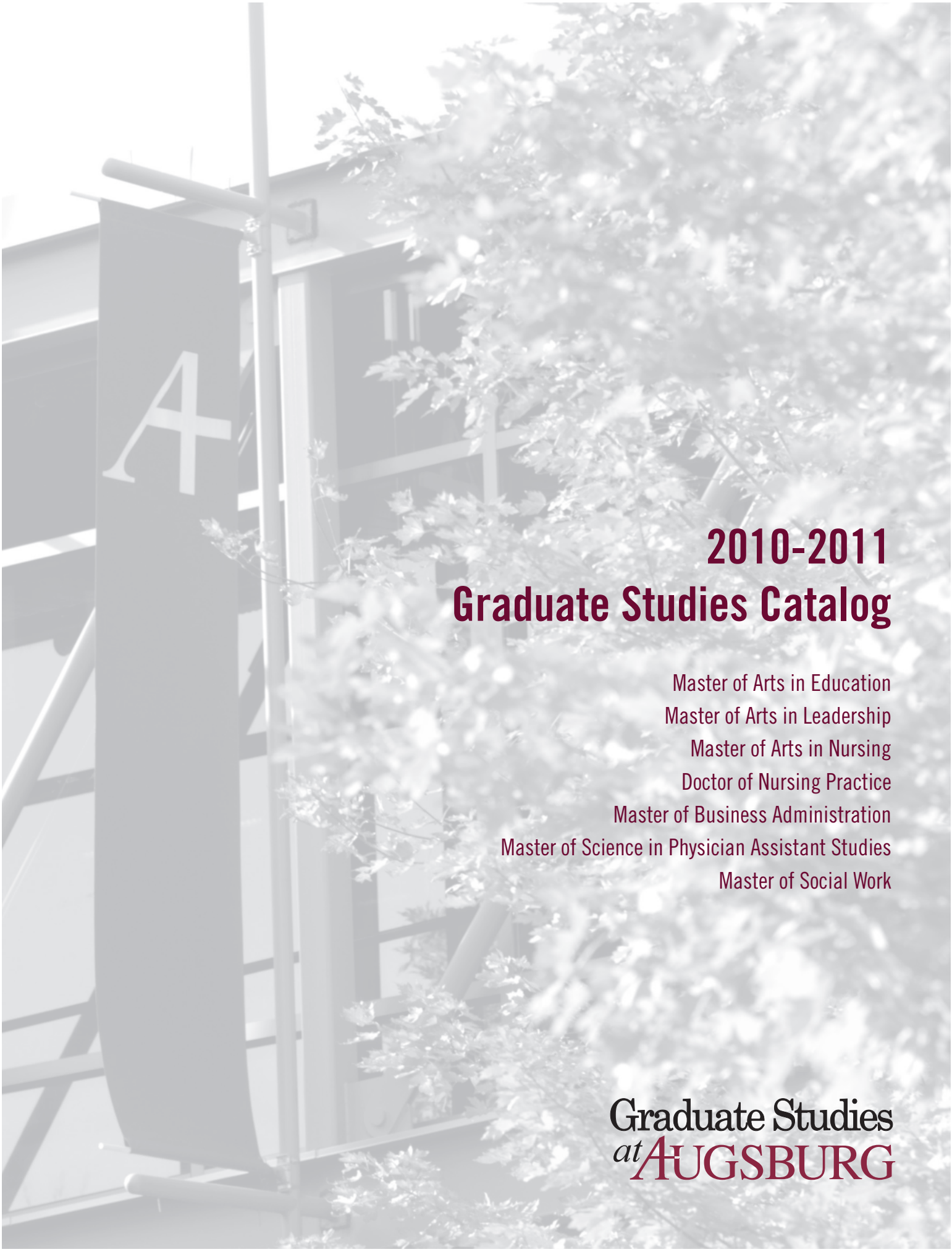

# 2010-2011
# Graduate Studies Catalog

Master of Arts in Education
Master of Arts in Leadership
Master of Arts in Nursing
Doctor of Nursing Practice
Master of Business Administration
Master of Science in Physician Assistant Studies
Master of Social Work

Graduate Studies at Augsburg

# Graduate Studies Catalog

## 2010-2011

Official publication of Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454
612-330-1000

This catalog should answer most questions students have about Augsburg College's graduate programs. Although information was current at the time of publication, it is subject to change without notice. The written policies in the catalog are the College policies in force at the time of printing. It is the responsibility of each student to know the requirements and academic policies in this publication. If you have questions about anything in this catalog, consult the Graduate Admissions Office, the graduate program directors, or the registrar. Key offices are listed on page 6 for correspondence or telephone inquiries.

**Published December 2010**
**www.augsburg.edu**

# A Greeting from the President

I am pleased to know of your interest in Augsburg College's exciting and innovative graduate programs. You are part of a select and discerning group of professionals who seek to find a graduate program that combines an excellent curriculum, a values-based approach to work, a talented and experienced faculty, and program formats that meet the needs of busy and successful people. Augsburg College's graduate-level programs in Business Administration, Education, Leadership, Nursing, Physician Assistant Studies, and Social Work are distinguished by the opportunities they provide students to expand decision-making and strategic skills. Beginning in the fall of 2010, Augsburg is proud to offer its inaugural doctoral degree program—the Doctor in Nursing Practice program.

Augsburg College is characterized by a strong 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.

For our graduate programs, this mission helps to shape an innovative educational experience that features an expansive perspective on social responsibility, economic realities, business initiative, and environmental sustainability.

At Augsburg College, we believe that our distinctive educational purpose is to help you, the individual student, find your calling at work and in the world. The Augsburg graduate programs are designed to offer you quality educational experiences, personal attention, and opportunities to expand your personal and professional talents and skills. We are confident that our graduates are prepared for leadership in our ever-changing global society, the hallmark of an Augsburg degree.

Sincerely,

Paul C. Pribbenow
President, Augsburg College

# Greetings from the Academic Affairs Office

Welcome to our graduate programs. We are committed to education that prepares people for leadership in their communities and places of work. We believe that the liberal and professional arts and sciences form the best preparation for living in the fast-paced, changing, and complex world of today and tomorrow.

Our locations in the vital metropolitan areas of Minneapolis/St. Paul and Rochester offer exciting and challenging field experiences for courses that include real-life learning through academic internships, experiential education, and cultural enrichment. The Twin Cities and Rochester become extended campuses for Augsburg students. Also, the diversity in our campus community ensures that our graduates are prepared for the range of experiences and perspectives that characterize today's global environment.

When you join Augsburg you become part of a community that offers lifelong learning opportunities in state-of-the-art classrooms, with accessible libraries and dedicated faculty and staff. You join a body of experienced people who quickly form your network of employer connections and career opportunities. We encourage our alumni to become your mentors and build on our city connections through public events, including our convocations and Advent Vespers.

All our programs share distinctive qualities, including our commitment and mission to be of service, with one another and to our neighbors. We expect our graduates to have their eyes on the world as they develop their identity as global citizens, with a sense of responsibility to participate in socially- and economically-sustainable development. We hope that at some time during your degree, you'll explore the opportunities to participate in an international learning experience—for example, travel seminars to our global campuses in Central America, Mexico, and Namibia, and opportunities to meet visiting students and faculty members from our partner institutions in Norway, Germany, Finland, and Slovenia. Inspired by the faith of our Lutheran founders to be inclusive to the early immigrants who came to Augsburg's doors, we welcome a diversity of cultures and faiths.

Although each graduate program has its own "neighborhood" and unique features, we encourage interdisciplinary courses and opportunities for you to study with colleagues across disciplines. We encourage both "horizontal" initiatives—i.e., cross-program collaboration—as well as "vertical" initiatives—engaging our undergraduate students to consider graduate work. This means that sometimes you may be encouraging classmates who are just beginning to imagine a graduate degree.

We are companions on your journey in fulfilling your dream of a graduate degree and we cannot wait to meet you.

