results from an online Brigham Young University evaluation tool. Students proficient in other modern languages may seek a placement evaluation through faculty fluent in the specified language at Augsburg or other ACTC schools. Availability of assessment in all languages is not guaranteed.

Assessment is used for placement only and does not result in credit. Students may audit, but will not receive credit for any course taken below their placement level. The Department of Languages and Cross-Cultural Studies may override assessment results as deemed appropriate.

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 English Language Learners (ELL) placement test must fulfill the 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 will receive credit for the Modern Language Core Skill requirement. Contact Academic Advising or the English Department for additional information.

### **Health and Wellness**

Two health and wellness courses are required. WEL100 - Foundations of Wellness (formerly HPE001) is required of all students. The second course may be chosen from a variety of different WEL102 – Recreational Wellness (formerly HPE002) courses. Students may test out of the WEL102 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 Wellness and Recreational Wellness are noncredit courses and are not included in the 128 credit graduation requirement.

## **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 faith and the search for meaning
- Cultivates the transformative discovery of, and appreciation for, the student's place of leadership and service in a diverse world

The curriculum has three major components:

- Liberal Arts Foundation
- Signature Curriculum
- Skills Development

### **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 (AugSem), a first-year learning community in their major or related area of academic interest. AugSem's purpose is to help first-year students embrace the expectations and benefits of being a member of a learning community at Augsburg College by:

- Encountering the community
- Engaging the learning process
- Exploring the self as scholar

AugSem equips students to become intentional learners, connects them to the larger Augsburg community, and helps them succeed in 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. Embedded in the AugSem experience, Engaging Minneapolis introduces students to the city as a resource for intentional learning, typically through civic engagement, cultural engagement, and/or service-learning.

#### ***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 among diverse writers and readers.

### **The Augsburg Signature Curriculum**

#### ***Religion, Vocation, and the Search for Meaning***

Augsburg's Signature Curriculum takes seriously the College's identity as a college of the Evangelical Lutheran Church in America. Two required courses (REL 100 plus a Search for Meaning II course) highlight Augsburg's commitment to this identity and the College's commitment to developing religious literacy and nurturing students to think critically about the concept of vocation.

Students from all faith traditions will find a generous spirit of hospitality in these courses. Whether you are Jewish or atheist, Buddhist or seeker, Catholic or Muslim, Baptist, Lutheran, uncertain, disinterested, or someone who is “spiritual but not religious,” these courses promote respect and understanding across faith traditions. All religion courses engage with the concept of vocation and an understanding that we are called to live and serve as neighbors. REL 100 explores the idea that vocation is a model and lens for viewing the connections between our basic beliefs and the commitments and actions we make in life.

### **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 liberal arts provide the opportunity for students to acquire a broad and solid foundation for their specialized study and professional preparation.

Students choose two approved LAF courses from two different departments in each domain: Natural Sciences and Mathematics, Social and Behavioral Sciences, Humanities, and Fine Arts.

The official list of approved LAF courses is found on the Registrar’s Office webpage.

#### ***Natural Sciences and Mathematics***

Two approved courses from two different departments: Biology, Chemistry, Environmental Science, Mathematics, Physics. One must be a lab science course.

#### ***Social and Behavioral Sciences***

Two approved courses from two different departments: Anthropology, Economics, Environmental Studies, Political Science, Psychology, Sociology.

#### ***Humanities***

Two approved courses from two different departments/programs: American Indian Studies, Communication Studies, English, History, Philosophy, Religion, Languages and Cross-Cultural Studies (literature and culture courses), and Gender, Sexuality, and Women’s Studies.

Note: The signature Search for Meaning (REL 100 and 200) courses do not count as humanities Liberal Arts Foundation requirements. If a student opts to take another upper-division REL course to fulfill the Search for Meaning II requirement, it may not count toward a Humanities LAF.

#### ***Fine Arts***

Two approved courses or approved activities from two different departments: Art, Film, Music, Theater Arts.

One fine arts LAF requirement can be met by participating in one of the following:

- Four semesters in any combination of the major choral ensembles listed (MUE 111, 112, 114, 115)
- Four semesters of orchestra (MUE 121)
- Four semesters of concert band (MUE 141)

### **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. In this course, students reflect on the meaning of their educational experiences and consider issues of transition as they prepare for their lives after Augsburg. Many 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 asks graduating students to think critically, reflectively, and ethically about their place in the world as leaders and servants.

## Electives

A student must complete a minimum of 128 semester credits in order to graduate. If the Core Curriculum and Major requirements do not reach 128 semester credits, the student may take electives for credit in any subject area to reach the minimum credit requirement.

## Majors

For major requirements, see the appropriate departmental page(s) of this catalog or consult the department chair.

## Graduation Skills

An Augsburg education aims to develop certain key skills during the years in college. Critical thinking, quantitative reasoning, speaking, writing and information literacy are deliberate components of certain courses. 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 these requirements.

The Quantitative Reasoning (QR) skill incorporates both foundational mathematical skills and the application of those skills. MPG 3 (Math Placement Group 3) is a prerequisite for all quantitative reasoning courses. See the appropriate departmental page(s) in this catalog or consult the department chair for more information.

## 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.

### 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:

- Actuarial Science (St. Thomas)
- Biology
- Biopsychology
- Chemistry
- Elementary Education
- Exercise Science
- Health Education (teaching licensure only)
- Mathematical Economics
- Mathematics
- Music Therapy
- Nursing
- Physical Education (teaching licensure only)
- Physics

### 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:

- Actuarial Science (St. Thomas)
- Biology

- Biopsychology
- Chemistry
- Mathematical Economics
- Mathematics
- Music Therapy
- Nursing
- Physics



## Majors and Minors

Majors, or concentrations of study, may be within one department, within one division, or may cross academic disciplines.

Students are required to declare a major upon completion of 48 semester credits, and earlier in some disciplines. Details of majors and minors are in the departmental pages of this catalog. Unless otherwise indicated, majors are part of the Bachelor of Arts degree. Students are not required to complete a minor for graduation. Minors completed after a bachelor's degree is awarded are noted on the transcript.

Below is a complete list of majors, minors, and emphases. Listings that are in bold type are offered through both the Day Program and the Adult Undergraduate (AU) program. Students are encouraged to discuss scheduling rotation of major courses with their faculty advisors.

### Majors and Areas of Emphasis

#### **Accounting**

American Indian Studies

Art

Art History

Studio Art

Studio Art (Graphic Design)

Biology (BA or BS)

Life Sciences (BA)

Biopsychology (BS)

Business Administration

**Economics/Business Administration**

Music Business

Chemistry (BA or BS)

#### **Communication Studies**

Computer Science (BA or BS)

Computational Economics (BA)

Computational Philosophy (BA)

Economics

Applied Economics

Computational Economics

Economics

**Economics/Business Administration**

Economics/Political Science (teacher licensure major)

Mathematical Economics (BS)

**Education**

**Education Studies (non-licensure)**

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

**Kindergarten-Elementary (BA or BS- licensure)**

K-12 English as a Second Language

Special Education: Academic Behavioral

Strategist

**Secondary (non-major, licensure only)**

Engineering <sup>2</sup>

English

Communication Arts/Literature (teacher licensure major)

Creative Writing

Literature, Language, and Theory

Environmental Studies

Exercise Science (BA or BS)

Film

#### **Finance**

Gender, Sexuality, and Women's Studies

Global Women's and Gender Studies

Sexuality Studies

Health Education (BA or BS)

History

International Business

International Relations

International Business Concentration

Languages and Cross-Cultural Studies <sup>1</sup>

Cross-Cultural Studies

French

German

Spanish

#### **Management**

Management Information Systems

Marketing

Mathematics (BA or BS)

Medieval Studies

Music

Music (BA)

Music Business (BA)

Music Education (BM)

Music Performance (BM)

Music Therapy (BS)

#### **Nursing (BS-Evening program offered through AU only)**

Philosophy

Computational Philosophy

Physical Education (BA or BS)

Physics (BA or BS)

Biophysics (BS)

Space Physics (BS)

Political Science  
Political Science/Economics (teacher licensure major)  
Pre-Law  
Public Policy and Political Change

**Psychology**

Psychology and Law  
Clinical Psychology  
Social Psychology

**Minors**

**Accounting**

American Indian Studies

Art

Architecture  
Art History  
Studio Art

Biology

**Business Administration**

Business Minor for Science Majors

Chemistry

**Communication Studies**

Computer Science

Economics

English

Literature, Language, and Theory  
Writing  
Creative Writing  
Media Writing

Environmental Studies

Film

Gender, Sexuality, and Women's Studies

Global Women's and Gender Studies  
Sexuality Studies

Health Education

History

International Business

International Relations

Religion

Youth and Family Ministry

Social Work (BS)

Sociology

Student-Designed Major

Theater Arts

Design/Technical

Directing/Dramaturgy/Playwriting

Performance

Urban Studies

Languages and Cross-Cultural Studies

French

German

Spanish

Leadership Studies

Management Information Systems

Marketing

Mathematics

Medieval Studies

Music

Music Business

Peace and Global Studies

Philosophy

Physical Education

Physics

Political Science

Pre-Law

Public Policy and Political Change

**Psychology**

Religion

Youth and Family Ministry

Sociology

Social Welfare

Special Education

Theater Arts

Design/Technical

Film/Performance

Musical Theater

Performance

Theater History and Criticism Dramaturgy

Urban Studies

<sup>1</sup>Cooperative program of the Associated Colleges of the Twin Cities (ACTC) and agreements with the University of Minnesota. It is possible for students to take beginning/intermediate/advanced language courses not available at consortium colleges. Consult with the ACTC office for specific program options. Students register directly with the ACTC office.

<sup>2</sup>Dual-degree programs with the University of Minnesota Institute of Technology and Michigan Technological University.

## Student-Designed Major

Students may design their own major with the assistance and approval of three advisors 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 advisors, 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 advisors from relevant fields, who together constitute the Review Team. All advisors 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 advisors' 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 statement of learning goals and objectives
  - A list of proposed courses (minimum of 36 semester credits, 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 proposed 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 Clair & Gladys Strommen Center for Meaningful Work 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.
  - A description of the student-designed major capstone to be taken some time during the senior year. The student should devise the capstone in consultation with advisors. It should require an integrative project/paper that draws together the coursework up to that point and/or prepares one for further study. In addition, at least one of the advisors 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 advisors presumes their approval of the capstone course.
  - Submit the completed proposal and supporting documentation to the Office of Academic Affairs.

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 advisors 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 advisor approval.

## ACTC Majors

Full-time Day students may complete other majors through the Associated Colleges of the Twin Cities (ACTC). Students who wish to complete a major or minor offered at one of the other ACTC colleges must submit a completed ACTC Major or Minor Declaration Form to the Registrar's Office. This form must list all ACTC courses required and be signed by the ACTC school advisor. Some majors may not be available or may have a competitive application process with acceptance determined by the major department.

## 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 advisor is available in each field to assist students in their planning. Students who want to plan a pre-professional program should contact Academic Advising prior to or early in their first year to arrange for faculty advising.

### ***List of Pre-Professional Programs:***

- Pre-Engineering
  - See Engineering Departmental page.
- Pre-Health Science
  - See Biology Departmental page
- Pre-Law
  - Students considering a career in law should examine the handbook published by the Association of American Law Schools. Pre-law students major in disciplines of their own choosing; most law school entrance requirements will be satisfied with a record of solid achievement coupled with an acceptable Law School Admission Test (LSAT) score.
- Pre-Pharmacy
  - Augsburg has a program designed to fulfill minimum requirements of the College of Pharmacy at the University of Minnesota: BIO 151, 353, 476; CHM 115, 116, 351, 352; COM 111 or 115; ECO 112 or 113; ENL 111, 220; MAT 145; PHY 121, 122; and two courses in behavioral sciences such as PSY 105 and SOC 121. 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 Bernhard Christensen Center for Vocation provides resources and support, including scholarship opportunities, for students considering seminary.

## Academic Organization and Departments

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.

### Degrees Offered

Augsburg offers the following undergraduate degrees:

- Bachelor of Arts
- Bachelor of Music
- Bachelor of Science

### 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 advisors and participate regularly in campus activities. Every incoming student receives an advisor. In this close interaction, faculty act as both mentors and models for students.

### Course Descriptions

Course descriptions offer a brief summary of the subject matter to aid students in planning a program. Course descriptions can be found at our [Course Description Search](#). A syllabus containing a more detailed explanation of content, approach, requirements, and evaluations for a particular course can be obtained from the instructor.

### Internships and Independent Studies

Every department offers opportunities for internships and independent study. The course description and process for registering for credit is normally the same for each department. Some departments have additional requirements that are noted in the course description. Interdisciplinary internships are also available.

#### *Internships*

198 – Internship/On-campus

199 - Internship/Off-campus (4 credits)

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 Strommen Center regarding requirements and permission to register.

396 - Internship/On-campus (4 credits)

397 - Internship/Off-campus (2 credits)

398 - Internship/On-campus (2 credits)

399 - Internship/Off-campus (4 credits)

A work or service-based learning experience at the junior/senior level in which a student, faculty member, and site supervisor design a learning agreement that links the ideas and methods of the discipline with the opportunities inherent in the placement. 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 Strommen Center 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. 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. Approval must be secured in writing from the instructor and the department chairperson before the term in which the study is undertaken.

## **Academic Year**

All Augsburg programs follow the semester calendar with fall, spring, and summer semester lengths ranging from 14-16 weeks.

In Augsburg's Day Program full-time students normally take 16 credits per semester. The Day Program calendar is coordinated with those of the four other colleges of the Associated Colleges of the Twin Cities (ACTC), so that students can take a course on another campus during fall or spring semester.

Adult Undergraduate (AU) classes typically meet on the same night of the week, on an alternating bi-weekly schedule. The alternating weeks of the semester are labeled "Maroon," and "Silver." Students select courses from both the maroon and silver schedules, creating an alternating schedule of classes. Face-to-face meetings occur on alternating weeks for three-and-a-half hours on either Tuesday or Thursday, depending on the program. Online and out-of-class work occurs during the non-class meeting week. Additional classes outside of the major program may be scheduled on Monday or Wednesday weeknights. Students may take up to 18 credits per semester.

Weekend and Evening College (WEC) classes typically meet on alternate weekends. Some classes may meet weekly on weekday evenings. There are seven to eight face to face class sessions supplemented by online instruction each semester, and classes meet on weekends for 3.5 to 4 hours. Students may take up to 18 credits per semester.

Rochester (ROCH) campus classes are held on weekday evenings and meet alternate weeks. There are seven to eight class sessions supplemented by online instruction each semester with each class meeting for 3.5 to 4 hours. Students may take up to 18 credits per semester.

Courses and majors offered through AU/ROCH/WEC are equivalent to their Day Program counterparts. However, the curriculum is limited to selected liberal arts courses and majors.

## **Course Offerings**

In general, courses are offered in both fall and spring semesters unless otherwise indicated. Since some courses are offered alternate years, it is important that the student review major requirements and course offerings with an advisor to ensure that all requirements can be met.

Note: Not all courses are offered in all programs. Refer to AugNet Records and Registration for information on when specific courses are offered.

## **Credit Hour Definition**

Augsburg's credit hour policy follows the federal guidelines in defining a semester credit hour as one fifty-minute period of instruction and 100 minutes of out-of-class work per week for fifteen weeks, or the equivalent amount of student work completed over a different time frame or via a different delivery method.

## **Numbering**

Courses numbered 100 -299 are classified as lower division. Courses numbered 300 and above are classified as upper division. In general, courses in the 100s are primarily for first-years, 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 online [Course Description Search](#) 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. Effective Writing (ENL111) and math placement prerequisites cannot be waived by the instructor. Students may be dropped from a course if they do not earn a satisfactory grade in the prerequisite for that course.

## **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, Languages and Cross-Cultural Studies, Music, Philosophy, Religion, Theater Arts, Gender, Sexuality, and Women's Studies, 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, Social Work.

**Full explanation of departments and academic programs including major/minor requirements, graduation skills, and other academic information is provided in the following pages, alphabetically by department.**

## 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, culture, 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.

### Faculty

Eric Buffalohead (Chair), Elise Marubbio, Richard Gresczyk, Jim Rock, Dale Weston, Vinodh Kutty, Virginia Allery, Sophia Jacobson

### Degree and Major Requirements

#### American Indian Studies Major

Nine 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

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

#### *Non-departmental elective course options*

ART290

ENL255

ENL355

OJB111

OJB112

#### Graduation Skills

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by GST 200, MAT 163 or PHI 230. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

#### American Indian Studies Minor

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

For a complete list of courses and descriptions, see the [Course Description Search](#).



## Art

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 flourish with diversity. We are a small campus in the heart of a major metropolitan area with an innovative faculty and creative curriculum in graphic design, drawing, painting, printmaking, ceramics, sculpture, photography, hand papermaking, book arts, architecture, and digital media. A solid foundation of drawing, design, and history is balanced with the development of technical skills, critical thinking, and creative exploration in a range of media. On-campus galleries showcase student and professional artwork. Nearby museums, galleries, studio visits, and guest artists provide art in real time. Service learning, internships, and study abroad are integral to our program. We reach nearly 1,000 students a year from all disciplines, and graduate 25-30 majors annually with Bachelor of Arts degrees in art history, studio art, and art education. An emphasis in graphic design, an architecture minor, and certificates in art and graphic design provide additional opportunities for specialization.

For half a century, students have been earning degrees in studio art and art history at Augsburg College. We're excited to be here in the center of the city. You will be, too.

### Art Faculty

Kristin M. Anderson, Susan Boecher, Chris Houlberg, Tara Sweeney, Robert K. Tom

### Degree and Major Requirements

Note: All studio courses require 3-6 work hours outside of class sessions. Most studio courses have lab fees.

#### 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

ART 223 - Print Making I

ART 225 - Graphic Design I

ART 257 - Watercolor Painting I

One course in three-dimensional art from:

ART 221 - Sculpture I

ART 250 - Ceramics I

ART 280 - Hand Papermaking and Book Arts I

Five additional studio arts courses

ART 240 - Art History Survey, and two additional art history courses

ART 305 - Junior Exhibition and Faculty Review

ART 405 - Senior Exhibition and Faculty Review

Studio majors must participate in a group exhibition and review in their junior year, followed by a solo or two-person show with a faculty review in their senior year, and the annual senior group exhibition.

#### Studio Art major with emphasis in Graphic Design

Majors are required to begin their programs with the studio arts foundations:

ART102 - Design

## ART107 - Drawing

One course in two-dimensional art from:

- ART 118 - Painting I
- ART 223 - Print Making I
- ART 225 - Graphic Design I
- ART 257 - Watercolor Painting I

One course in three-dimensional art from:

- ART 221 - Sculpture I
- ART 250 - Ceramics I
- ART 280 - Hand Papermaking and Book Arts I

A two course sequence in graphic design, chosen from:

- ART 225 - Graphic Design I and ART 330 – Graphic Design II
- or
- ART 215 - Web Design I and ART 315 – Web Design II

Three additional graphic design electives, chosen from the following:

- ART 215 - Web Design I
- ART 224 - Publication Design
- ART 225 - Graphic Design I
- ART 280 - Hand Papermaking and Book Arts I
- ART 315 - Web Design II
- ART 320 - Typography
- ART 330 - Graphic Design II
- ART 333 - Digital Photography
- ART 340 - Digital Imaging
- ART 399 - Internship, design-related
- ART 499 - Independent Study, design-related

ART 240 and two additional art history electives

- ART 305 - Junior Exhibition and Faculty Review
- ART 405 - Senior Exhibition and Faculty Review

Studio majors must participate in an exhibition and review in their junior year, followed by a solo or two-person show with a faculty review, and the annual senior group exhibition. Please note that ART 225 cannot count as both a two-dimensional elective and a graphic design emphasis elective.

### **Graduation Skills**

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S), Writing (W), and Quantitative Reasoning (QR) are met by completing the following courses:

S: Choose from ART 102, 225, or upper division art history courses (ART 349, 352, 382, 385, 386, 387, 388, 389).

W: Choose two of the following courses to satisfy the writing skill: ART 349, 352, 385, 386, 387, 388, and 389.

QR: PHY 119, MAT 145, MAT 146, MAT163, GST 200, or PHI 230.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **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

Six other art or architectural history courses

Two studio courses:

ART 102 - Design or ART 107 - Drawing

ART 118 - Painting I or ART 221 - Sculpture I

Art History majors must participate in a group exhibition and review in their junior year, followed by creating and curating a research-based exhibition with faculty review in their senior year.

## **Graduation Skills**

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S) and Writing (W) are embedded in the upper division art history courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing the following courses:

QR: PHY 119, MAT 145, MAT 146, MAT163, GST 200, or PHI 230.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Double Major**

Students planning a double major in studio art and art history or a major/minor combination should meet with a department advisor 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 the highest quality work, and Art Department-approved special projects and/or research. Application should be made to the department chair before the last term of the senior year.

## **Studio Art Minor**

Five courses including:

ART 107 - Drawing

ART 240 – Art History Survey

Three additional studio courses.

## **Architecture Minor**

Five courses including:

ART 105 - Introduction to Architectural Drawing

ART 210 - Drawing for Design in Architecture

ART 243 - History of Architecture to 1750  
ART 244 - History of Architecture after 1750  
ART 249/349 - The Designed Environment

**Art History Minor**

Five art history courses including ART 240 - Art History Survey.

**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:

ART 102 - Design

Four in graphic design:

ART 215 - Web Design I

ART 225 - Graphic Design I

ART 320 - Typography

ART 340 - Digital Imaging

One art history

Two studio electives

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Biology

From transgenic crops to emerging diseases to being a member of the human species, biology affects – literally – every part of your life. Because biology is such a broad field, the biology program at Augsburg emphasizes integration across many sub-disciplines, including molecular, cellular, organismal, evolutionary, and ecological biology. Additionally, the biology program at Augsburg coordinates with the mathematics, chemistry, and physics programs to ensure that our students acquire the necessary knowledge to fully understand biological phenomena.

Augsburg's Biology program is designed to provide students with the opportunities to (1) understand the fundamental knowledge of the discipline, (2) know how scientific knowledge is generated and disseminated, (3) effectively communicate scientific information in written and oral forms, (4) be proficient in common biological lab techniques, and (5) demonstrate professionalism in the sciences. Additionally, Augsburg has a strong commitment to undergraduate research, both on and off campus. There are a variety of opportunities to work on research projects with Biology faculty and subsequently present your research at regional, national, and international meetings.

Graduates of our Biology program follow many different paths. Most of our graduates use their undergraduate major in Biology as a springboard for further study. Augsburg graduates have gone on to graduate studies leading to careers in post-secondary teaching, basic and applied research, and public health or have entered professional programs in medicine, veterinary medicine, and dentistry. In addition, many of our students go directly into the workforce as laboratory technologists and teachers.

## Biology Faculty

Jennifer Bankers-Fulbright (Chair), Matthew Beckman, Ralph Butkowski, William Capman, David Crowe, Ann Impullitti, Dale Pederson, Emily Schilling

## Degree and Major Requirements

Students may choose one of the following degree options: Bachelor of Arts in biology, Bachelor of Science in biology, or Bachelor of Arts in life sciences.

### Bachelor of Arts in Biology

The total number of required courses in the department is nine courses. There are additional required supporting courses that must be taken in other disciplines.

BIO 151 - Introductory Biology

BIO 152 - Evolution, Ecology, and Diversity

BIO 253 - Introductory Cellular Biology

BIO 255 - Genetics

MAT 114 - Precalculus

or MAT 145 - Calculus I

or MAT 163 - Introductory Statistics

or MAT 248 - Biostatistics

or PSY 215 - Research Methods and Statistics I

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

PHY 116 - Introduction to Physics

or PHY 107, 108 - College Physics I, II

or PHY 121, 122 - General Physics I, II

BIO 490 - Biology Keystone

or SCI 490 - Integrated Science

or HON 490 - Honors Senior Seminar

or another keystone with departmental approval

Five upper division electives, at least one of which must be BIO 361, BIO 440, or BIO 481:

BIO 351 - Invertebrate Zoology  
BIO 353 - Comparative Vertebrate Anatomy  
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 475 - Neurobiology  
BIO 476 - Microbiology  
BIO 481 - Ecology  
BIO 486 - Immunology  
BIO 495 - Special Topics in Biology  
PHY 317 - Biophysics

### **Bachelor of Science in Biology**

The total number of required courses in the department is nine courses. There are additional required supporting courses that must be taken in other disciplines.

BIO 151 - Introductory Biology  
BIO 152 - Evolution, Ecology and Diversity  
BIO 253 - Introductory Cellular Biology  
BIO 255 - Genetics  
CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
CHM 351 - Organic Chemistry I  
CHM 352 - Organic Chemistry II  
PHY 121, 122 - General Physics I, II  
or PHY 107, 108 - College Physics I, II  
MAT 145 - Calculus I  
MAT 146 - Calculus II  
BIO 490 - Biology Keystone  
or SCI 490 - Integrated Science  
or HON 490 - Honors Senior Seminar  
or another keystone with departmental approval

Five upper division electives, at least one of which must be BIO 361, BIO 440, or BIO 481:

BIO 351 - Invertebrate Zoology  
BIO 353 - Comparative Vertebrate Anatomy  
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 475 - Neurobiology  
BIO 476 - Microbiology  
BIO 481 - Ecology  
BIO 486 - Immunology  
BIO 495 - Special Topics in Biology  
PHY 317 - Biophysics

## **General Education Accommodation**

BS biology majors may reduce their general education program by one or two courses. See Bachelor of Science/Liberal Arts Foundation (LAF) Waiver in the Academic Information section of the catalog.

## **Bachelor of Arts in Life Sciences**

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

BIO 151 - Introductory Biology

BIO 152 - Evolution, Ecology, and Diversity

BIO 253 - Introductory Cellular Biology

BIO 255 - Genetics

MAT 114 - Precalculus

or MAT 145 - Calculus I

or MAT 163 - Introductory Statistics

or MAT 248 - Biostatistics

or PSY 215 - Research Methods and Statistics I

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

PHY 116 - Introduction to Physics

or PHY 107, 108 - College Physics I, II

or PHY 121, 122 - General Physics I, II

BIO 490 - Biology Keystone

or SCI 490 - Integrated Science

or HON 490 - Honors Senior Seminar

or another keystone with departmental approval

Two science courses from the following:

PHY 101 - Astronomy

SCI 106 - Introductory Meteorology

An introductory geology course

Four upper division electives, at least one of which must be BIO 361, BIO 440, or BIO 481:

BIO 351 - Invertebrate Zoology

BIO 353 - Comparative Vertebrate Anatomy

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 475 - Neurobiology

BIO 476 - Microbiology

BIO 481 - Ecology

BIO 486 - Immunology

BIO 495 - Special Topics in Biology

PHY 317 - Biophysics

## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Speaking (S) is met by completing COM 115 (preferred) or COM 111 or HON 130.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Transfer course policy for majors and minors**

All transfer courses, including ACTC courses, must be approved in writing by the department, subject to review by the chair. Only those biology courses successfully completed (2.0 or above) within the last 10 years will be considered. At least four upper division electives must be completed in residence (at Augsburg College).

## **Custom Biology Programs**

Students who have completed BIO 151, 152, 253, 255 and at least one upper division elective may, in consultation with their advisor, seek approval from the department to complete major requirements with as many as four upper division courses from other institutions.

## **Departmental Honors**

A GPA of 3.5 in biology and 3.0 overall is required. Additionally, students must successfully complete one of the following:

Summer or academic year research internships followed by successful completion of BIO 297, BIO 399, BIO 497, BIO 499 or HON 499 with a biology mentor. Students will submit a formal intent to be considered for departmental honors within the first week of classes in the fall semester of the senior year (or the first week of classes for the spring semester if they are graduating the following December). This formal intent must be typed and will be composed of no more than one page of text providing the following: (1) Title of project. (2) Abstract describing the project with special focus given to the questions that will be addressed, the methods to be used and the expected outcomes. (3) Name and signature (with date) of your faculty advisor. (4) List of three Biology Department faculty who have agreed to serve as your evaluation committee. A decision will be made by that committee within one week of submission. Projects must include public presentation and a written report approved by the department.

Participation in and completion of the Mayo Innovation Scholars Program (including presentation).

Scoring above the national 90th percentile on the ETS Major Field Test in Biology.

## **Minor**

A course sequence in general chemistry and five biology courses including BIO 151, 152, and three additional BIO courses (200 level or above). The majority of courses in biology must be taken at Augsburg College.

## **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 advisor in the biology department. In order to complete all major requirements in four years, BIO 151 and 152 and General Chemistry should be taken in the first year, and BIO 253, BIO 255 and Organic Chemistry (when appropriate) in the second year. Students should complete their math requirements early in their college careers. Students must earn a minimum grade of 1.0 and an average grade of 2.0 in BIO 151 and 152. Supporting course requirements in chemistry, mathematics, physics, and communication must be satisfied with a grade of 2.0 or higher to satisfy either major or prerequisite requirements. A grade of 2.0 or higher is required in BIO 253 and BIO 255 in order to fulfill major requirements and to fulfill the prerequisite requirements of several upper division biology electives. A grade of 2.0 or higher must be earned in all upper division biology courses applied toward meeting the requirements of a major. All biology courses applied toward the major must be traditionally graded. A GPA of 2.5 in biology courses is required for the life science major.



\*Students completing majors in biology or life science will be required to take the ETS Major Field Test in Biology during their final year of the program. The exam will appear on the graduation checklist.

### **Biology for Health Sciences**

Prerequisite requirements for health sciences vary with the program and the institution. Care should be taken to study the requirements for every program well in advance of making application. In general, the pre-medical curriculum includes a year each of biology, general chemistry, organic chemistry, calculus and physics. Courses in biochemistry, statistics, advanced biology, and social and behavioral sciences are also important preparation for the MR5 Medical College Admissions Exam. Programs in physician assistant training, veterinary medicine, physical therapy, and such typically have a more extensive list of prerequisites. Students considering a post-baccalaureate program in these areas should consult early and often with health science advisors Catherina Kipper, Dixie Shafer, Dale Pederson, and Kelsey Richardson-Blackwell.

### **Graduate Training in Biology**

Graduate programs in biological fields typically require two semesters of general chemistry, organic chemistry, calculus, and physics. Also required is extensive involvement in research through Augsburg Experience, internships, and/or independent study. Careful consultation with a biology advisor is recommended to select among coursework and research options.

### **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.

### **Post-Baccalaureate Teaching Licensure**

Students who have earned a bachelor's degree elsewhere and seek life science teaching licensure at Augsburg are required to complete a minimum of two upper division biology courses at Augsburg with grades of 2.5 or higher. Required or elective courses are determined by the department following review of transcripts and prior to matriculation.

### **Beta Beta Beta**

Membership in the Augsburg chapter of this national biology honor society is open to students who have completed at least one upper division biology course and have a GPA of 3.0 in biology.

### **Cooperative Education and Service-Learning**

The department works with the Strommen Center for Meaningful Work in identifying and defining cooperative education experiences in laboratories and other settings in the Twin Cities.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

# Biopsychology

The biopsychology major is designed to offer students an integrative perspective on the biological basis of behavior. Towards this end, students will take courses in both psychology and biology to gain exposure to a broad range of theories and research covering a variety of topics such as cognition, motor control, sensation/perception, emotion, and psychopathology. These topics will be studied at multiple levels of analysis including genetic, neural, and environmental.

The biopsychology major will provide students with a strong foundation of courses in neuroscience, statistics, and chemistry. This broad training can help prepare students for careers in research, medicine, public health, education, and pharmaceutical or biotechnology industries.

## Biopsychology Faculty

Matthew Beckman (Biology), Ralph Butkowski (Biology), David Crowe (Biology), Stacy Freiheit (Psychology), David Matz (Psychology), Dale Pederson (Biology), Bridget Robinson-Riegler (Psychology), Nancy Steblay (Psychology), Henry Yoon (Psychology).