Sincerely,

Barbara A. Farley
Vice President of Academic Affairs
and Dean of the College

Lori A. Peterson
Assistant Vice President of Academic Affairs
and Dean of Graduate and Professional Studies

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# Directory of Offices and Programs

**Academic Affairs:** 612-330-1024

### Master of Arts in Education (MAE)

Vicki Olson, Director: 612-330-1131
Karen Howell, Coordinator: 612-330-1354
maeinfo@augsburg.edu
www.augsburg.edu/mae

### Master of Arts in Leadership (MAL)

Norma Noonan, Director: 612-330-1198
Patty Park, Coordinator: 612-330-1150
malinfo@augsburg.edu
www.augburg.edu/mal

### Master of Arts in Nursing (MAN)

Cheryl Leuning, Dept. Chair and Director: 612-330-1214
Patty Park, Coordinator: 612-330-1150
Sharon Wade, Program Assistant: 612-330-1209
Linden Gawboy, Administrative Assistant
manursing@augsburg.edu
www.augsburg.edu/ma_nursing

### Master of Business Administration (MBA)

Steven Zitnick, Director: 612-330-1304
Katherine Fagen, Coordinator: 612-330-1774
mbainfo@augsburg.edu
wwww.augsburg.edu/mba

### Master of Science in Physician Assistant Studies (PA)

Dawn Ludwig, Department Chair and Director: 612-330-1399
Carrie Benton, Coordinator: 612-330-1518
paprog@augsburg.edu
www.augsburg.edu/pa

### Master of Social Work (MSW)

Lois A. Bosch, Director: 612-330-1633
Holley Locher-Stulen, Coordinator: 612-330-1763
mswinfo@augsburg.edu
www.augsburg.edu/msw

### Master of Social Work and Master of Arts in Theology (MSW/MA)

Luther Seminary: 651-641-3521

### Master of Social Work and Master of Business Administration (MSW/MBA)

Lois A. Bosch, MSW Director: 612-330-1633
Steven Zitnick, MBA Director: 612-330-1304
mbainfo@augsburg.edu
www.augsburg.edu/mba

### Doctor of Nursing Practice (DNP)

Cheryl Leuning, Dept. Chair and Director: 612-330-1214
Patty Park, Coordinator: 612-330-1150
Sharon Wade, Program Assistant: 612-330-1209
Linden Gawboy, Administrative Assistant
nursing@augsburg.edu
www.augsburg.edu/dnp

### Graduate Admissions Office:

612-330-1101 or gradinfo@augsburg.edu
www.augsburg.edu/grad

**Bookstore:** 612-359-6491

### Center for Counseling and Health Promotion:

612-330-1707 or www.augsburg.edu/cchp

### Campus Ministry:

612-330-1732 or campmin@augsburg.edu

### Enrollment Center:

612-330-1046, 1-800-458-1721, or enroll@augsburg.edu
Questions about registration, financial aid, transcripts, payments, accounts

**International Student Advising (ISA):** 612-330-1686 or http://www.augsburg.edu/isa/

**Lindell Library:** 612-330-1604 or www.augsburg.edu/library

**Public Safety:** 612-330-1717 or security@augsburg.edu

**Registrar's Office:** 612-330-1036 or registrar@augsburg.edu

### Rochester Campus Program Office:

507-288-2886 or rochinfo@augsburg.edu

**Welcome/Information Desk:** 612-330-1000

# About Augsburg College

At Augsburg College, we believe that graduate education should prepare gifted people for positions of leadership in their communities and places of work. 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, act ethically and communicate effectively in a global world. The heart of an Augsburg education is the Augsburg mission, informed by the liberal and professional arts and sciences, to serve our neighbors in the heart of the city with faith-based, ethical values. We welcome students from a diversity of backgrounds and experiences. Also, our programs look to the world through international courses and cultural exchanges.

## Mission Statement

Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community, 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 our urban and global settings.

## Augsburg Today

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, Wis., and moved to Minneapolis in 1872. A short history of Augsburg College can be found at www.augsburg.edu/about/history.html

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

- Education should have a solid liberal arts core at the graduate level; this focus centers on the ability to think critically and broadly about the world and the work we do in it;
- An Augsburg education should be preparation for service in community and centers of faith;
- The city—with all its excitement, challenges, and diversity—is an unequaled learning environment.

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.

### Degrees Offered

Augsburg's undergraduate program of liberal arts and sciences is offered on both a traditional weekday schedule and a nontraditional weekend and evening schedule. Augsburg offers the following graduate programs:
Master of Arts in Education (MAE)—see p. 20
Master of Arts in Leadership (MAL)—see p. 34
Master of Arts in Nursing (MAN)—see p. 43
Master of Business Administration (MBA)—see p. 54
Master of Science in Physician Assistant Studies—see p. 61
Master of Social Work—see p. 68
Doctor of Nursing Practice—see p. 49

Dual degrees:
BA in accounting/MAL—see p. 40
MSW/MBA—see p. 58 and 76
MSW/MA in theology, with Luther Seminary—see p. 75

Augsburg is enhanced by its global centers in Namibia, Mexico, and Central America. Students can perform research, take courses, or consult with faculty in those locations to gain new perspectives on their discipline.

### A Community of Learners

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

### Graduate Faculty

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

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

## Minneapolis and Rochester Locations

### Augsburg's Minneapolis campus

Augsburg's Minneapolis campus surrounds Murphy Square, the oldest park in the city of Minneapolis. The University of Minnesota West Bank campus and one of the city's largest medical complexes—the University of Minnesota Medical Center, Fairview—are adjacent to Augsburg, with the Missis-

sippi River and the Seven Corners theatre district just a few blocks away. Convenient bus routes run by the campus, and two Hiawatha Line light rail stations are just blocks away. In addition to its Minneapolis campus, Augsburg has a branch campus in Rochester, Minn., located at Bethel Lutheran Church. For maps, directions, and parking information, go to www.augsburg.edu/about/map.

Augsburg established its branch campus in Rochester, Minn., in 1998. Classes in Rochester meet on an evening schedule with occasional Saturdays, making them accessible to working adults. There are three trimesters in each academic year, and students can enter degree programs in the fall, winter, or spring. Several complete degree programs are available through the Rochester campus. In addition, students may work on a variety of other majors through a combination of Rochester-based courses and courses taken in the day or Weekend College program on the Minneapolis campus. Students who enroll in Rochester courses are required to use technology in the learning and communication process through the online course management system. For more information, go to www.augsburg.edu/rochester or call the Graduate Admissions Office at 612-330-1101 or the Rochester program office at 507-288-2886.

### Augsburg's Rochester campus

Augsburg's Rochester campus is located in the facilities of Bethel Lutheran Church (ELCA) just a few blocks south of the heart of a city of approximately 100,000 residents. Situated in the heart of the Midwest, the community has a rich ethnic diversity and superior technological resources. Students at the Rochester campus are students of Augsburg College. As such, our purpose is to "educate for service," by preparing and equipping women and men to make a difference in the world.

## On the Minneapolis Campus

### Admissions Offices

The Graduate Admissions Office is located on the upper level of Christensen Center. The Physician Assistant Studies Program admissions office is located in Anderson Hall.

### Augsburg for Adults Office

Augsburg for Adults focuses on adult-centered educational programs and assists adult learners in all programs. It evaluates how the program fulfills their needs and identifies the educational services to help them succeed. The Augsburg for Adults office is located in Oren Gateway Center 110.

### Augsburg Abroad

The Augsburg Abroad office, located in Murphy Place, provides advising and administrative services for students interested in an international experience. Resources for study, work, internship, and volunteer opportunities abroad are available.

### Bookstore

The Augsburg College Bookstore, operated by Barnes and Noble, is located in the Oren Gateway Center. Online purchasing, phone purchasing, and delivery services are available through the bookstore.

### Counseling and Health Promotion

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

### Christensen Center

Christensen Center is the hub of college life. The new first-floor student lounge area offers games, TV, and a place to gather. Also in Christensen Center are Cooper's Coffee Shop, the Commons dining areas, Christensen Center Art Gallery, and offices for student government and student publications. Both the Graduate Admissions Office and the Office of Undergraduate Admissions for Day College are located here.

### Food Services

A variety of food options are available both in the Christensen Center and in Oren Gateway Center.

### Foss, Lobeck, Miles Center for Worship, Drama, and Communication

The Tjornhom-Nelson Theater, Hoversten Chapel, and the Arnold Atrium are housed in this complex, which provides space for campus ministry, the theatre and communication studies offices, as well as the film program. Foss Center's lower level is home to the Center for Learning and Adaptive Student Services (CLASS).

### James G. Lindell Family Library

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

### Kennedy Center

This three-story addition to Melby Hall features a wrestling training facility, classroom space, locker rooms and fitness facilities, as well as hospitality and meeting rooms, classrooms, and offices.

### Melby Hall

This complex provides facilities for the Health, Physical Education, and Exercise Science Department, intercollegiate and intramural athletics, the Hoyt Messerer Fitness Center, and serves as the College's general auditorium.

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

### Music Hall
Music Hall 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
Home for the Languages and Cross-Cultural Studies, and Art Departments, Old Main was extensively remodeled in 1980, combining energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

### Oren Gateway Center
Dedicated in 2007, Oren Gateway Center is positioned on Riverside Avenue to serve as the "gateway" to campus. It houses Alumni Relations, Parent and Family Relations, Institutional Advancement, Augsburg for Adults, the Master of Business Administration program, the Master of Arts in Leadership program, and the StepUP program. The center also includes student residence apartments, the Gage Family Art Gallery, Augsburg Bookstore, Nabo Café, classrooms, and the Johnson Conference Center.

### Science Hall
Classrooms, science laboratories, a medium-sized auditorium, faculty offices, and Finance and Administration offices are found in Science Hall.

### Sverdrup Hall
The Enrollment Center, classrooms, and faculty offices are located in Sverdrup Hall.

### Sverdrup-Oftedal Memorial Hall
Originally built as a dormitory, Memorial Hall contains the president's office, Human Resources, and other administrative and faculty offices.

## Student Technology Center/TechDesk
The Student Technology Center/TechDesk, located on the ground floor of the Lindell Library, functions as the initial point of customer contact for the Augsburg Information Technology Department. The TechDesk staff field requests for computer and media support. Many questions can be answered by searching the TechDesk web page at http://www.augsburg.edu/techdesk/ or by contacting them at 612-330-1400, at techdesk@augsburg.edu., or instant messaging on the webpage. Hours are generally business hours during the week and some weekend hours. Current hours are posted on the website.

### AugNet Account
All students receive an AugNet email account. All official correspondence from the College is sent to this account and students are responsible for checking it. Students also have a secure network folder on the College's network that is backed up weekly. The folder is accessible from both on- and off-campus.

### Computing
Students have access to over 250 on-campus computers with their AugNet account. There are both PC and Macintosh desktop computers available in the Lindell Library Learning Commons and computer lab and in the 24-hour Urness computer lab. The College has six computer classrooms and 41 technology- enhanced classrooms. The circulation desk in the Lindell Library has 40 wireless laptops available for use in the Library. A valid Augsburg ID is required. All campus computers are equipped with a standard suite of software including Microsoft Office, SPSS, and Internet browsers. Additionally, a RemoteLab service provides access to campus software to off-campus students. See the TechDesk website for more information.

A high-speed fiber optic campus network provides access to AugNet online services, printing, and connections to the Internet and Internet2. Network-ready student machines can connect to the campus network using WiFi. All of the AugNet online services and several of the Registrar's student services are available securely on the Inside Augsburg web page http://inside.augsburg.edu to students on and off-campus.

## Accreditation, Approvals, and Memberships
Augsburg is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools

- National Council for the Accreditation of Teacher Education
- Association of Collegiate Business Schools and Programs (ACBSP) (Augsburg's MBA is a candidate for accreditation)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Collegiate Nursing Education (CCNE) (Augsburg's master's degree is full accredited; the doctoral degree is a candidate for accreditation)

- 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

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 Collegiate Business Schools and Programs (ACBSP)
- Campus Compact
- Council of Independent Colleges (CIC)
- Lutheran Education Council in North America (LECNA)
- National Association of Schools of Music (NASM)
- National Society for Experiential Education (NSEE)
- Physician Assistant Education Association (PAEA)
- 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)

See individual graduate program sections for additional accreditation and affiliation citations.

Augsburg College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Credits earned at the institution may not transfer to all other institutions.

## Augsburg College Facts and Figures

- **Location**—Augsburg College was founded in 1869 in Marshall, Wis. The College moved to Minneapolis in 1872.
- **Religious affiliation**—The Evangelical Lutheran Church in America (ELCA). Although a plurality of students are Lutheran, 16 percent are Roman Catholic, and 25 percent represent other denominations and religions.
- **Enrollment** (fall 2010)—4,109 students from 26 countries. Graduate student enrollment is 920.
- **Alumni**—Appox. 24,000 alumni since 1870, including over 1,200 graduate program alumni.
- **Student/Faculty ratio**—13 to 1
- **Campus**—18 major buildings. Major renovations to classrooms in 2007.
- **Accessibility**—Augsburg is one of the most accessible campuses in the region. A skyway/tunnel/elevator system provides inside access to 12 major buildings.
- **Degrees granted**—BA, BS, BM, MA, MBA, MS, MSW, DNP
- **Library**—Over 190,000 items, direct access to more than 2.5 million through CLIC, the Twin Cities private college library consortium.
- **Calendar year**—Weekend/evening trimesters and weekday semesters, varying by the graduate program
- **Majors**—More than 50 majors in 35 departments and programs with two five-year degrees (BA in accounting with MAL, and BS/MSW in social work). Six master's degree programs and one doctoral program, plus several dual degrees.
- **Off-campus programs**—The Office of International Programs offers programs through Augsburg's Center for Global Education and International Partners programs for short- and longer-term study abroad for both undergraduate and graduate students.
- **Athletic affiliation**—Minnesota Intercollegiate Athletic Conference (MIAC), and National Collegiate Athletic Association (NCAA), Division III.

## Clery Act information

The Clery Act Annual Report 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 report is available online at www.augsburg.edu/dps/security/report.html. For a printed copy, contact Augsburg's Department of Public Safety at 612-330-1717.

## Non-Discrimination Policy

Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, gender identity, gender expression, marital status, status with regard to public assistance, or disability in its education 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. (See Physician Assistant Studies for details of its program policy on page 66.)

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

## FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, provides certain rights to students regarding their education records. Augsburg College understands

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

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. You must request to review your education records in writing, with your 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 as you requested.

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

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

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

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

"Directory information" includes the following:
- The student's name;
- The student's address;
- The student's telephone number;
- The student's e-mail address;
- The student's date and place of birth;
- The student's major and minor field of study;
- The student's academic class level;
- The student's enrollment status (FT/HT/LHT);
- The student's participation in officially recognized activities and sports;
- The student's degrees and awards received;
- The weight and height of members of athletic teams;
- The student's dates of attendance;
- The most recent previous educational agency or institution attended by the student; and
- The student's photograph.

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. The Office of the Registrar must be notified in writing of your intent to withhold your Directory Information. If the notice is not received by the registrar prior to Sept. 15 (or within 10 school days of the start of a subsequent term for a new student), it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new notice for withholding disclosure must be completed each academic year.

**Right to complain to FERPA Office**
You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605, concerning Augsburg's failure to comply with FERPA.

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

# Academic Programs and Policies

## Academic Calendars

Most of our graduate programs meet on a trimester calendar. Physician Assistant Studies classes meet on a semester day schedule.

The official academic calendars for individual programs can be found at www.augsburg.edu/registrar. All academic calendars are subject to change.

## Academic Policies

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

### Academic Honesty

A college is a community of learners whose relationship relies on trust. Honesty is necessary to preserve the integrity and credibility of scholarship by the Augsburg College community. Academic dishonesty, therefore, is not tolerated. As a College requirement, student course projects, papers, and examinations may include a statement by the student pledging to abide by the College's academic honesty policies and to uphold the highest standards of academic integrity. (See Augsburg's Academic Honesty Policy in the Student Guide at www.augsburg.edu/studentguide/)

### Academic Evaluation

Evaluation of academic performance in each program will be based on number grades using a 4.0 point scale, where 4.0 achieves highest standards of excellence. See each program for details of field study and special projects. Students must achieve a 3.0 GPA in order to graduate; Physician Assistant students must consult the PA Program Progression Standards Policy.

The numeric grade point definition for Graduate Studies is:

| | |
|---|---|
| 4.0 grade points | Achieves highest standards of excellence |
| 3.5 grade points | Achieves above acceptable standards |
| 3.0 grade points | Meets acceptable standards |
| 2.5 grade points | Meets minimum standards |
| 2.0–0.0 grade points | Unacceptable performance |

P Represents work at 3.0 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

#### Withdrawn Status

W—Grade given when a student withdraws from a course after the deadline without notation on the record

#### 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 file an Application for Incomplete Grade form with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion; 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 the filing of a grade before the final day of the following academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 0.0.

### Academic Probation

Graduate students must maintain a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on academic probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. Graduate students in the Physician Assistan must consult the PA Program Progression Standards Policy.

### Attendance Policy

Attendance and participation are critical to the success of any course. Evaluation of the level and quality of participation may be incorporated into the course grade. We view attendance as a joint commitment of both instructors and students to our professional development. Each instructor has the authority to specify attendance and participation requirements to address the needs of particular courses, individual students, or various learning styles.

Lack of attendance may result in a failing grade and the requirement to repeat the course. Students must notify the professor in advance of any expected absence. In the case of emergency, when prior notification is not possible, students must notify the professor of an absence as soon as possible.

### Continuation Policy for Thesis or Final Project (effective in fall 2010)

Following the initial registration term for the final (or summative or capstone) project, students will be automatically registered for continuation course 999 each trimester for up to 15 trimesters or until a grade for the completion course is submitted by the project adviser. Continuation course 999 maintains students' active status in the graduate program, in-

cluding library, AugNet, and parking privileges. This registration will result in a Campus Access Fee of $35 (subject to change as costs increase) per trimester.

Automatic registration will occur for up to five years or 15 terms. At the end of this time, the course grade will change from X to N. Students who wish to complete the final project after receiving a failing grade must meet with the program director to evaluate readmission to the College and program. Students who are readmitted may need to complete additional course work and will need to pay full tuition for all additional courses and to repeat the final project course. If/when the final project course is completed, the new grade would supersede the previous grade.

Students may withdraw from the College, and thus from continuation course 999 and the final project course, at any point during the continuation period and receive a W notation on the transcript for the final project course. Following a withdrawal, students are welcome to meet with the program director to evaluate readmission to the College and program. Students may be subject to additional coursework.

An accounts receivable hold will be placed on the student's account if a collegewide $250 unpaid threshold is reached. The threshold will adjust with the practices of the Student Accounts Office. If a student owes more than the threshold amount, the registrar's office will not continue to automatically enroll the student in continuation 999. The registrar's office and the Student Accounts Office will inform the student, the program director, and coordinator that the student must pay the account (including the late fee). At this point coordinators and/or program directors will communicate with the student and the faculty adviser and, if necessary, request that the faculty adviser submit a grade change of N. The student also may elect to withdraw from the College. If the grade change has not been submitted within one term, the program director will submit the grade change of N.

This policy is effective as of September 2010. Students will sign a contract outlining the terms of the continuation policy, which will be kept on file with the program and in the Office of the Registrar. Accumulated charges stand for current students, but beginning in fall 2010 students will be charged $35 per term. The Enrollment Center will work with students, as needed, who are currently in the continuation phase and who have accumulated a debt higher than the $250 threshold.