## Degree and Major Requirements

### Major

Thirteen Courses:

BIO 151 - Introductory Biology  
BIO 152 - Ecology, Evolution and Diversity  
BIO 253 - Introductory Cellular Biology  
BIO 475 - Neurobiology  
PSY 105 - Principles of Psychology  
PSY 215 - Research Methods and Statistics I  
PSY 315 - Research Methods and Statistics II  
PSY 355 - Biopsychology

Two Psychology electives from the following:

PSY 299 - Directed Study (Research in Biopsychology)  
or PSY 360 - Psychology Laboratory (two semesters)  
PSY 354 - Cognitive Psychology  
PSY 391 - Individual Differences  
PSY 410 - Clinical Neuropsychology  
PSY 491 - Advanced Research Seminar  
PSYC 322 - Sensation and Perception (St. Thomas)  
PSYC 407 - Seminar in Behavioral Neuroscience (St. Thomas)  
PSYC 378 - Psychology of Language (Macalester)  
PYSC 486 - Seminar in Neuropharmacology (Macalester)

Two Biology electives from the following:

BIO 255 - Genetics  
BIO 369 - Biochemistry  
BIO 471 - Advanced Cell and Molecular Biology  
BIO 473 - Animal Physiology  
BIO 495 - Special Topics in Biology: Animal Behavior (this topic only)  
BIOL 356 - Cellular and Molecular Neuroscience (Macalester)  
PHY 317 - Biophysics

Keystone (one required):

BIO 490 - Biology Keystone  
PSY 400 - Keystone Internship  
SCI 490 - Integrated Science

Note: Students will need to take the CHM 115/116 sequence to complete the biology courses. A minimum of five courses must be from Augsburg.

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in speaking (S) is met by completing COM 111 or 115. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill these skills.

### **Other Requirements**

An average grade of 2.0, with no grade below a 1.0 is required for BIO 151 and 152. A grade of 2.0 or above is required for all courses (200 level and above) applied to the major.

### **Transfer Course Policy for Majors**

All transfer courses, including ACTC courses, must be approved in writing by the department chair(s). Only those biology and 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 introductory or elective credit for the major.

### **Biopsychology Honors**

GPA of 3.5 in the major, and 3.3 overall. Students must complete a high-quality research project, approved and evaluated by three members of the Biopsychology faculty. Formal application must be made no later than the junior year.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Department of Business Administration

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

Jeanne Boeh (Co-Chair), Stu Stoller (Co-Chair), John C. Cerrito, David A. Conrad, George F. Dierberger, Marc D. Isaacson, Perwaiz Ismaili, Nancy Johnson, Phyllis Kapetanakis, Jayoung Koo, Lori L. Lohman, Marc C. McIntosh, Fekri Meziou, Magdalena M. Paleczny-Zapp, Milo A. Schield, Peter J. Stark

### General Requirements

#### Majors

The Department of Business Administration offers seven majors: Business Administration, Accounting, Finance, International Business, Management, Management Information Systems, and Marketing. There is also a combined Business and Economics major, which incorporates courses from both the Departments of Business Administration and Economics.

#### 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. The Department of Business Administration offers seven minors: Business Administration (for non-business majors only), Business Minor for Science Majors, International Business, Music Business, Accounting, Management Information Systems, and Marketing.

#### Transfer Students

Transfer students must complete at least four of the upper division courses required in the major at Augsburg, or at least three courses in the minor, or obtain an exemption from the department. Transfer courses must be approved by the department. Transfer courses taken more than 10 years ago will not be accepted. Business courses (ACC, BUS, FIN, MIS, MKT) taken at Augsburg more than 10 years ago will not be applied toward a major unless approved by a faculty member in the student's designated major area. Suitable intervening work experience will also be considered.

#### Advising

Students who plan to pursue any of our business majors are strongly encouraged to select a departmental advisor who teaches in their major. This should be done by the end of sophomore year at the latest. In addition to advising, departmental faculty can counsel students on their careers, assist in obtaining internships or jobs, and provide letters of recommendation for prospective employers or graduate programs. The business administrator is also available for advising questions relating to degree progress, course selection, and international courses abroad.

#### Departmental Honors

To complete departmental honors in the Department of Business Administration, students need to consult with the department chair. Students need to apply to the department and start the process during their junior year.

**Internships**

Students are strongly encouraged to work with the Strommen Center for Meaningful Work and department faculty to obtain an internship during their junior or senior year. Internships can provide students with experience that may be valuable in competing for jobs after graduation. Faculty advisors should be consulted about internships.

**Study Abroad**

The Department of Business Administration faculty actively support international study. For additional details, see the section on International Partners under International Programs in this catalog, or consult the departmental coordinator and/or the department administrator for international business courses or other overseas opportunities.

**P/N Grades**

Students may apply no more than 8 semester credits with P grades toward a major and no more than 4 semester credits with a P grade toward a minor. Please refer to the P/N and graduation requirements section of this catalog for specific details regarding P/N grades.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Business Administration

The major in Business Administration prepares students for professional careers in business administration or for graduate studies. Within this area, there is one specialization available to Day students called Music Business and another option available to both day and AU students called the Combined Business and Economics major. These two areas provide 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

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

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 Music Business (Day students only)

Business Core\* plus:

ECO 112 - Principles of Macroeconomics  
MUS 205 – Legal Issues in Music, Entertainment, and the Arts  
MUS 335 – Music Business  
MUS 336 - Arts Management and Concert Promotion  
MUS/BUS 399 - Internship  
MUS 162 – Entrepreneurship for Creative Businesses\*\*  
MUS 408 – Current and Future Issues in the Music Industry\*\*

\*\*Students may substitute 4 credits of business elective (chosen in consultation with the faculty adviser) in place of MUS162 and MUS408

12 elective credits in MUS or 8 semester credits in MUS credits and 4 semester credits in MUE (8 credits must be in residence at Augsburg), selected from:

MUS 101 - Materials of Music I  
MUS 102 - Materials of Music II  
MUS 111 - Aural Skills I  
MUS 112 - Aural Skills II  
MUS 130 - Introduction to Music in the Fine Arts  
MUS 220 - Worlds of Music  
MUS 241 - History of Jazz  
(other MUS courses as approved by advisor)

\*Music Business majors may substitute BUS 254 in place of BUS 242 or 200.

## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses. The Quantitative Reasoning (QR) graduation skill is met by completing two courses: MIS 260 (QF) and either MIS 264 or MIS 379 (QA).

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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.

## **Combined Major in Business Administration and Economics**

Eleven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
MKT 252 - Principles of Marketing  
MIS 379 - Quantitative Methods for Business and Economics  
or FIN 331 - Financial Management  
One other upper division BUS, ACC, FIN, MIS, or MKT course  
ECO 112 - Principles of Macroeconomics  
ECO 113 - Principles of Microeconomics  
ECO 312 - Intermediate Macroeconomics  
ECO 313 - Intermediate Microeconomics  
One other upper division ECO course

## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the combined major in Business Administration and Economics. The Quantitative Reasoning (QR) graduation skill is met by completing: ECO 112 or 113 (QF) and either MIS 379, ECO 318, or ECO490 (QA).

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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 Business Administration (open to non-business majors only)**

Six courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
MKT 252 - Principles of Marketing  
MIS 379 - Quantitative Methods for Business and Economics  
or MIS 264 - Statistical Literacy for Managers  
or FIN 331 - Financial Management  
ECO 112 - Principles of Macroeconomics  
or ECO 113 - Principles of Microeconomics

Other configurations may be permitted with approval of the department chair.

**Business Minor for Science Majors (open only to students majoring in Biology, Biopsychology, Chemistry, Computer Science, Mathematics, or Physics)**

Six courses including:

ACC 221 - Introduction to Financial Accounting

BUS 242 - Principles of Management

or BUS 200 - Exploring Business as a Vocation

or BUS 254 - Entrepreneurship

ECO 113 - Principles of Microeconomics

MKT 252 - Principles of Marketing

PHI 120 – Ethics

BUS 399 – Internship

or BUS 397 - Internship

**Minor in Music Business**

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. See the Music Department for requirements.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**



# Accounting

Accountants perform an important function in society by providing high-quality financial information. Augsburg Accounting majors learn the requisite skills to do this through the study of theories and practices associated with the areas of financial accounting, managerial accounting, tax accounting, and auditing. In addition, Accounting majors take courses in other business areas necessary so that they have a broad understanding of how accounting serves the needs of business managers and others who rely on accounting information.

Students completing the Accounting major will be prepared for entry-level positions as auditors and public accountants, management accountants, tax accountants, and internal auditors. Their education will give them knowledge and skills to work as accountants in business, government, and nonprofit organizations and to work in other positions requiring engagement with financial information.

The Augsburg Accounting major also provides students with the accounting and business coursework required to take the Uniform Certified Public Accountant (CPA) exam. Students can sit for the CPA exam after they have completed their Bachelor of Arts in Accounting. Students should note, however, that in order to be licensed as a CPA they must have completed a total of 150 credit hours in either undergraduate or graduate coursework and have one year of relevant work experience in auditing or taxation. Students will also have met the coursework requirements to take the Certified Management Accountant (CMA) exam.

Accounting majors are encouraged to consider taking one of the professional accounting examinations upon graduation. Students interested in learning more can find information at the following websites:

CPA exam general information: [www.aicpa.org/BecomeACPA/Pages/BecomeaCPA.aspx](http://www.aicpa.org/BecomeACPA/Pages/BecomeaCPA.aspx)

State of Minnesota CPA exam requirements: [www.revisor.mn.gov/rules](http://www.revisor.mn.gov/rules)

CMA exam: [www.imanet.org/cma\\_certification](http://www.imanet.org/cma_certification)

## Degree and Major Requirements

### Accounting Major

#### Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

#### Required Accounting Courses

Nine courses including:

ECO 112 - Principles of Macroeconomics  
BUS 301 - Business Law  
MIS 379 - Quantitative Methods for Business and Economics  
ACC 322 - Accounting Theory and Practice I  
ACC 323 - Accounting Theory and Practice II  
ACC 324 - Managerial Cost Accounting  
ACC 326 - Tax Accounting  
ACC 423 - Auditing  
ACC 425 - Advanced Accounting

## Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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.

## Joint Bachelor of Arts in Accounting and Master of Arts in Leadership

A BA in Accounting and an MA in Leadership (MAL) can be earned in this five-year program designed for students who wish to qualify for CPA certification and obtain a Master's degree. By the end of the fifth year and successful completion of all requirements, the student receives both a BA in Accounting and an MA in Leadership and will have fulfilled the 150-hour requirement to qualify for the CPA certification. Refer to the Graduate Studies Catalog for a complete list of courses.

It is recommended that students meet with an Accounting advisor to create an effective plan for successful completion of the five-year program.

Accounting students planning to pursue the five-year degree must apply for admission to the MAL program at the end of their junior year. The application process includes submission of:

- Completed application form
- Two letters of recommendation (one from an Augsburg professor and one from an employer)
- Personal statement
- Endorsement from Stuart Stoller, Program Coordinator
- Example of their writing in an academic paper
- GPA of at least 3.30
- Interview with the Director of the MAL program

Students must also have faculty endorsement from the Accounting program. Students must complete at least one year of accounting work experience (either a job or internship) by the time they graduate from the MAL program.

Program Coordinator: Stu Stoller

## Minor in Accounting

Six courses including:

ACC 221 - Introduction to Financial Accounting

ACC 222 - Introduction to Managerial Accounting

ACC 322 - Accounting Theory and Practice I

ACC 323 - Accounting Theory and Practice II

ACC 324 - Managerial Cost Accounting

One of the following:

ECO 112 - Principles of Macroeconomics

ECO 113 - Principles of Microeconomics

FIN 331 - Financial Management

MIS 260 - Problem Solving for Business

MIS 379 - Quantitative Methods for Business and Economics

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Finance

The Finance major prepares students for professional careers in corporate finance and the financial services industry. Augsburg Finance majors learn requisite skills through courses focused on financial theory and practice, investment and portfolio theory, intermediate accounting theory, money and banking, and international finance. In addition, Finance majors take courses in other business areas necessary so that they have a broad understanding of how finance serves the needs of business managers and others who rely on financial information. Besides careers in the finance/accounting area in all businesses large and small, this major leads to careers in banking, asset management, insurance, and investment banking. Students will gain the knowledge and skills to work as financial analysts and financial managers in business, government, and nonprofit organizations, and to work in other positions requiring engagement with financial information.

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 CFA Institute, and the Certified Financial Planner (CFP).

## Degree and Major Requirements

### Finance Major

#### Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

#### Required Finance Courses

Eight courses including:

ECO 112 - Principles of Macroeconomics  
BUS 301 - Business Law  
MIS 379 - Quantitative Methods for Business and Economics  
ACC 322 - Accounting Theory and Practice I  
FIN 433 - Financial Theory: Policy and Practice  
FIN 438 - Investment Theory  
FIN 460 - International Finance  
ECO 315 - Money and Banking

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## International Business

The objective of the international business major is to prepare students for the increasingly competitive and interdependent international business world with which they must cope. It is absolutely necessary for American graduates to be fully informed about how to compete and do successful business outside the US as well as in the US market where much of their competition is from foreign firms.

Students will learn about business transactions between and within countries, exchange rates, the laws and logistics of international trade, and investments made in foreign markets. Knowledge of other cultures is crucial to being a successful international business person. Besides your studies in business, finance, banking, and the like, you will also learn about different cultures and societies. A major in international business will lead you to exciting careers in a global context.

## Degree and Major Requirements

### International Business Major

#### Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

#### Required International Business Courses

Six courses including:

MIS 264 - Statistical Literacy for Managers  
or MIS 379 - Quantitative Methods for Business and Economics  
BUS 362 - International Business  
BUS 465 - International Management  
ECO 112 - Principles of Macroeconomics  
MKT 466 - International Marketing

One additional upper division course in either international business or international economics. Options include:

ECO 360 - International Economics  
ECO 370 - International Economic Development  
FIN 460 - International Finance

Students must also complete three semesters of a foreign language (or equivalent). This does not include American Sign Language. The language requirement may be waived for international students. Contact the International Business coordinator for details on language equivalents or other configurations, including transfer equivalencies.

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the international business major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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 International Business**

Six courses including:

ACC 221 - Introduction to Financial Accounting

BUS 242 - Principles of Management

or BUS 200 - Exploring Business as a Vocation

or MKT 252 - Principles of Marketing

ECO 112 - Principles of Macroeconomics

or ECO 113 - Principles of Microeconomics

Three courses in International Business (one may be in international economics). Options include:

BUS 362 - International Business

BUS 465 - International Management

ECO 360 - International Economics

ECO 370 - International Economic Development

FIN 460 - International Finance

MKT 466 - International Marketing

**Students should consult the area coordinator concerning acceptable alternatives in international economics. For a complete list of courses and descriptions, see the [Course Description Search](#).**

# Management

The major in management prepares the student for a wide variety of careers in supervision and senior management. Peter Drucker once commented that effective management is probably the main resource of developed countries and the most needed resource in developing ones.

The role of a manager is to guide the organization and its employees toward the accomplishment of goals. The skills developed in the study of this major are applicable in businesses of any size and in both the for-profit and nonprofit sectors.

In addition to the general business core courses, students take courses in human resources, strategy, international management, project management and/or quantitative methods of management.

## Degree and Major Requirements

### Management Major

#### Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
    or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

#### Required Management Courses

Six courses including:

ECO 112 - Principles of Macroeconomics  
MIS 264 - Statistical Literacy for Managers  
    or MIS 379 - Quantitative Methods for Business and Economics  
BUS 340 - Human Resource Management  
BUS 440 - Strategic Management  
BUS 465 - International Management  
MIS 376 - Project Management  
    or ECO 318 - Management Science

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the Management major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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.

For a complete list of courses and descriptions, see the [Course Description Search](#).

# Management Information Systems

The major in Management Information Systems prepares students for professional careers in information systems such as application developer, business systems analyst, IT consultant, or project manager. 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 develop new systems. MIS is an extensive major and includes courses from Computer Science, Economics, Business, Accounting, Finance, and Marketing as well as from MIS.

## Degree and Major Requirements

### Management Information Systems Major

Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

Required MIS Courses

Nine courses including:

MAT 171 - Discrete Mathematics for Computing  
MIS 270 - Data Management for Business  
MIS 264 - Statistical Literacy for Managers  
or MIS 379 - Quantitative Methods for Business and Economics  
MIS 375 - E-Commerce  
MIS 376 - Project Management  
MIS 475 - Systems Analysis and Design  
MIS 476 - Information Systems Projects  
CSC 160 - Introduction to Computer Science and Communication  
CSC 170 - Introduction to Programming  
or CSC 240 - Introduction to Networking and Communications

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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:

ACC 221 - Introduction to Financial Accounting

BUS 242 - Principles of Management

or BUS 200 - Exploring Business as a Vocation

or MKT 252 - Principles of Marketing

ECO 113 - Principles of Microeconomics

MIS 260 - Problem Solving for Business

Two courses selected from:

MIS 270 - Data Management for Business

MIS 375 - E-Commerce

MIS 376 - Project Management

or ECO 318 - Management Science

**For a complete list of courses and descriptions, see the [Course Description Search](#).**



# Marketing

The Marketing major prepares students for professional careers in a wide variety of marketing functions within both businesses and nonprofit organizations. Career avenues include marketing research, product management, marketing communications (such as advertising, public relations and 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 nonprofit organizations, and provides opportunities for working in the marketing field after graduation.

## Degree and Major Requirements

### Marketing Major

#### Business Core Requirements

Seven courses including:

ACC 221 - Introduction to Financial Accounting  
ACC 222 - Introduction to Managerial Accounting  
BUS 242 - Principles of Management  
or BUS 200 - Exploring Business as a Vocation  
ECO 113 - Principles of Microeconomics  
FIN 331 - Financial Management  
MIS 260 - Problem Solving for Business  
MKT 252 - Principles of Marketing

#### Required Marketing Courses

Eight courses including:

ECO 112 - Principles of Macroeconomics  
MIS 264 - Statistical Literacy for Managers  
or MIS 379 - Quantitative Methods for Business and Economics  
BUS 301 - Business Law  
MKT 352 - Marketing Research and 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

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

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 - Principles of Marketing

MKT 352 - Marketing Research and Analysis

MKT 355 - Marketing Communications

or MKT 357 - Advertising

Two additional marketing courses

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Chemistry

Chemistry is the science that examines and works toward understanding matter and 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 benefit 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 are imperative if a chemist is to be both truly human and truly scientific.

Augsburg's Chemistry department is approved by the American Chemical Society (ACS) and offers a Chemistry major that meets the chemistry background required by many fields.

Consonant with these ideals, the Chemistry Department 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, as well as professional goals other than traditional positions as chemists.
- To provide an atmosphere of learning so that students will want to remain lifelong learners, thereby remaining competent in their field, however that may change after graduation, and be able to move into new areas as opportunities arise.
- To encourage students to take a broad view of their education and to 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

Vivian Feng(Chair), Sandra L. Olmsted, Ron L. Fedie, Arlin E. Gyberg (Emeritus), David R. Hanson, Joan C. Kunz ,Michael Wentzel

## Degree and Major Requirements

### Bachelor of Arts

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

CHM 351 - Organic Chemistry I

CHM 352 - Organic Chemistry II

CHM 353 - Quantitative Analytical Chemistry

CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics

or CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy,

CHM 491 - Chemistry Seminar (four semesters)

SCI 490 - Integrated Science

or other approved Keystone

CHM 370, or BIO 369, or other approved biochemistry or chemical biology course

MAT 145 - Calculus I

MAT 146 - Calculus II

PHY 121 - General Physics I  
PHY 122 - General Physics II  
One additional course from:  
CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics  
CHM 367 - Properties of Polymers  
CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy  
CHM 464 - Advanced Organic Chemistry  
CHM 470 - Principles of Medicinal Chemistry  
CHM 481 - Instrumental Analysis  
CHM 482 - Advanced Inorganic Chemistry  
CHM 495 - Topics  
CHM 499 - Independent Study/Research  
PHY 317 - Biophysics

Because upper division courses have Mathematics and Physics prerequisites, students should plan to take MAT 145, 146 in the first 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 the Chemistry Department for assistance in course planning early in their college careers.

### **Bachelor of Science (non-ACS-Approved)**

CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
CHM 351 - Organic Chemistry I  
CHM 352 - Organic Chemistry II  
CHM 353 - Quantitative Analytical Chemistry  
CHM 370, or BIO 369, or other approved biochemistry or chemical biology course  
CHM 491 - Chemistry Seminar (four semesters)  
MAT 145 - Calculus I  
MAT 146 - Calculus II  
PHY 121 - General Physics I  
PHY 122 - General Physics II  
SCI 490 - Integrated Science  
or other approved Keystone

One of:

CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics,  
CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy

Three from these electives (12 semester credits)

CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics  
CHM 367 - Properties of Polymers  
CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy,

CHM 464 - Advanced Organic Chemistry  
CHM 470 - Principles of Medicinal Chemistry  
CHM 481 - Instrumental Analysis  
CHM 482 - Advanced Inorganic Chemistry  
CHM 495 - Topics in Chemistry  
CHM 499 - Independent Study/Research  
PHY 317 - Biophysics

### **Bachelor of Science (American Chemical Society Approved Major)**

CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
CHM 351 - Organic Chemistry I  
CHM 352 - Organic Chemistry II  
CHM 353 - Quantitative Analytical Chemistry  
CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics,  
CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy,  
CHM 464 - Advanced Organic Chemistry  
CHM 481 - Instrumental Analysis  
CHM 482 - Advanced Inorganic Chemistry  
CHM 491 - Chemistry Seminar (four semesters)  
SCI 490 - Keystone  
CHM 370, or BIO 369, or other approved biochemistry or chemical biology course  
MAT 145 - Calculus I  
MAT 146 - Calculus II  
MAT 245 - Calculus III  
PHY 121 - General Physics I  
PHY 122 - General Physics II

One elective (4-semester-credits) from:

CHM 367 - Properties of Polymers  
CHM 470 - Principles of Medicinal Chemistry  
CHM 495 - Topics in Chemistry  
CHM 499 - Independent Study/Research  
PHY 317 - Biophysics

Recommended: PHY 245 - Modern Physics, additional mathematics, research experience, and computer proficiency.

Because upper division courses have Mathematics and Physics prerequisites, students should plan to take MAT 145, 146 in the first year and PHY 121, 122 in the sophomore year.

### **General Education Accommodation**

BS Chemistry majors are allowed a two-course reduction in the general education program. See Graduation Requirements modification section of this catalog.

### **Graduation Skills**

The Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the chemistry major for both BA and BS degrees. ENL 111 should be taken in the first year. The Speaking (S) skill is met through COM 115 (or COM 111 or HON 130 or other approved speaking course) and further developed in upper division chemistry courses.

### **Departmental Honors**

Full ACS major; GPA of 3.50 in Chemistry, Mathematics, and Physics; one course (4 semester credits) or summer of approved research; participation in seminar.

### **Minor in Chemistry**

Five courses that must include: CHM 115, 116, CHM 353, and any two other Chemistry courses above 300. At least one of the 300-level courses must be taken at Augsburg.

### **Other Requirements**

Students must earn a grade of 2.0 or better in each course that applies toward the major or minor in chemistry. At least two CHM courses numbered above 300 must be taken at Augsburg. A course must be completed with a grade of 2.0 or higher to count as a prerequisite for any chemistry course. A minimum GPA of 2.5 in chemistry courses is required for any chemistry major.

Note: Other restrictions and prerequisites are in the course descriptions.

Transfer students must consult with a Chemistry Department Advisor about potential adjustments to their course requirements for the major.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

# Communication Studies

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 advisor as early as possible to design an approved major program, preferably by the end of the sophomore year.

## Faculty

### Communication Studies

Deborah Redmond (Chair), Kristen Chamberlain, Wesley Ellenwood, Robert Groven, Jenny Hanson, Anna Kudak, David Lapakko, Michelle Mcateer

### Film Studies

Deborah Redmond (Program Director), Michael Burden, Robert Cowgill, Cass Dalglish, Wesley Ellenwood, Darcey Engen, Doug Green, Jenny Hanson, Elise Marubbio

## Degree and Major Requirements

### Communication Studies Major, BA

For transfer students, at least six of these courses must be taken at Augsburg.

Required of all Communication Studies majors:

COM 111 - Public Speaking  
or COM 112 - Contest Public Speaking  
or COM 115 - Scientific and Technical Public Speaking  
COM 120 - Mass Media and Popular Culture  
COM 254 - Interpersonal Communication  
or COM 355 - Small Group Communication  
COM 280 - Introduction to Communication Studies  
COM 281 - Research Methods  
COM 329 - Intercultural Communication  
COM 351 - Argumentation  
COM 352 - Persuasion  
COM 490 - Keystone: Critical Conversations about Vocation

A total of 3 electives must be taken from following categories (one course must be from COM):

1 to 3 electives from the following (May not count the same course twice):

COM 247 - Documentary History and Theory  
COM 260 - Environmental Communication  
COM 299 - Directed Study  
COM 321 - Business and Professional Speaking  
COM 345 - Organizational Communication  
COM 399 - Internship  
COM 405 - Nonverbal Communication  
COM 415 - Advanced Critical Media Studies  
COM 480 - Public Relations/Promotional Communication

COM 495 - Communication Topics

COM 499 - Independent Study

0 to 2 approved outside electives from another major, for example:

ART 132 - Photography I

ART 215 - Web Design I

ART 225 - Graphic Design I

BUS 242 - Principles of Management

ENL 227 - Journalism

ENL 228 - Broadcast and Online Journalism

FLM 399 - Internship

MKT 252 - Marketing

Another course approved by Communication Studies department

### **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 English Department section of the catalog.

### **Departmental Honors**

Departmental Honors is designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Departmental Honors students 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 faculty advisor prior to their senior year to develop a proposal for the honors project.

### **Communication Studies Minor**

Six courses including:

COM 111 - Public Speaking

or COM 112 - Contest Public Speaking

or COM 115 - Scientific and Technical Speaking

COM 254 - Interpersonal Communication

COM 280 - Introduction to Communication Studies

COM 120 - Mass Media and Popular Culture

or POL 342 - Mass Communication in Society

COM 351 - Argumentation

or COM 352 - Persuasion

COM 355 - Small Group Communication

or COM 345 - Organizational Communication

### **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 Study Abroad. 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, Theater, Communication Studies, American Indian Studies, and Gender, Sexuality, and Women's Studies, to name a few.

Required of all Film Majors:

Nine Core Courses:

FLM 180 - Film Sight and Sound

FLM 216 - Film Production I

FLM 260 - Documentary Production I

FLM 420 - Issues in Contemporary Cinema

FLM 490 - Film Studies Keystone: Critical Conversations about Film and Vocation

COM 247 - Documentary History and Theory

ENL 241 - Intro to Cinema Arts

ENL 371 - History of Cinema

THR 232 - Acting

or THR 233 - Acting for Camera

Three electives must be chosen from the two 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.

### ***Track 1: Production***

Students interested in producing films or videos choose from:

ART 132 - Photography

ART 215 - Web Design I

ART 315 - Web Design II

ART 340 - Digital Imaging

COM 243 – Studio Production

ENL 228 - Broadcast and Online Journalism

ENL 229 - Screenwriting

FLM 124- Monster Movies

FLM 240- Animation

FLM 312 - Film Production II

FLM 348 - Intermediate Video Production

FLM 399 - Internship

FLM 495- Topics

FLM 499 - Independent Study

MUS 130 - Introduction to Music in the Fine Arts

PHY 119 - Physics for the Fine Arts

THR 328 - Theatrical Design

### ***Track 2: Theory and Culture***

Students interested in analysis of film, film genres, and cultural context choose from:

AIS 264 - American Indian in the Cinema

AIS 364 - Indigenous Filmmakers

AIS 208/408 - Native American Women and Film

ART 240 - Art History Survey

ENL 221 - Intermediate Expository Writing About the Arts

ENL 228 - Broadcast and Online Journalism

ENL 229 - Screenwriting

ENL 240 - Introduction to Literary Study

ENL 430 - Advanced Studies in Theory and Method  
FLM 124- Monster Movies  
FLM 399 - Internship  
FLM 495- Topics  
FLM 499 - Independent Study  
PHI 120 - Ethics  
PHY 119 - Physics for the Fine Arts  
REL 309 - Religion at the Movies  
SPA 248 - Spanish and Latin American Culture Through Film

***Film Minor:***

COM 120 - Mass Media and Popular Culture  
COM 247 - Documentary History and Theory  
ENL 241 - Introduction to Cinema Arts  
ENL 371 - History of Cinema  
FLM 180 - Film Sight and Sound  
FLM 420 - Issues in Contemporary Cinema

**Graduation Skills**

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing the following courses: COM 281 (QF) and COM 352 (QFA) for Communication Studies majors and one of MAT 163 or PHY 119 for Film majors.

Note: For transfer students, at least three of these six courses must be courses offered at Augsburg.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Computer Science

The Department of Computer Science at Augsburg strives to give students a sound theoretical and practical foundation in computer science. We offer both a BA and a BS major. The coursework provides students a strong foundation in computer science, with emphasis on concepts rather than applications. We encourage students to strengthen their coursework by electing an internship, undergraduate research experience, 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, Erik Steinmetz, Shana Watters

### Degree and Major Requirements

#### Computer Science Major, Bachelor of Arts

CSC 160 - Introduction to Computer Science and Communication

CSC 170 - Introduction to Programming

CSC 210 - Data Structures

CSC 240 - Introduction to Networking and Communications

CSC 320 - Algorithms

CSC 345 - Principles of Computer Organization

CSC 385 - 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

Two electives from:

CSC courses above 200

PHY 261 - Electronics

MIS 475 - Systems Analysis and Design

MAT 355 - Numerical Mathematics and Computation

At least one elective must be an upper division course.

#### Graduation Skills

The Critical Thinking (CT), Quantitative Reasoning (QR,) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The Speaking (S) graduation skill is met by MAT 201, COM 111 or 115 (115 recommended) or a sequence of courses and presentations approved in consultation with the Computer Science department. Consult your faculty advisor for details.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

#### Computer Science Major, Bachelor of Science

CSC 160 - Introduction to Computer Science and Communication

CSC 170 - Introduction to Programming

CSC 210 - Data Structures

CSC 240 - Introduction to Networking and Communications

CSC 320 - Algorithms

CSC 345 - Principles of Computer Organization  
CSC 385 - 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 271 - Discrete Mathematical Structures (recommended)  
MAT 369 - Modeling and Differential Equations in Biological and Natural Sciences

And three electives from:

CSC courses above 200  
PHY 261 - Electronics  
MIS 475 - Systems Analysis and Design  
MAT 355 - Numerical Mathematics and Computation

At least two electives must be upper division courses.

### **Graduation Skills**

The Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The Speaking (S) graduation skill is met by: MAT 201, COM 111 or 115 (COM 115 recommended), or a sequence of courses and presentations approved in consultation with the Computer Science Department. Consult your faculty advisor for details.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **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  
Noel Petit, Department of Computer Science

### **Major in Computational Economics**

MAT 145 - Calculus I  
CSC 160 - Introduction to Computer Science and Communication  
CSC 170 - Introduction to 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 315 - Money and Banking  
ECO 318 - Management Science  
CSC/ECO 499 - Independent Study

### **Graduation Skills**

The Speaking (S), Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **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  
Noel Petit, Department of Computer Science

### **Major in Computational Philosophy**

MAT 171 - Discrete Mathematics for Computing  
or MAT 145 - Calculus I  
CSC 160 - Introduction to Computer Science and Communication  
CSC 170 - Introduction to Programming  
CSC 210 - Data Structures  
CSC 320 - Algorithms  
CSC 373 - Symbolic Programming and Artificial Intelligence  
CSC 385 - 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: 20th-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

### **Graduation Skills**

The Speaking (S), Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **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.

**Course Grading**

A course must be completed with a grade of 2.0 or higher to be counted as completing a major or minor requirement.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Economics

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 six majors: Economics, Applied Economics, Mathematical Economics, Business and Economics, Computational Economics, and Economics and Political Science (Education majors only).