## Course credit and contact hours

A full credit course (1.0) is equal to four semester credits or six quarter credits. Each full course on the trimester schedule meets for approximately 28 contact hours (MSW trimesters meet for 32 hours, and the PA weekday semester schedule is approximately 45 hours) with the expectation of substantial independent and group study offered through the web-based electronic course management system.

Doctor of Nursing Practice—For information about course credits and contact hours for the Doctor of Nursing program, see p. 49.

## Degree Requirements

To be conferred the graduate degree, all graduate students must achieve the following:

- Successful completion of all required courses
- A cumulative GPA of 3.0; Physician Assistant students must consult the PA Program Progression Standards Policy.
- Successful completion of all degree requirements within the stipulated period of matriculation or a signed continuation agreement with Augsburg College.

## Dismissal from the College

A student whose GPA falls below the required GPA for his/her graduate program (3.0 in most programs) in two or more terms may be subject to probation or dismissal. A plan for the student to continue in the program may be worked out with the program director.

Students may also be dismissed for violation of standards of behavior defined by their profession, their program, or the College.

## Dismissal Appeals Process

A student may appeal a program's dismissal decision using the College's program dismissal appeals process. Appeals are limited to procedural errors that the student can demonstrate negatively affected the outcome.

The student initiates the appeal process by submitting a hard copy of the statement of appeal to the Assistant Vice President of Academic Affairs and Dean of Graduate Studies (AVP-Graduate Studies); email is not acceptable. The statement must identify each procedural error and state how each error negatively affected the outcome. The statement of appeal will be the only basis of the student's appeal. The AVP-Graduate Studies must receive the student's statement of appeal within 14 calendar days of the date on the department's written notification of dismissal.

The AVP-Graduate Studies will send a copy of the statement of appeal to the program chair/director. The program must submit a response to the student's statement of appeal within 15 business days of the date that the statement was received by the AVP-Graduate Studies' office. A hard copy of the program's response should be submitted to the AVP-Graduate Studies. The AVP-Graduate Studies will send a copy of the program's response to the student.

The AVP-Graduate Studies will convene the Program Dismissal Appeals Committee, which will include the AVP-Graduate Studies as a non-voting chair and three program faculty members (one from programs not named in the appeal: Social Work, Education, Physician Assistant Studies, Nursing, Business, Leadership).

The Program Dismissal Appeals Committee will schedule its hearing within 15 business days of receipt of the program's statement of response. The Committee will meet with the student and a program representative to review the procedures and ask questions of both the student and the program representative. The student and program representative may each bring a third party to the review meeting (limited to an Augsburg College faculty member, staff member, or student). The role of the third party representative is to provide support to the student or the program representative, not to serve as an advocate during the meeting.

### Dropping Courses or Withdrawing

Students who enroll in courses but later decide not to attend must formally drop their courses through the registrar's office prior to the start of classes to avoid being charged for those courses. Students who do not properly drop courses will be responsible for the tuition, regardless of non-attendance. Courses may be dropped or withdrawn online through AugNet Records and Registration or in person at the Enrollment Center during hours of operation. If you need assistance with this, contact your program faculty at least two days in advance of the start of classes.

### Independent Study

Students may request to complete an independent study course as an addition to the required coursework. A faculty sponsor is required for an independent study project, and project proposals must be approved by the program director in order to receive credit. Normally, independent study may not be used as a replacement for a standard course offered in the curriculum, with the exception of the general elective (if approved). A special independent study registration form is required and is available at the Enrollment Center.

### Terms of Non-attendance

Students who interrupt their program enrollment for longer than one semester or three trimesters must readmit to the College and program to resume their degree program. For an absence of any length, students should coordinate with their program director prior to leaving. Due to a variety of program schedules and cohorts for some degrees, it is required that students meet with their adviser and obtain the advice of their director.

### Evaluation of Transfer Credit

Students may petition the program director for transfer credit to apply to program requirements. The transfer of credit will be evaluated on an individual basis. Students will be asked to provide appropriate documentation regarding previous coursework, including but not limited to an official transcript, course description, and syllabus. In order to be considered for transfer, a course must be from a regionally-accredited college or university and graded 3.0/B or better. Courses must have been taken at the graduate level and course content must be comparable to program requirements at Augsburg.

The maximum number of course credits that can be transferred to these program is as follows:

Master of Arts in Education (2.0)
Master of Arts in Leadership (2.0)
Master of Arts in Nursing (3.0)
Master of Business Administration (6.0)
Master of Science, Physician Assistant Studies (Contact program coordinator)
Master of Social Work (8.0)

Augsburg course credits are equivalent to four semester hours or six quarter hours. Therefore, transfer credits that are reported to Augsburg as semester or quarter hours are converted to Augsburg course credits by dividing by four or six respectively.

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

## 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 www.augsburg.edu/studentguide. Students have a right to experience education without discrimination.

### Grievance Procedures Involving Augsburg College Faculty Members and Students

#### Part I—Introduction/Preface

Augsburg College is committed to a policy of treating fairly all members of the college community in regard to their personal and professional concerns. However, times do occur in which students think they have been mistreated. This procedure is provided in order to ensure that students are aware of the way in which their problems with faculty members can be resolved informally and to provide a more formal conciliation process when needed. Each student must be given adequate opportunity to bring problems to the attention of the faculty with the assurance that each will be given fair treatment. The faculty member must be fully informed of the allegations and given an opportunity to respond to them in a fair and reasonable manner.

**Definition of Grievance**

A grievance is defined as dissatisfaction occurring when a student believes that any conduct or condition affecting her/him is unjust or inequitable, or creates unnecessary hardship. Such grievances include, but are not limited to a violation, misinterpretation, or inequitable application of an academic rule, regulation, or policy of the College or prejudicial, capricious, or manifestly unjust academic evaluation.

College policies and procedures that do not come within the scope of the Grievance Procedures are the sexual harassment policy, the sexual violence policy, the Committee on Financial Petitions, Discipline Process, and Academic Standing.

**Time Limits**
Time limits will include only business days (M–F) for the program in which the student was enrolled. (Weekends, and vacation days are not included; summer may not be included depending on the student's program.)

## Part II—Informal Process

It is always the student's responsibility to know these procedures and timelines and to follow them.

A. Any time a student feels that she/he has been mistreated by a faculty member, the student should contact the faculty member to discuss the problem and attempt to resolve it.

B. If no mutually satisfactory solution can be reached with the faculty member or if, in unusual circumstances, the student prefers not to confer with the faculty member, the student should discuss the problem with the department chairperson of the faculty member and attempt resolution of the problem.

C. If the problem cannot be resolved in discussions with the faculty member or department chairperson, or if the faculty member and the department chairperson are the same individual, the student may contact the vice president of academic affairs and dean of the College.

D. The student must begin the Informal Grievance process within 15 days of the conduct giving rise to the grievance, by submitting an Informal Grievance Form to the vice president of academic affairs and dean of the College.

- The time limit to begin the Informal Grievance process for a grade appeal will be 30 days from the last published finals date for the relevant term. It is the responsibility of the student to maintain a correct and current address on file with the registrar.

- If the student could not reasonably be expected to be aware of the conduct when it occurred, the student will have 15 days to file the grievance from the date on which the student could reasonably be expected to be aware of the conduct or condition that is the basis for the grievance. It is the responsibility of the student to establish the reasonableness of such non–awareness. The vice president of academic affairs and dean of the College will determine if this paragraph applies to a grievant.

- The vice president of academic affairs and dean of the College and the student must ensure the informal process is completed in 20 days. (See Part I for definition of time limits.)

- In unusual circumstances, the time limit may be extended by the vice president of academic affairs and dean of the College. A grievant or respondent must submit a written request for such extension before the end of the time limit. If the vice president of academic affairs and dean of the College thinks the extension is warranted, the Dean will notify all concerned persons in writing.

E. If the grievance has been resolved, either by agreement or by expiration of the time limits, a copy of the informal grievance and statements of the resolution will be kept by the vice president of academic affairs and dean of the College for one year. Neither a copy of nor any reference to the grievance will be placed in the personnel file of the respondent.

If these informal discussions do not resolve the problem to the satisfaction of the student, a more formal conciliation procedure is available in Part III of this document. Note: A student must file a written grievance, per below, within five days after completion of the informal process

## Part III—Formal Process Preface

If a student has a grievance with a faculty member that has not been resolved through the Informal Grievance Process described in Part II of this document, the student may then seek resolution through formal procedures.

For a complete copy of the procedures, contact the dean's office, Academic Affairs.

# Graduate Admissions

## Admission to Augsburg College

All graduate programs require students to have a bachelor's degree from a regionally-accredited four-year institution.

All graduate students must submit completed application forms that can be downloaded from each individual program's web page, as listed below.

Each graduate program also has additional program requirements, which may include coursework, professional experience, testing, etc. See the program sections for these additional requirements.

MA, Education—p. 20
www.augsburg.edu/mae

MA, Leadership—p. 34
www.augsburg.edu/mal

MA, Nursing,—p. 43
www.augsburg.edu/ma_nursing

DNP—p. 49
www.augsburg/edu/dnp

MBA—p. 54
www.augsburg.edu/mba

MS, PA Studies—p. 61
www.augsburg.edu/pa

MSW—p. 68
www.augsburg.edu/msw

### Proof of English Competency

The TOEFL (Test of English as a Foreign Language) is required for all students for whom English is a secondary language, except those who have a four-year degree from a U.S. institution with a minimum of two years of successful academic work in the U.S. (seven or more courses).

In order to receive an F-1 visa, federal regulations require international applicants to be sufficiently proficient in English to pursue a full course of study.

To fulfill this requirement Augsburg graduate programs require international applicants to submit an official score report from the Test of English as a Foreign Language (TOEFL) with a minimum score of 100 (iBT), 250 (CBT) or 600 (PBT).

The TOEFL is waived for applicants who have a four-year degree from a U.S. institution with a minimum of two years of successful academic work completed in the U.S. (seven or more courses).

## Readmission to the College

The last day to receive approval for readmission to the College and register for classes is one business day prior to the start of the term. Pending approval by the graduate program, students who left on probation or who were dismissed from the College must have their readmission application and file reviewed by the program director. (Please consult with individual programs for information regarding readmission process).

## Admission of International Students

Augsburg College graduate programs encourage qualified applicants from other countries to apply.

An F-1 student is a nonimmigrant who is pursuing a "full course of study" to achieve a specific educational or professional objective at an academic institution in the United States that has been designated by the Department of Homeland Security (DHS) to offer courses of study to such students, and has been enrolled in SEVIS (Student and Exchange Visitor Information System).

A student acquires F-1 status using form I-20, issued by a DHS-approved school through SEVIS. Status is acquired in one of two ways: 1) if the student is abroad, by entering the United States with the I-20 and an F-1 visa obtained at a U.S. consulate, or 2) if the student is already in the United States and not currently in F-1 status, by sending the I-20 to USCIS (United States Citizenship and Immigration Services) with an application for change of nonimmigrant status.

A student who is maintaining valid F-1 status may transfer from another DHS-approved school to Augsburg by following the transfer procedures set forth in the F-1 regulations.

In addition to fulfilling all general admission requirements for a particular graduate program, prospective F-1 students must also comply with the following:

### A. Foreign Credential Evaluation

Augsburg requires foreign credential evaluation for any transcript(s) from an institution outside of the United States. This evaluation should include the following:

- Analysis of credentials—to determine if your degree is equivalent to an accredited U.S. bachelor's degree.
- Course-by-course evaluation—to show your complete course listing with credit values and grades received for each course.
- Calculation of grade point average—to demonstrate your cumulative grade point average using the standard U.S. grading system, i.e., A=4.0, B=3.0, C=2.0, D=1.0, F=0.0.
- Translation to English (if applicable)

The evaluation report must be sent directly to Augsburg's Adult and Graduate Admissions Office. Refer to World Education Services at http://wes.org for direction on transcript evaluation.

## B. Proof of Financial Support

International applicants must provide reliable documentation that they have financial resources adequate to meet expenses for the duration of their academic program, which include tuition and fees, books and supplies, room and board, health insurance, personal expenses, and living expenses for dependents (if applicable).

Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the student's family. Documentation of scholarships and fellowships may be in the form of an official award letter from the school or sponsoring agency; documentation of personal or family funds should be on bank letterhead stationery, or in the form of a legally binding affidavit. Government Form I-134, Affidavit of Support, or Augsburg's Financial Sponsorship form can be used to document support being provided by a U.S. citizen or U.S. legal permanent resident. All financial documents such as bank statements must be dated within three months prior to the date of application.

## Health Insurance

All F-1 international students and their dependents (if applicable) are required to have adequate health insurance coverage for the duration of their program. International students will be enrolled in the Augsburg international student plan unless they fill out a waiver verifying proof of coverage through an alternative provider for the same period.

# Financing Your Education

## Costs for Graduate Studies

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

For current academic year costs for graduate study, go to the Enrollment Center webpage at www.augsburg.edu/enroll.

## Financing Your Education

Financial assistance is available to graduate students who are enrolled in a total of at least 1.0 course credit per term in any of Augsburg's graduate programs. Two full-credit courses per term is considered full time. You may be eligible to finance your education through loan programs from the State of Minnesota or the federal government. You may also select from a variety of payment plans available each semester or trimester, including a plan for those who receive company tuition assistance. Financial aid may be used for international programs where credit is offered.

### Payment Options

Various payment plans are available:

- Payment in full: Due after registration and before the beginning of the semester/trimester. No finance charge or administrative fee. Finance charge of 8% APR will apply toward any unpaid balance after the start of the term.
- Loans, grants, and/or scholarships: If you plan to use the loans that you have been awarded, you must request the funding. These loans include Stafford, PLUS, Alternative/Private, etc. All loan requests (either paper or online) must be received and approved by the lender and certified by Augsburg's financial aid office, on or before the first day of the term.

### Company Reimbursement

An application for the Employer Reimbursement Payment Plan must be filed once each academic year. Students enrolled in the payment plan will be charged a $20 fee each term unless the account is paid in full by the start of the term or if financial aid will cover all costs for the term. This fee is non-refundable after the 100% drop date. Final payment on any remaining balance is due 60 days after the end of the course. Accounts not paid in full by the due date will receive a monthly $50 late payment fee and are subject to further collection efforts. The student is responsible for payment if the employer does not pay for any reason.

## Sources of Financial Aid

The Enrollment Center assists students in assessing financial aid eligibility and identifying various sources of aid.

### Sponsored Scholarships

Augsburg actively pursues non-Augsburg funding for special scholarships. The availability of such scholarships may enable the participation of individuals with limited financial means as well as individuals working for volunteer agencies and other organizations not likely to provide tuition reimbursement. Refer to the program sections or contact the programs for more information.

### Military Discount

At Augsburg College, we value the varied professional and academic experiences that our adult students bring to our campus community and are grateful to those who volunteer to serve in the military. Augsburg offers a 10% military tuition discount for the following:

- a member of the military currently serving full or part time (any branch)
- veteran of any branch of the United States Armed Forces.

The military discount is available only to students in the Augsburg for Adults undergraduate and graduate programs. Contact the Graduate Admissions Office or go to www.augsburg.edu/military for more details.

### AmeriCorps Scholarships

AmeriCorps scholarships are available to full-time graduate students. Contact the Enrollment Center for more details.

### Tribal and State Indian Scholarships

American Indian students who meet federal, state, or tribal requirements may apply for these scholarships. Indian grants generally supplement other sources of financial aid. For assistance in application, contact Augsburg's American Indian Student Services Program director at 612-330-1144 or your tribal agency.

### Federal and State Aid Programs

The Enrollment Center uses standard, nationally accepted methodology to determine eligibility for federal and state financial aid programs.

### Federal Stafford Loan Program

#### Common Loan Provisions

**Borrowing Limits:** Graduate students may borrow up to $20,500 per year with an aggregate of $138,500 (undergraduate and graduate). A student may borrow from either the unsubsidized or subsidized programs or a combination of both but cannot exceed the annual loan limits.

**Repayment Terms:** Repayment begins six months after you cease to be enrolled at least half time in an eligible program leading to a degree or certificate. Repayment may extend up to 10 years.

**Deferments:** No interest accrues nor do payments need to be made at any time you are enrolled at least half time or for serving three years in the military, Peace Corps, or VISTA. Contact the Enrollment Center if you think you are eligible for a deferment.

**Supplemental Loans:** If additional financing is needed, the Enrollment Center can offer guidance in selecting the appropriate loan.

## To Apply for Financial Aid

Financial aid information is available at www.augsburg.edu/enroll Applicants must be admitted to Augsburg as regular students or be returning students ingood academic standing to be eligible for financial aid.

Applicants for graduate study must submit the Free Application for Federal Student Aid (FAFSA). To complete and submit the FAFSA electronically, go to www.augsburg.edu/enroll

If a student is selected for verification, additional documents will be needed. Students in this situation will be contacted by the Enrollment Center.

## Finanical Policies

### Refund Schedule

Students who withdraw from Augsburg College may be eligible for a refund of a portion of their charges based on the appropriate refund schedule (except for the minimum charge of $100 to cover administrative costs). Financial aid may also be adjusted for those students who withdraw from the College or drop one or more courses and receive financial assistance.

[NOTE: Tuition refunds and financial aid adjustments are not necessarily made on a one-to-one basis. For example, you could receive a 60% tuition refund but have 80% of your financial aid returned. Be sure you understand the financial consequences of making adjustments to your registration.]

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

The refund schedule is effective whether or not a student has attended classes. All refunds of charges will be applied to the student account and all adjustments for aid, loans, fines, deposits, etc. will be made before eligibility for a cash refund of any resulting credit balance is determined. Allow two weeks for a refund.

The refund is a percentage of the full tuition charged, not a percentage of any deposit paid toward tuition, e.g. deposits made under the employer reimbursement payment plan.

For further information, contact the Enrollment Center, 612-330-1046, 1-800-458-1721, enroll@augsburg.edu, or www.augsburg.edu/enroll.

### Contact the Enrollment Center

For information on cost, payments, financial aid, tuition discounts, and refunds:
612-330-1046 or 1-800-458-1721
enroll@augsburg.edu
www.augsburg.edu/enroll

# Master of Arts in Education

We are pleased with your interest in the Master of Arts in Education (MAE) program. Augsburg has a long history in teacher education with alumni of our programs teaching throughout Minnesota and elsewhere. We know that Augsburg College is an excellent choice for you to pursue your teaching dreams and goals—and here's why.