The Economics major and the Applied Economics majors lead to careers in the business world or government. The Mathematical Economics major is designed for students who intend to attend graduate school in economics or another quantitative field such as finance or operations research. It is also designed to serve students to work in quantitative fields immediately upon graduation, e.g., research analysts or actuaries. 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, and 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 advisor for specific course suggestions.

For the Economics and Applied Economics majors, the capstone experience is ECO 490 - Research Methods in Econometrics. Students in other majors should consult their advisor for alternatives. Internships are recommended. Students must consult with the department chair and the Strommen Center before registering for an internship 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

Keith Gilsdorf (Chair), Jeanne Boeh, Stella Hofrenning, Bernard Walley

## Degree and Major Requirements

### Major in Economics, BA

ECO 112- Principles of Macroeconomics

ECO 113 - Principles of Microeconomics

ECO 312 - Intermediate Macroeconomics

ECO 313 - Intermediate Microeconomics

ECO 490 - Research Methods in Econometrics

Three upper division economics electives

MIS 379 - Quantitative Methods for Business and Economics and MIS 260 - Problem Solving for Business

or MAT 163 - Introductory Statistics

MAT 114 - Precalculus

or MAT 145 - Calculus I

or MAT 146 - Calculus II

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Major in Applied Economics, BA**

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 318 - Management Science

ECO 350 - Labor Economics

ECO 360 - International Economics

ECO 490 - Research Methods in Econometrics

ECO 399 - Internship Program

or ECO 499 - Independent Study

MIS 379 - Quantitative Methods for Business and Economics and MIS 260 - Problem Solving for Business

or MAT 163 - Introductory Statistics

ENL 223 - Writing for Business and the Professions

PHI 120 - Ethics

or PHI 125 - Ethics and Human Identity

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Major in Computational Economics, BA**

See Computer Science.

### **Combined Major in Economics and Business Administration, BA**

Five Economics courses and supporting courses in other departments:

ECO 112 - Principles of Macroeconomics

ECO 113 - Principles of Microeconomics

ECO 312 - Intermediate Macroeconomics

ECO 313 - Intermediate Microeconomics

ACC 221 - Introduction to Financial Accounting

ACC 222 - Introduction to Managerial Accounting

BUS 242 - Principles of Management

or BUS 200 - Exploring Business as a Vocation

MKT 252 - Principles of Marketing

FIN 331 - Financial Management

or MIS 379 - Quantitative Methods for Business and Economics and MIS 260 - Problem Solving for Business

One upper division Economics course elective

One upper division Business elective



## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The Quantitative Reasoning (QR) graduation skill can be met by completing two courses: (1) ECO 112 or 113 (QF) and (2) MIS 379 or ECO 318 or ECO 490 (QA). Consult your department chair or academic advisor if you wish to choose an alternative approach to meeting the QR graduation skill.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Major in Mathematical Economics, BS**

ECO 112 - Principles of Macroeconomics

ECO 113 - Principles of Microeconomics

ECO 312 - Intermediate Macroeconomics

ECO 313 - Intermediate Microeconomics

ECO 416 - Mathematical Economics

ECO 490 - Research Methods in Econometrics

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 245 - Calculus III

MAT 246 - Linear Algebra

MAT 373 - Probability and Statistics I

MAT 374 - Probability and Statistics II

MAT 324 - Analysis

or MAT 369 - Modeling and Differential Equations in the Biological and Natural Sciences

or MAT 377 - Operations Research

Two upper division economics course electives

Recommended Courses:

CSC 160 - Introduction to Computer Science and Communication

CSC 170 - Introduction to Programming

## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **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 - Principles of Macroeconomics

ECO 113 - Principles of Microeconomics

ECO 312 - Intermediate Macroeconomics

ECO 313 - Intermediate Microeconomics

One additional upper division economics 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 faculty advisor as soon as possible in order to carefully plan their program of study.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Education

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-6)
- Secondary—grades 5-12 in communication arts/literature, health, mathematics, and social studies; grades 9-12 in life science, chemistry, and physics
- K-12 licenses in visual arts, physical education, music, English as a Second Language (ESL) and the *NEW* special education: Academic Behavioral Strategist (ABS) license. (Note the ESL and ABS programs are available in weekday evening program only\*)
- General Science (5-8) initial license
- Optional endorsements for a K-6 elementary license include preprimary (ages 3-5), mathematics (grades 5-8), general science (grades 5-8), social studies (grades 5-8), or communication arts/literature (grades 5-8).

## Program Availability

Degree and/or licensure programs are available in both the Day and AU (weekday evening\*) programs. Augsburg Undergraduate (AU) degree and licensure programs are limited to elementary, secondary communication arts/literature and social studies, and K-12 visual arts, ESL and ABS. Additional licensure programs are available through the Day program and open to AU students who can take courses on a weekday schedule. All prerequisite courses, elementary core courses, and professional education courses are available on a weekday evening schedule\*. P-12 field service requirements associated with courses and student teaching must be completed during regular P-12 school hours. All students must have some time available each term for field service in P-12 educational settings.

## Graduate Master of Arts in Education

A graduate level licensure option is available in the AU\* program to those already holding a BA/BS degree. Graduate courses taken for licensure can be applied to a Master of Arts degree in Education (MAE).

## Licensure only

Students who have completed a BA/BS degree may complete a licensure only program within the day or AU\* undergraduate program. Contact the Education Department or the Office of Admissions for information.

## Program Overview

Students in all degree and/or licensure programs must apply for acceptance into the Education Department prior to beginning most 300-400 level courses. (EDC 310 may be taken prior to admission). All students are required to meet the statutory requirements for a skills exam in reading, writing and math. The Minnesota Basic Skills requirement may be met by providing passing scores on one of the three test batteries (MTLE, SAT, or ACT Plus Writing). Additional criteria for acceptance into the Education Department are available through the department website. Students complete a semester of full-time student teaching at the conclusion of their degree and/or licensure. Students must complete the EdTPA during their student teaching semester. State law requires passing appropriate exams (basic skills, pedagogy, and content exams) prior to recommendation for licensure. Students who entered Augsburg College under earlier catalogs must comply with the requirements of the new licensure programs.

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.

Students are assigned an Education Department program advisor upon request or at the outset of EDC coursework. All students are expected to become knowledgeable about programs and follow through with department policies. Handbooks outlining programs and policies are available through the Education Department and website.

## **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.

## **Education Faculty**

Margaret Finders (Chair), Kathy Accurso (Rochester), Chris Brown, Joseph Erickson, Jeanine Gregoire, Audrey Lensmire, Rachel Lloyd, Cari Maguire, Susan O'Connor, Vicki Olson, Donna Patterson, Christine Peper, Christopher Smith, Diane Vodicka, Barbara West

# Elementary Education

## 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 a student teaching experience. Degree-seeking students follow the Bachelor of Science Liberal Arts Foundation requirements.

### Non-departmental Core Courses

These requirements should be taken during freshman/sophomore year; many of these courses will also fulfill liberal arts requirements:

ENL 111 - Effective Writing

HPE 115 - Chemical Dependency Education

### *Math sequence for students*

(Do NOT take if seeking 5-8 math endorsement.) MPG 3 pre-requisite.

MAT 137 - Mathematics for Elementary Teachers I (fall)

MAT 138 - Mathematics for Elementary Teachers II (spring)

### *Science sequence for students*

(Do NOT take if seeking 5-8 general science endorsement.)

**Option A** is for Day students who do not have college-level science courses in their background.

BIO 102 - The Biological World **or** ENV 120 - Environmental Science

**and**

PHY 203 - Physics and Earth Science for Elementary Education Teachers

**Option B** is for weekday, AU\*, and/or transfer students with at least one college-level science course accepted in transfer, or for weekday students who have already started this sequence.

PHY 203 - Physics and Earth Science for Elementary Education Teachers

**or**

EED 203 - Physical Science for Elementary Teachers (summer session, Time 1 only) **and** EED 200 - Elementary Education Earth Science (summer session, Time 2)

**and**

BIO 102 - The Biological World **or** ENV 120 - Environmental Science

**Option C** (Rochester only).

SCI 110 - Natural Science I (Physical Science)

SCI 111 - Natural Science II (Biological and Earth Science)

## Major Courses

### *Foundations Block I*

EDC 200 - Orientation to Education in an Urban Setting\*\*

EDC 211 - Minnesota American Indians and EDC 210 - Diversity in the School (EDC 110 Teaching in a Diverse World (Freshman only)

or EDC 206 - Diversity/Minnesota American Indians

EDC 220 - Educational Technology

EED 225 - Foundations of Literacy

### **Foundations Block II**

EDC 310 - Learning and Development in an Educational Setting\*\*

### **Methods Block I (Courses from this point on require admission to the department)**

EED 311 - K-6 Methods: Health

EED 312 - K-6 Methods: Physical Education

EED 325 - K-6 Methods: Literacy

EED 326 - Elementary Reading K-6 Field Experience\*\*

EED 386 - K-6 Methods: Children' Literature

### **Methods Block II**

EED 336 - Advanced Literacy Methods\*\*

EED 341 - K-6 Methods: Art

EED 342 - K-6 Methods: Music

EED 350 - K-6 Methods: Mathematics\*\*

EED 360 - K-6 Methods: Science\*\*

EED 370 - K-6 Methods: Social Studies/Thematics

EED 380 - Kindergarten Methods\*\*

### **Capstone Block**

EDC 410 - Learners with Special Needs\*\*

EDC 490 - School and Society

### **Student Teaching Block**

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.

EED 481, 483, 485 - Student Teaching: Elementary K-6

EED 489: Teacher Performance Assessment and Student Teaching Seminar

### **Endorsements** (optional to add on to elementary license, secondary biology, chemistry, physics)

#### **Communication Arts (5-8)**

ENL 220 - Intermediate Expository Writing

ENL 240 - Introduction to Literary Study

COM 254 - Interpersonal Communication

or COM 329 - Intercultural Communication

or COM 351 - Argumentation

or COM 355 - Small Group Communication

EED 331 - Middle School Methods Writing

ESE 300 - Reading/ Writing in the Content Area\*\*

ESE 350 - 5-12 Methods: Literature and Reading\*\*

Student Teaching—five weeks

#### **Social Studies (5-8th grade)**

POL 121 - American Government and Politics

HIS 120 - America to 1848

or HIS 121 - 19<sup>th</sup>-Century United States

or HIS 122 - 20<sup>th</sup>-Century United States

ECO 113 - Principles of Microeconomics

HIS 103 - The Modern World

or HIS 104 - The Modern Non Western World  
or PSY 105 - Principles of Psychology  
or SOC 121 - Introduction to Sociology  
or ANT 141 - Introduction to Cultural Anthropology  
ESE 220 - Introduction to Human Geography  
ESE 300 - Reading/Writing in the Content Area\*\*  
ESE 311 - Middle School Methods: Social Studies\*\*  
Student Teaching—five weeks

### **Mathematics (5-8th grade)**

MAT 114 - Precalculus (or MPG 4)  
MAT 145 - Calculus I  
MAT 163 - Introductory Statistics  
or MAT 248 Biostatistics  
MAT 252 - Exploring Geometry  
MAT 271 - Discrete Mathematical Structures  
MAT 287 - History of Mathematics  
ESE 300 - Reading/Writing in the Content Area\*\*  
ESE 331 - Middle School Methods: Mathematics\*\*  
Student Teaching—five weeks

### **General Science (5-8th grade)**

BIO 102 - The Biological World  
BIO 121 - Human Biology  
CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
PHY 116 - Introduction to Physics  
SCI 106 - Introductory Meteorology  
Geology - (take elsewhere—see Education Department for suggestions)  
ESE 300 - Reading/Writing in the Content Area\*\*  
ESE 341 - Middle School Methods: Natural Science\*\*  
Student Teaching—five weeks

### **Preprimary Teaching (age 3-5)**

(Currently not accepting admissions.)

PSY 250 - Child Development  
SOC 231 - Family Systems: Cross Cultural Perspectives (Day)  
or SPE 490 Parent and Professional Planning (WEC)  
ECE 345/545 - Foundations of Preprimary Education (fall)\*\*  
ECE 346/546 - Learning Environments for Preprimary-aged Children (spring)\*\*  
ECE 347/547 - Immersion and Teaching Competence (summer)\*\*  
ECE 488, 489 - Student Teaching: Preprimary (7 weeks in preprimary or kindergarten, 7 weeks in a grade 1-6)

### **Graduation and Licensure/ Endorsement Requirements**

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.

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

For a complete list of courses and descriptions, see the [Course Description Search](#).



## K-12 English as a Second Language

The K-12 English as a Second Language (ESL) undergraduate major is available as an initial license as well as an endorsement to an existing license. This license qualifies teachers to work with K-12 students for whom English is a second language across a range of subject areas. A prerequisite to program admissions is two years of high school level or one year of college level language instruction.

The K-12 ESL program is offered in a hybrid format with a mix of face-to-face and online instruction throughout the semester. Program courses are offered in a weekday evening\* framework during the academic year and summer semester to make them accessible to working adults.

### Major and Licensure Requirements

#### Required Non-major Courses:

HPE 115 - Chemical Dependency Education

ENL 111 - Effective Writing

Modern language pre-requisites (2 years high school or 1 year college language)

#### Required Education Courses for ESL:

EDC 200 - Orientation to Education in an Urban Setting\*\*

EDC 210 - Diversity in the School or EDC 110 - Teaching in a Diverse World (Freshman only)

and EDC 211 - Minnesota American Indians

or EDC 206 - Diversity/Minnesota American Indians

EDC 220 - Educational Technology

EDC 310 - Learning and Development in an Educational Setting\*

EDC 410 - Learners with Special Needs\*\*

ESE 325 - Creating Learning Environments \*\*

EED 325 - K-6 Methods: Literacy

EED 326 - Elementary Reading K-6 Field Experience\*\*

#### ESL Major Courses

ESL 310 - Second Language Acquisition

ESL 320 - Introduction to Linguistics

ESL 330 - History and Structure of the English Language

ESL 340 - ESL Literacy\*\*

ESL 410 - ESL Testing and Evaluation

ESL 420 - ESL Methods \*\*

ESL 490 - Language, Culture, and Schools (Keystone requirement)

ESL 481, 483 - Student Teaching: Elementary

ESL 485, 487 - Student Teaching: Secondary

ESL 489 - Teacher Performance Assessment and Student Teaching Seminar

#### Graduation Skills

Graduation Skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Secondary Education

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 advisors in both their subject area major and in the Education Department. K-12 licensure is available in art, music, health and physical education. A 5-12 secondary licensure program is available in communication arts/literature, mathematics, and social studies. A 9-12 secondary licensure program is available in life science, chemistry, and physics with an additional general science endorsement for grades 5-8.

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: bachelor's degree, academic major in an approved teaching area, and completion of an approved licensure program.

Consult with your subject matter advisor for Graduation Skills requirements in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W).

## Major and Licensure Requirements

### Non-Departmental Requirements

ENL 111 - Effective Writing

HPE 115 - Chemical Dependency Education

### Program Requirements

#### ***Foundations Block I***

EDC 200 - Orientation to Education in an Urban Setting\*\*

EDC 211 - Minnesota American Indians and EDC 210 - Diversity in the School (EDC 110 Teaching in a Diverse World (Freshman only)

or EDC 206 - Diversity/Minnesota American Indians

EDC 220 - Educational Technology

#### ***Foundations Block II***

EDC 310 - Learning and Development in an Educational Setting\*\*

*Courses from this point and on require admission to the Education Department.*

#### ***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 Methods in Content Area\*\*

#### ***Capstone Block***

EDC 410 - Learners with Special Needs\*\*

EDC 490 - School and Society

#### ***Student Teaching Block***

ESE 481, 483, 485 - Student Teaching: Secondary

ESE 489 - Teacher Performance Assessment and Student Teaching Seminar

A minimum GPA of 2.50 overall, 2.50 in education, 2.50 in the teaching major, and P (pass) 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 three to four 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 the AU\* evening program. Licensure is obtained through a combination of graduate and undergraduate credits. Contact the Education Department or the Undergraduate and Graduate Admissions Offices for information.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Special Education: Academic Behavioral Strategist

The special education ABS major is available only through the AU\* program. This major is ideally suited to people who are currently working in schools with K-12 special education students. Students must complete field service requirements in K-12 special education and general education mainstreamed settings as part of course and program requirements; field service requirements are during the regular school times and calendar year.

A graduate-level licensure option is available through AU\*. Licensure is obtained through a combination of graduate and undergraduate credits.

**Special Education Coordinator:** Susan O'Connor

### Major and Licensure Requirements

#### Special Education Major

Non-departmental core courses - These requirements should be taken during freshman/sophomore year; many of these courses will also fulfill liberal arts requirements:

ENL 111 - Effective Writing

HPE 115 - Chemical Dependency Education

MAT 137 - Mathematics for Elementary Teachers I (MPG 3 prerequisite)

Required Education Courses for ABS:

EDC 200 - Orientation to Education in an Urban Setting\*\*

EDC 211 - Minnesota American Indians and EDC 210 - Diversity in the School (or EDC 110 Teaching in a Diverse World Freshman only)

or EDC 206 - Diversity/Minnesota American Indians

EDC 220 - Educational Technology

EDC 310 - Learning and Development in an Educational Setting\*\*

EED 225 - Foundations of Literacy

(Students must be admitted to Education Department to take courses beyond this point)

EED 325 - K-6 Methods: Literacy

EED 326 - Elementary Reading K-6 Field Experience\*\*

EED 336 - Advanced Literacy Methods\*\*

EED 350 - K-6 Methods: Mathematics\*\*

EED 360 - K-6 Methods: Science\*\*

EDC 410 - Learners with Special Needs\*\*

EDC 330 - Building the Public Good: Public Achievement and Organizing I

EDC 331 - Practicum in Public Achievement I

EDC 332 - Building the Public Good: Public Achievement and Organizing II

EDC 333 - Practicum in Public Achievement II

SPE 410 - Implementing Assessment Strategies

SPE 411 - Etiology and Theory of Mild to Moderate Disabilities

SPE 415 - Theory to Practice

SPE 425 - Transition and Community

SPE 430 - Instructional and Behavioral Practices

SPE 490 - Parent and Professional Planning

SPE 481, 483 - Student Teaching: Elementary

SPE 485, 487 - Student Teaching: Secondary

SPE 489 - Teacher Performance Assessment and Student Teaching Seminar

## **Graduation Skills**

Graduation Skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **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 - Learners with Special Needs\*\*

EDU 491 - Practicum and Seminar in Special Education\*\*

PSY 105 - Principles of Psychology

SOC 231 - Family Systems: A Cross-Cultural Perspective

Choose one from the following:

PSY 250 - Child Development

PSY 252 - Adolescent and Young Adult Development

PSY 253 - Aging and Adulthood

Choose one from the following:

PSY 357 - Behavior Analysis

PSY 359 - Assessment

SOC 265 - Race, Class and Gender

SWK 301 - History and Analysis of Social Policy

Interested students should contact the director of Special Education at the outset of coursework

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Engineering

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 College of Science and Engineering, Minneapolis, or Michigan Technological University, Houghton, Michigan. Because of the special requirements and opportunities of these programs, early consultation with the Augsburg Engineering advisor is necessary. Applications for these programs require the recommendation of the Augsburg Engineering advisor.

Contact Ben Stottrup, Physics Department, [stottrup@augsborg.edu](mailto:stottrup@augsborg.edu) 612-330-1035.

### University of Minnesota

The College of Science and Engineering and Augsburg cooperative arrangement provides for two dual degree engineering programs:

#### **Bachelor of Arts/Bachelor of Engineering (BA/BE)**

This program 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 College of Science and Engineering.

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 College of Science and Engineering may be completed during the second semester of the junior year at Augsburg.

#### **Bachelor of Arts/Master of Engineering (BA/ME)**

This program 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 College of Science and Engineering.

The curriculum is the same as the BA/BE 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 BA/ME 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 College of Science and Engineering staff regarding courses that should be taken during the senior year at Augsburg. Participants in the BA/ME program are not guaranteed admission to the College of Science and Engineering.

### 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 advisor 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 advisor.

## 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 I  
CHM 116 - General Chemistry II  
CSC 170 - Introduction to 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 369 - 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 first year. Students interested in chemical engineering also should take CHM 351, 352.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

# English

Through the study of English we witness life's complexity, experience life as others do, and thus better understand the world in which we live and work. Literature helps us contemplate the pains and joys of human existence and allows us to frame human events within diverse world views. Those who study English typically believe that an intense concern for words, ideas, and images helps people understand who they are and who they can become. At the same time, the English Department's emphasis on writing helps our students to clarify and share their thoughts.

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

Augsburg's English Department integrates its programs with cultural opportunities available in this vital urban area. Plays, films, and readings are available near the campus, often within walking distance. English majors also have opportunities to use and refine their skills by working in internships on and off campus, tutoring English Language Learner (ELL) students, or tutoring in the Writing Lab.

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

## English Faculty

Dallas Liddle (Chair), John Schmit, Stephan Clark, Robert Cowgill, Cass Dalglish, Douglas Green, Colin Irvine, Kathryn Swanson, Mzenga Wanyama, Cary Waterman

## Degree and Major Requirements

### Choosing a Concentration

Students majoring in English have the opportunity to choose one of three concentrations: literature, language, and theory; creative writing; and secondary licensure in communication arts/literature.

While some of our courses explicitly address theoretical approaches to literature, especially those that examine race, class, and gender, all of our courses infuse these concerns in their engagement with primary works of fiction, poetry, creative nonfiction, film, and drama. All literature classes involve students in multiple forms of literary examination 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.

### English Major with a Literature, Language, and Theory Concentration

The Literature, Language, and Theory concentration provides students various approaches to the study of the written word and visual text. Spotlight courses focus on specific authors, genres, or themes, and enable the discovery of new literary experiences. Courses in African American, Native American, Asian American, and postcolonial 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. The Literature, Language, and Theory concentration offers courses of study cross-listed with American Indian Studies, Art, Communication Studies, Film, Theater Arts, and Gender, Sexuality, and Women's Studies.

This concentration requires nine courses above ENL 111, or HON 111, or ENL 112 including:



ENL 220 - Intermediate Expository Writing  
or ENL 221 - Intermediate Expository Writing About the Arts

At least two 200-level literature courses as prerequisites for upper division courses in English. No more than two 200-level literature courses may count for the major.

At least five 300-level courses, with one each in British literature, American literature, and world literature.

At least one 400-level course. Any 300-level course serves as a prerequisite for the 400-level.

### **Minor in Literature, Language, and Theory**

Five courses above ENL 111, or HON 111, or ENL 112 are required, including:

ENL 220 - Intermediate Expository Writing  
or ENL 221 - Intermediate Expository Writing About the Arts

Four literature, language, and theory courses, three of which must be upper division courses.

### **English Major with a Creative Writing Concentration**

The English Creative Writing concentration helps students develop professional writing skills by focusing their efforts in the creative modes: poetry, fiction, creative nonfiction, playwriting, and screenwriting. Over the course of the major, students master terminology; engage the field's aesthetic and ethical issues; and read and study the works of established writers. The creative writing concentration expands competencies in observation, research, and analysis that enable writers to gather and interpret material from a variety of sources and perspectives for their work; it attends particularly to the artistic aspects of the writer's craft, such as form, affect, and revision. English majors in Creative Writing engage the interdisciplinary demands inherent in literary endeavors, including issues of design, and enhance their appreciation of the aesthetic possibilities inherent in the writing life.

Creative Writing courses are taught by dedicated professors, who are themselves practicing writers. The writing concentration offers courses of study cross-listed with Art, Communication Studies, and Theater Arts.

To complete this concentration students must take 10 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.

ENL 220 - Intermediate Expository Writing  
or ENL 221 - Intermediate Expository Writing About the Arts

ENL 226 - Introduction to Creative Writing

ENL 320, 321 - Fiction One, Fiction Two  
or ENL 322, 323 - Poetry One, Poetry Two

ENL 420 - Advanced Studies in Writing (Keystone)

ART 215 - Web Design I  
or ART 225 - Graphic Design I

One elective from:

ENL 227 - Journalism

ENL 228 - Broadcast and Online Journalism

ENL/FLM 229 - Screenwriting

ENL 320 - Fiction One

ENL 322 - Poetry One

ENL 324 - Creative Non-Fiction

ENL/THR 325 - Playwriting I

ENL 396 - Internship in Teaching Writing

ENL 397/399 - Internship

An approved ACTC creative writing course

## **Minors 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 427, one design course, and three upper division media writing courses.

## **Communication Arts/Literature Teacher Licensure Major**

The Communication Arts/Literature Teacher Licensure concentration is for students who seek to be licensed to teach communication arts/literature in Minnesota. Students are encouraged to take courses toward their major during the first 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 advisors 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.

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

One upper division ENL British literature course

One upper division ENL American literature course

One additional ENL literature, language, or theory course chosen from ENL360, 361, 362, 367, 368, 371, 385, 394, 410, and 430

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 111 - Public Speaking

COM 254 - Interpersonal Communication

COM 351 – Argumentation

One of COM 120, COM 243, or POL 342

Special Methods (two courses):

ESE 350 - 5-12 Methods: Literature and Reading

ESE 351 - 5-12 Methods: Speaking and Listening

Additional ESE and EDC courses are required for licensure. See the Education Department section for a listing of secondary education licensure requirements. In addition to consulting your designated ENL advisor, contact an Education Department advisor for information about education courses.

## Graduation Skills

Graduation Skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

The Quantitative Reasoning (QR) graduation skill is met by completing the following courses:

### ***Concentrations in English Literature, Language, and Theory and in Creative Writing:***

QR/QFA: GST 200, MAT 163, or PHY 119;

or

QF: one of CHM 115, CHM 116, HON 220, MAT 114, MAT 129, MAT 137, MAT 138, MAT 145, MAT 146, MAT 163, MAT 173, or PHY 116; **and** completion of QA: ENL 327

### ***Communication Arts/Literature Teacher Licensure:***

QR:--QF: one of CHM 115, CHM 116, HON 220, MAT 114, MAT 129, MAT 137, MAT 138, MAT 145, MAT 146, MAT 163, MAT 173, or PHY 116; **and** completion of:

QA: *Please see department for QA requirement.*

## Departmental Honors

GPA of 3.5 in the major and 3.0 overall; submit proposal to department chair by early October in senior year for department approval. Submit and defend paper before faculty committee. Honors project may receive independent study credit (refer to departmental guidelines).

## Transfer Students

Note: Transfer undergraduate English 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 BA 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 need to develop 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 P, 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.

## Service Courses

The department offers these service courses for students as required by a placement test.

## **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.

## **Spotlight Courses**

Offered alternating terms. Content for each will vary by term—check online course descriptions.

## **Upper Level Courses**

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. Unless otherwise indicated, students must take ENL 220 or 221 (see writing courses), or one 200-level literature, language, or theory course, or gain consent of the instructor as a prerequisite.

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.

## **Writing Courses**

Note: First day attendance in all writing courses is mandatory for a student to hold his/her place in the course.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Environmental Studies

Environmental Studies is the interdisciplinary investigation of human relations with the natural world. The program pursues a multifaceted examination—across the natural sciences, social sciences, humanities, and professional studies—of the interdependence shared by people and nature. It provides an understanding of the material world as well as the ecological, social, and cultural processes and problems that bind that world together. Through the study of politics, biology, literature, chemistry, social work, economics, communications and history, Environmental Studies students focus on the most pressing local, regional, national, and global issues of our day.

Augsburg College's location in the city offers a particular opportunity for the close study of complex urban environments. Although many equate environmental issues with rural areas, most people live in cities. Urban residents shape nature in innumerable ways, including through energy, food, and water consumption; transportation; and industrial production. In turn, cities often serve as the settings in which environmental injustice flourishes. With that in mind, Augsburg's Environmental Studies program fosters the simultaneous study of ecological quality and social justice.

The program provides undergraduate training leading to a BA or a minor in Environmental Studies. Upon completion of the program, students will be able to comprehend ecological processes, recognize the many and varied forms of nature in the city, distinguish stakeholders' interests in policy debates, decipher the context and variety of human experiences in nature, identify inequities in the access to and use of natural resources, and articulate responses grounded in multiple disciplinary insights to current urban environmental challenges. Drawing on their experiences in settings as diverse as the Cedar-Riverside neighborhood, the upper Mississippi River Valley, and Mexico, graduates of the program pursue vocations in nonprofit organizations, government policy and planning positions, law and graduate school, education, ministry, and corporate settings.

## Environmental Studies Faculty

Christina Erickson (Social Work, Director), Matthew Beckman (Biology), Ralph Butkowski (Biology), Kristen Chamberlain (Communication Studies), Lars Christiansen (Sociology), Z. Vivian Feng (Chemistry), Nancy Fischer (Sociology), Keith Gilsdorf (Economics), David Hanson (Chemistry), Ann Impullitti (Biology), Colin Irvine (English), Joan Kunz (Chemistry), Michael Lansing (History), Emily Gaenzle Schilling (Biology/Environmental Studies), Joseph Underhill (Political Science), John Zobitz (Mathematics).

## Degree and Major Requirements

### Environmental Studies Major

#### ***Standard Track Requirements:***

Core courses:

ENV 100 - Environmental Connections

ENV 120 - Environmental Science

SWK 210 - Environmental Justice and Social Change

POL 241 - Environmental and River Politics

or ENV 310 - Environmental Politics Field Seminar

or POL 325 - Politics and Public Policy

or POL/WST 341 - Globalization, Social Struggle and the Environment (CGE)

or SOC 381 - City and Regional Planning

COM 260 - Environmental Communication

or REL/WST 313 - Environmental Theology and Ethics (CGE)

HIS 316 - US Urban Environmental History

ECO 365 - Environmental Economics

ENV Internship (ENV 396, 397, 398, or 399)

ENV 490 - Environmental Studies Independent Project (Keystone)

or ENV 492 - The City and Environment Keystone

Biology requirements:

BIO 151 - Introductory Biology

BIO 152 - Ecology, Evolution and Diversity

BIO 481 - Ecology

Chemistry requirements:

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

***HECUA Track Requirements:***

ENV 100 - Environmental Connections

SWK 210 - Environmental Justice and Social Change

COM 260 - Environmental Communication

or REL/WST 313 - Environmental Theology and Ethics (CGE)

HIS 316 - US Urban Environmental History

INS 345, INS 346, INS 399 - (HECUA Environmental Sustainability Semester, four courses: Adaptive Ecosystem

Management; Social Dimensions of Environmental Change, Field/Research Methods and Investigation, Internship and Integration Seminar)

ENV 490 - Environmental Studies Independent Project (Keystone)

or ENV 492 - The City and Environment Keystone

Biology requirements:

BIO 151 - Introductory Biology

BIO 152 - Ecology, Evolution, and Diversity

BIO 481 - Ecology

Chemistry requirements:

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

**Environmental Studies Minor**

Five courses:

ENV 100 - Environmental Connections

ENV 120 - Environmental Science

Complete three courses from at least two of the four divisions:

*Humanities*

COM 260 - Environmental Communication

ENL 270 - Themes

HIS 316 - US Urban Environmental History

REL/WST 313 - Environmental Theology and Ethics (CGE)

*Social Sciences*

ECO 365 - Environmental Economics

ENV 310 - Environmental Politics Field Seminar

POL 241 - Environmental and River Politics

POL 325 - Politics and Public Policy

POL/WST 341 - Globalization, Social Struggle and the Environment (CGE)

SOC 380 - Disaster and Resilience

*Professional Studies*

SWK 210 - Environmental Justice and Social Change

*Natural Sciences*

BIO 152 - Evolution, Ecology, and Diversity

BIO 481 - Ecology

CHM 115 - General Chemistry I

**Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Gender, Sexuality, and Women's Studies

The Gender, Sexuality, and 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, St. Catherine University, 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 Gender, Sexuality, and 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.