**OUR PHILOSOPHY** The Education Department program themes include relationships, reflection and inquiry, diversity and equity, and leadership. You can read about each theme on the following page, but for the MAE program, I want to highlight one of the program themes—leadership. As this program theme suggests, we expect our students to leave our programs as responsive, knowledgeable teachers prepared to exercise leadership in the classroom and, eventually, the school and community.

Our urban setting provides yet another dimension to our programs through a combination of course content, field experiences, and classroom instructors. Our goal is that students will leave our programs as collaborative and capable teachers committed to educating all learners in a diverse and changing world.

**OUR FACULTY** Augsburg faculty members who teach in the MAE program are a mix of full-time and adjunct instructors, all of whom have K-12 teaching experience. Many adjunct instructors are currently teaching in K-12 settings; all full-time faculty members are frequent visitors to K-12 settings through student teaching and field experience supervision, volunteer work, and/or in-service education. We understand the importance of what we do and what you hope to do. We value good teaching and, most especially, we value good teachers.

**OUR ACCESSIBILITY** We realize that although teaching is your dream, your reality most likely includes work, family, and personal responsibilities. Because we understand the demands adult students face, we offer flexible scheduling. A majority of licensure and graduate-level courses are taught in the evenings and weekends to allow you to manage these responsibilities while pursuing your goals. You will need to be available during the weekday for the challenge and responsibility of field experiences, but education coursework is accessible through the weekend and evening schedules.

As a student in Augsburg's Master of Arts in Education licensure and degree program, you will find yourself among interesting students and dedicated professors who believe that all children deserve a good, highly qualified teacher—the teacher you can become.

Vicki L. Olson

Vicki L. Olson, PhD
Director, Master of Arts in Education

## Education Department Mission

The mission of the Augsburg Education Department is to develop responsive, knowledgeable teachers committed to educating all learners in a diverse and changing world.

## Program Themes

Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership. These four interrelated program themes provide lenses through which we filter our practice.

### Relationships

Learning is relational and communal. Responsive teachers create significant relationships with their students, colleagues, and community partners by developing learning communities. These nurturing learning communities provide a safe, trustworthy place where challenging and engaging questions can be considered. We model the kinds of learning communities that we expect our graduates to create. We share with our students a learning model that connects content, theory, and practice in an ongoing cycle. Students and their learning are the focus for responsive teachers. Therefore we embrace and foster a progressive and constructivist orientation.

### Reflection and Inquiry

Responsive teachers are reflective practitioners who are students of teaching and learning. Providing numerous frameworks through which to filter our experience encourages intentional and thoughtful inquiry. Through field placements, service learning, generative questions, and classroom experiences, students and faculty develop their perspectives about teaching and learning. Critical reflection allows us to examine content, theory, and practice in ways that transform our practice. We think it is important to understand and learn how to manage the many polarities inherent in the teaching and learning process.

### Diversity and Equity

Responsive teachers embrace diversity and intentionally work to ensure that all learners, especially those who for some reason have been marginalized, learn and develop in powerful ways. We continually reflect on what it means to be a "school in the city." We recognize that each student is unique, shaped by culture and experience; therefore, differentiating instruction is essential. The perspective of multiple intelligences, learning style theory and teaching for understanding help us differentiate and enable us to provide choice, variety, and flexibility. Responsive teachers believe that all students can learn. They also have a sense of efficacy and believe that they can help all students learn.

### Leadership

Responsive teachers recognize that becoming a learning leader is a developmental process, which begins in pre-service education and continues throughout one's career. Teachers serve as leaders within the classroom, and with experience, increased confidence, and professional development become leaders within the school, the district, and the community. Teacher leaders view themselves as lifelong learners. They become role models committed to their profession as a vocation rather than a job. Emerging teacher leaders keep student learning at the center of their work while advocating for instructional innovation, constructivist curricular development, and systemic change.

## Master of Arts in Education Conceptual Framework

Teacher leadership is the theme that threads through our graduate licensure and degree completion programs. The Augsburg Education Department believes that teachers are leaders in their classrooms and should be leaders in their institutions and communities.

The leadership focus plays out in three ways. First, the additional work required in the graduate versions of the combined undergraduate/graduate courses focuses on providing graduate students the chance to exercise leadership as well as extend their knowledge beyond the basic requirements. Second, in the degree completion component, students are required to include coursework focused on leadership and study aspects of leadership as part of their degree program. Third, the final project—be it an action research, a leadership application project, or the performance assessment course—gives students the opportunity to study an issue of concern and, supported by research, define a means for addressing it.

## Program Overview

The Master of Arts in Education (MAE) is designed to provide a teaching license as part of a master's degree program. K-12 initial teaching licenses offered at Augsburg include:

- Elementary education (K-6), with or without a middle school specialty area endorsement in math, communication arts, social studies, or science. Also available is the pre-primary endorsement to the elementary license.
- Secondary education (5-12 and K-12) in social studies, communication arts/literature, visual arts, health, mathematics, music, and physical education; and 9-12 in biology, chemistry, and physics.
- K-12 special education, emotional and behavioral disabilities
- K-12 special education, learning disabilities

Teachers who are already licensed can work towards the MAE degree through the following four licensure endorsement options:

- Pre-Kindergarten endorsement
- K-12 special education: emotional and behavioral disabilities
- K-12 special education: learning disabilities
- K-12 reading endorsement (This program is under revision. Consult the Education Department for current status.)

All teachers seeking licensure through Augsburg must take and pass all tests required by the state of Minnesota for licensure.

The MAE degree is also available without a license but with an education core.

## Accreditations and Approvals

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

Augsburg College is approved by the Minnesota Board of Teaching.

For a complete list of accreditations, approvals, and memberships, see page 9.

## Program Structure

The Master of Arts in Education (MAE) program is made up of a core of education licensure courses coupled with a degree completion option. Courses in the degree completion phase are drawn from the Master of Arts in Leadership (MAL) and graduate courses in education. Most students in the MAE program pursue a K-12 teaching license as part of their program plan. The MAE degree is also open to students who do not want a teaching license but do want a background in education and leadership.

The MAE degree requires 9.0 or 10.0 Augsburg graduate level courses, depending on the degree completion option. In addition, several courses at the undergraduate level are required for licensure. Only courses taken at the graduate level apply towards the MAE degree.

### Course Credit

A full-credit graduate or undergraduate course (1.0) is equal to four semester credits or six quarter credits. Each full course offered within the weekend schedule meets for 28 hours with the expectation of substantial independent study outside of class.

### Schedule

The majority of the education courses in the MAE licensure and degree programs are offered through the weekend schedule. Some education courses and many undergraduate content area courses are offered on a weekday evening schedule. The MAL degree completion courses are offered primarily through the weekend schedule. Summer session courses are offered weekdays and weekday evenings.

The following teaching licenses are available entirely through the weekday evening and weekend schedule: elementary education, middle school and preprimary specialty area endorsements, 5-12 social studies, 5-12 communication arts, and K-12 art.

Additional licenses in the following areas are available through a combination of weekday, weekday evening, and weekend schedules: biology, chemistry, health, mathematics, music, physical education, and physics. For these licenses, the education and degree completion courses are taken during the weekend and weekday evenings while some if not all of the content area courses are taken during the weekday.

The weekend schedule is comprised of three trimesters spread from early September through late June. In general, classes are held every other weekend. The weekday schedule is comprised of two semesters spread from early September through late April. Classes offered during the weekday meet two or three times per week. Classes offered jointly between weekday and weekend meet on a weekly basis in the evening. The official academic calendars can be found at www.augsburg.edu/registrar.

## Curriculum—Teaching Licenses

### K-6 Elementary Education

This program is designed to prepare teachers for grades K-6. Optional endorsements in middle school specialty areas of math, science, social studies, and communication arts and in pre-kindergarten can be pursued along with or separately from the K-6 license. The teaching license and some endorsements are offered at both undergraduate and graduate levels through a mix of undergraduate courses and combined graduate and undergraduate courses. Graduate-level licensure coursework (500 and above) is available to students who already hold a bachelor's degree and meet MAE admissions criteria.

All of the following courses must be taken for K-6 elementary licensure. Up to six courses may be taken at the graduate (500) level and applied toward the MAE degree.

EDC 200/522 Orientation to Education (1.0)*
EDC 206/566 Diversity/Minnesota American Indians (1.0)
EDC 310/533 Learning and Development (1.0)*
EDC 410/544 Learners with Special Needs (1.0)*
EDC 490/580 School and Society (1.0)
EED 325/525 K-6 Literacy Methods (1.0)*

To complete the license, the following undergraduate requirements must be completed:

HPE 115 Chemical Dependency (.5)
EDC 220 Educational Technology (.5)
EED 225 Foundations of Literacy
EED 326 Literacy Field Experience (0.0)* (taken concurrently with EED 325/525)
EED 311 K-6 Methods: Health (.25)
EED 312 K-6 Methods: Physical Education (.25)
EED 336 Advanced Methods in Literacy (.5)*
EED 341 K-6 Methods: Visual Arts (.25)

| | |
|---|---|
| EED 342 | K-6 Methods: Music (.25) |
| EED 350 | K-6 Methods: Math (1.0)* |
| EED 360 | K-6 Methods: Science (1.0)* |
| EED 370 | K-6 Methods: Social Studies (.5) |
| EED 380 | Kindergarten Methods (.5)* |
| EED 386 | Children's Literature (.5) |
| EED 481,483 | Student Teaching (2.0) |

*Field experience hours are required in these courses. Students spend 20 or more hours per term in field experiences. These experiences occur in K-6 classrooms during the weekday. If more than one course with field experience is taken in a given term, field experience requirements expand accordingly (i.e., two courses with 20 hours of field experience each require a total of 40 hours).