### Faculty

Adriane Brown (director), Kristin M. Anderson, Janelle Bussert, Kristin Chamberlain, Sarah Combellick-Bidney, Cass Dalglish, Ankita Deka, Jacqueline deVries, Grace B. Dyrud, Darcey Engen, Nancy Fischer, Doug Green, Milda Hedblom, Sophia Jacobsen, Michael Lansing, Barbara Lehmann, Lynne Lorenzen, Mary Lowe, Ann Lutterman-Aguilar, M. Elise Marubbio, Kathleen McBride, Sarah Myers, Norma Noonan, Pary Pezechkian-Weinberg, Timothy Pippert, Beverly J. Stratton, Kathryn Swanson, James Vela-McConnell, Mzenga Wanyama

### Degree and Major Requirements

#### *Major*

Ten courses that must include:

WST 201 – Introduction to Gender, Sexuality, and Women's Studies

WST 315 or another mid-level course in feminist theory selected from an approved list

WST 485 - Senior Seminar

WST 199/399 - Internship\*

\*WEC majors may take WST 499 (Independent Study) with a practical application in lieu of WST 199/399; interested students should speak with the WST director.

The remaining six electives are to be selected from approved Gender, Sexuality, and Women's Studies courses, and should include one course with a racial, ethnic, or global emphasis and one course with a sexuality emphasis. At least three of the six electives must be upper division courses. Students may take courses at any of the colleges participating in the Gender, Sexuality, and Women's Studies program. However, at least three courses must be completed at Augsburg.

Each student's program must have the written approval of the Gender, Sexuality, and 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 Gender, Sexuality, and Women's Studies credit: Crossing Borders: Gender and Social Change in Mesoamerica (offered fall semester) and Migration and Globalization: Engaging Our Communities (offered spring semester).

#### Graduation Skills

The Speaking (S), Writing (W), and Critical Thinking (CT) graduation skills are embedded at all levels and are met by completing the major. The Quantitative Reasoning (QR) graduation skill can be met by completing GST 200 or MAT 163. Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.



## **Minors and Concentrations**

Students majoring in Gender, Sexuality, and Women's Studies can pursue a concentration in Sexuality and/or Global Women's and Gender Studies. A concentration will be noted on the transcript at the point of graduation, not a minor.

### ***Gender, Sexuality, and Women's Studies Minor***

Five courses that must include WST 201; WST 315; and three electives, one of which must be upper division. Courses may be taken from the other ACTC colleges as well as Augsburg. Each student's program must have the written approval of the Gender, Sexuality, and Women's Studies Program Coordinator.

### ***Sexuality Studies Minor or Concentration***

The 20-credit minor/concentration in Sexuality Studies offers students the opportunity to explore the history, social construction, and physiology of sexuality and to examine the cultural meanings of gender, sexual orientation, and sexual practice on a global level. Students are required to take three core courses plus two electives (one of which must be upper division), as follows:

Core Courses in Sexuality Studies:

WST 201 - Introduction to Gender, Sexuality, and Women's Studies  
SOC 266 - Sociology of Sexualities  
WST 305 - Introduction to Queer Studies

Elective Courses in Sexuality Studies:

WST 250 - Global Perspectives on Gender and Sexuality  
WST 315 - Margins as Center: Feminist Theory  
HPE 316 - Human Sexuality  
WST 281/481 - Topics

### ***Global Women's and Gender Studies Minor or Concentration***

The 20-credit minor/concentration in Global Women's and Gender Studies offers students the opportunity to focus on women's roles, experiences, and worldviews in a global context. Students are required to take three core courses plus two electives (one of which must be upper division), as follows:

Core Courses in Global Women's and Gender Studies:

POL 359 - Topics: Women in Comparative Politics  
WST 201 - Introduction to Gender, Sexuality, and Women's Studies  
WST 315 - Margins as Center: Feminist Theory

Elective Courses in Global Women's and Gender Studies:

WST 250 - Global Perspectives on Gender and Sexuality  
WST 281/481 - Topics  
WST 313 - Environmental Theology and Ethics (CGE)  
WST 341 - Globalization, Social Struggles and the Environment (CGE)  
WST 357 - Mexican History, Culture and Cosmology (CGE)  
WST 362 - Walking the Truth: Culture, Gender and Millennium Development Goals in Sub Saharan Africa  
WST 366 - Latin American Liberation Theologies (CGE)  
AIS 208/408 - Native American Women and Film  
AIS 233 - Women: A Cross-Cultural Perspective  
AIS 305 - Indigenous Issues of Central America  
AIS 320 - American Indian Women  
ENL 365 - Contemporary Post Colonial Fiction  
HIS 195 - Topics in History: Promoting Justice and Seeking Equality - Globalization and Women's Grassroots Movements in Latin America

Students are strongly encouraged to study abroad or to take at least one travel seminar.

***Transfer Students***

Students who transfer to Augsburg College and wish to complete a major or minor in Gender, Sexuality, and Women's Studies are urged to consult with the director of Gender, Sexuality, and Women's Studies immediately upon transfer. The Gender, Sexuality, and Women's Studies program has an articulation agreement with Century College and with Inver Hills Community College that governs students from these institutions with a Women's Studies certificate who transfer to Augsburg. Transfers from other colleges and universities must consult with the director of Gender, Sexuality, and Women's Studies for approval of courses for the major or minor.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Health, Physical Education, and Exercise Science

All students at Augsburg College will interact at some point during their college experience with the Department of Health, Physical Education, and Exercise Science. Goals of the department are to provide quality experiences, preparation for the professions, and an education that leads to lifelong participation in physical activity. Recreational participants as well as student athletes will find ample opportunity for developmental activities.

The Physical Education program prepares students for careers in physical education endeavors in the schools and in allied professions. It also provides general education in physical activity for all Augsburg students.

The Health Education program prepares students for careers in school health education, wellness, and allied professions. This program offers a comprehensive view that examines prevention and promotion needs for individuals, schools, and the community.

The Exercise Science program prepares students with practical application of the knowledge needed to become a health fitness or community health professional. Interested students will also be prepared to move on to graduate or professional school in allied health fitness professions such as physical therapy, occupational therapy, athletic training, and chiropractic studies.

## Health, Physical Education and Exercise Science Faculty

Eileen Kaese Uzarek (Chair), Jane Becker, Chris Brown, Anthony Clapp, Adrian Dunn, Carol Enke, Aaron Griess, Melissa Lee, Mike Navarre, Kassondra Nordmeyer, Ana Ribeiro, Eric Rolland, Patrice Salmeri, Missy Strauch

## Degree and Major Requirements

### Health Education Major

HPE 104 - Components of Fitness Training  
HPE 110 - Personal and Community Health  
HPE 114 - Health and Safety Education  
HPE 115 - Chemical Dependency Education  
HPE 215 - Health and Exercise Psychology  
HPE 316 - Human Sexuality  
HPE 320 - School Health Curriculum  
HPE 357 - Measurement in Health, Physical Education and Exercise Science  
HPE 358 - Assessment in Health and Physical Education  
HPE 390 - Instructional Methods and Materials in Health Education  
HPE 410 - Administration and Supervision of the School Health Program  
HPE 450 - Current Health Issues  
BIO 103 - Human Anatomy and Physiology  
PSY 250 - Child Development  
or PSY 252 - Adolescent and Young Adult Development

### Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### Health Education Minor

HPE 104 - Components of Fitness Training  
HPE 110 - Personal and Community Health

HPE 114 - Health and Safety Education  
HPE 115 - Chemical Dependency Education  
HPE 316 - Human Sexuality  
HPE 320 - School Health Curriculum  
HPE 390 - Instructional Methods and Materials in Health Education  
HPE 450 - Current Health Issues  
BIO 103 - Human Anatomy and Physiology

(The Minnesota Board of Teaching does not license minors in teaching.)

### **Teaching Licensure**

The Minnesota Board of Teaching has specific licensing requirements for teachers that may be subject to change after the publication of this catalog. It is the responsibility of the student to consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

A Bachelor of Science degree is available for students seeking teacher licensure. Students must consult with a faculty advisor concerning the Augsburg Core Curriculum requirements under the Bachelor of Science option.

All students seeking teaching licensure must receive a minimum grade of 2.0 in all required courses with an HPE prefix.

### **Physical Education Major:**

HPE 104 - Components of Fitness Training  
HPE 114 - Health and Safety Education  
HPE 115 - Chemical Dependency Education  
HPE 205 - Introduction to Health, Physical Education, and Exercise Science  
HPE 220 - Motor Learning and Development  
HPE 254 - Introduction to Developmental/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 357 - Measurement in Health, Physical Education, and Exercise Science  
HPE 358 - Assessment in Health and Physical Education  
HPE 473 - Physical Education Curriculum  
BIO 103 - Human Anatomy and Physiology

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Physical Education Minor**

HPE 104 - Components of Fitness Training  
HPE 115 - Chemical Dependency Education  
HPE 205 - Introduction to Health, Physical Education, and Exercise Science  
HPE 324 - K-6 PE Games and Activities  
HPE 334 - 7-12 Sport Skills and Activities

HPE 351 - Physiology of Exercise

(The Minnesota Board of Teaching does not license minors in teaching.)

### **Coaching Certification**

The Minnesota Board of Teaching does not require coaching certification. The following courses are recommended for those interested in coaching in Minnesota public schools:

HPE 114 - Safety Education

HPE 275 - Prevention and Care of Athletic Injuries

HPE 280 - Coaching Theory

The Minnesota State High School League (MSHSL) requires all head varsity coaches of interscholastic sports to complete a coaching effectiveness program offered through the MSHSL.

### **Teaching Licensure**

The Minnesota Board of Teaching has specific licensing requirements for teachers that may be subject to change after the publication of this catalog. It is the responsibility of the student to consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

A Bachelor of Science degree is available for students seeking teacher licensure. Students must consult with a faculty advisor concerning the Augsburg Core Curriculum requirements under the Bachelor of Science option.

All students seeking teaching licensure must receive a minimum grade of 2.0 in all required courses with an HPE prefix.

### **Exercise Science Major, BA**

HPE 104 - Components of Fitness Training

HPE 110 - Personal and Community Health

HPE 114 - Health and Safety Education

HPE 115 - Chemical Dependency Education

HPE 205 - Introduction to Health, Physical Education, and Exercise Science

HPE 215 - Health and Exercise Psychology

HPE 275 - Prevention and Care of Athletic Injuries

HPE 300 - Nutrition for Exercise Science

HPE 304 - Advanced Fitness Training

HPE 305 - Stress Management

HPE 315 - Exercise Testing and Prescription

HPE 350 - Kinesiology

HPE 351 - Physiology of Exercise

HPE 357 - Measurement in Health, Physical Education, and Exercise Science

HPE 397/399 - Internship in Exercise Science

HPE 450 - Current Health Issues

HPE 490 - Exercise Science Seminar and Keystone

BIO 103 - Human Anatomy and Physiology

### **Exercise Science Major, BS**

#### ***Pre-Health Science Track:***

This major is available for those wishing to satisfy the prerequisites for graduate school in exercise science allied professions such as physical therapy, occupational therapy, athletic training, and chiropractic.

HPE 104 - Components of Fitness

HPE 110 - Personal and Community Health

HPE 114 - Health and Safety Education

HPE 115 - Chemical Dependency Education  
HPE 205 - Introduction to Health, Physical Education, and Exercise Science  
HPE 215 - Exercise and Health Psychology  
HPE 275 - Prevention and Care of Athletic Injuries  
HLTH 345 - Nutrition for Health (St. Thomas)  
HPE 304 - Advanced Fitness Training  
HPE 305 - Stress Management  
HPE 315 - Exercise Testing and Prescription  
HPE 350 - Kinesiology  
HPE 351 - Physiology of Exercise  
HPE 357 - Measurement in Health, Physical Education, and Exercise Science  
HPE 397/399 - Internship  
HPE 450 - Current Health Issues  
HPE 490 - Exercise Science Seminar and Keystone

Supporting courses:

BIO 151 - Introductory Biology  
BIO 152 - Evolution, Ecology and Diversity  
BIO 253 - Introductory Cellular Biology  
BIO 353 - Comparative Vertebrate Anatomy  
BIO 473 - Animal Physiology  
CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
EXSS 3650 - Methods for Fitness Professionals (St. Catherine)  
EXSS 4300 - Advanced Biomechanics (St. Catherine)  
FSNU 3250 - Sports Nutrition (St. Catherine)  
MAT 114 - Precalculus  
INDI 2220 - Medical Terminology (St. Catherine)  
INDI 4900 - Intro to Physical Therapy (St. Catherine)  
HPE 220 - Motor Learning and Development  
PHYS 1080 - Physics for Health Science I (St. Catherine)  
PHYS 1090 - Physics for Health Science II (St. Catherine)  
PSY 105 - Principles of Psychology  
PSY 215 - Research Methods and Statistics I  
PSY 262 - Abnormal Psychology

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## History

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

Michael J. Lansing (Chair), Phillip C. Adamo, Jacqueline deVries, William Green, Maheen Zaman

## Degree and Major Requirements

### History Major

Nine courses, including HIS 280 and HIS 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.

### History Area Courses

- Ancient and Medieval: HIS101, 102, 360, 361, 369, 370, 374, 378, or HUM120
- Modern Europe: HIS102, 103, 282, 348, 352, or 354
- United States: HIS120, 121, 122, 225, 234, 236, 241, 242, 243, 249/349, 300, 316, 331, 332, 335, 336, 338, or 343
- Non-Western: HIS104, 140/440, 150/350, 155/355, 162/462, 323, 327, 346, 357, or 474

### Graduation Skills

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. Speaking (S) and Writing (W) skills are also developed throughout the major, but are given special emphasis in the following courses (both required for majors):

S: HIS 480

W: HIS 280 and HIS 480

The Quantitative Reasoning (QR) graduation skill may be fulfilled by taking HIS 369, GST 200, MAT 145, MAT 146, MAT163, or PHI 230.

### 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 3.6 in the major and 3.0 overall; except in special instances, application before the end of the first term of the junior year; two years of a foreign language at the college level (or its equivalent); an honors thesis (equal to four credits) to be defended before a faculty committee.

**Other Requirements**

First-year students should enroll in one or more 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 to waive prerequisites.

**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.

For a complete list of courses and descriptions, see the [Course Description Search](#).



# Honors Program – HON

## Introduction

The Augsburg Honors Program offers an adventurous education where 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 build their own ideal higher education. Students have the opportunity to create their own courses, edit and write for the Honors 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 attending music, theater, and art performances. Honors courses bring in professors from several different departments so students can learn from talented professors teaching their specialties.

For information, contact the Honors Desk at [honors@augsborg.edu](mailto:honors@augsborg.edu) (612-330-1560) or Phil Adamo, Honors Program director, at [honors@augsborg.edu](mailto:honors@augsborg.edu).

## Honors Program Recognition

Students who complete the Honors Program requirements satisfy all general education requirements, except those for physical education and modern language.

Honors students also receive special transcript notation, special graduation recognition, résumé-building positions, and special access to academic advising and career options.

## Honors Admission 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 of 1250 or higher), and a high school GPA 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 at [www.augsburg/honors.edu](http://www.augsburg/honors.edu).

Students applying for the Honors Program also automatically apply for the College's highest academic scholarships: the President's, Honors Regents', International President's, and Hanwick/Agre Scholarships.

Qualifying Advanced Placement, International Baccalaureate, College in the Schools, and Postsecondary Option courses may satisfy Honors Program requirements, and/or be granted College credit. Contact Academic Advising or the Honors program 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

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 (listed below), maintain an overall GPA of 3.3 or higher, and take 16 credits of Honors courses. Scholars Program participants do not need to complete the research requirement or the GFA

requirement. Scholars Program participants are not required to take HON340: Junior Colloquium, but may if they so choose.

## **Honors Program Requirements**

Honors students have several options for completing each general education requirement. Student may complete the established courses, or they may use several unconventional options. These options are detailed in subsequent sections. In general, Honors students entering in the first semester must complete the following requirements:

- First Year: HON 005; HON 120; HON 100; HON 130; HON 111 or 219 or other 200 level writing course
- Past First Year: HON 005; HON 220; HON 230; HON 240; HON 250; HON 340; HON 490; research requirement, residency requirement
- Outside Honors Program: modern language requirement; physical education requirement

### **Notes:**

\*\*All Honors students should take HON 260 in the second year unless they have an irreconcilable scheduling conflict or have a clear and defined plan for meeting the research requirement. If the latter, students should take HON 470.

\*\*All Honors students must complete the GFA (Grants, Fellowships, and Awards) Requirement- details are available at the Honors Moodle site, the Honors public folder or from the Honor Desk (honors@augsborg.edu).

\*\*Students with and English transfer credit must take the writing entrance exam to place out of HON 111.

\*\*All students must take HON 130 unless there is an irreconcilable schedule conflict within their major. Ex: pre-med and music therapy.

## **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 houses. 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.
- The Pike Stewards House coordinates public relations, job placement, and fundraising opportunities for all Honors students. Pike House also organizes events for alumni and fundraising.
- 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 Honors 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.

## **Student Leadership Opportunities**

Students elected to leadership within their Honors House may serve as house presidents or serve in other program leadership positions. The house presidents sit on the Honors Student Presidents Council and make critical decisions about program courses and resources.

## **Student-Created Learning Experiences (SCLE)**

Honors students may learn through established courses or through student-created learning experiences. These student-created experiences may substitute for Honors curricular requirements, or may simply enrich a student's education. Such student-created experiences may count toward requirements in majors and satisfy Honors requirements, or simply be an elective course.

Student-created learning experiences may take almost 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.

## **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.

### **First Year: Fall**

- First-year students select Honors House membership.
- First-year students are not permitted to join Augsburg Honors Review.
- HON 100 – Religion, Vocation, and the Search for Meaning I
- HON 120 - Scholar Citizen (includes theater lab, satisfies speech skill and critical thinking skill requirements)

### **First Year: Spring**

- HON 130 - Liberating Letters (humanities LAF and speaking skill)
- HON 111 - Effective Writing for Liberating Letters (satisfies effective writing requirement)

### **Second Year: Fall**

- Students write and research as staff writers in HON 260: Augsburg Honors Review (0.0 credit, pass/no credit)
- HON 220 - Scholar Scientist (satisfies non-lab natural sciences and mathematics LAF and quantitative reasoning skill requirements)
- HON 200 – Religion, Vocation, and the Search for Meaning II

### **Second Year: Spring**

- HON 260 - Augsburg Honors Review (0.0 credit, P/N grading) - Students write and research as staff writers
- HON 240 - Science, Technology, and Citizenship (satisfies natural sciences and mathematics lab LAF)

### **Third Year: Fall**

Students eligible to become editors and managers in HON 260: Augsburg Honors Review

- HON 250 - Social Scientist (satisfies social and behavioral sciences LAF)
- HON 200 – Religion, Vocation, and the Search for Meaning II
- HON 340 - Junior Colloquium (taught by the President or Dean of the College; 0.0 credit, P/N grading)

### **Third Year: Spring**

Students eligible to become editors and managers in HON 260: Augsburg Honors Review

- HON 230 - Arts and the City (satisfies fine arts LAF)
- HON 340 - Junior Colloquium (continues from fall semester; 0.0 credit, pass/no credit)

### **Fourth Year: Fall**

- Students may join HON 260 - Augsburg Honors Review and HON 460 - Honors Disputation League in their fourth year
- HON 490 - Honors Senior Seminar (offered fall and spring)

### **Fourth Year: Spring**

- HON 490 - Honors Senior Seminar (offered fall and spring)

### **Research Requirement**

At some point before graduating, students must satisfy the Honors Research Requirement as detailed in the Research Requirement document available in the Honors Suite or online. In addition, students must register for at least two semesters of the following to document the research experience on their transcript:

HON 260 - Augsburg Honors Review

HON 470 - Student/Faculty Research Collaboration

### **Summary Notes:**

- The Honors recommended sequence satisfy all general education requirements except: foreign language and physical education. Students may fulfill these through non-Honors courses or through Honors SCLE curricular alternatives).
- Residency: all Honors students must complete seven 4.0-credit courses, or 28.0 credits total, in the Augsburg Honors Program to meet the Honors residency requirement for graduation.
- Students past first year may take courses out of the recommended sequence without permission.
- Students with college level transfer work may waive some HON courses as long as they fulfill the Honors program residency requirement. HON 120, 120L, 340, 490 and the research requirement may not be waived.
- All Honors students must complete the GFA (Grants, Fellowships, and Awards) Requirement- details are available at the Honors Moodle site, the Honors public folder or from the Honor Desk (honors@augsborg.edu).
- Students with and English transfer credit must take the writing entrance exam to place out of HON 111.
- All students must take HON 130 unless there is an irreconcilable schedule conflict within their major. Ex: pre-med and music therapy.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Interdisciplinary Studies

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
- Environmental Studies
- Gender, Sexuality, and Women's Studies (ACTC)
- International Relations
- Urban Studies

Information about these majors and their requirements can be found in their respective departmental pages. Other interdisciplinary course offerings are listed under International Programs.

### Leadership Studies Minor

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.

**Coordinator:** Alan Tuchtenhagen, Master of Arts in Leadership Program Director

Four required courses:

BUS 242 - Principles of Management

SOC 349 - Organizations and Society: Understanding Nonprofits and Corporations

COM 345 - Organizational Communication

POL 371 - Topics: Becoming a Leader

Two required electives from the following list. (No more than one per department)

BUS 340 - Human Resource Management

BUS 440 - Strategic Management

HIS 122 - 20th-Century United States

PSY 373 - Industrial/Organizational Psychology

COM 321 - Business and Professional Speaking

COM 355 - Small Group Communication

### Peace and Global Studies Minor

See International Relations' departmental page.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## International Relations

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 organizations, 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 offerings at Augsburg and other colleges. Students are encouraged to consider foreign study opportunities; most of our majors do study abroad at some point during their time at Augsburg. Competency in one foreign 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, such as immigration, conflict resolution, economic development, or climate change.

The goal of the program is to give students a broad exposure to international studies with considerable freedom to choose options for specialization. Students often combine this major with a second major 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

## Degree and Major Requirements

### International Relations Major

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 – Introduction to Political Science

or POL 160 - World Politics

POL 490 - International Relations Keystone

or KEY 480 - Topics in Global Interdependence

Four terms (or equivalent) of college work in a modern language other than English

One of the following lower division electives:

ANT 141 - Introduction to Cultural Anthropology

INS 225 - Introduction to Islam

POL 241 - Environmental and River Politics

SWK 230 - Global Peace and Social Development

WST 250 - Global Perspectives on Gender and Sexuality

or one additional upper division course from the list of required electives listed below.

Two of the following:

HIS 332 - History of United States Foreign Relations

POL 368 - Model United Nations

POL 459 - Topics: Comparative Politics

POL 461 - Topics: International Politics

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

BUS 362 - International Business

BUS 465 - International Management

COM 329 - Intercultural Communication

ECO 360 - International Economics

ECO 365 - Environmental Economics

ECO 370 - International Economic Development  
ENV 310 - Environmental Politics Field Seminar  
FIN 460 - International Finance  
FRE 332 - French Civilization Today  
GER 332 - German Civilization and Culture II  
HIS 323 - Modern China  
HIS 346 - Namibia and South Africa: A Historical Perspective  
HIS 352 - The Holocaust in German History  
HIS 354 - Modern Britain and Ireland  
HIS 440 - Topics in World History  
HIS 474 - World and the West  
MKT 466 - International Marketing  
POL 350 - Topics: European Politics  
POL 459 - Topics: Comparative Politics  
POL 483 - Political Statistics and Methodology  
REL 356 - World Religions  
SPA 331 - Spanish Civilization and Culture  
SPA 332 - Latin American Civilization and Culture

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.

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.

### **Graduation Skills**

The Critical Thinking (CT) and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Speaking (S) is met by completing ECO 365

The graduation skill in Quantitative Reasoning (QR) may be met by completing the IR elective POL 483 or MAT 163.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **International Relations Major with International Business Concentration**

Required core courses of the International Relations major, three of the following courses:

BUS 362 - International Business  
BUS 465 - International Management  
FIN 460 - International Finance  
MKT 466 - International Marketing

One of the following:

ECO 360 - International Economics  
ECO 365 - Environmental Economics  
ECO 370 - International Economic 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 advisor 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 enroll in an independent study (POL 499) course and complete an honors thesis no later than April 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 - Principles of Macroeconomics

or ECO 113 - Principles of Microeconomics

HIS 103 - The Modern World

or HIS 104 - The Modern Non-Western World

POL 158 - Introduction to Political Science

or POL 160 - World Politics

HIS 332 - History of United States Foreign Relations

or POL 461 - Topics: International Politics

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 intercultural 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), the Center for Global Education, and the international diversity of our surrounding neighborhoods. 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 in the program draw on study abroad in taking local actions to address global issues.

The minor consists of two required courses, two upper division electives, a senior keystone seminar, a study abroad requirement, and participation in local peace-related activities. See International Relations program director for full program description.

POL 160 - World Politics

SWK 230 - Global Peace and Social Development

Two upper division electives from:

ECO 365 - Environmental Economics

ECO 495 - Topics

ENL 365 - Contemporary Post-Colonial Fiction

HIS 332 - History of United States Foreign Relations

HIS 346 - Namibia and South Africa: A Historical Perspective

HIS 350 - Latin American History

INS 312 - The Politics of Development in Southern Africa

POL/WST 341 - Globalization, Social Struggles and the Environment

POL 353 - Political and Social Change in Namibia

REL 313 - Environmental Theology and Ethics

REL 346 - The Church and Social Change in Southern Africa

REL 366 - Latin American Liberation Theologies

SOC 240 - Protest and Social Change: The Sociology of Social Movements

Other topics or study abroad courses with approval of program director



For a complete list of courses and descriptions, see the [Course Description Search](#).

## Languages and Cross-Cultural Studies

The Department of Languages and Cross-Cultural Studies 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 department offers language, literature, and culture courses leading to majors in French, German, and Spanish, as well as an interdisciplinary major in Cross-Cultural Studies. Introductory courses in Latin, Norwegian, Ojibwe, Farsi, and American Sign Language are offered at Augsburg, and courses in Ancient Greek, Arabic, Chinese, Japanese, and Portuguese are available to Augsburg students through Augsburg's four partner-institutions in the Associated Colleges of the Twin Cities (ACTC) consortium.

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, law, social work, the diplomatic corps, the health professions, or the ministry may wish to take a second major or minor in languages. In addition, a minor in languages is a valuable research tool for those intending to pursue graduate study in most academic disciplines.

### Languages and Cross-Cultural Studies Faculty

Michael Kidd (Chair), Sarah Degner-Riveros, Randy Gresczyk, Diane McDonagh, Pary Pezechkian-Weinberg, Kate Reinhardt, Joseph Towle, John Van Cleve

### Degree and Major Requirements

#### Language Major

CCS 100 - Introduction to Cultural Studies

9 courses above 211 including:

One course in literature

KEY 480 - Topics in Global Interdependence

A semester of study abroad (15 weeks) is required

Students are expected to take as many courses in the target language as possible. Other than CCS 100 and KEY 480, any course taught in English must be approved by the advisor for credit toward the major.

#### Cross-Cultural Studies Major

The Cross-Cultural Studies major consists of three core courses, a language requirement, a study-abroad requirement, and three electives, as specified below.

Core courses:

CCS 100 - Introduction to Cultural Studies

CCS 399 - Internship

KEY 480 - Topics in Global Interdependence

Language requirement:

Minor in French, German, or Spanish or completion of the 212 level in two different languages. Placement waivers of the core skill in languages do not fulfill any part of the language requirement for the Cross-Cultural Studies major. Heritage speakers must earn credit by examination for 212, if following the two-language path, or complete the coursework for a minor in available languages (consult Academic Advising for testing in less commonly taught languages).

Study-abroad requirement (consult Augsburg Abroad for offerings):

One semester (15 weeks) on an approved study abroad program or two short-term international study experiences approved by the department

Electives:

Three upper-division courses in related areas. Courses must be chosen in consultation with the student's academic advisor and must include comparative study of a non-English speaking culture. Seminars, independent study, topics courses, and courses at other colleges and universities can be considered here. No more than two courses may be counted from a single department.

### **Graduation Skills**

For all majors, the Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Speaking (S) and Writing (W) are met by completing CCS 100 and KEY 480.

The Quantitative Reasoning (QR) graduation skill is met with one of the following courses: GST 200, HIS 369, MAT 145, MAT 146, MAT 163, NUR 410, PHI 230, PHY 119, POL 483, or the QR from a second major.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Language Minor**

Four courses above 211

Students are expected to take all courses in the target language. Any course taught in English must be approved by the advisor for credit toward the minor.

### **Departmental Honors**

Majors seeking graduation with departmental honors must apply to the chair of the department in their junior year. Requirements include a 3.50 GPA both in the major and overall, and an honors thesis written in the target language.

### **Prerequisite**

Any 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 (15 weeks) is required for Language majors, and some study abroad is strongly recommended for minors. See advisor for guidelines on portfolio documentation of coursework taken abroad. Majors in Cross-Cultural Studies must complete a semester abroad (15 weeks) or two short-term international study experiences approved by the department.

### **Internships**

An advanced-level internship in the major language (399) or an interdisciplinary internship (INS 199) that links language skills with community service and career exploration may be arranged pending faculty availability.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Mathematics

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 nonprofit 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 (through the BA degree) or choose a more focused program of courses (through the BS degree). BS focus areas include theoretical mathematics, statistics, teaching mathematics, and the application of mathematics to science and engineering, actuarial science, computing, business, or economics. Augsburg's urban location allows students to gain experience working with mathematics through internships, service learning, and the colloquium course. Augsburg students can also choose to complete a major in Actuarial Science at University of St. Thomas, offered through ACTC.

## Mathematics Faculty

John Zobitz (Chair), Pavel Bělík, Suzanne Dorée, Richard Flint, Matthew Haines, Jody Sorensen

## Degree and Major Requirements

### Mathematics Major, BA

Nine courses including:

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 245 - Calculus III

MAT 246 - Linear Algebra

MAT 271 - Discrete Mathematical Structures

MAT 491 - Mathematics Colloquium (to be taken during junior and senior years)

A "theoretical structures" course from:

MAT 304 - Graph Theory

MAT 314 - Abstract Algebra

MAT 324 - Analysis

Other courses approved by the department.

Three additional electives chosen from MAT courses numbered above 250, at least two of which are numbered above 300. Note that PHY 327 counts as a 300 level MAT course.

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.

## Graduation Skills

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QF and QA), and Writing (W) are embedded in the MAT courses and are met by completing the major. An additional course in Speaking (S) is also required and may be met by either MAT 201 together with the major, COM 111, COM 115, student teaching, another speaking skill course approved by the department, or completion of another major that includes the speaking skill. Students transferring in mathematics course(s) must consult their faculty advisor about potential additional skills courses needed.

## Mathematics Major, BS

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 491 - Mathematics Colloquium (to be taken during junior and senior years)

Four electives chosen from MAT courses numbered above 250, at least three of which are numbered above 300. Note that PHY 327 counts as a 300 level MAT course.

Three additional electives chosen from MAT courses numbered above 250, or the following list of supporting courses (or substitutes with departmental approval); BIO 355, BIO 473, BIO 481, MIS 379, CHM 353, CHM 362, CHM 368, CSC 160 (recommended), CSC 170, CSC 210, CSC 320, CSC 385, CSC 457, ECO 112 or ECO 113 (cannot count both), ECO 318, ECO 416, ECO 490, ESE 330, FIN 331, MAT 163, MAT 248, MAT 173, MKT 352, PHY 121, PHY 122, PSY 215, PSY 315, SOC 362, SOC 363. (Not more than one of MAT 163, MAT 248, MIS 379, PSY 215, SOC 362 may count).

These seven electives must include a(n):

- “Theoretical Structures” course: MAT 304, MAT 314, MAT 324, or other courses approved by the department.
- “Applied Project” course: MAT 355, MAT 369, MAT 374, MAT 377, or other courses approved by the department.
- “Statistical Perspectives” course: MAT 373, MAT 163, MAT 248, MAT 394, MIS 379, PSY 215, SOC 362, or other courses approved by the department.

At least five of the seven electives must be chosen from a focus area approved by the department.

Sample focus areas:

- Biological Sciences: one of MAT 163, MAT 248, PSY 215; two of BIO 355, BIO 473, BIO 481; two of MAT 363, MAT 369, MAT 373
- Business, Economics, or Actuarial Science: ECO 112 or ECO 113; two of CSC 160, MIS 379, ECO 318, ECO 416, ECO 490, FIN 331, MAT 163, MAT 248, MAT 173, MKT 352; MAT 373; MAT 374 or MAT 377. (Only one of MIS 379, MAT 163 and MAT 248 may count).
- Computational Mathematics: CSC 170; CSC 210; one of CSC 320, CSC 385, CSC 457; two of MAT 304, MAT 355, MAT 363, MAT 377.
- Physical Sciences: two of PHY 121, PHY 122, CHM 353, CHM 362, CHM 368; two of MAT 324, PHY 327, MAT 355, MAT 369; a fifth course from this list.
- Statistics: One of MAT 163, MIS 379, PSY 215, SOC 362; MAT 324; MAT 373; MAT 374 or MAT 394; one of ECO 490, MKT 352, PSY 315, SOC 363, or another applied statistics course approved by the department.
- Teaching Mathematics: ESE 330; MAT 252; MAT 287; MAT 314; MAT 324
- Theoretical Mathematics: MAT 314; MAT 324; at least three of MAT 252, MAT 287, MAT 304, MAT 363, MAT 373, or regularly offered courses at other ACTC colleges in Complex Variables, Topology, Measure Theory/Real Analysis II, Abstract Algebra II, Combinatorics.

In addition, an experiential component in the focus area is required, such as an internship, volunteer or paid work experience, undergraduate research project, student teaching in mathematics, or other experiences approved by the

department. Such experiences may also fulfill the Augsburg Experience requirement if approved. For an undergraduate research project, the work may build upon a course-based project, but significant work beyond the course is expected.

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.

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QF and QA), and Writing (W) are embedded in the MAT courses and are met by completing the major. An additional course in Speaking (S) is also required and may be met by either MAT 201 together with the major, COM 111, COM 115, student teaching, another speaking skill course approved by the department, or completion of another major that includes the speaking skill. Students transferring in mathematics course(s) must consult their MAT advisor about potential additional skills courses needed.

### **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 BS major, but the electives must include:

ESE 330 5-12 - Methods: Mathematics

MAT 252 - Exploring Geometry

MAT 287 - History of Mathematics

MAT 314 - Abstract Algebra

MAT 324 - Analysis

an "Applied Project" course

One of the following:

MAT 163 - Introductory Statistics

MAT 248 - Biostatistics

MAT 373 - Probability and Statistics I

At the time of publication, the mathematics requirements for a concentration in mathematics to teach in grades 5-8 under elementary education licensure are:

MAT 114 - Precalculus (or MPG 4)

MAT 145 - Calculus I

One of the following:

MAT 163 - Introductory Statistics

MAT 248 - Biostatistics

or MAT 373 - Probability and Statistics I

MAT 252 - Exploring Geometry

MAT 271 - Discrete Mathematical Structures

MAT 287 - History of Mathematics

ESE 331 - Middle School Methods: Mathematics

Elementary Education majors seeking middle school mathematics licensure are strongly encouraged to consult with a Mathematics faculty advisor before enrolling in the 200 level MAT courses.

### **Departmental Honors in Mathematics**

To be considered for departmental honors, a student must be involved with Mathematics beyond the classroom, have a GPA of at least 3.50 in MAT courses numbered above 200, have an overall GPA of at least 3.0, complete a project with

significant mathematical content (usually beginning before senior year), and obtain the approval of the Mathematics Department. The project may build upon a course-based project, but significant work beyond the course is expected. The project results must be presented in a public forum. A proposal to complete departmental honors in mathematics should be submitted to the Mathematics Department chair at least one year prior to graduation. Specific requirements are available from the department.

### **Pi Mu Epsilon**

Membership in the Augsburg chapter of this national mathematics honor society is by invitation. To be considered, students must have a declared Mathematics major, junior or senior status, and a GPA of 3.00 in their major and overall.

### **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. Note that PHY 327 counts as a 300 level MAT course.

Alternatively students may complete a minor by taking the six courses:

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 163 - Introductory Statistics

or MAT 248 - Biostatistics

MAT 252 - Exploring Geometry

MAT 271 - Discrete Mathematical Structures

MAT 287 - History of Mathematics

Students must earn a grade of 2.0 or better in each course that applies toward the minor.

At least one MAT course numbered above 250 must be taken at Augsburg.

### **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.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Medieval Studies

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

Michael Kidd (Languages and Cross-Cultural Studies, Program Director), Phillip C. Adamo (History), Kristin M. Anderson (Art), Mark L. Fuehrer (Philosophy), Douglas E. Green (English), Beliza Torres (Theater Arts), Merilee Klemp (Music), Philip A. Quanbeck II (Religion), Martha E. Stortz (Religion), Mark D. Tranvik (Religion), Hans Wiersma (Religion), Maheen Zaman (History)

## Degree and Major Requirements

### Major

Eleven courses, including:

Six core requirements:

HUM 120 - Medieval Life in 12th-Century Europe

LAT 101 - Beginning Latin I

LAT 102 - Beginning Latin II

HIS 369 - The Early and High Middle Ages

HIS 370 - The Late Middle Ages to 1648

HUM 490 - Keystone: Medieval Studies Project

One of the following literature courses:

ENL 330 - Shakespeare

ENL 332 - British Literature: Renaissance and Reformation

ENL 360 - The Classical Tradition

ENL 361 - The Medieval World

SPA 352 - Survey of Spanish Literature I

One of the following religion or philosophy courses:

HIS 378 - Medieval Church

PHI 242 - History of Philosophy II: Medieval and Renaissance Philosophy

REL 362 - Martin Luther and the Reformation

One 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 - Theater History and Criticism I



Two electives from the following courses:

HIS 374 - Medieval Crusades

HIS 440 - Topics in World History: Monks and Heretics

POL 380 - Western Political Thought

SPA 331 - Spanish Civilization and Culture

Any literature, religion/philosophy, or history of arts courses not already taken may be taken as electives.

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. HIS 369 meets the Quantitative Reasoning (QR) graduation skill.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Language Requirement**

Students must take one year of college-level Latin as part of the major.

In addition, students must take one year of a college-level, modern language in which medieval scholarship is published (e.g. Spanish, French, German, Norwegian, Arabic; NOT American Sign Language). This second language will fulfill the Modern Language Core Skills requirement.

### **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.

### **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).

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Music

The Music Department at Augsburg College offers professional music training in the context of a liberal arts curriculum through three degrees and five music majors. It also offers a variety of music courses and ensemble experiences that are available to non-music majors, and 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).

## Faculty

### Full-time

Jill Dawe, Douglas Diamond, Susan Druck, Dain Estes, Annie Heiderscheit, Peter Hendrickson, Roberta Kagin, Merilee Klemp, Bruce McWilliams, Sonja Thompson

### Part-time Faculty

Trudi Anderson, Matt Barber, Carol Barnett, Lynn Erickson, Janet Gottschall Fried, Jennifer Gerth, Nancy Grundahl, Mary Horozaniecki, Joan Hutton, Jim Jacobson, Mark Kausch, Kathy Kienzle, Steve Lund, David Mantini, Kameron Markworth, K. Christian McGuire, Laurie Merz, Vladan Milenkovic, Barbara Nordstrom-Loeb, Rick Penning, O. Nicholas Rath, Shannon Sadler, Mark Sedio, Robert Stacke, Andrea Stern, Matthew Wilson

### Fine Arts Coordinator

Cathy Knutson

### 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

Offers students with an undergraduate degree the preparation necessary to meet the AMTA requirements for becoming a Board Certified Music Therapist.

## Music Minors

Music

Music Business

## Degree and Major Requirements

Students intending to pursue a Music major in any of the three Music degree programs must declare their major, perform a sophomore/transfer Music major jury qualifying jury, and complete the Music Department degree application by the end of their fourth semester of study. More detail is included in the Music Department Student Handbook posted on the Music Students site on Moodle.

Because of the heavy curricular demands inherent in any single Music Department degree program, students are strongly encouraged to avoid declaring double majors entirely within the department, i.e. attempting two music degree programs simultaneously. In those rare cases where such a scenario seems both warranted and feasible, students are **required** to petition the department for acceptance of their proposed degree plan **prior** to formally declaring their double majors.

### Music Core:

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

MUS 331 - Music of the Baroque Era

or MUS 332 - Music of the Classical Era

or MUS 333 - Music of the Romantic Era

or MUS 334 - Music of the 20th Century

MUS 458 or 459 - Senior Recital

One to four semester(s) Performance Study on the major instrument in accordance with degree requirement

Four to eight semesters Large Ensemble/Chamber Music in accordance with degree requirement

Large Ensemble Options:

MUE 111 - Augsburg Choir

MUE 112 - Riverside Singers

MUE 114 - Masterworks Chorale

MUE 115 - Cedar Singers

MUE 121 - Augsburg Symphony Orchestra

MUE 141 - Augsburg Concert Band

Chamber Music Options:

MUE 113 - Vocal Chamber Music

MUE 122 - String Chamber Music

MUE 125 - Guitar Chamber Music

MUE 131 - Woodwind Chamber Music

MUE 142 - Brass Chamber Music

MUE 144 - Percussion Chamber Music

**Additional Requirements (refer to the Music Department Student Handbook for detail)**

- Pass a piano proficiency test
- Pass a sophomore/transfer music major qualifying jury
- Complete the Music Department degree application
- Pass 3 music repertoire tests

**Graduation Skills**

***Bachelor of Arts in Music, Bachelor of Music Education, Bachelor of Music Performance:***

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skills in Speaking (S) and Quantitative Reasoning (QR) are met by completing the following courses:

S: MUS 341

QR fulfilled with QFA: PHY 119, GST 200, MAT 145, MAT 146, or MAT 163

***Bachelor of Science in Music Therapy***

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skills in Speaking (S) and Quantitative Reasoning (QR) are met by completing the following courses:

S: MUS 363

QR fulfilled with QF: PSY 215 or SOC 362 (choose one) and QA: MUS 372

***Bachelor of Arts in Music with Music Business Concentration***

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by completing the following courses:

QR fulfilled with QFA: One of GST 200, MAT 145, MAT 146, MAT163, or PHY119

***Transfer Students***

Transfer Students and Graduation Skills: Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

***Music Major, BA***

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 advisor:** Douglas Diamond

Music Core, Additional Requirements and the following:

MUS 341 - Basic Conducting(S)

MUS 458 - Senior Recital

Eight credits of MUS electives

MUP 1xx - Performance Studies (four semesters of 1 credit lessons in major instrument/voice)

MUP 3xx - Performance Studies (four semesters of 2 credit lessons in the major instrument/voice)

Large Ensemble - eight semesters on the major instrument or voice from:

Chamber Music - two semesters of chamber music/small ensemble courses on the major instrument/voice

### **Music Major with Music Business Concentration, BA**

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 with a music emphasis) and the Bachelor of Arts in Business Administration with Specialization in Music Business (designed with business emphasis).

Augsburg College full-time students may elect to take one course each semester at McNally Smith College of Music providing that they meet all McNally Smith College of Music requirements. A list of approved electives from MSCM for the music business major is available in the Augsburg music office. McNally Smith courses cannot be used as a substitute for any required Augsburg course specifically listed within a degree program. This program is open to sophomores through seniors. There is no additional fee for this program.

**Faculty advisor:** Dain Estes

Music Core, Additional Requirements and the following:

ACC 221 - Introduction to Financial Accounting

ECO 113 - Principles of Microeconomics

MIS 260 - Problem Solving for Business

BUS 242 - Principles of Management

or BUS 254 - Entrepreneurship

or BUS 200 - Exploring Business as a Vocation

MUS 162 – Entrepreneurship for Creative Businesses

MUS 205 – Legal Issues in Music, Entertainment, and the Arts

MUS 335 – Music Business

MUS 336 - Arts Management and Concert Promotion

MUS 408 – Current and Future Issues in the Music Industry

MUS 399 - Internship

or BUS 399 – Internship

MUS 458 - Senior Recital

MUP 1xx - Performance Studies - four semesters of 1 credit lessons in major instrument/voice

MUP 3xx - Performance Studies - four semesters of 2 credit lessons in the major instrument/voice

Large Ensemble - eight semesters on the major instrument or voice

Chamber Music - two semesters of chamber music/small ensemble courses on the major instrument/voice

### **Business Administration with Specialization in Music Business, BA**

See Business Administration for requirements.

### **Music Education Major, Bachelor of Music**

A fully accredited program (National Council for Accreditation of Teacher Education and Minnesota Board of Teaching), the Music Education major offers students the preparation necessary to become music teachers in public schools. This coursework and preparation includes certification to teach at the elementary through secondary levels, with either a vocal/general or instrumental/general emphasis. In addition to applying to the Music Department, Bachelor of Music Education major candidates must apply to the Minnesota Department of Education for acceptance to the Music Education licensure program which 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 advisor:** Bruce McWilliams

Music Core, Additional Requirements and the following:

MUS 311 - Composition I  
MUS 341 - Basic Conducting  
MUS 358 - Junior Recital  
MUS 459 - Senior Recital  
HPE 115 - Chemical Dependency Education  
EDC 200 - Orientation to Education in an Urban Setting  
EDC 210 - Diversity in the School or EDC 110 - Teaching in a Diverse World (Freshman only)  
and EDC 211 - Minnesota American Indians  
or EDC 206 - Diversity/Minnesota American Indians  
EDC 220 - Educational Technology  
EDC 310 - Learning and Development in an Educational Setting  
ESE 300 - Reading/Writing in the Content Area  
ESE 325 - Creating Learning Environments  
ESE 370 - K-12 Methods: Music  
EDC 410 - Learners with Special Needs  
EDC 490 - School and Society  
EED 481, 483 - Student Teaching: Elementary K-6  
ESE 485, 487 - Student Teaching: Secondary  
MUS 355 - Music Methods: Strings  
MUS 356 - Music Methods: Brass and Percussion  
MUS 357 - Music Methods: Woodwinds  
MUS 359 - Music Methods: Vocal

Choose one of the following areas of emphasis:

Vocal Emphasis:

MUS 251 - English Diction  
MUS 252 - Italian Diction  
MUS 253 - German Diction  
MUS 254 - French Diction  
MUS 342 - Choral Conducting  
MUS/THR 235 - Skills of Music Theater

Instrumental Emphasis:

MUS 344 - Instrumental Conducting  
Music elective or approved courses

Performance Studies and Ensembles:

Students should choose the following courses in accordance with their area of emphasis\*.

MUP 1xx - Performance Studies (two semesters of 1 credit lessons in the major instrument/voice)

MUP 1xx - Performance Studies (two semesters of 2 credit lessons in the major instrument/voice)

MUP 3xx - Performance Studies (four semesters of 2 credit lessons in the major instrument/voice)

Large Ensemble - eight semesters on the major instrument or voice

Chamber Music - two semesters of chamber music/small ensemble courses on the major

\*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.

### **Music Performance Major, Bachelor of Music**

This major is a focused classical training program designed to develop the skills, artistic voice, and performing ability of the individual musician. This degree best prepares students who are interested in graduate school, professional

performance opportunities, or private studio teaching. Acceptance to the program requires a half-hour formal audition and interview (see the Music Department Student Handbook).

**Faculty advisor:** Jill Dawe

Requirements:

Music Core, Additional Requirements and the following:

MUP 1xx - Performance Studies (two semesters of 1 credit lessons in the major instrument/voice)

MUP 1xx - Performance Studies (two semesters of 2 credit lessons in the major instrument/voice)

MUP 3xx - Performance Studies (four semesters of 2 credit lessons in the major instrument/voice)

MUS 358 - Junior Recital

MUS 459 - Senior Recital

Large Ensemble - eight semesters on the major instrument or voice\*

Chamber Music - four semesters of chamber music/small ensemble courses on the major instrument/voice

\*For guitarists, harpists and pianists: either eight semesters of large ensemble or four semesters of large ensemble and four additional semesters of chamber music or other assignment in consultation with advisor.

Voice Majors:

MUS 251 - English Diction

MUS 252 - Italian Diction

MUS 253 - German Diction

MUS 254 - French Diction

MUS 435 - Voice Repertoire

MUS 359 - Music Methods: Vocal

\*MUS Elective (2 credits)

\*Voice students are strongly encouraged to take MUS/THR 235 Skills of Music Theater and/or MUE 294 or 494 - Opera Workshop.

Keyboard Majors:

MUS 436 - Piano Repertoire

MUS 456 - Piano Pedagogy

MUS Elective (2 credits)

Instrumentalists:

MUS 356 - Music Methods: Brass/Percussion

or MUS 357 - Music Methods: Woodwinds

or MUS 355 - Music Methods: Strings

MUS Elective (4 credits)

Additional requirements:

BM performance major candidates must pass an extended performance audition and interview that is scheduled after completion of the sophomore/transfer music major qualifying jury.

### **Music Therapy Major, BS**

Fulfills the academic and clinical requirements for eligibility to take the Music Therapy Board Certification Examination. The BS in Music Therapy is a four-and-one-half-year degree program, which includes a six month full-time 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. A minimum grade of 2.5 in all music therapy courses is required.

**Faculty Advisor:** Roberta Kagin

Requirements:

Music Core, Additional Requirements and the following:

MUS 271 - Introduction to Music Therapy

MUS 274 - Music Therapy Practicum

MUS 275 - Music Therapy Practicum

MUS 340 - Music Therapy Techniques and Materials I

MUS 345 - Music Therapy Techniques and Materials II

MUS 363 - Expressive and Creative Arts in Healing(S)

MUS 372 - Psychological Foundation of Music I

MUS 373 - Psychological Foundation of Music II

MUS 374 - Music Therapy Practicum

MUS 375 - Music Therapy Practicum

MUS 458 - Senior Recital

MUS 474 - Music Therapy Practicum

MUS 475 - Music Therapy Practicum

MUS 480 - Music Therapy Senior Seminar

MUS 481 - Music Therapy Clinical Internship

BIO 103 - Human Anatomy and Physiology

EDC 410 - The Learner with Special Needs

PSY 105 - Principles of Psychology

PSY 262 - Abnormal Psychology

SOC 362 - Statistical Analysis

or PSY 215 - Research Methods and Statistics I

MUP 1xx - Performance Studies (four semesters of 1 credit lessons in major instrument/voice)

MUP 3xx - Performance Studies (four semesters of 2 credit lessons in the major instrument/voice)

Large Ensemble - eight semesters on the major instrument or voice\*

Chamber Music - two semesters of chamber music/small ensemble courses on the major instrument/voice

Pass guitar proficiency test

### **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. Acceptance to the degree program requires the following:

- Pass the sophomore/transfer music major jury and Music Department degree application
- Pass guitar proficiency

### **Music Minor**

Faculty Advisor: Merilee Klemp

Requirements:

MUS 101 - Materials of Music I

MUS 102 - Materials of Music II

MUS 111 - Aural Skills I

MUS 112 - Aural Skills II

MUS 341 - Basic Conducting

MUS 231 - History and Literature of Music I

or MUS 232 - History and Literature of Music II

One additional course (2 credits or above) in music history or conducting



Other music courses may be approved by departmental petition  
MUP 1xx - Performance Studies (four semesters of 1 credit performance studies in the major instrument/voice)  
Large Ensemble - four semesters in a large Augsburg ensemble

Additional requirements:

Pass one music repertoire test  
Submit a Music Department application for minor by spring semester, 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.

**Faculty Advisor:** Dain Estes

Requirements:

ACC 221 - Introduction to Financial Accounting  
ECO 113 - Principles of Microeconomics  
MIS 260 - Problem Solving for Business  
MUS 162 – Entrepreneurship for Creative Businesses  
MUS 205 – Legal Issues in Music, Entertainment, and the Arts  
MUS 335 - Music Business  
MUS 408 – Current and Future Issues in the Music Industry  
MUS/BUS 399 - Internship (approved for the music business minor)

One of the following:

MUS 336 - Arts Management and Concert Promotion  
BUS 301 - Business Law  
BUS 254 - Entrepreneurship

### **Departmental Honors**

Senior Music majors with a cumulative GPA of 3.5 or higher in Music courses may apply for Music departmental honors by completing extended original work in their area of interest. Such work 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.

Consideration for departmental honors requires a clearly written proposal that includes a project title, a transcript, and a brief music résumé to be submitted to the music faculty by November 1 of the senior year.

### **Piano Proficiency**

All Augsburg Music majors are required to have basic piano skills that meet the standard required by the Piano Proficiency Test offered at the end of each semester. Students come to Augsburg with a wide variety of prior training and experience in piano, and therefore can elect to develop their piano skills and prepare for the proficiency test in several ways. Students with extensive training may be able to simply pass the test; those with some training may register for private piano lessons; the majority of students are advised to take a piano placement test that determines their appropriate placement within a sequence of four class piano courses (MUS 135/136/237/238) designed to teach the skills of the piano proficiency test. To maximize student learning, it is strongly recommended that piano training is started during the first year, when piano study will complement and strengthen the student's experience in the music theory and aural skills curriculum. Consult the Music Student Handbook for piano major and non-piano major requirements and test dates.

## **Music Repertoire Tests**

These four tests are intended to encourage students to become lifelong listeners by requiring students to familiarize themselves with many of the masterpieces of the classical music repertoire from the Middle Ages to today. Consult the Music Student Handbook for the lists of pieces required by all four repertoire tests and the call numbers for the repertoire test CDs at Lindell Library. Each academic year a specific repertoire test is offered twice: once at the end of the fall semester, and again at the end of the spring semester. Music majors are required to pass three music repertoire tests, transfer students must pass two, and Music minors must pass one.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Natural Science Teaching Licensure

The Natural Science licensure program is designed to combine a strong content focus with early and ongoing teaching preparation courses that meet Minnesota licensure requirements. Courses are designed to provide a broad 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, required education courses (see Secondary Education requirements), and, in the physical sciences, have at least one year of calculus. Early consultation with the Education Department (in your sophomore year) is essential to complete undergraduate major and licensure requirements on a timely basis.

### Content Liaisons

Jennifer Bankers-Fulbright (Biology), Sandra Olmsted (Chemistry), Ben Stottrup (Physics)

## Degree and Major Requirements

### Teaching Licensure Major

The State of Minnesota has specific licensing requirements for teachers that may differ slightly in emphasis from the Augsburg major requirements. The state requirements may also be subject to change after publication of this catalog. Students therefore should consult with the Augsburg Education Department to identify current licensure requirements. All upper division courses required for the Biology major must be completed before student teaching.

### Licensure Requirements

#### ***General Science Endorsement (for grades 5-8):***

Introductory Geology (taken off campus, offered through ACTC program)

SCI 106 - Introductory Meteorology

BIO 121 - Human Biology

BIO 102 - The Biological World

PHY 116 - Introduction to Physics

or PHY 121, 122 - General Physics I, II

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

#### ***Biology Major—BA in Life Sciences (for licensure in biology 9-12)***

Requirements are the same as for the Bachelor of Arts in biology degree, but with the following differences: only four (rather than five) upper division Biology courses are required. Upper division Biology requirements must be traditionally graded. A GPA of 2.50 in upper division Biology courses is required for all Natural Science majors.

BIO 151 - Introductory Biology

BIO 152 - Evolution, Ecology, and Diversity

BIO 253 - Introductory Cellular Biology

BIO 255 - Genetics

BIO 361 - Plant Biology

or BIO 481 - Ecology

MAT 114 - Precalculus

or MAT 145 - Calculus I

or MAT 163 - Introductory Statistics

or MAT 248 - Biostatistics

or PSY 215 - Research Methods and Statistics I

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II  
PHY 116 - Introduction to Physics  
or PHY 121, 122 - General Physics I, II  
BIO 490 - Biology Keystone  
or SCI 490 - Integrated Science  
or HON 490 - Honors Senior Seminar  
or another keystone with departmental approval

Two of the following courses:

PHY 101 - Astronomy  
SCI 106 - Introductory Meteorology  
An introductory geology course

Three electives from the following:

BIO 351 - Invertebrate Zoology  
BIO 353 - Comparative Vertebrate Anatomy  
BIO 361 - Plant Biology  
BIO 369 - Biochemistry  
BIO 471 - Advanced Cellular and Molecular Biology  
BIO 473 - Animal Physiology  
BIO 474 - Developmental Biology  
BIO 475 - Neurobiology  
BIO 476 - Microbiology  
BIO 481 - Ecology  
BIO 486 - Immunology  
BIO 495 - Special Topics in Biology  
PHY 317 - Biophysics

***Chemistry Major (for licensure in chemistry 9-12)***

Broad base requirements, plus undergraduate major in chemistry (BA):

CHM 115 - General Chemistry I  
CHM 116 - General Chemistry II  
CHM 351 - Organic Chemistry I  
CHM 352 - Organic Chemistry II  
CHM 353 - Quantitative Analytical Chemistry  
CHM 362 - Chemical Thermodynamics, Statistical Mechanics, and Kinetics (Physical Chemistry)  
CHM 370 - BioOrganic Chemistry (or a Biochemistry course)  
CHM 491 - Chemistry Seminar (four semesters)  
CHM 499 - Introduction to Chemical Research  
SCI 490 - Integrated Science or other approved Keystone  
MAT 145 - Calculus I  
MAT 146 - Calculus II  
PHY 121 - General Physics I  
PHY 122 - General Physics II  
COM 115 or COM 111 - a public speaking course

One course from:

CHM 464 - Advanced Organic Chemistry  
CHM 470 - Principles of Medicinal Chemistry  
CHM 482 - Advanced Inorganic Chemistry

### ***Physics Major (for licensure in physics 9-12)***

Broad base requirements, plus undergraduate major in physics:

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 - Comprehensive Laboratory I

PHY 396 - Comprehensive Laboratory II

SCI 490 - Integrated Science or other approved Keystone

Two additional physics courses above 122; PHY 261 recommended

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 245 - Calculus III

PHY 327 - Special Functions of Mathematical Physics

CHM 115 - General Chemistry I

CHM 116 - General Chemistry II

### **Post-baccalaureate Teaching Licensure**

Students who have earned a bachelor's degree elsewhere and seek Natural Science teaching licensure at Augsburg are required to complete a minimum of two upper division biology courses at Augsburg with grades of 2.5 or higher.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## **Bachelor of Science in Nursing (BSN) Completion**

The Augsburg College BSN Completion program is designed exclusively for registered nurses who want to advance their education, increase their career opportunities, and address changing health needs in a variety of rapidly changing care settings and communities. No longer do nurses practice only in hospitals, they are moving into communities, corporations, parishes, schools, rehabilitation centers and long term care facilities, as well as into their own private practices. Wherever they work, nurses are making a difference in community health and well-being by providing comprehensive health care for diverse groups of persons across the lifespan.

The BSN program at Augsburg prepares nurses to synthesize knowledge from the liberal arts with the art and science of nursing. Educational opportunities are provided that challenge students' interests and engage their creativity as they increase skills in critical thinking, speaking, writing, ethics, nursing theories, community assessment, leadership, decision-making and the role of citizen nurse. Classes that combine short-term immersion experiences of study both at home and abroad are woven into the BSN curriculum. Students are invited to participate in these exciting endeavors as they are able.

Augsburg's BSN program is fully 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.

### **Department of Nursing Faculty**

Pauline Abraham, Katherine Baumgartner, Kathleen Clark, Kaija Freborg, Cheryl Leuning, Virginia McCarthy, Kristin McHale, Joyce Miller (Chair), Pamela Moss, Deborah Schuhmacher

**Staff:** Sharon Wade, Linden Gawboy

### **Degree and Major Requirements**

#### **Nursing Major, BSN**

Seven 4-semester credit hour courses, including:

- NUR 300 - 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 - Practicum: Community Health Nursing II
- NUR 490 - Leadership/Management

A minimum grade of 2.0 in each nursing course and a cumulative major GPA of 2.5 are required. Students also must complete Augsburg's residence and general education requirements.

#### **Graduation Skills**

The Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) graduation skills are embedded throughout the required courses in the Nursing major and are met by completing the major.

Students petitioning to transfer in upper division nursing courses from another institution to meet requirements in the nursing major at Augsburg must consult an advisor about potential adjustments to their course requirements to fulfill each of these graduation skills.

## Other Information

The BSN program has been planned so that courses in the nursing major can be completed over 16 months of full-time study taking two courses per semester. Students can pursue their studies as quickly as 12 months taking three courses per semester, based on personal choice. Students will be assigned to a nursing faculty adviser to develop a plan of study.

More time may be required to complete the total course of study depending on the number of liberal arts (general education) courses individual students need to complete the BSN degree and the number of credits each student transfers to Augsburg College from other colleges or universities. Students in Nursing may take non-nursing courses in both the Day and Adult Undergraduate programs. Students interested in pursuing the Nursing major should consult with BSN admissions staff in the Admissions Office for assistance applying.

## Admission to the Nursing Major

In addition to meeting admission requirements for Augsburg College, admission to the Nursing major requires the following:

- Completed application
- Cumulative GPA of 2.5 or higher in one's basic nursing program
- Unencumbered RN license—applicant must be a registered nurse who is licensed and currently registered to practice in Minnesota prior to beginning the Nursing major
- Evidence of HIPAA training
- Up-to-date immunization records
- Criminal background check (details provided in application process)
- Special conditions:
  - Students may be provisionally admitted to the Bachelor of Science in Nursing program at Augsburg due to a cumulative GPA of less than 2.5 in their basic nursing program. Full admission to the program requires students to achieve a GPA of 3.00 or better in two liberal arts courses at Augsburg before being fully admitted to the BSN program.
  - Students may apply to Augsburg College prior to completion of their degree program. However, all BSN program admission requirements must be met prior to matriculating into the BSN program at Augsburg.

## Credit for Previous Nursing Courses

Registered nurses (RNs) transferring into Augsburg College's BSN completion program will be granted 28 semester credits in recognition of their previous lower division nursing coursework if the following standards are met:

- Prior nursing education in the United States is taken in an associate degree in nursing (ADN) program or a diploma in nursing program. Both must be state board-approved programs.
- Nursing coursework taken outside of the United States is submitted for evaluation to the World Education Services (WES), an agency approved by Augsburg College to evaluate foreign transcripts. Reports should be sent directly to Augsburg College. In addition, nursing coursework must be verified for authenticity by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Applicants must request CGFNS ([www.cgfns.org](http://www.cgfns.org)) to forward the educational credentials report to the Minnesota State Board of Nursing. Once their credentials are verified, applicants must apply for licensure and demonstrate successful passing of the National Council Licensure Examination (NCLEX). Nurses who have previously submitted CGFNS credential verification in a state other than Minnesota, and who have passed the NCLEX, will be considered for admission and must meet the same residency requirements expected of all students.

Students who change their major and transfer out of the BSN completion program will lose the 28 semester credit block grant and their transfer credit evaluation will be reassessed. The 28 semester credit block grant will be applied toward a Bachelor of Science degree in Nursing only.

## 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 Nursing degree.

Courses in the Nursing major are generally offered on weekday evenings with practicum courses (NUR 410 and 411) requiring additional weekday time. Generally, nursing classes meet on alternate weekday evenings for four-hour time blocks. Online instruction and activities occur between face-to-face class times. Optional immersion courses and practicums at home and abroad are scheduled throughout the year. Check with the Department of Nursing for details.

It is recommended to work with an academic advisor for advice on liberal arts courses. Nursing majors can complete courses toward the bachelor's degree at the Minneapolis and at the Rochester campuses.

## Transfer of Upper Division Nursing Courses

BSN students who are provisionally accepted into the Master of Arts in Nursing program at Augsburg may enroll in up to three designated MAN courses, which can be used to fulfill elective credits in the BSN program as well as fulfill credits in the MAN program. Note that these graduate courses may not transfer into another college or university as graduate courses if they have been used to complete the BSN; Augsburg College, however, accepts the courses as also fulfilling requirements in the MAN. The three graduate Nursing courses plus the practica include the following:

NUR 500 - Transcultural Health Care (3 semester credits)

NUR 500P - Practicum: Transcultural Health Care (1 semester credit)

NUR 532 - Transcultural Healing and Self Care (3 semester credits)

NUR 532P - Practicum: Transcultural Healing Practices and Self Care (1 semester credit)

NUR 541 - The Politics of Health Care (3 semester credits)

NUR 541P - Practicum: Politics of Health Care (1 semester credit)

(see current class schedule for practicum offerings)

Note: Students who decelerate for more than five years may be asked to audit courses already taken. There is a fee to audit courses.