## Undergraduate Liberal Arts Requirements

The number of supporting content area courses required for licensure depends upon the courses completed as part of the bachelor's degree and/or other coursework. Requirements are determined by Minnesota licensure standards for specific college-level coursework in math, biology, physics, and earth science for all students seeking elementary licensure. Specific requirements are on file in the Education Department.

Minnesota licensure standards allow for optional subject area endorsements in communication arts/literature, social studies, math, and science. The optional pre-K endorsement is also available. Specific requirements for these endorsements are on file in the Education Department.

Previous coursework can be accepted into the licensure program if it meets Minnesota standards and if a grade of C or better was achieved. The Education Department and the content area departments determine the courses that are accepted. Transcripts, course descriptions, and course syllabi are used to make these determinations. Courses that are older than five years are judged on a case-by-case basis. Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree. The program has limits on the amount and type of courses that are accepted. Grades of B or better are required for transfer consideration. See the MAE program director for approval of graduate coursework accepted in transfer.

## Elementary Licensure Course Descriptions

**HPE 115 Chemical Dependency Education (.5 course)**
An analysis of chemical use and abuse and what can be done for the abuser. Includes information about school health education and services.

**EDC 200/522 Orientation to Education in an Urban Setting**
Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience.

**EDC 206/566 Diversity/Minnesota American Indians**
This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is the Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

**EDC 220 Educational Technology (.5 course)**
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio and/or visual technology for teaching/learning situations.

**EDC 310/533 Learning and Development in an Educational Setting**
A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: Admission to department)

**EDC 410/544 Learners with Special Needs**
The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes and special focus on needs of urban students. Fieldwork experience. (Prereq.: Admission to department or special permission of instructor)

**EDC 490/580 School and Society**
Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. (Prereq.: Admission to department)

**EED 225 Foundations of Literacy**
Instruction in and discussion of literacy instruction, development, and assessment. In this course, students will investigate theories, research, and practices involved in K-6 literacy instruction. Students will examine different methods and approaches for teaching literacy in K-6 classrooms, and the knowledge and theory underlying those approaches.

**EED 311 K-6 Methods: Health (.25 course)**
Examination and preparation of materials and resources for health at the kindergarten and elementary levels. (Prereq.: Admission to department)

**EED 312 K-6 Methods: Physical Education (.25 course)**
Examination and preparation of materials and resources for physical education at the kindergarten and elementary levels. (Prereq.: Admission to department)

**EED 325/525 K-6 Literacy Methods**
The study and use of a variety of assessment and teaching techniques and resources for literacy instruction, including the diagnosis and correction of reading difficulties. (Prereq.: Admission to department)

**EED 326 Literacy Field Experience (0.0 course)**
Taken currently with EED 325/525. Students will be given the opportunity to apply the knowledge learned within the context of EED 325/525 to an elementary classroom setting. Over the course of the trimester, students will begin to construct an understanding of literacy education from a teacher's perspective. Two primary goals for this course are: (1) to understand and analyze school and classroom environments; (2) to understand the interconnections between assessment, instructional planning, and individual learners. (Prereq.: Admission to department)

**EED 331 Middle School Methods: Communication Arts/Literature/Writing (.5 course)**
Introduction to the teaching of writing at the middle school level. (Prereq.: Admission to department)

**EED 336 Advanced Methods in Literacy (.5 course)**
The study and use of differentiated assessment and instructional methods to meet literacy learning needs of a range of students, including students with learning difficulties and first languages other than English. (Prereq: Admission to department and EED 225 and 325/525)

**EED 341 K-6 Methods: Visual Arts (.25 course)**
Examination and preparation of materials and resources for visual arts at the kindergarten and elementary levels. (Prereq.: Admission to department)

**EED 342 K-6 Methods: Music (.25 course)**
Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: Admission to department)

**EED 350 K-6 Methods: Mathematics**
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: Admission to department and MPG 3. Math 137 prior to EED 350 is recommended.)

**EED 360 K-6 Methods: Science**
Examination and preparation of materials and resources for science at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: Admission to department)

**EED 370 K–6 Methods: Social Studies/Thematic Studies (.5 course)**
Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and elementary levels. (Prereq.: Admission to department)

**EED 380 Kindergarten Methods (.5 course)**
Study and use of a variety of techniques and resources for teaching kindergarten. Fieldwork experience. (Prereq.: Admission to department)

**EED 386 Children's Literature (.5 course)**
The study of children's literature and its uses in the elementary classroom. (Prereq: Admission to department)

**EED 481, 483, 485 Student Teaching**
Two to three courses of full-time, supervised classroom experience. Required for licensure. Occurs upon satisfactory completion of licensure and/or degree program and program portfolio.

## Preprimary Endorsement for Elementary Licensure

This endorsement can be added to a K-6 elementary license. Required courses include the following:
PSY 250 Child Development (Prereq.: PSY 105 or equivalent)
SOC 231 Family Systems
OR
SPE 490/540 Parent and Professional Planning (Graduate students using the preprimary endorsement must take SPE 540.)
ECE 345/545 Foundations of Preprimary Education
ECE 346/546 Learning environments for Preprimary Aged Children
ECE 347/547 Immersion and Teaching Competence
ECE 488 Preprimary Student Teaching

### Preprimary Endorsement Course Descriptions

**ECE 345/545 Foundations of Preprimary Education**
Students gain an understanding of philosophical, theoretical, historical, pedagogical, societal, and institutional foundations of preprimary education. Attention is given to the efforts of modern programs to adapt instruction to developmental levels and experience backgrounds of young children and to work in partnership with parents and social service agencies. Field experience (20 hours) is a critical part of this course. (Prereq.: PSY 105, 250,or their equivalents, and admission to department)

**ECE 346/546 Learning Environments for Preprimary Aged Children**
Students gain an understanding of how to recognize and construct, developmentally appropriate pedagogy and practice. Attention is given to the synthesis between course readings and experience, and students' experience working with current teachers in site-based field experience. Field experience (20 hours) is a critical part of this course. (Prereq.: PSY 105, 250, or their equivalents; ECE 345/545; admission to department)

**ECE 347/547 Immersion and Teaching Competence**
Students gain an understanding of how to deliver developmentally-appropriate instruction and assess learning appropriately for preprimary children. Students gain experience taking the perspective of families and communicating with them. A reflective practitioner's skills are developed through self-eval-

uation of curriculum planning. Field experience (20 hours) is a critical part of this course. (Prereq.: admission to department; PSY 105, 250 or their equivalents; ECE 345, 346)

**ECE 488 Student Teaching in a Pre-Kindergarten Classroom**

## K-12 and 5-12 Secondary Education

K-12 and 5-12 licensures in several content areas are offered through a combination of graduate and undergraduate coursework. K-12 licenses prepare teachers to teach a content area across elementary, middle school, and high school. Licenses for grades 5- 12 prepare teachers to teach at the middle and high school levels. Graduate-level licensure coursework (500 and above) is available to students who already hold a bachelor's degree and meet MAE admissions criteria.

The following content area majors are offered almost entirely on weekends and weekday evenings: communication arts/literature, history or economics or psychology or sociology (all for social studies), art. Students seeking 5–12 licensure in social studies must complete a broad-based core of courses in the social studies in addition to a social science major. Education courses for these licenses are also taken during weekends and weekday evenings.

The following content area majors are offered primarily or entirely through the weekday program: biology, chemistry, physics, health, physical education, music, and mathematics. Students seeking licensure in any of these areas will likely need to take additional content courses in the weekday schedule. Students can obtain a 9–12 license in physics, chemistry, or biology and have the option of adding the 5–8 general science to the 9–12 license. Students also can obtain the 5–8 general science license without the 9–12 license. Education courses for these licenses are taken during weekends and weekday evenings.

### Licensure Requirements

The following requirements are offered at both the undergraduate and graduate level. All courses must be taken for licensure; four to six of them also may be taken at the graduate level and applied toward the master's degree in education.

EDC 200/522 Orientation to Education (1.0)*
EDC 206/566 Diversity/Minnesota American Indians (1.0)
EDC 310/533 Learning and Development (1.0)*
EDC 410/544 Learners with Special Needs (1.0)*
EDC 490/580 School and Society (1.0)
ESE 300/500 Reading and Writing in Content Area (1.0)*

To complete the license, students also will need to complete the following requirements at the undergraduate level:

| | |
|---|---|
| HPE 115 | Chemical Dependency (.5) |
| EDC 220 | Educational Technology (.5) |
| ESE 325 | Creating Learning Environments (1.0)* |
| ESE 3XX | K-12 or 5-12 Special Methods (1.0 –2.0)* |
| ESE 481, 483, 485 | Student Teaching (2.0-3.0) |

*Field experience hours are required in these courses. A minimum of 100 hours in classrooms and education-related settings is required prior to student teaching. Students spend approximately 20 hours per term in field experiences.