## 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 an honors thesis to be presented before a faculty committee by April 15. Candidates register for NUR 499 to complete the honors requirement.

## Latin Honors

To be eligible for Latin honors, a student must meet minimum GPA standards as well as complete a minimum of 56 traditionally-graded credits at Augsburg and have no more than eight elective pass/no credit 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 in Academic Information.

For a complete list of courses and descriptions, see the [Course Description Search](#).



## Philosophy

Philosophy, in an important sense, is the most fundamental of the disciplines. All sciences and most other disciplines arose out of it. Moreover, philosophy 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 Philosophy majors continue on to graduate school in philosophy, while others use the major to prepare for other professional studies such as law, medicine, religious ministry, or journalism.

## Philosophy Faculty

David Apolloni (Chair), Markus Führer, Eric Helleloid, Marit A. Peterson

## Degree and Major Requirements

### Philosophy Major

Eight courses including:

PHI 230 - Logic

or PHI 385 - 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: 20th-21st Century Philosophy

A 400-level Philosophy course (other than PHI 499)

Two elective courses in Philosophy

Four courses must be upper division

Note: The Philosophy department at present does not offer a keystone PHI 499 course of its own. We recommend that majors take the keystone course offered in the Religion Department, or (in the case of double majors) in the department of the other major.

### Graduation Skills

Graduation skills in Critical Thinking (CT), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major. The Quantitative Reasoning (QR) graduation skill can be met by taking PHI 230.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### Language requirement

The Philosophy Department has no specific language requirement besides the one of the College, but it recommends for Philosophy majors Greek, Latin, French, or German, at the discretion of the faculty advisor.

### 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 Computer Science for more information.

### **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 - 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: 20th-21st Century Philosophy

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Physics

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. A good background in physics (and the associated problem solving skills obtained therein) will prepare you well for a multitude of careers.

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.

## Faculty

Stuart Anderson, Mark Engebretson, Jeffrey Johnson, Mary Lanzerotti, David Murr, Ben Stottrup (Chair), David Venne

**Physics Research Staff:** Jennifer Posch

## Degree and Major Requirements

### Physics Major, BA

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 - Comprehensive Laboratory I

PHY 396 - Comprehensive Laboratory II

Two elective physics courses above PHY 122

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 245 - Calculus III

PHY 327 - Special Functions of Mathematical Physics

or MAT 369 - Modeling and Differential Equations in Biological and Natural Sciences

## **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

The graduation skill in Speaking (S) is met by completing one of the following courses—COM 111, COM 115, or MAT 201

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Physics Major, BS**

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 115 - General Chemistry I

CHM 116 - General Chemistry II

MAT 145 - Calculus I

MAT 146 - Calculus II

MAT 245 - Calculus III

PHY 327 - Special Functions of Mathematical Physics

or MAT 369 - Modeling and Differential Equations in Biological and Natural Sciences

## **Graduation Skills**

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. Consult your department chair or academic advisor for requirements for meeting the Quantitative Reasoning (QR) graduation skill.

The graduation skill in Speaking (S) is met by completing the following course—COM 115

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Physics Major with Concentration in Space Physics, BS**

72 credits. It is the same as the BS major, with the addition of PHY 320 - Introduction to Space Science and PHY 420 - Plasma Physics, and the omission of the elective Physics course.

## **Physics Major with Concentration in Biophysics, BS**

It is the same as the Physics BS major, with the addition of PHY 317 - Biophysics, one independent project (PHY, CHM, BIO, or MAT 499), and one elective from the following (in place of one elective above PHY122):

BIO 253 - Introductory Cellular Biology

BIO 355 - Genetics

BIO 369 - Biochemistry

BIO 471 - Advanced Cellular and Molecular Biology

BIO 475 - Neurobiology

BIO 476 - Microbiology  
BIO 486 - Immunology  
CHM 353 - Quantitative Analytical Chemistry  
CHM 367 - Properties of Polymers  
CHM 368 - Quantum Chemistry, Molecular Structure, and Spectroscopy  
CHM 464 - Advanced Organic Chemistry  
CHM 470 - Principles of Medicinal Chemistry  
CHM 481 - Instrumental Analysis  
MAT 369 - Modeling and Differential Equations in Biological and Natural Sciences  
PHY 327 - Special Functions of Mathematical Physics  
PHY 430 - Introduction to Solid State Physics

### **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. Final project submissions are due to April 1st.

### **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 first year, and MAT 245 and 369 (or PHY 327) during the sophomore year.

### **Graduation Skills**

Graduation skills in Critical Thinking (CT) and Writing (W) are embedded throughout the offered courses and are met by completing the major. Consult your department chair or academic advisor for requirements for meeting the Quantitative Reasoning (QR) graduation skill.

The graduation skill in Speaking (S) is met by completing the following course—COM 115

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **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.

### **Physics Minor**

Seven courses including:

PHY 121 - General Physics I  
PHY 122 - General Physics II  
MAT 145 - Calculus I  
MAT 146 - Calculus II

Three elective physics courses above PHY 122

### **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.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Political Science

Political Science at Augsburg College helps prepare you for many things: political engagement, pursuit of an advanced degree, a successful career. Political science focuses on the role of power and authority in human affairs, something relevant to any field you might choose. Understanding power and authority is also necessary for anyone interested in political and social change.

The major prepares you for many options after graduation, including law school, or graduate work in areas such as political science, public administration, and public policy. Our majors have gone on to work in government, business, communications, the non-profit sector, and education, and numerous other fields.

Internships are within easy reach of the campus, because of our location in the heart of the Twin Cities metro area. Grounded in the diverse and international community around Augsburg, the department directly engages the world and issues around us.

Numerous study abroad programs are also available, as well as learning opportunities throughout the country. The Model UN program, which travels annually to New York, is a highlight for many students. Our majors experience an education which can extend from the classroom to the surrounding community to places around the world.

Our experienced faculty teach in all major areas of political science, and also possess special expertise in campaigns and elections, immigration and ethnic politics, urban and environmental politics, gender and politics, economic development, comparative and international politics, mass communications and other information technology, and American public law. Our broad, balanced, and flexible course offerings, combined with the many special educational opportunities, enhance your potential for graduate study and a successful career.

## Faculty

Andrew Aoki (Chair), Sarah Combellick-Bidney, Milda Hedblom, Elizabeth Klages, Norma Noonan (emerita), Joseph Underhill

## Degree and Major Requirements

A 2.0 minimum grade is required in all courses taken for the major.

### Political Science Major

Ten courses:

POL 158 - Introduction to Political Science  
POL 483 - Political Statistics and Methodology  
POL 484 - Political Analysis

One elective from the following:

POL 121 - American Government and Politics  
POL 122 - Metropolitan Complex  
POL 160 - World Politics  
POL 170 - Law in the United States

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.

One other Political Science course in any area, upper or lower division

### Political Science Area Courses

This is a list of commonly offered courses that fulfill the upper division area elective requirements. Students may also satisfy the elective requirements with a variety of courses from study abroad experiences, HECUA, or other programs,

with the permission of the department. POL495 can be used toward area requirements with advisor approval. The applicable area will vary based on the topic of the course.

- Area 1 – American Government and Politics: POL325, 326, 342, or 421
- Area 2 – Comparative Politics and Analysis: POL350, 359, or 459
- Area 3 – International Politics: POL368, 461, or 490
- Area 4 – Public Law: POL370 or 371
- Area 5 – Political Theory and Analysis: POL380 or 381

### **Graduation Skills**

The Critical Thinking (CT), Quantitative Reasoning (QR), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Speaking (S) is met by completing one of the following courses: POL 325, POL 326, or POL 380

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

### **Pre-Law Concentration in Political Science**

11 required courses including:

POL 121 - American Government and Politics  
POL 170 - Law in the United States  
POL 483 - Political Statistics and Methodology  
POL 484 - Political Analysis

Two of the following three courses:

ENL 220 - Intermediate Expository Writing  
or ENL 223 - Writing for Business and the Professions  
PHI 230 - Logic  
COM 111 - Public Speaking

Electives (five total):

Three courses from the choices below:

POL 350 - Topics: European Politics  
POL 370 - Constitutional Law  
POL 371 - Topics  
POL 380 - Western Political Thought  
POL 381 - Topics: Democratic Theory

And two additional upper level courses in Political Science (can come from the list above, or be any other upper level Political Science course).

### **Public Policy and Political Change Concentration in Political Science**

10 courses plus an internship, including:

ECO 112 - Principles of Macroeconomics  
or ECO 113 - Principles of Microeconomics  
POL 121 - American Government and Politics  
or POL 122 - Metropolitan Complex  
POL 325 - Politics and Public Policy  
or POL 326 - Political Parties and Behavior  
ECO 490 - Research Methods in Econometrics  
or POL 483 - Political Statistics and Methodology



or SOC 362 - Statistical Analysis

POL 484 - Political Analysis

One Course from the Following:

POL 121 - American Government and Politics

POL 122 - Metropolitan Complex

POL 124 - American Women and Politics

POL 158 - Introduction to Political Science

POL 160 - World Politics

POL 170 - Law in the United States

Four Courses from the Following:

POL 241 - Environmental and River Politics

POL 325 - Politics and Public Policy

POL 326 - Political Parties and Behavior

POL 342 - Mass Communication in Society

POL 370 - Constitutional Law

POL 371 - Topics

POL 381 - Topics: Democratic Theory

POL 421 - Topics: American Politics

POL 461 - Topics: International Politics

ECO 312 - Intermediate Macroeconomics

or ECO 313 - Intermediate Microeconomics

SOC 381 - City and Regional Planning

Plus an internship, usually taken as POL 399.

### Notes

- POL 140 can be substituted for POL 122, with advisor approval.
- If both POL 121 and 122 are completed, one can count for section I and one for section II. The same course cannot fulfill requirements in both sections.
- If both POL 325 and 326 are completed, one can count for section I and one for section III. The same course cannot fulfill requirements in both sections.
- Only one economics course (either 312 or 313) can be counted toward the four courses required in Section III.
- The internship can be taken for credit or not-for-credit. A student taking an internship not for credit must still have a Political Science department faculty member supervising the internship, and must fulfill certain academic requirements, which will be explained by the supervising faculty member.
- Substitutions to the courses above can be approved by the department chair. For example, the department sometimes offers relevant topics courses under numbers not listed above.

### Political Science Areas

- (I) American Government and Politics
- (II) Comparative Politics and Analysis
- (III) International Politics
- (IV) Public Law
- (V) Political Theory and Analysis.

Any course listed in more than one area may be counted in only one area toward major or minor requirements.

## **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 Political Science courses 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.

For a student to be eligible for departmental honors, all courses in the major must be taken with traditional grading (not P/N). Exceptions may be made in extraordinary circumstances.

## **Political Science Minor**

Five courses, including:

POL 121 - American Government and Politics  
or POL 122 - Metropolitan Complex  
or POL 170 - Law in the United States  
POL 158 - Introduction to Political Science

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**

Four Required Courses:

POL 121 - American Government and Politics  
POL 170 - Law in the United States

Two of the following:

ENL 220 - Intermediate Expository Writing  
or ENL 223 - Writing for Business and the Professions  
PHI 230 - Logic  
COM 111 - Public Speaking

Two electives from the following:

POL 350 - Topics: European Politics  
POL 370 - Constitutional Law  
POL 371 - Topics  
POL 380 - Western Political Thought

When necessary, substitutions can be approved by the chair (e.g. if a required course has to be canceled).

## **Public Policy and Political Change Minor**

Core courses:

POL 121 - American Government and Politics  
or POL 122 - Metropolitan Complex  
POL 325 - Politics and Public Policy  
or POL 326 - Political Parties and Behavior  
POL 399 - Internship

Three of the following:

POL 241 - Environmental and River Politics  
POL 325 - Politics and Public Policy  
POL 326 - Political Parties and Behavior  
POL 342 - Mass Communication in Society  
POL 381 - Topics in Democratic Theory  
POL 421 - Topics in American Politics  
POL 461 - Topics in International Politics  
ECO 312 - Intermediate Macroeconomics  
or ECO 313 - Intermediate Microeconomics  
SOC 381 - City and Regional Planning

### Notes

- POL 140 can be substituted for POL 122, with advisor approval.
- If both POL 325 and 326 are completed, one can count for section I and one for section II. The same course cannot fulfill requirements in both sections.
- Only one Economics course (either 312 or 313) can be counted toward the three courses required in Section II.

### 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 in an Urban Setting (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.

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.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Psychology

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, religious institutions, 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, Psi Chi Honor Society, and faculty-student research teams.

## Faculty

Stacy Freiheit (Chair), Ben Denking, O. Evren Guler, David Matz, Bridget Robinson-Riegler, Brian Rood, Nancy Steblay, Henry Yoon

## Degree and Major Requirements

### Psychology Major

The major is 10 courses including:

PSY 105 - Principles of Psychology

PSY 215 - Research Methods and Statistics I

PSY 315 - Research Methods and Statistics 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:

PSY 400 - Keystone Internship

At least one course from the following:

PSY 201 - Health Psychology

PSY 235 - Psychology and Law

PSY 263 - Sports Psychology

PSY 357 - Behavioral Analysis

PSY 359 - Assessment

PSY 373 - Industrial/Organizational Psychology

PSY 385 - Counseling Psychology

PSY 410 - Clinical Neuropsychology

Electives (three courses in psychology)

Majors are encouraged to take more than the minimum 10 required psychology courses.

Note: A minimum of five courses must be from Augsburg. No more than two courses from among PSY 199, 299, 399/396, 400 and 499 may be counted.

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) are embedded throughout the offered courses and are met by completing the major.

Transfer students should consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

All psychology majors must have an advisor in the Psychology department.

### **Transfer Students**

Transfer-course policy for majors and minors: All transfer courses, including ACTC courses, must be approved 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.

### **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.

### **Biopsychology Major**

The Psychology and Biology Departments jointly offer a program in Biopsychology. See Biopsychology in the departmental pages of this catalog.

### **Concentration in Clinical Psychology**

The Clinical Psychology concentration is designed to prepare students for careers and graduate education in mental health care fields. Students will learn about the biological, psychological, and social factors related to defining, understanding, and treating abnormal behavior. Emphasis is placed on developing knowledge and skills related to both the science and practice of psychology. Experiential learning opportunities include collaborating on faculty-student research projects and completing an internship in a real-world mental health setting. See the department chair for specific 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 the 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 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 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 the department chair for specific requirements.

### **Departmental Honors**

GPA of 3.50 in the major and overall, and completion of a high-quality research project. Formal application must be made during the junior year. 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 199, 299, 399/396, 400, and 499 may be counted.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Religion, Youth and Family Ministry

In today's complex world, issues and conflicts are increasingly influenced by deeply-held religious beliefs and values. The study of religion at Augsburg College invites students on a search for meaning, challenging them to explore their own religious beliefs and those of their neighbors, to gain a broader view of the role of faith in public life, and to better understand our global context.

As an academic discipline, religion probes many of life's critical questions:

- Who are we as human beings and where did we come from?
- Why do bad things happen?
- How can we live meaningful lives?
- What happens after we die?
- How do our values shape our choices?
- What is our responsibility to others?
- What texts are sacred and how should we read them?
- How can we encourage cooperation and respect among people of different faiths?

Students begin their search for meaning in the Core Curriculum courses, REL 100 and 200 (or equivalent elective course). Here they learn to articulate their own beliefs and to understand that what they believe really matters. Students engage in a close reading of the Bible and other sacred texts, study their historical contexts, and apply these insights to contemporary social issues. They also explore their own gifts and how these might be used in service of the broader community as they pursue a life of vocation. Students are invited to deepen their pursuit of these questions by choosing a major or minor in Religion, which offers a wide range of courses in theology, biblical studies, and world religions.

As a college of the Evangelical Lutheran Church in America (ELCA), Augsburg faculty and staff are eager to engage in dialogue with Christians from all denominations, with people who practice other faith traditions, and with those who claim no particular beliefs. Faculty in the Religion Department represent several Christian denominations and model respectful dialogue with students from a variety of faith perspectives. We challenge all of our students to respect and learn from one another and to think critically about matters of faith and reason in our lives together.

### Faculty

Mary Lowe (Chair), Lori Brandt Hale, Russell Kleckley, Matthew Maruggi, Jeremy Myers, Philip Quanbeck II, Marty Stortz, Mark Tranvik, and Hans Wiersma

### Majors

The Religion Department offers two majors: Religion (REL) and Youth and Family Ministry (YFM).

### Prerequisites

REL 100 is a prerequisite to all other courses.

### 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 10 years will be considered. In general, courses that meet the transfer guidelines may only be applied to elective credit for the major.

### Advising

All majors must have an advisor in the department.

### 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 December 30 of the student's senior year.

# Religion

A Religion major provides a strong foundation in the liberal arts and prepares students for professional work and graduate studies in a wide range of fields. Since the major requires only eight courses (32 credits), students are encouraged to double-major in a related field. Students considering seminary should take two Bible courses and one course in theology or church history. Students planning on graduate studies in religion ought to complete one Bible course, a world religions course, and the Philosophy of Religion course. A Religion major also provides strong preparation for graduate studies in theology, religious studies, sacred scripture, church history, and related fields. The major prepares students to think critically, read analytically, write clearly, and speak confidently—skills that make our graduates attractive to graduate schools.

## Degree and Major Requirements

### Religion Major, BA

Eight courses (32 credits) including:

REL 210 - Research Methods in Religion

REL 495 - Religion Keystone

Six additional electives (24 credits)

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.

### Graduation Skills

The Critical Thinking (CT) graduation skill is embedded throughout the offered courses and is met by completing the major. The graduation skills in Quantitative Reasoning (QR), Speaking (S) and Writing (W) are met by completing the following courses:

QR: GST 200, MAT 145, MAT 146, MAT 163, or PHI 230; or by the QR requirement for a second major

S: REL 302, 386 or consult with advisor for an approved course outside the major

W: REL 495 and one of the following: REL 362, 370, or 481

Transfer students must consult a Religion Department advisor about potential adjustments to their course requirements to fulfill each of these skills.

### Religion Minor

Five religion courses (20 credits) including REL 100.

Note for majors and minors: Students are required to have at least a 2.0 GPA in courses counted toward the major or minor. One or two courses (4-8 credits) in Youth and Family Ministry (YFM) may count toward the Religion major or minor.

For a complete list of courses and descriptions, see the [Course Description Search](#).



## Youth and Family Ministry

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, Bible, and ministry with supporting coursework in the social sciences. A distinctive element of the major is the combination of practical and theological training: students will have many opportunities to apply their knowledge and discernment skills in specific ministry contexts, including a supervised internship. Students must declare the YFM major and receive faculty approval before participating in off-site fieldwork. A Youth and Family Ministry minor is also offered.

### Associate in Ministry (AIM)

Coursework completed with the major fulfills part of the requirements for Associate in Ministry (AIM) status within the Evangelical Lutheran Church in America. Students interested in AIM certification should consult with their home synod and with a YFM advisor no later than their second year.

### Youth and Family Ministry Major

60 credits including:

Theology core (24 credits):

REL 210 - Research Methods in Religion  
REL 301 - Interpreting the Old Testament  
REL 302 - Interpreting the New Testament  
REL 362 - Martin Luther and the Reformation  
REL 481 - Contemporary Theology  
REL 495 - Religion Keystone

Youth and family ministry core (16 credits):

YFM 208 - Vocational Formation I [required non-credit experience]  
YFM 209 - Vocational Formation II [required non-credit experience]  
YFM 235 - Foundations for Ministry with Youth and Families  
YFM 305 - Ministry Practices  
YFM 358 - Life and Work of the Church  
YFM 399 - Internship

Youth and family ministry electives (8 credits):

YFM 205 - Exploring Topics in Youth and Family Ministry (choose two topics course from a list of 2 credit courses)  
One other 200-level, 300-level, or 400-level REL or YFM course not already used towards the major and preapproved by the student's advisor.

And three supporting courses (12 credits):

SOC 231 - Family Systems: Cross Cultural Perspective  
PSY 105 - Principles of Psychology  
PSY 250 - Child Development  
or PSY 252 - Adolescent and Young Adult Development

Note: A student with a youth and family ministry major or minor may not also major or minor in religion.

### Graduation Skills

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major. The graduation skill in Quantitative Reasoning (QR) is met by the following:

QR: GST 200, MAT 145, MAT 146, MAT 163, or PHI 230; or by the QR requirement for a second major

## **Youth and Family Ministry Minor**

The minor consists of the following five courses (20 credits):

YFM 235 - Foundations for Ministry with Youth and Families

One youth and family ministry course from:

YFM 305 - Ministry Practices

YFM 358 - Life and Work of the Church

One Bible survey course from:

REL 301 - Interpreting the Old Testament

REL 302 - Interpreting the New Testament

One theology course from:

REL 362 - Martin Luther and the Reformation

REL 481 - Contemporary Theology

One course (4 credits) from the theology core, YFM core, or YFM electives as listed in the major.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Social Studies Teaching Licensure

The social studies licensure program is designed to combine a strong content focus with early and ongoing teaching preparation courses that meet Minnesota licensure requirements. Students preparing to teach social studies at the secondary level must complete a broad foundation program in the social sciences and professional requirements within the Education Department.

### Coordinators

Michael Lansing, History, Content Liaison

Chris Brown, Secondary Education Social Studies Coordinator

### Social Studies Teaching Licensure

Core requirements:

ECO 113 - Principles of Microeconomics

ESE 220 - Introduction to Human Geography

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 Sociology

ANT 141 - Introduction to Cultural Anthropology

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. Consult with Chris Brown for details.

Students considering a career in social studies education should consult the Augsburg Education Department and the Social Studies coordinator by the beginning of their 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. Students should consult with the Augsburg Education Department to identify current Minnesota teacher licensure requirements.

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Social Work

Professional social work is for students who have the desire to better the lives of people. Social work is for students who want to learn the skills necessary for a successful and satisfying career for themselves and the lifelong benefit of working with colleagues who also love their work. Our accredited program will immerse you in the skills and theories of social work and interweave that body of knowledge with the liberal arts, psychology, sociology, economics, and political science. The curriculum will prepare you for internships in a range of human service agencies including, schools, hospitals, community centers, food shelves, women's centers and a number of other settings in your junior and senior year. The BSW program believes in social justice and teaches students how to engage the system to achieve it. The program addresses multicultural practice through a required course and also a special elective course on Intergroup Dialogue.

The bachelor of social work degree awarded will allow you to be successful in your chosen areas of social work practice and prepared to work in multicultural settings. Students graduating with a Social Work major receive a Bachelor of Science degree in social work and are eligible to apply for licensure as a generalist social worker. Over ninety-five percent pass the exam on their first attempt.

Students interested in a graduate degree in social work (MSW) are encouraged to apply to our Master of Social Work program. The undergraduate degree provides transferable credits toward the foundation year of an MSW program, reducing the number of credits needed. Both the undergraduate and graduate Social Work programs are accredited by the Council on Social Work Education. For more information about the MSW program, consult the Graduate Catalog.

## Social Work Faculty

Michael Schock (Chair), Laura Boisen (MSW Field Coordinator), Lois Bosch (MSW Program Director), Ankita Deka, Christina Erickson (BSW Field Coordinator), Melissa Hensley, Renee Hepperlen, Bibiana Koh (BSW Program Director), Barbara Lehmann, Nancy Rodenburg

## Degree and Major Requirements

The BSW degree consists of ten upper level courses and a total of seven supporting courses. Social Work courses that are open to non-majors are designated with an asterisk.

### The Supporting Courses

Select one of these three courses:

SWK 100 - Introduction to Professional Social Work\*  
SWK 210 - Environmental Justice and Social Change\*  
SWK 230 - Global Peace and Social Development\*

Select one of these four courses:

ECO 112 - Principles of Macroeconomics  
POL 121 - American Government and Politics  
POL 122 - Metropolitan Complex  
POL 325 - Politics and Public Policy

Take these four courses:

BIO 121 - Human Biology  
PSY 105 - Principles of Psychology  
SOC 121 - Introduction to Sociology  
SWK 280 - Diversity and Inequality in Professional Practice\*

Select one of these two courses:

SOC 362 - Statistical Analysis

MAT 163 - Introductory Statistics

### **GPA Requirements for degree completion**

The minimum GPA for admission to the program is 2.2 on a four-point scale. After admission to the program, a minimum grade of 2.0 is required for each upper level course and a 2.2 cumulative GPA is required in the supporting program.

### **Graduation Skills**

The Critical Thinking (CT), Speaking (S), and Writing (W) graduation skills are embedded throughout the curriculum and are met by completing the major. The Quantitative Reasoning (QR) graduation skill is met by taking SWK 401 and MAT 163 or SOC 362.

### **Pass/No Credit Maximums for Majors**

All Social Work majors must take their upper level courses with traditional grading. Social Work majors are allowed to apply up to six credits with a grade of Pass (P) toward graduation. Students seeking Latin and Department Honors may only take two P/N credits. (See Latin Honors in Academic Information for additional details.)

### **Social Work Major**

Ten upper level courses:

SWK 301 - History and Analysis of Social Policy\*  
SWK 303 - Human Development and the Social Environment\*  
SWK 306 - Social Work Practice 1: With Individuals  
SWK 307 - Field Work 1: Integrative Seminar  
SWK 316 - Social Work Practice 2: With Families and Groups  
SWK 317 - Field Work 2: Integrative Seminar  
SWK 401 - Social Work Research and Evaluation  
SWK 406 - Social Work Practice 3: With Communities and Policies\*  
SWK 407 - Field Work 3: Integrative Seminar  
SWK 417 - Field Work 4: Integrative Seminar (Senior Keystone course)

### **Social Welfare Minor (for non-social work majors)**

The goal of the social welfare minor is to give non-majors a sense of the impact of social work on society and a means to incorporate some social welfare perspectives to their chosen career.

Six courses including:

SWK 100 - Introduction to Professional Social Work  
SWK 301 - History and Analysis of Social Policy  
SWK 303 - Human Development and the Social Environment  
SWK 406 - Social Work Practice 3: With Communities and Policies  
SOC 265 - Race, Class and Gender

And one course from:

POL 121 - American Government and Politics  
POL 158 - Introduction to Political Science  
POL 325 - Politics and Public Policy

### **Required Social Work Field Placement**

Students are required to take a field placement at a social service agency in their junior and senior year. The field placements are a total 120 hours each semester which is 240 hours over the course of one year.

## **No credit for non-academic work**

In accordance with accreditation standards, the Social Work Department does not grant credit for life experience or previous work experience.

## **Admission to the Major**

Students must apply to be admitted to the degree program in Social Work. This application process begins in the fall semester of the sophomore year at Augsburg or in the summer months for junior transfer students. Each Social Work major must complete the application materials and be officially admitted to the Social Work program before beginning the first field placement in the junior year. Social Work majors must have a cumulative 2.20 GPA to enter the program. Students who do not meet this minimum GPA standard will be given an opportunity to explain their GPA and may be considered for conditional admission. Admission to the program is required as a prerequisite 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 3.3 and maintain a cumulative GPA of 3.6 in all Social Work classes at the 300-level and above. Honors applicants may take up to two courses as P/N (pass/no credit) and must complete a minimum of 56 traditionally-graded Augsburg credits. 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 the advisor or program director for complete details and deadlines.

## **Social Work Study Abroad Opportunities**

The Augsburg BSW program is a leader in international education for its students. All majors are encouraged to study abroad at some point in their college career. Through The Center for Global Education, the BSW program offers an award-winning semester study abroad program in Cuernavaca, Mexico. Students in the spring semester of their junior year study social work in Mexico and finish their degrees on time. A similar option is offered for study in Norway. The Social Work department also offers a rotating selection of faculty-led, short courses to foreign countries such as China, Slovenian, South Africa and India.

## **Social Work Course Sequence**

### Social Work Entry Level Courses

The Social Work major offers three ways to begin the BSW degree: SWK 100 is for those students interested in the breadth of the profession; SWK 210 is for students whose interest is in environmental issues and social change strategies; and SWK 230 is for students interested in international social work and global issues. All three courses are equal as introductions to the major.

All three courses feature an experiential learning component. Students volunteer 40 hours in a human service agency, program, or institution. The placement is selected by the student, approved by the course instructor, and supervised by agency staff. These courses are also open to non-majors. The department also offers a course in human diversity, SWK 280, which is to be taken after the entry level courses.

Social Work upper level courses (300s and 400s) are taught in a two-year sequence. Courses are taught once a year. The senior keystone is SWK 417: Field Work 4: Integrative Seminar. Consult the BSW Program Manual for the degree course-schedule flowchart.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## Sociology

Sociology is the scientific study of society and social interaction in groups. Our examination of human social organization provides the opportunity to improve the world we have created and in which we live. The sociological perspective provides an important way to critically understand how human beings come to think and act as they do in a variety of social contexts.

The goal of the department is to guide students in gaining knowledge of social processes and the social order, how it affects them in their daily lives, and how it can be applied to their lives and vocations. 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.

The department urges students to use Augsburg's metropolitan and international settings as a laboratory for learning. Internships enable majors to apply the theories and research skills of sociology while they explore career alternatives. Students also may take an independent study, special topics course, or field study toward that end.

The major in Sociology has equipped our alumni to understand and function more effectively in the social world as professionals, citizens, and persons, providing the necessary knowledge base and analytical, writing, and critical thinking skills. Augsburg alumni who have majored in Sociology are currently employed in the nonprofit sector, research positions, human resources positions in both government and private corporations, criminal justice field, and as professors of sociology. Others have used the major as preparation for advanced study in areas such as law, human services, social work, urban planning, and the ministry.

## Sociology Faculty

Lars Christiansen (Chair), Nancy Fischer, Garry Hesser, Diane Pike, Tim Pippert, James Vela-McConnell

## Degree and Major Requirements

### Sociology 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 a challenging 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. The electives allow students to choose courses that add other skills related to areas of career interest.

The major includes a total of 10 courses: five required core courses and five electives, at least three of which are upper division courses from the specified list below:

Core courses:

- SOC 121 - Introduction to Sociology
- SOC 362 - Statistical Analysis
- SOC 363 - Research Methods
- SOC 485 - Sociological Theory
- SOC 490 - Senior Seminar and Keystone

At least three of the following upper division courses (Prerequisite: SOC 121):

- SOC 320 - Sociology of Law
- SOC 349 - Organizations and Society: Understanding Nonprofits and Corporations
- SOC 375 - Social Psychology
- SOC 377 - Organizational Crime and Deviance
- SOC 380 - Disaster and Resilience

SOC 381 - City and Regional Planning  
SOC 387 - Juvenile Delinquency  
SOC 390 - Social Problems Analysis  
SOC 399 - Internship  
Two additional sociology electives

Note: Majors must have a 2.0 or higher in each required course (SOC 121, 362, 363, 485, and 490) to receive credit in the major.

### **Graduation Skills**

The Critical Thinking (CT), Quantitative Reasoning (QR), Speaking (S), and Writing (W) graduation skills are embedded throughout the offered courses and are met by completing the major.

Transfer students must consult an advisor about potential adjustments to their course requirements.

### **Interest Tracks**

In order to focus preparation for careers and further study, the Department offers interest tracks within the major. These interest tracks are: City and Community; Crime and Deviance; Law; Organizations; and Social Psychology. The Interest Tracks guide majors in selecting elective courses in a way that tailors their sociological training, experiences and skills. Working with an advisor and following the guidelines and recommendations provided at the links below, Sociology majors can design a pathway through the major that directs them toward careers or graduate work in criminal justice, law, organizational development, public relations, social services, and urban studies.

Students who are interested in pursuing an interest track should discuss this with their advisor or the Sociology Department chair. A full description of each interest track may be found at the Sociology Department website, [www.augsburg.edu/sociology](http://www.augsburg.edu/sociology).

### **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. 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 a 2.0 or higher in SOC 121 and at least a cumulative 2.00 GPA in courses counting toward the minor.

For a complete list of courses and descriptions, see the [Course Description Search](#).



## Theater Arts

Theater is an ever-changing field that is important to understand in cultural and societal context. In our courses, productions, recitals, and artist series, the study of theater embraces both classical and new forms, examines global and local perspectives, and encourages in-depth creative exploration. Students are challenged to deepen their critical thinking abilities and to master professional skills while also exploring new approaches to theater through their studies in design, directing, performing, and playwriting. Students thoughtfully interrogate issues of cultural representation and diversity as they find and express their own creative visions. The program prepares them well to continue with their education and/or to become leaders in the field of theater and performance studies.

The study of theater is firmly grounded in the liberal arts, integrating knowledge and principles from many academic and artistic disciplines, including literature, history, philosophy, religion, speech, art, music, and dance. Both the high quality curriculum and dramatic productions of our department offer valuable cross-disciplinary connections for students and the campus, while providing a solid base in classical, modern, contemporary, and multicultural theater. In order to encourage non-majors to become involved in our department, we offer six theater arts minors and welcome all Augsburg students to become involved in our productions.

Augsburg's location in the heart of a nationally recognized theater community makes it an ideal place to study theater. At Augsburg we seek to create every opportunity for students to grow both as theater artists and scholars by encouraging connections between our campus and the greater arts community, while also exploring connections between theory and application. Students have the opportunity to make these connections through course study, theatrical production work, participation in the Artist Series (an annual series of events featuring visiting theater professionals from the local community who work closely with students), and attendance at numerous professional productions throughout the Twin Cities. Augsburg productions are a valuable opportunity for students to enter into creative collaboration with faculty and professional artists-in-residence. We value and regard theater productions as a critical and vital laboratory for student learning and training, and we hold our productions to the highest standards of the profession.

Many of the skills acquired by Theater majors or minors are valuable and transferable to other professions: collaboration, verbal and nonverbal communication, organization, critical thinking, leadership, creativity, and self-expression. Involvement in theater arts can help prepare students for successful careers in law, education, business, communication, journalism, and many other fields, as well as in professional or academic theater, television, or film.

## Theater Arts Faculty

Darcey Engen (Chair), Michael Burden, Sarah Myers (Chair), Beliza Torres Narváez, Barbra Berlovitz, Warren C. Bowles, David DeBlieck, Christina Ham, Karen Mulhausen, Sandra Schulte, Dario Tangelson, Stephanie Lein Walseth, and Randy Winkler

## Degree and Major Requirements

### Bachelor of Arts

The Theater Arts Department currently offers both a Theater Arts major with one (or more) concentrations and a Theater Arts major without a concentration. There are three choices for concentrations within the major: performance, directing/dramaturgy/playwriting, and design/technical. The Theater Arts major with a concentration requires the following: the theater core curriculum, one concentration requirement, one concentration elective, plus two Theater major electives. Each concentration requires 10 production units taken as THP practicum courses. The Theater Arts major without a concentration consists of the nine theater core curriculum courses plus 5 production units taken as THP practicum courses.

## **Graduation Skills**

The Theater Arts Department addresses the graduation skills using the embedded model. Every course within the core curriculum and most electives as part of a specific concentration require various projects that address Critical Thinking (CT), Writing (W), and Speaking (S). The Quantitative Reasoning (QR) graduation skill can be met by completing GST 200, MAT 145, MAT 146, MAT 163, or PHY 119.

Transfer students must consult an advisor about potential adjustments to their course requirements to fulfill each of these skills.

## **Theater Arts Major**

Nine core courses:

THR 228 - Introduction to Stagecraft  
THR 232 - Acting  
THR 245 - Introduction to Asian and Asian American Theater  
THR 250 - Script Analysis: Foundations of Theater  
THR 270 - Introduction to Black Theater  
THR 328 - Theatrical Design  
THR 361 - Theater History and Criticism I  
THR 362 - Theater History and Criticism II  
THR 366 - Stage Direction

## **Theater Major Electives**

For each of the three concentrations, students may choose two electives from the following pool of courses. Within a single concentration, a course can count as a Theater major elective only if NOT taken to satisfy a concentration requirement or concentration elective:

THR 226 - Movement for Theater  
THR/FLM 230 - Scenic Painting: Painting for Stage, Film and Faux Application  
THR 233 - Acting for the Camera  
THR 235 - Skills of Musical Theater  
THR 237 - Dance for Musical Theater  
THR 255 - Introduction to Musical Theater  
THR 265 - Computer Drafting for the Stage and Architecture  
THR 275 - Lighting and Sound for the Stage  
THR 280 - Costumes and Makeup for Performance  
THR 295 - Topics  
THR/ENL 325 - Playwriting I  
THR/ENL 326 - Playwriting II  
THR 350 - Voice for Speech, Stage and Screen  
THR 365 - Advanced Acting  
THR 425 - New Methodologies of Stage Direction and Dramaturgy  
THR 495 - Topics  
ENL 221 - Expository Writing about the Arts  
ENL 330 - Shakespeare  
ENL 338 - British and Commonwealth Drama  
ENL 358 - Readings in American Drama  
ENL 368 - Readings in World Drama

## ***Performance Concentration***

Students choosing this concentration will enroll in the nine core theater major courses taken by all theater majors plus the electives and requirements listed below. Students in the performance concentration are encouraged to consult with

their advisor when selecting electives. Advisors 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 theater.

To fulfill this concentration:

Thirteen THR courses—nine required core courses, one performance concentration requirement, one performance concentration elective, two Theater major electives, plus ten Theater practicum units taken as THP courses.

***Performance Concentration Requirement:***

THR 365 - Advanced Acting

Performance Concentration Electives:

Select and complete one of the following:

THR 226 - Movement for Theater

THR 350 - Voice for Speech, Stage and Screen

Theater Major Electives:

Select and complete two of the courses listed above under general Theater Major Electives. Within the performance concentration, a course can count as a Theater major elective only if NOT taken to satisfy a performance concentration requirement or elective.

Ten production practicum units (THP)--See Practicum Units

***Directing/Dramaturgy/Playwriting Concentration***

Students choosing this concentration will enroll in the nine core Theater major courses taken by all Theater majors plus the requirements and electives listed below. Students in the directing/dramaturgy/playwriting concentration are encouraged to consult with their advisor when selecting electives. Advisors will assist students in identifying the year and semester elective courses are offered.

To fulfill this concentration:

Thirteen THR courses—nine required core courses, one directing/dramaturgy/playwriting concentration requirement, one directing/dramaturgy/playwriting concentration elective, two Theater major electives, plus ten theater practicum units taken as THP courses.

Directing/Dramaturgy/Playwriting Concentration Requirement:

THR/ENL 325 - Playwriting I

Directing/Dramaturgy/Playwriting Concentration Electives:

Select and complete one of the following:

THR/ENL 326 - Playwriting II

THR 425 - New Methodologies of Stage Direction and Dramaturgy

ENL 221 - Expository Writing about the Arts

Theater Major Electives:

Select and complete two of the courses listed above under general Theater Major Electives. Within the directing/dramaturgy/playwriting concentration, a course can count as a Theater major elective only if NOT taken to satisfy a directing/dramaturgy/playwriting concentration requirement or elective.

Ten production practicum units (THP)--See Practicum Units

Specific practicum requirements:

Serve as stage manager on main-stage show

Dramaturg one main-stage show

### ***Design/Technical Concentration***

Students choosing this concentration will enroll in the nine core Theater major courses taken by all Theater majors plus the requirements and electives listed below. Students in the design/technical concentration are encouraged to consult with their advisor when selecting electives. Advisors will assist students in identifying the year and semester elective courses are offered.

To fulfill this concentration:

Thirteen THR courses--nine required core courses, one design/technical concentration requirement, one design/technical concentration elective, two Theater major electives, plus 10 Theater practicum units taken as THP courses.

Design/Technical Concentration Requirement:

Select and complete one of the following:

THR 275 - Lighting and Sound for the Stage

THR 280 - Costumes and Makeup for Performance

Design/Technical Concentration Electives:

Select and complete one of the following:

THR/FLM 230 - Scenic Painting: Paint for Stage, Film and Faux Application

THR 265 - Computer Drafting for the Stage and Architecture

Theater Major Electives:

Select and complete two of the courses listed above under general Theater Major Electives. Within the design/technology concentration, a course can count as a Theater major elective only if NOT taken to satisfy a design/technology concentration requirement or elective.

Ten production practicum units (THP)--See Practicum Units

### **Curricular Planning Information**

First-years planning to major in Theater Arts should complete THR 228, 232, and 250 during their first year. Students who are second-year, third-year, or fourth-year majors may choose from the following courses, depending on their concentration and courses offered: THR 226, 230, 235, 237, 245, 255, 270, 275, 280, 295, 325, 361, and 362. Theater majors who are juniors or seniors may take THR 326, 328, 350, 361, 362, 365, 366, 425, and 495. Note: While many courses are offered annually, some courses are offered alternate years only and others are offered only on an occasional basis.

### **Departmental Honors**

Designed to encourage overall excellence as well as outstanding achievement on a specific project of special interest to the student. Departmental Honors students must maintain a 3.75 GPA in the major and a 3.60 GPA overall and complete a substantial independent project of honors quality within the major. Honors candidates should meet with their departmental advisor during spring semester of their junior year to develop a proposal for the honors project to be submitted by mid-April. The Theater Department will assign an honors project advisor to students submitting successful proposals.

### **Transfer Students**

Transfer students should meet with a transfer advisor upon acceptance to determine what credits taken at another institution will transfer into the major. The majority of Theater core classes should, however, be taken at Augsburg. Additionally, transfers are required to take a minimum of three upper-division Theater Arts courses at Augsburg. Students pursuing one of the three theater concentrations should complete ten practicum units to fulfill their major requirements. Students transferring with sophomore standing should complete a minimum of seven practicum units

within the department. Students transferring with junior standing should complete a minimum of five practicum units within the department.

### **Theater Arts Minors**

The Theater Arts Department offers six minors: Musical Theater, Performance, Design/Technical, Film/Performance, Theater History and Criticism Dramaturgy, and a general Theater Arts minor.

Please note: ALL Theater Arts minors are required to complete five Theater practicum units (THP credits) in any of the three areas (acting/performance, production, or artistic/production management).

#### **Musical Theater Minor (5 courses):**

Four Required Courses:

THR 232 - Acting

THR/MUS 235 - Skills of Musical Theater

THR 237 - Dance for Musical Theater

THR 255 - Introduction to Musical Theater

Take one of the following:

THR 365 - Advanced Acting

MUE 294/494 - Opera Workshop

Plus 5 THP (practicum) credits

#### **Performance Minor (5 courses):**

Two Required Courses:

THR 232 - Acting

THR 250 - Script Analysis

Take three of the following:

THR 116 - Creative Drama: Acting and Improvisation

THR 222 - Introduction to Theater

THR 226 - Movement for Theater

THR 350 - Voice for Stage, Speech and Screen

THR 365 - Advanced Acting

THR 495 - Topics

Plus 5 THP (practicum) credits

#### **Design/Technical Minor (5 courses):**

One Required Course:

THR 328 - Theatrical Design

Take four of the following:

THR 228 - Introduction to Stagecraft

THR 250 - Script Analysis: Foundations of Theater

THR/FLM 230 - Scenic Painting: Paint for Stage, Film, and Faux Application

THR/FLM 275 - Lighting and Sound for the Stage

THR/ART 280 - Costumes and Makeup for Performance

Plus 5 THP (practicum) credits

**Film/Performance Minor (5 courses):**

Two Required Courses:

THR 232 - Acting

THR 233 - Acting for the Camera

Take three of the following:

ENL 241 - Introduction to Cinema Art and Lab

THR 226 - Movement for Theater

THR 350 - Voice for Stage, Speech, and Screen

THR 365 - Advanced Acting

Plus 5 THP (practicum) credits

**Theater History and Criticism Dramaturgy Minor (5 courses):**

Four Required Courses:

THR 250 - Script Analysis: Foundations of Theater

THR/ENL 325 - Playwriting I

THR 361 - Theater History and Criticism I

THR 362 - Theater History and Criticism II

Take one of the following:

THR 299 - Directed Study: Dramaturgy

THR 299 - Directed Study: Theater History and Criticism

Plus 5 THP (practicum) credits

**Theater Arts Minor (5 courses):**

Four Required Courses:

THR 232 - Acting

THR 250 - Script Analysis: Foundations of Theater

THR 362 - Theater History and Criticism II

THR 366 - Stage Direction

Take one of the following:

THR 228 - Introduction to Stagecraft

THR 328 - Theatrical Design

Plus 5 THP (practicum) credits

**Theater Practicum Courses**

THP courses involve practicum teaching and learning in the context of play productions and are required for the Theater Arts major/minor. All THP courses are taken for noncredit with pass/no credit grading. Evaluation by the faculty mentor will be based on: 1) successful and timely completion of the practicum area for which the student is registered; 2) positive and professional attitude and work ethic demonstrated by the student; and 3) demonstrated competency in the 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 and signature of instructor
- Supervision by Theater faculty
- A minimum of 25 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 123 unit in costumes.
- All majors will complete one THP 133 in lighting.
- THP courses may be repeated.
- Crew work required for classes/coursework does not count towards practicum credit.
- Work-study hours do not count towards practicum credit.
- Completion of THP 115/125 and 116/126 counts 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.
- THP requirements for transfer students are explained under "Transfer Students" above.

### **Theater Practicum Courses–Areas**

All Theater Arts majors in all three concentrations are required to complete ten practicum units (THP) from the three established areas below.

#### ***Area 1: Performance***

Each major will complete between one and five THPs from the performance area.

THP 111/121/131/141/151 - Theater Practicum: Acting/Performance

Students who complete participation as an actor in one midterm and one final student directing project for THR 366 may be given one THP 151 credit.

#### ***Area 2: Production***

Each major will complete between four and eight THPs from the production area.

THP 112/122/132 - Theater Practicum: House Management

THP 113 - Theater Practicum: Sets

THP 123 - Theater Practicum: Costumes

THP 133 - Theater Practicum: Lights

THP 114/124/134 - Theater Practicum: Running Crew

THP 115/125/135 - Theater Practicum: Stage Management–small project

THP 116/126/136 - Theater Practicum: Stage Management–large project

#### ***Area 3: Artistic/Production Management***

Each major will complete one THP from this area.

THP 117/127/137 - Theater Practicum: Artistic Assistance

For a complete list of courses and descriptions, see the [Course Description Search](#).

## Urban Studies

Urban Studies is the study of cities as social, political, economic, and cultural entities. Urban Studies brings many different perspectives to the study of urban life. It is an interdisciplinary major where students use the tools of sociology, political science, history, environmental studies, art and architecture to understand metropolitan areas in terms of complex relationships that contribute to opportunities and challenges. The major is designed with experiences that utilize the city as our classroom, demonstrating the interplay of theory, policy, and lived experience. Coursework often includes walking tours, field trips, and field research. Augsburg College's Urban Studies program emphasizes the theme of planning urban and suburban areas to be more environmentally sustainable and promotes the health and civic engagement of citizens.

The Urban Studies major helps prepare students for careers and graduate work in community organizing, urban planning, public administration, environmental advocacy and sustainability planning, government service, social welfare and non-profit work, and architecture. All students participate in internships that reflect their career interests as part of their experience.

Many students who major in Urban Studies double-major in related disciplines such as Environmental Studies, Political Science or Sociology. If you're interested in double-majoring, please consult the director of Urban Studies about how to best plan your academic schedule to accommodate both majors.

### Urban Studies Faculty:

Nancy Fischer (Director, Sociology), Kristin Anderson (Art), Andrew Aoki (Political Science), Lars Christiansen (Sociology), Keith Gilsdorf (Economics), Michael Lansing (History), and Joseph Underhill (Political Science).

## Degree and Major Requirements

### Urban Studies Major

A total of 11 courses, with the following required courses. A minimum GPA of 2.0 in the core courses is required for the major.

Core Courses:

SOC/URB 111 – City Life: Introduction to Urban Sociology

POL 122 - Metropolitan Complex

ECO 113 - Principles of Microeconomics

SOC 381 - City and Regional Planning

SOC/URB 399 - Internship

URB 492 - The City and the Environment Keystone

SOC 362 - Statistical Analysis

or POL 483 - Political Statistics and Methodology

SOC 363 - Research Methods

or POL 484 - Political Analysis

ART/HIS 249/349 - The Designed Environment

or HIS 316 - US Urban Environmental History

or SOC 380 - Disaster and Resilience

And two additional urban-related electives, approved by the Program Director. For electives, please see the following list, which is not exhaustive. Please consult the Director of Urban Studies for other elective possibilities that suit your career interests, including off-campus study, ACTC courses, or study abroad.

ART 243 - History of Architecture to 1750

ART 244 - History of Architecture after 1750

ART/HIS 249/349 - The Designed Environment



ECO 365 - Environmental Economics  
ENV 100 - Environmental Connections  
GEOG225 Introduction to Geographic Information Systems (Macalester)  
GEOG241 Urban Geography (Macalester)  
GEOG321 Geographic Information Systems (St. Thomas)  
HIS 316 - US Urban Environmental History  
POL 241 - Environmental and River Politics  
POL 325 - Politics and Public Policy  
SOC 265 - Race, Class and Gender  
SOC 349 - Organizations and Society: Understanding Nonprofits and Corporations  
SOC 380 – Disaster and Resilience  
URB 199 - Internship  
URB 295 - Special Topic  
URB 299 - Directed Study  
URB 395 - Special Topic

Students who are thinking of careers in urban planning are highly encouraged to take courses in Geographic Information Systems (GIS) at Macalester College (Geography 225, 363 and 365) or at the University of St. Thomas (Geography 221, 321 and 322).

### **Graduation Skills**

Graduation skills in Critical Thinking (CT), Speaking (S), Quantitative Reasoning (QR), and Writing (W) are embedded throughout the core courses and are met by completing the Urban Studies major.

Transfer students must consult the Director of Metro Urban Studies about potential adjustments in their course requirements to fulfill these skills.

### **Urban Studies Minor**

A total of five courses including:

Core Courses:

SOC/URB 111 - City Life: Introduction to Urban Sociology  
POL 122 - Metropolitan Complex  
SOC 381 - City and Regional Planning

One of the following:

HIS 316 - US Urban Environmental History  
ART/HIS 249/349 - The Designed Environment  
SOC 380 - Disaster and Resilience  
URB 492 - The City and Environment Keystone  
And an approved Urban Studies Elective (see list above).

### **Off-Campus Study and Study Abroad**

Off-campus study is highly recommended for Urban Studies majors. Urban Studies faculty frequently lead short-term study abroad courses over the winter break and summer. Please check the Augsburg Abroad website and ask Urban Studies faculty about upcoming short-term abroad courses in the major.

For semester-length programs, the Higher Education Consortium for Urban Affairs' (HECUA) Programs are highly recommended. These semester-length and summer programs include: Inequality in America, The New Norway, and Environment and Agriculture, and Art for Social Change Programs ([www.hecua.org](http://www.hecua.org)). Other study abroad programs that are particularly useful to Urban Studies majors include: IES Metropolitan Studies program in Berlin, Germany ([www.iesabroad.org](http://www.iesabroad.org)); and the Danish Institute of Study Abroad's Urban Studies in Europe Program in Copenhagen, Denmark ([www.disabroad.org](http://www.disabroad.org)). Urban Studies students have participated in programs in other countries as well.

Please see the program websites, Augsburg Abroad and the Director of the Urban Studies Program for completing Urban Studies coursework in off-campus programs.

**For a complete list of courses and descriptions, see the [Course Description Search](#).**

## **Augsburg College Board of Regents**

For more details, go to [www.augsburg.edu/about/leadership/regents](http://www.augsburg.edu/about/leadership/regents).

Andra Adolfson  
Dan W. Anderson '65  
Ann B. Ashton-Piper  
Jennifer P. Carlson, J.D.  
Karen A. Durant '81  
Matthew K. Entenza, J.D.  
Mark A. Eustis  
Alexander J. Gonzalez '90  
Norman R. Hagfors  
Jodi L. Harpstead  
Bishop Richard N. Hoyme, *ex-officio*  
Diane L. Jacobson, Ph.D.  
Rev. Rolf A. Jacobson, Ph.D.  
Eric J. Jolly, Ph.D.  
Wayne D. Jorgenson '71  
Toby Piper LaBelle '96  
The Honorable LaJune Thomas Lange '75, J.D.  
Steven E. Larson '71, M.D.  
André J. Lewis '73, Ph.D.  
Dennis J. Meyer '78  
Pamela Hanson Moksnes '79  
Paul S. Mueller '84, M.D.  
Jeffrey M. Nodland '77  
Lisa M. Novotny '80  
Paul C. Pribbenow, Ph.D.  
Curtis A. Sampson  
Earl W. Sethre '68  
Dean A. Sundquist '81  
Bishop Ann M. Svennungsen, *ex-officio*  
Gary A. Tangwall '80  
Rev. David L. Tiede, Ph.D.  
Rev. Norman W. Wahl '76, D.Min.  
Bonnie Wallace  
Steven J. Wehrenberg '78  
Rev. Mark N. Wilhelm, Ph.D., *ELCA advisory member*

## **ELCA Congregational and Synodical Mission**

### **Executive Director**

The Rev. Dr. Stephen Bouman

### **Program Director for Schools**

The Rev. Dr. Mark Wilhelm

## Augsburg College Faculty and Administration

Beginning year of service of faculty and staff is indicated with parentheses.

### College Cabinet

**Paul C. Pribbenow** (2006). President. BA, Luther College; MA, PhD, University of Chicago.

**Leif Anderson** (1996). Vice President and Chief Information Officer. BA, MPP, University of Minnesota.

**Ann L. Garvey** (1998). Vice President of Student Affairs. BA, College of St. Catherine; MA, Loyola University; JD, University of Minnesota.

**Rebecca John** (2010). Vice President of Marketing and Communication. BA, University of St. Thomas; MA, University of Phoenix, MBA, Augsburg College.

**Karen Kaivola** (2013). Provost and Chief Academic Officer and Professor of English BA, Georgetown University; MA, Ph.D., University of Washington.

**Beth Reissenweber** (2014). Chief Financial Officer. BS, Elmhurst College; MBA, Indiana University; PhD, University of Nebraska.

**William Mullen** (2013). Vice President of Enrollment Management. BA, Lawrence University; MBA, Capella University; EdD, University of Minnesota.

**Heather Riddle** (2012). Vice President for Institutional Advancement. BA, Concordia College, Moorhead.

### Administration

**Sheila Anderson** (1991). Director, Academic Advising. BS, Minnesota State University-Moorhead; MA, Augsburg College.

**Ron Blankenship** (2014) Director, Adult Undergraduate Program, BS, Christian Brothers University, MBA, Christian Brothers University.

**Harry Boyte** (2009). Director of the Center for Democracy and Citizenship and Sabo Senior Fellow. BA, Duke University; MDiv, University of Chicago Divinity School; PhD, Union Institute.

**Scott Brownell** (2014). Director of Public Safety & Risk Management. AA, Chippewa Valley Technical College; BS, Mount Senario College; Certified Emergency Manager, Minnesota Division of Homeland Security and Emergency Management.

**Dulce Oliva Monterrubio** (2014). Director, Hispanic/Latino Student Services. BA, Augsburg College.

**Eric Canny** (2014). Dean of Global Education. BFA, New York University; MA, New York University.

**Tom Carroll** (2014). Director of Budget, Finance and Administration. BA, Loras College; MBA Keller Graduate School of Management of DeVry University.

**Jodi Collen** (2007). Director, Events and Conference Planning. BA, Wartburg College; MTA, George Washington University.

**Crystal Comer** (2012). Registrar. BS, Bemidji State University; MS, Minnesota State University, Mankato.

**Amy Cram Helwich** (2009). Executive Director of the Minnesota Urban Debate League. BS, University of Wyoming; MPA, University of Pittsburgh.

**Sally Daniels** (1979). Director, Parent and Family Relations. BA, Augsburg College.

**Rebekah Dupont** (1995, 2008). Director, STEM Programs and Associate Professor of Mathematics. BA, University of Wisconsin, Madison; MS, Ph.D., Washington State University.

**Amanda Erdman** (2007). Director, Residence Life. BA, Coe College; MAE, University of Northern Iowa.

**Nathan Gorr** (2006). Director of Graduate Admissions. BA, University of Minnesota, Morris.

**Amy Gort** (2009). Dean of Arts and Sciences. Associate Professor of Biology. BS, University of Wisconsin; MS, PhD, University of Illinois at Champaign-Urbana.

**Sarah Griesse** (2006). Dean of Students, Student Affairs. BA, Wittenberg University; MA, Ohio State University; PhD, Loyola University-Chicago.

**Nancy Guilbeault** (1980). Director, Counseling and Health Promotion. BA, MA, PhD, LP, University of Minnesota.

**Nathan J. Hallanger** (2008). Senior Analyst, Academic Affairs. BA, Augustana College; MTS, Harvard Divinity School, Harvard University; PhD, Graduate Theological Union and Pacific Lutheran Theological Seminary.

**Kevin Healy** (2004). Director, Advancement Services. BS, Carroll College.

**Stephen Jendraszak** (2015). Director, Marketing Communication. BA, MA, Ball State University.

**Benjamin G. Kent** (1996). Director, Center for Academic Achievement. BA, University of Wisconsin-Madison; MS, University of Oregon.

**Scott Krajewski** (2000). Director of IT Services, Information Technology. BS, Augsburg College; MS, Iowa State University.

**Mark Lester** (1987). Co-site director, Central America, Center for Global Education. BA, St. Pius X Seminary; MA, Mt. St. Mary Seminary.

**Ann Luttermann-Aguilar** (1993). Site director, Mexico, Center for Global Education. BA, Earlham College; MDiv, Yale University; DMin, San Francisco Theological Seminary.

**Kathleen McBride** (1988). Co-site director, Central America, Center for Global Education. BA, George Mason University; EdM, Harvard University.

**Donna McLean** (1985). Director of Leadership Gifts. BA, University of Minnesota.

**Keith Munson** (2010, 2012). Director, Career and Internship Services. BA, St. Olaf College; MS, Minnesota State University, Mankato.

**Mary A. Hollerich** (2015). Director of Library Services. AB, MS, University of Illinois at Urbana-Champaign.

**Aly C. Olson** (2001). Director, Student Support Services/TRiO. BA, Grinnell College; MA, University of Minnesota.

**Steve Peacock** (2008). Director of Community Relations. BA, College of Wooster; MURP, University of Minnesota.

**Joanne Reeck** (2008). Director of Campus Activities and Orientation. Chief Diversity Officer. BA, MA, University of Minnesota.

**Mohamed Sallam** (2006). Director, Pan-African Center. BA, MA, Minnesota State University, Mankato.

**Patrice M. Salmeri** (2002). Director, StepUP® Program. BS, Kent State University; MA, Saint Mary's University.

**Doug H. Scott** (2007). Director of Leadership Gifts. BA, Eastern University; MDiv, Eastern Baptist Theological Seminary.

**Dixie Shafer** (2000). Director, Office of Undergraduate Research and Graduate Opportunity. BA, Moorhead State University; EdM, Rutgers University.

**Jennifer R. Simon** (2007). Director, American Indian Student Services. BA, University of Minnesota; MA, Minnesota State University, Mankato.

**Leah Spinosa de Vega** (2008). Director of Augsburg Abroad. BA, MA, University of Minnesota.

**David St. Aubin** (2008). Director, Athletic Facilities. BS, University of Minnesota.

**Lisa Stock** (2013). Director and Chief Human Resources Officer. BSW, MSW, Augsburg College.

**Kim Stone** (2008) Assistant Vice President for Advancement, Executive Director of the Strommen Center. BA, Minnesota State University, Mankato; MBA, Nova Southeastern University.

**Keith Stout** (2012). Director of Leadership Gifts. BA, Metro State College, Denver.

**Jeffrey F. Swenson** (1986). Athletic Director. BA, Augsburg College; MA, University of Minnesota.

- Erica Swift** (2013). Director, Sponsored Programs. BA, University of Minnesota; MS, The George Washington University.
- Tina Maria Tavera** (2001, 2008). Director, McNair Scholars Program. BA, MA, University of Minnesota.
- Jim Trelstad-Porter** (1990). Director of International Student and Scholar Services. BA, Augustana College; MA, American University.
- Martha Truax** (2007). Director of Annual Giving. BA, Macalester College.
- Mary Laurel True** (1990). Director of Service-Learning and Community Engagement. BA, St. Catherine University; MSW, University of Connecticut.
- Hli Vang** (2014). Director of Pan-Asian Student Services. BS, University of Wisconsin-River Falls; MA, University of Wisconsin- Lacrosse.
- Stephanie Weiss** (2010). Director, News and Media Services. BA, University of Minnesota.

## Faculty (Full-time)

### A

**Katherine Accurso** (2012). Instructor of Education. BS, MA, Minnesota State University, Mankato.

**Phillip C. Adamo** (2001). Associate Professor of History. BA, SUNY-Albany; MA and PhD, Ohio State University.

**Beth J. Alexander** (2000). Associate Professor of Physician Assistant Studies. BS and DPharm, University of Minnesota.

**Kristin M. Anderson** (1984). Professor of Art. AB, Oberlin College; MA, University of Minnesota; MA, Luther-Northwestern Seminary; PhD, University of Minnesota.

**Stuart M. Anderson** (1989). Associate Professor of Physics. BA, Augsburg College; PhD, University of Minnesota.

**Andrew L. Aoki** (1988). Professor of Political Science. BA, University of Oregon; MA, PhD, University of Wisconsin-Madison.

**David B. Apolloni** (1989). Associate Professor of Philosophy. BA, University of Minnesota; MDiv, Luther-Northwestern Seminar; PhD, University of Minnesota.

### B

**Jennifer Bankers-Fulbright** (2008). Associate Professor of Biology. BA, College of Saint Benedict; PhD, Mayo Clinic College of Medicine.

**Eric Barth** (2008). Assistant Professor of Physician Assistant Studies. BA, University of St. Thomas; BS, Trevecca Nazarene University; MPAS, University of Nebraska.

**Bruce Batten** (2008). Assistant Professor of Business, MBA. BS, Davidson College; PhD, Medical College of Virginia.

**Katherine Baumgartner** (2005). Assistant Professor of Nursing. BS, Minnesota State University, Mankato; MA, DNP, Augsburg College.

**Matthew Beckman** (2008). Assistant Professor of Biology. BA, Brandeis University; PhD, University of Alabama.

**Pavel Bělík** (2008). Associate Professor of Mathematics. PhD, University of Minnesota.

**Annie J. Berger** (2014). Instructor of Physician Assistant Studies. BA, Gustavus Adolphus College; MPA, Massachusetts College of Pharmacy and Health Sciences.

**Susan N. Boecher** (2007). Assistant Professor, full-time, Art. BFA, University of Minnesota.

**Jeanne M. Boeh** (1990). Professor of Economics. BS, MA, PhD, University of Illinois.

**Laura S. Boisen** (1996). Professor of Social Work. BA, Wartburg College; MS, University of Wisconsin-Madison; MPA, Iowa State University; PhD, University of Minnesota.

**Lois A. Bosch** (1997). Professor of Social Work. BA, Northwestern College; MSW, University of Iowa; PhD, University of Illinois at Urbana-Champaign.

**Adriane Brown** (2012). Assistant Professor of Women's Studies. BA, Wichita State University; MS, Minnesota State University, Mankato; PhD, Ohio State University.

**Christopher Rhys Brown** (2003). Field Experience Coordinator/Charter School Liaison, Instructor of Education. BS, Bemidji State University; MEd, University of Sydney, Australia.

**Eric L. Buffalohead** (1997). Associate Professor of American Indian Studies. BA, MA, PhD, University of Minnesota.

**Michael R. Burden** (1990). Associate Professor of Theater Arts (Designer and Technical Director). BA, Augsburg College; MFA, University of Minnesota.

**Ralph J. Butkowski** (2001). Assistant Professor of Biology. BS, St. Cloud State University; MS, PhD, University of Minnesota.

## C

**William C. Capman** (1994). Associate Professor of Biology. BA, University of Illinois-Chicago; PhD, University of Illinois at Urbana-Champaign.

**John C. Cerrito** (1983). Assistant Professor of Business Administration. BA, Rhode Island College; MS, University of Wisconsin-Stout; EdD, University of Minnesota.

**Nishesh Chalise** (2015). Assistant Professor of Social Work. BSc, Kathmandu University; MSW, PhD, Washington University in St. Louis.

**Kristen A. Chamberlain** (2007). Assistant Professor of Communication Studies. BS, PhD, North Dakota State University.

**Lars D. Christiansen** (2001). Associate Professor of Sociology. BA, Clark University; MS, PhD, Florida State University.

**Anthony J. Clapp** (2001). Associate Professor of Health, Physical Education, and Exercise Science. AA, Golden Valley Lutheran College; BA, Texas Lutheran College; MA, Southwest Texas State University; PhD, University of Alabama.

**Kathleen Clark** (2009). Instructor and coordinator, Nursing. BSN, University of Wisconsin; MA, Augsburg College.

**Stephan Clark** (2011). Assistant Professor of English. BA, University of Southern California; MA, University of California, Davis; PhD, University of Southern California.

**Sarah Combelleck-Bidney** (2009). Associate Professor of Political Science. BA, Oberlin College; MA, PhD, Indiana University-Bloomington.

**David A. Conrad** (2000). Associate Professor of Business Administration. Assistant Director, MBA Program in Rochester. BA, Winona State University; MA, EdD, St. Mary's University of Minnesota.

**Robert J. Cowgill** (1991). Associate Professor of English. BA, MA, PhD, University of Minnesota.

**Larry J. Crockett** (1985). Professor of Computer Science. BA, MA, Pacific Lutheran University; MDiv, Luther Theological Seminary; PhD, University of Minnesota

**David Crowe** (2008). Associate Professor of Biology. BA, Gustavus Adolphus College; PhD, University of Minnesota.

## D

**Cathleen A. Dalglish** (1986). Professor of English. BA, Saint Catherine University; MFA, Vermont College; PhD, The Union Institute and University.

**Jill A. Dawe** (1994). Associate Professor of Music. BM, Memorial University of Newfoundland; MM, DMA, Eastman School of Music.

**Ankita Deka** (2008). Associate Professor of Social Work. BA, Delhi University; MA, Tata Institute of Social Sciences; PhD, Indiana University.

**Benjamin Denkinger** (2011). Assistant Professor of Psychology. BA, Hamline University; PhD, University of Minnesota.

**Jacqueline R. deVries Jones** (1994). Professor of History. BA, Calvin College; MA, PhD, University of Illinois at Urbana-Champaign.

**Douglas J. Diamond** (2005). Orchestra Director, Assistant Professor of Music. BM, MM, The Mannes College of Music.

**Jennifer D. Diaz** (2015). Assistant Professor of Education. BS, MS, PhD, University of Wisconsin-Madison.

**George Dierberger** (2012). Assistant Professor of Business Administration. BA, University of Minnesota; MBA, Fairleigh Dickinson University; MIM, EdD, University of St. Thomas.

**Suzanne I. Dorée** (1989). Professor of Mathematics. BA, University of Delaware; MA, PhD, University of Wisconsin-Madison.

**Susan Druck** (1993). Instructor of Music. BA, Iowa State University; MA, University of Iowa.



**Rebekah Dupont** (2012). Associate Professor of Mathematics, and Director, STEM Programs. BA, University of Wisconsin-Madison; PhD, Washington State University.

## E

**Wesley B. Ellenwood** (2002). Assistant Professor of Communication Studies. BA, University of Minnesota; MFA, Syracuse University.

**Darcey K. Engen** (1997). Associate Professor of Theater Arts. BA, Augsburg College; MFA, University of Wisconsin-Madison.

**Carol A. Enke** (1986). Instructor of Health, Physical Education, and Exercise Science.. BS, MEd, University of Minnesota.

**Christina L. Erickson** (2004). Associate Professor of Social Work. BS, University of Minnesota; MSW., University of Minnesota – Duluth; PhD, University of Illinois – Chicago.

**Joseph A. Erickson** (1990). Professor of Education. BA, MA, College of St. Thomas; MA, Luther-Northwestern Theological Seminary; PhD, University of Minnesota.

**Dain Estes** (2014). BGS, University of Kansas; JD, University of Missouri-Kansas City.

## F

**Ronald L. Fedie** (1996). Associate Professor of Chemistry. BA, University of St. Thomas; PhD, University of Minnesota.

**Zengqi Vivian Feng** (2008). Associate Professor of Chemistry. BS, Linfield College; PhD, University of Illinois.

**Margaret J. Finders** (2014). Associate Professor of Education. BA, MA, PhD, University of Iowa.

**Nancy L. Fischer** (2005). Associate Professor of Sociology. BA, Hamline University; MA, The American University; PhD, State University of New York – Albany.

**Richard M. Flint** (1999). Assistant Professor of Mathematics. BA, St. Olaf College; MS, Iowa State University.

**Kaija Freborg** (2011). Assistant Professor of Nursing. BS, University of Wisconsin, Eau Claire; MA, DNP, Augsburg College.

**Stacy R. Freiheit** (2005). Associate Professor of Psychology. BA, University of Central Florida; MA, PhD, Case Western Reserve University.

**Mark L. Fuehrer** (1969). Professor of Philosophy. BA, College of St. Thomas; MA, PhD, University of Minnesota.

## G

**Keith F. Gilsdorf** (2001). Professor of Economics. BS, Moorhead State University; MA, North Dakota State University; PhD, University of Nebraska-Lincoln.

**Amy Gort** (2009). Associate Professor of Biology. BS, University of Wisconsin; MS, PhD, University of Illinois at Urbana-Champaign.

**Douglas E. Green** (1988). Professor of English. BA, Amherst College; MA, PhD, Brown University.

**William D. Green** (1991). Professor of History. BA, Gustavus Adolphus College; MA, PhD, JD, University of Minnesota.

**Jeanine A. Gregoire** (1996). Associate Professor of Education. BS, MA, PhD, University of Minnesota.

**Robert C. Groven** (1997). Associate Professor of Communication Studies. BA, Concordia College-Moorhead; MA, JD, University of Minnesota.

**Evren Guler** (2011). Assistant Professor of Psychology. BA, University of North Carolina; PhD, University of Minnesota.

## H

- Matthew J. Haines** (2001). Associate Professor of Mathematics. BA, St. John's University; MS, PhD, Lehigh University.
- Lori Brandt Hale** (1998). Associate Professor of Religion. BA, University of Iowa; MA, University of Chicago; PhD, University of Virginia.
- David R. Hanson** (2006). Assistant Professor of Chemistry. BA, PhD, University of Minnesota.
- Jenny L. Hanson** (2013). Assistant Professor of Communication Studies. BA, Augsburg College; MFA, Donau-Universität Krems.
- Milda K. Hedblom** (1971). Professor of Political Science. BA, Macalester College; MA, JD, PhD, University of Minnesota.
- Annie Heiderscheit** (2013). Assistant Professor of Music (Music Therapy). BME, Wartburg College; MS, Iowa State University; PhD, University of Minnesota.
- Peter A. Hendrickson** (1993). Associate Professor of Music. Director of Choral Activities. BA, Augsburg College; MA, Macalester College; MA, Columbia University; DMA, Manhattan School of Music.
- Melissa Hensley** (2010). Assistant Professor of Social Work. AB, MSW, Washington University; MHA, University of Missouri–Columbia; PhD, Washington University.
- Renee Hepperlen** (2014). Assistant Professor of Social Work. BA, Gustavus Adolphus College, AM, University of Chicago; PhD, University of Minnesota.
- Stella K. Hofrenning** (2000). Associate Professor of Economics. BS, University of Maryland; PhD, University of Illinois.
- Christopher Hultberg** (2011). Assistant Professor of Art. BA, Azusa Pacific University; MFA, Art Institute of Boston.

## I

- Ann Impullitti** (2010). Assistant Professor of Biology. BS, Northern Michigan University; MS, University of Wisconsin; PhD, University of Minnesota.
- Perwaiz Ismaili** (2015). Assistant Professor of Business Administration. BS, University of Illinois at Chicago; MS, PhD, University of Texas at Dallas.
- Mark D. Isaacson** (1998). Assistant Professor of Business Administration. BA, St. Olaf College; MS, Rensselaer Polytechnic Institute.

## J

- Nancy Johnson** (2015). Assistant Professor of Business Administration. BA, MBA, Augsburg College; MAcc, DeVry University.

## K

- Roberta S. Kagin** (1974). Professor of Music (Music Therapy). BA, Park College; BMusicEd, MMusicEd, University of Kansas; PhD, Temple University.
- Phyllis Kapetanakis** (2015). Assistant Professor of Business Administration. BA, BS, Creighton University; MT, Arizona State University.
- Michael Kidd** (2008). Associate Professor of Languages and Cross-Cultural Studies. BA, Pomona College; PhD, Cornell University.
- Russell C. Kleckley** (2002). Associate Professor of Religion. BA, Newberry College; MDiv, Lutheran Theological Southern Seminary; DTh, University of Munich.

**Merilee I. Klemp** (1980). Associate Professor of Music. BA, Augsburg College; MA, University of Minnesota; PhD, Eastman School of Music.

**Jenny Kluznik** (2014). Assistant Professor of Physician Assistant Studies. BA, Hamline University; MPH, George Washington University; MPA, Augsburg College.

**Boyd N. Koehler** (1967). Associate Professor, Librarian. BA, Moorhead State College; MA, University of Minnesota.

**Bibiana D. Koh** (2012). Assistant Professor of Social Work. BA, Hartwick College; MA, Columbia University; MSW, Smith College; PhD, University of Minnesota.

**Jayoung Koo** (2015). Assistant Professor of Business Administration. BA, MA, Yonsei University; PhD, University of Minnesota.

**Joan C. Kunz** (1987). Associate Professor of Chemistry. BS, University of Missouri-St. Louis; PhD, University of Wisconsin-Madison.

## L

**Michael J. Lansing** (2005). Associate Professor of History. AB, College of William and Mary; MA, Utah State University; PhD, University of Minnesota.

**Mary Y. Lanzerotti** (2014) Assistant Professor of Physics. AB, Harvard University; MPhil, University of Cambridge; MS, PhD, Cornell University.

**David V. Lapakko** (1986). Associate Professor of Communication Studies. BA, Macalester College; MA, PhD, University of Minnesota.

**Barbara A. Lehmann** (2001). Associate Professor of Social Work. BA, Knox College; MSW, Tulane University; PhD, Case Western Reserve University.

**Audrey Lensmire** (2011). Assistant Professor of Education. BA, Indiana University; MAT, National-Louis University; PhD University of Minnesota.

**Cheryl J. Leuning** (1996). Professor of Nursing. BA, Augustana College; MS, University of Minnesota; PhD, University of Utah.

**Holly Levine** (2009). Assistant Professor of Physician Assistant Studies. BA, Northwestern University; MD, Loyola University Chicago.

**Dallas H. Liddle** (1999). Associate Professor of English. BA, Grinnell College; PhD, University of Iowa.

**Rachel Lloyd** (2014). Assistant Professor of Education. BA, Carleton College; MA, PhD, University of Minnesota.

**Lori L. Lohman** (1990). Associate Professor of Business Administration. BA, MBA, PhD, University of Minnesota.

**Mary E. Lowe** (2003). Associate Professor of Religion. BA, Pacific Lutheran University; MDiv, Luther Northwestern Theological Seminary; PhD, Graduate Theological Union.

## M

**Caroline Maguire** (2013). Assistant Professor of Education. BA, Macalester College; MA, University of Minnesota.

**M. Elise Marubbio** (2003). Associate Professor of American Indian Studies. BFA, Cleveland Institute of Art; MA, PhD, University of Arizona.

**Matthew Maruggi** (2008). Assistant Professor of Religion. BA, MA, University of Dayton; PhD, University of St. Thomas.

**David C. Matz** (2001). Professor of Psychology. BA, Bemidji State University; MS, North Dakota State University; PhD Texas A & M University.

**Virginia McCarthy** (2011). Assistant Professor of Nursing. BSN, Creighton University; MN, University of Washington; DNP, St. Catherine University.

**Kristin McHale** (2014). Lecturer of Nursing. BS, Winona State University; MA, DNP, Augsburg College.

**Marc C. McIntosh** (2007). Assistant Professor of Business Administration. BS, DePaul University; MBA, Harvard University; DBA, Argosy University.

**Christopher T. McMaster** (2015). Assistant Professor of Education. BA, California State University, Sacramento; MA, University of London; PhD, University of Canterbury.

**Bruce A. McWilliams** (2014). Instructor of Music. BA, St. Olaf College; MM, University of South Florida.

**Fekri Meziou** (1987). Associate Professor of Business Administration. BA, University of Tunis; MA, PhD, University of Minnesota.

**Joyce P. Miller** (2004). Assistant Professor of Nursing. AA, Rochester State Junior College; BS, MA, Augsburg College.

**Thomas. F. Morgan** (1983). Professor of Business Administration. BS, Juniata College; MBA, University of Denver; MS, University of Oregon; PhD, University of Minnesota.

**Pamela Moss** (2014). Lecturer of Nursing. BS, MS, Allen College. DNP, Augsburg College.

**David Murr** (2008). Associate Professor of Physics. BS, Augsburg College; PhD, Boston University.

**Jeremy P. Myers** (2006). Associate Professor of Religion. BS, University of Minnesota; MA, PhD, Luther Seminary.

**Sarah Myers** (2009). Associate Professor of Theater Arts. BS, Northwestern University; MFA, PhD, University of Texas.

## **N**

**Derek R. Nikitas** (2015). Associate Professor of English. BS, State University of New York at Brockport; MFA, University of North Carolina at Wilmington; PhD, Georgia State University.

## **O**

**Susan E. O'Connor** (1994). Associate Professor of Education. BS, University of Minnesota; MS, PhD, Syracuse University.

**Sandra L. Olmsted** (1979). Associate Professor of Chemistry. BA, Augsburg College; MS, University of Wisconsin; PhD, University of Minnesota.

**Vicki L. Olson** (1987). Professor of Education. BS, MA, PhD, University of Minnesota.

**Miles Ott** (2014). Assistant Professor of Mathematics. BA, Smith College; MPH, University of Minnesota; MS, Harvard University; PhD, Brown University.

## **P**

**Magdalena M. Paleczny-Zapp** (1986). Associate Professor of Business Administration. BA, MA, Central School for Planning and Statistics, Warsaw; PhD, Akademia Ekonomiczna, Krakow.

**Donna R. Patterson** (2006). Assistant Professor, Education. BA, MEd, University of Minnesota.

**Dale C. Pederson** (1992). Associate Professor of Biology. BA, Augsburg College; PhD, University of Minnesota.

**Christine Peper** (2014). Assistant Professor of Education. BA, University of Minnesota; MEd, Southeastern Louisiana University; PhD, University of Minnesota.

**Joyce B. Perkins** (2006). Assistant Professor of Nursing. BS, University of New Hampshire; MA, St. Mary's College; MS, University of Minnesota; PhD, University of Colorado.

**Noel J. Petit** (1984). Professor of Computer Science. BA, St. Olaf College; MS, PhD, University of Minnesota.

**Pary Pezechkian-Weinberg** (1994). Associate Professor of Modern Languages. BA, National University, Tehran; MA, University of Nice; PhD, University of California, Los Angeles.

**Diane L. Pike** (1981). Professor of Sociology. AB., Connecticut College; PhD, Yale University.

**Timothy D. Pippert** (1999). Associate Professor of Sociology. BA, MA, PhD, University of Nebraska-Lincoln.

## Q

**Philip A. Quanbeck II** (1987). Associate Professor of Religion. BA, St. Olaf College; MDiv, PhD, Luther Theological Seminary.

## R

**Deborah L. Redmond** (1981). Assistant Professor of Communication Studies. BA, MA, University of Minnesota.

**Kathy J. Reinhardt** (1997). Instructor of Modern Languages. MA, Middlebury College.

**Ana Ribeiro** (2014). Assistant Professor of Health, Physical Education, and Exercise Science. BA, UniverCidade; MS, St. Cloud State University; PhD, University of Minnesota.

**Sarah Degner Riveros** (2015). BA, University of Illinois at Urbana-Champaign; MA, Ph.D, Columbia University.

**M. Bridget Robinson-Riegler** (1994). Professor of Psychology. BS, Indiana University; MS, PhD, Purdue University.

**Nancy A. Rodenberg** (2000). Associate Professor of Social Work. BS, Indiana University; MSW, University of Minnesota; PhD, Arizona State University.

**Brian A. Rood** (2015). Assistant Professor of Psychology. BA, BS, Drake University; MA Illinois School of Professional Psychology; MPH, DePaul University; MA, PhD, Suffolk University.

## S

**Milo A. Schield** (1985). Professor of Business Administration. BS, Iowa State University; MS, University of Illinois; PhD, Rice University.

**Emily Schilling** (2014). Assistant Professor of Biology and Environmental Studies. BA, Colgate University; MS, PhD, University of Maine.

**John S. Schmit** (1990). Professor of English. BS, St. John's University; MA, University of New Orleans; PhD, The University of Texas.

**Michael D. Schock** (1993). Associate Professor of Social Work. BA, University of Washington; MSW, University of Minnesota; PhD, University of Washington.

**Deborah Schuhmacher** (2014). Assistant Professor of Nursing. BS, University of North Dakota; MA, DNP, Augsburg College.

**Maggi Seybold** (2014). Director of Clinical Education, Physician Assistant Studies. BS, Miami University, MS, University of Toledo.

**Christopher Smith** (2011). Assistant Professor of Education. BS, MS, Purdue University; PhD, University of Minnesota, Twin Cities.

**Jody M. Sorensen** (2005). Associate Professor of Mathematics. BA, St. Olaf College; MA, PhD, Northwestern University.

**Peter J. Stark** (2007). Assistant Professor of Business Administration. BS, Northwestern University; MBA, Pepperdine University

**Nancy K. Steblay** (1988). Professor of Psychology. BA, Bemidji State University; MA, PhD, University of Montana.

**Erik S. Steinmetz** (1998). Assistant Professor of Computer Science. BA, Augsburg College; MS, University of Minnesota.

**Stuart M. Stoller** (1986). Professor of Business Administration. BS, MS, Long Island University.

**Martha E. Stortz** (2010). Bernhard Christensen Professor of Vocation and Religion. BA, Carleton College; MA, PhD, The Divinity School, The University of Chicago.

**Benjamin L. Stottrup** (2005). Associate Professor of Physics. BA, University of Minnesota, Morris; PhD, University of Washington.

**Kathryn A. Swanson** (1985). Professor of English. BA, St. Olaf College; MA, PhD, University of Minnesota.

**Tara K. Sweeney** (1992). Associate Professor of Art. BS, University of Wisconsin-Stout; MFA, Minneapolis College of Art and Design.

## T

**Sonja K. Thompson** (1993). Assistant Professor of Music. BM, University of Minnesota; MM, The Juilliard School.

**Robert K. Tom** (2002). Associate Professor of Art. BFA, University of Hawaii; MFA, Temple University.

**Beliza Torres Narváez** (2015). Assistant Professor of Theater Arts. BA, University of Puerto Rico; MA, New York University; PhD, University of Texas.

**Joseph Towle** (2011). Assistant Professor of Spanish. BA, North Dakota State University; MA, PhD, University of Minnesota.

**Mark D. Tranvik** (1995). Executive Director of Bernhard Christensen Center for Vocation. Professor of Religion. BA, Luther College; MDiv, Yale University; ThD, Luther Seminary.

**Alan J. Tuchtenhagen** (2011). Interim Director, Master of Arts in Leadership. BS, Westmar College. MA, University of Nebraska; DPA, Hamline University.

## U

**Joseph Underhill** (1998). Associate Professor of Political Science. BA, University of California-Berkeley; MA, San Francisco State University; PhD, University of Michigan.

**Eileen Kaese Uzarek** (2001). Assistant Professor of Health, Physical Education, and Exercise Science. BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato.

## V

**Lisa Van Getson** (2012). Assistant Professor of Nursing. BS, College of St. Teresa; MA, St. Catherine University; MS, Winona State University.

**Gail Van Kanegan** (2014). Assistant Professor of Nursing. BS, Blessing-Rieman College of Nursing; MS, University of Missouri-Columbia; DNP, Augsburg College.

**James A. Vela-McConnell** (1997). Professor of Sociology. BA, Loyola University; PhD, Boston College.

**Diane Vodicka** (2008). Assistant Professor of Education. BA, North Park College; MEd, Georgia Southwestern College.

## W

**Bernard Walley** (2011). Assistant Professor of Economics. BA, MPhil, University of Ghana; PhD, University of Nebraska-Lincoln.

**Mzenga A. Wanyama** (2006). Associate Professor of English. BA, MA, University of Nairobi; PhD, University of Minnesota.

**Martha A. (Cary) Waterman** (1991). Assistant Professor of English. BA, University of Denver; BS, MA, Minnesota State University, Mankato.

**Shana K. Watters** (2007). Associate Professor of Computer Science. AA, Northern Virginia Community College; BS, South Dakota School of Mines and Technology; MS, MA, PhD, University of Minnesota.

**Michael T. Wentzel** (2011). Assistant Professor of Chemistry. BS, Creighton University; MS, University of Pennsylvania; PhD, University of Minnesota.

**Barbara A. West** (1997). Instructor of Education. Faculty Coordinator of Teacher Placement /Licensing. BS, St. Cloud State University; MS, Syracuse University.

**Hans H. Wiersma** (2004). Associate Professor of Religion. BA, University of California, San Diego; MDiv, PhD, Luther Seminary.

## **X-Y-Z**

**Henry Yoon** (2009). Associate Professor of Psychology. BA, University of California; MA, PhD, University of Minnesota.

**Maheen Zaman** (2014). Assistant Professor of History. BA, SUNY Stony Brook University; MA, MPhil, PhD, Columbia University.

**John M. Zobitz** (2007). Associate Professor of Mathematics. BA, St. John's University; MA, PhD, University of Utah.

## **Faculty Emeriti**

**Ruth L. Aaskov**. Professor Emerita of Modern Languages. BA, Augsburg College; MA, Middlebury College; PhD, University of Wisconsin.

**Earl R. Alton**. Professor Emeritus of Chemistry/Dean Emeritus. BA, St. Olaf College; MS, PhD, University of Michigan.

**Lyla M. Anderegg**. Professor Emerita of Psychology. BA, University of Minnesota; MA, Northwestern University.

**Barbara L. Andersen**. Professor Emerita of English. BA, Northwestern College; MA, Northwestern University.

**Margaret J. Anderson**. Professor Emerita, Library. BS, MA, University of Minnesota.

**Elizabeth Ankeny**. Professor Emerita of Education. BA, Augustana College; MA, Morningside College; PhD, Colorado State University.

**John E. Benson**. Professor Emeritus of Religion. BA, Augsburg College; B.D., Luther Theological Seminary; MA, PhD, Columbia University.

**Anthony A. Bibus, III** (1992). Professor Emeritus of Social Work. BA, University of St. Thomas; MA, University of Virginia; PhD, University of Minnesota.

**Julie H. Bolton** Professor Emerita of Theater Arts. BS, MFA, University of Minnesota.

**Richard A. Borstad**. Professor Emeritus of Health and Physical Education. BA, MA, PhD, University of Minnesota.

**Nora M. Braun**. Professor Emerita of Business Administration. BSBA, University of Missouri-Columbia; MBA, PhD, University of Minnesota.

**Maria L. Brown**. Professor Emerita of Social Work. BA, MA, American University; MSW, University of Minnesota.

**Francine Chakolis**. Professor Emerita of Social Work. BS, Augsburg College; MSW, University of Minnesota.

**Grace Dyrud**. Professor Emerita of Psychology. BA, MA, PhD, University of Minnesota.

**Mark J. Engebretson**. Professor Emeritus of Physics. BA, Luther College; MDiv, Luther Theological Seminary; MS, PhD, University of Minnesota.

**Kenneth N. Erickson**. Professor Emeritus of Physics. BA, Augsburg College; MS, Michigan State University; PhD, Colorado State University.

**Norman B. Ferguson**. Professor Emeritus of Psychology. BA, Franklin and Marshall College; MS, PhD, University of Wisconsin.

**Marilyn E. Florian** (1980). Professor Emeritus of Health and Physical Education. BA, Augsburg College; MS, St. Cloud State University.

**Henry G. Follingstad**. Professor Emeritus of Mathematics. BEE, MS, University of Minnesota.

**Satya P. Gupta**. Professor Emeritus of Economics. BS, MS, Agra University, India; MS, PhD, Southern Illinois University.

**Donald R. Gustafson**. Professor Emeritus of History. BA, Gustavus Adolphus College; MA, PhD, University of Wisconsin.

**Arlin E. Gyberg**. Professor Emeritus of Chemistry. BS, Mankato State University; PhD, University of Minnesota.

**Daniel S. Hanson**. Professor Emeritus of Communication Studies. BA, Augsburg College; MA, University of Minnesota.

**Edwina L. Hertzberg**. Professor Emerita of Social Work. BA, Cedar Crest College; MSW, PhD, University of Minnesota.

**Garry W. Hesser** Professor Emeritus of Sociology. BA, Phillips University; MDiv, Union Theological Seminary; MA, PhD, University of Notre Dame.

**Norman D. Holen**. Professor Emeritus of Art. BA Concordia College-Moorhead; MFA, University of Iowa.

**Bradley P. Holt**. Professor Emeritus of Religion. BA, Augsburg College; BD, Luther Theological Seminary; MPhil, PhD, Yale University.

**John R. Holum**. Professor Emeritus of Chemistry. BA, St. Olaf College; PhD, University of Minnesota.

**Gretchen Kranz Irvine**. Professor Emerita of Education. BS, College of St. Teresa; MS, University of Wisconsin-River Falls; PhD, University of Minnesota.

**Irene Khin Khin Jensen**. Professor Emerita of History. BA, Rangoon University, Burma; MA, Bucknell University; PhD, University of Wisconsin.

**Duane E. Johnson**. Professor Emeritus of Psychology. BA, Huron College; BA, University of Minnesota; ME, South Dakota State University; PhD, University of Minnesota.

**Jeffrey E. Johnson**. Professor Emeritus of Physics. BS, MS, MBA, PhD, University of Minnesota.

**Martha Johnson**. Professor Emerita of Theater Arts. BA, MA, PhD, University of Wisconsin.

**Amin Kader**. Professor Emeritus of Business Administration. BComm, University of Cairo; MBA, University of Michigan.

**Kenneth S. Kaminsky**. Professor Emeritus of Mathematics. AB, MS, PhD, Rutgers University.

**Ashok K. Kapoor**. Professor Emeritus of Business Administration. BA, MA, University of Delhi; MA, MBA, University of Minnesota; PhD, Temple University.

**Anne M. Kaufman**. Professor Emeritus of Education. BS, MA, PhD, University of Minnesota.

**Mary A. Kingsley**. Professor Emerita of Modern Languages. BA, St. Olaf College; MA, Middlebury College.

**Alvin L. Kloppen**. Professor Emeritus of Health and Physical Education. BS, Augustana College; MA, University of South Dakota.

**Steven LaFave**. Professor Emeritus of Business Administration. BA, MA, Michigan State University; MBA, University of Minnesota.

**Lynn E. Lindow**. Professor Emerita of Education. BS, Mankato State University; MS, North Dakota State University; PhD, University of Minnesota.

**Lynne F. Lorenzen**. Professor Emerita of Religion. BA, University of Iowa; MDiv, Northwestern Lutheran Theological Seminary; MA, PhD, Claremont Graduate School.

**Dawn B. Ludwig**. Professor Emerita of Physician Assistant Studies. BA, University of Colorado, Denver; MS, PA Certification, University of Colorado Health Science Center; PhD, Capella University.

**Esther G. McLaughlin**. Professor Emerita of Biology. BA, PhD, University of California-Berkeley.

**Erwin D. Mickelberg**. Professor Emeritus of Biology. BA, Augsburg College; MA, University of Minnesota.



**Mildred “Mike” Mueller.** Professor Emerita of Education. BA, MA, Central Michigan University; EdD, University of Minnesota.

**Richard C. Nelson.** Professor Emeritus of History. BA, University of Nebraska; MA, PhD, University of Minnesota.

**Catherine C. Nicholl.** Professor Emerita of English. BA, Hope College; MA, University of Michigan; PhD, University of Minnesota.

**Beverly J. Nilsson.** Professor Emerita of Nursing. BS, MS, PhD, University of Minnesota.

**Norma C. Noonan.** Professor Emerita of Political Science. BA, University of Pennsylvania; MA, PhD, Indiana University.

**Ronald G. Palosaari.** Professor Emeritus of English. BA, Bethel College; BDiv, Bethel Seminary; MA, PhD, University of Minnesota.

**Patricia A. Parker.** Associate Academic Dean Emerita. BA, Eastern Michigan University; MA, PhD, University of Michigan.

**Curtis M. Paulsen.** Professor Emeritus of Social Work. BA, St. Olaf College; MSW, University of Minnesota; PhD, The Fielding Institute.

**Lauretta E. Pelton.** Professor Emerita of Education. MEd, Marquette University.

**Joyce M. Pfaff.** Professor Emerita of Health and Physical Education. BA, Augsburg College; MEd, University of Minnesota.

**Philip A. Quanbeck, Sr.** Professor Emeritus of Religion. BA, Augsburg College; BD, Augsburg Theological Seminary; MTh, ThD, Princeton Theological Seminary.

**Larry C. Ragland.** Professor Emeritus of Computer Science. BS, MA, Central Missouri State College; PhD, University of Texas at Austin.

**Bruce R. Reichenbach.** Professor Emeritus of Philosophy. BA, Wheaton College; MA, PhD, Northwestern University.

**Glenda Dewberry Rooney.** Professor Emerita of Social Work. BS, University of North Texas; MSW, University of Illinois; PhD, University of Minnesota.

**Marianne B. Sander.** Dean of Students Emerita. BA, Valparaiso University; MA, University of Minnesota.

**Kathryn Schwalbe.** Professor Emerita of Business Administration. BS, University of Notre Dame; MBA, Northeastern University, PhD, University of Minnesota.

**Frankie B. Shackelford.** Professor Emerita of Languages and Cross-Cultural Studies. BA, Texas Christian University; PhD, University of Texas.

**Charles M. Sheaffer.** Professor Emeritus of Computer Science. BA, Metropolitan State University; MS, PhD, University of Minnesota.

**Eugene M. Skibbe.** Professor Emeritus of Religion. BA, St. Olaf College; BT., Luther Theological Seminary; ThD, University of Heidelberg, Germany.

**Robert J. Stacke.** Professor Emeritus of Music. Band and Jazz Director. BA, Augsburg College; MACI, College of St. Thomas; PhD, University of Minnesota.

**Clarice A. Staff.** Professor Emerita of Social Work. BA, Augsburg College; MS, DSW, Columbia University.

**Beverly Stratton.** Professor Emerita of Religion. BA, MA, Boston University; ThD, Luther Seminary.

**Grace K. Sulerud.** Professor Emerita, Library. BA, Augsburg College; MA, University of Minnesota.

**Ralph L. Sulerud.** Professor Emeritus of Biology. BA, Concordia College, Moorhead; MS, PhD, University of Nebraska.

**Karen T. Sutherland.** Professor Emerita of Computer Science. AB, Augustana College; two MS degrees; PhD, University of Minnesota.

**Maryann Syers (1998).** Professor Emerita of Social Work. BA, Arizona State University; MSW, PhD, University of Minnesota.

**Philip J. Thompson.** Professor Emeritus of Art. BA, Concordia College, Moorhead; MFA, University of Iowa.

**David L. Tiede.** Bernhard M. Christensen Professor Emeritus of Vocation and Religion. BA, St. Olaf College; BD, Luther Theological Seminary; PhD, Harvard University.

**Rita R. Weisbrod.** Professor Emerita of Sociology. BA, MA, University of Minnesota; PhD, Cornell University.

**Mary Louise Williams.** Professor Emerita of Social Work. BFA, MSW, University of Pennsylvania.