### Undergraduate Content Area Requirements

The equivalent of a major in the licensure content area is required for K-12 and 5-12 licenses. Students who have majored in a field in which we offer licensure must have their previous coursework evaluated by the major department at Augsburg. Two or more content area courses tied to Minnesota licensure standards are generally required, even with a completed academic major.

Previous coursework is evaluated by the content area department and accepted if it meets Minnesota licensure standards and if a grade of C or better was achieved. Coursework older than five years is judged on a case-by-case basis. Specific course requirements for each content area are on file in the Education Department.

Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree program. See the MAE program director for approval to use graduate level transfer courses in the degree program.

### Secondary Licensure Course Descriptions

**HPF 115 Chemical Dependency Education (.5 course)**
See course description on page 23.

**EDC 200/522 Orientation to Education in an Urban Setting**
See course description on page 23.

**EDC 206/566 Diversity/Minnesota American Indians**
See course description on page 23.

**EDC 220 Educational Technology (.5 course)**
See course description on page 23.

**EDC 310/533 Learning and Development in an Educational Setting**
See course description on page 23.

**EDC 410/544 Learners with Special Needs**
See course description on page 23.

**EDC 490/580 School and Society**
See course description on page 23.

**ESE 300/500 Reading/Writing in the Content Areas**
The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. Fieldwork experience. (Prereq.: Admission to department).

**ESE 325 Creating Learning Environments**
An introduction to assessment, lesson planning, and classroom organization based in the Minnesota Graduation Rule, state testing, and national standards. Emphasis on creating environments conducive to learning. Fieldwork experience. (Prereq: Admission to department. Note: Students seeking 5–12 health and K–12 PE licenses do not take this course).

**ESE 310 K-12 Methods: Social Studies**
Introduction to the teaching of the social sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. ESE 311 Middle School Methods: Social Studies (.5) is taught concurrently with ESE 310 and is required for the middle school social studies endorsement. Fieldwork experience. (Prereq.: Admission to department)

**ESE 330 K–12 Methods: Mathematics**
Introduction to the teaching of mathematics in middle and high schools. Emphasis on instructional strategies and curriculum development. ESE 331 Middle School Methods: Mathematics is taught concurrently with ESE 330 and is required for the middle school mathematics endorsement. Fieldwork experience. (Prereq.: Admission to department)

**ESE 340 K–12 Methods: Science**
Introduction to the teaching of the natural sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. ESE 341 Middle School Methods: Science is taught concurrently with ESE 340 and is required for the middle school science endorsement. Fieldwork experience. (Prereq.: Admission to department)

**ESE 350 K–12 Methods: Literature and Media Literacy**
Introduction to media literacy, adolescent literature, and the teaching of literature in the middle and high schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: Admission to department.)

**ESE 351 K–12 Methods: Speaking and Listening (.5 course)**
Introduction to the teaching of speaking and listening in middle and high schools. Emphasis on instructional strategies and curriculum development. (Prereq.: Admission to department)

**ESE 360 K–12 Methods: Visual Arts**
Introduction to the teaching of visual arts in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: Admission to department)

**ESE 370 K-12 Methods: Music**
Introduction to the teaching of music in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: Admission to department)

**ESE 481, 483, 485 Student Teaching**
Two to three courses of full-time, supervised student teaching required for licensure. Secondary licenses require two courses. K–12 licenses require three courses. Student teaching occurs upon satisfactory completion of licensure coursework.

## Special Education

There are two licensure options in the K–12 Special Education program: emotional/behavioral disabilities (EBD) and learning disabilities (LD). Both programs qualify students to teach in special education programs and positions; many students get licensure in both.

The MAE program with licensure in special education is based on an innovative internship model that allows students employed in EBD and/or LD classrooms to fulfill a portion of their special education field experience requirements while they work. Students not employed in these settings are expected to complete a significant number of volunteer hours in special education settings. All must complete field placements or student teaching in EBD and/or LD classrooms across elementary, middle school, and high school. Specific information on field experience requirements is available from the Education Department.

Also available is the **Naadamaadiwin Tribal Special Education Cohort—**This graduate licensure program in Special Education: EBD/LD is designed and taught from an American Indian perspective. It is offered in collaboration with the University of Minnesota-Duluth as a hybrid (partly face-to-face and partly online) cohort program. The licensure courses can be applied towards the MAE degree. See the Education Department and www.augsburg/edu/mae/academics/ais_focus.html for more information. The course descriptions are included below.

The EBD/LD licensure programs are offered through the weekend trimester schedule. The Naadamaadiwin Tribal Special Education Cohort program is offered through the semester schedule.

## Licensure Requirements
## Emotional/Behavioral Disabilities Core

The following requirements are offered at both the undergraduate and graduate level. All courses must be taken for licensure, and up to six also may be taken at the graduate level and applied toward the master's degree in education.

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|---|---|
| EDC 200/522 | Orientation to Education (1.0)* |
| EDC 206/566 | Diversity/Minnesota American Indians (1.0) |
| EDC 310/533 | Learning and Development (1.0)* |
| EDC 410/544 | Learners with Special Needs (1.0)* |
| EED 325/525 | K–6 Literacy Methods (1.0)* |
| SPE 315 | Special Education Critical Issues Seminar (.5) |
| SPE 400/500 | Teaching Students with Emotional/Behavioral Disabilities (1.0)** |
| SPE 410/510 | Implementing Assessment Strategies (1.0)** |
| SPE 420/520 | Planning, Design, and Delivery (1.0) ** |
| SPE 430/530 | Instructional and Behavioral Practices (1.0)** |
| SPE 490/540 | Parent and Professional Planning (1.0)** |

## Learning Disabilities Core

Students wishing to earn learning disabilities licensure in addition to emotional/behavioral licensure will take the above courses in the emotional/behavioral core and two additional specialty courses:

SPE 424/524 Etiology and Origins of Learning Disabilities (1.0)**
SPE 434/534 Teaching Content Areas to Students with Learning Disabilities (1.0)**

A student wishing to earn only a learning disabilities license would take all of the above courses with the exception of SPE 430/530 Instructional and Behavioral Practices.

To complete either license students will also need to complete certain requirements at the undergraduate level:

EDC 220 Education Technology (.5)
HPE 115 Chemical Dependency (.5)
EED 225 Foundations of Literacy
EED 326 Literacy Field Experience (0.0 course)* (taken concurrently with EED 325/525)
EED 350 K–6 Methods: Math*
EED 360 K–6 Methods: Science*
SPE 481,483 485, 487 Student Teaching (1.0-2.0)

*Ten to 20 hours of field experience required as part of this course.

**These courses are taken during the internship year. A significant amount of contact with students labeled EBD or LD is required. The ideal situation for the internship year is to be working in a K–12 setting with these students. Students not currently employed in schools must be available for extensive volunteer field placements during the internship year.

This program is built on an inclusive education model. Under this model, students learn how to work closely with both special and general educators to facilitate inclusion of special education students into the regular education classroom.

## Licensure Requirements—EBD/LD–Naadamaadiwin Special Education Tribal Cohort

This program is available only at the graduate level. Courses are taught in a hybrid fashion, partially face to face and partially online. Courses are available only to those admitted to the special education tribal cohort program.

SPE 501 Historical and Contemporary Issues in American Indian Education
SPE 503 Assessment of American Indian Learners
SPE 504 Working with American Indian Families and Communities
SPE 505 The Manifestation of Multigenerational Trauma and Internalized Oppression
SPE 506 Indigenous Learners
SPE 507 Indigenous Methods of Instruction: Practical Application
SPE 508 Professional Issues and Development (.5 course credit)
SPE 509 Literacy Instruction for American Indian Learners with Exceptionalities
SPE 481, 483, 485, 487 Student Teaching (1.0–2.0)

## Special Education Licensure Course Descriptions

**HPE 115 Chemical Dependency Education (.5 course)**
See course description on page 23.

**EDC 200/522 Orientation to Education in an Urban Setting**
See course description on page 23.

**EDC 206/566 Diversity/Minnesota American Indians**
See course description on page 23.

**EDC 220 Educational Technology (.5 course)**
See course description on page 23.

**EDC 310/533 Learning and Development in an Educational Setting**
See course description on page 23.

**EDC 410/544 Learners with Special Needs**
See course description on page 23.

**EED 225 Foundations of Literacy**
See course description on page 23.

**EED 325/525 K-6 Literacy Methods**
See course description on page 24.

**EED 326 Literacy Field Experience (0.0)**
Taken concurrently with EED 325/525. See course description on page 24.

**EED 350 K-6 Methods: Mathematics**
See course description on page 24.

**EED 360 K-6 Methods: Science**
See course description on page 24.

**SPE 315 Critical Issues: Special Education Seminar (.5 course)**
This course is designed to support students seeking special education licensure throughout their internship year. Issues related to special education and their specific settings are the focus of the course. The department portfolio is completed as a part of this course. (Prereq: Admission to department.)

**SPE 400/500 Teaching Students with Emotional/Behavioral Disabilities**
This course presents an overview of learners with emotional and behavioral disabilities and learning disabilities. It ad-

dresses the historical and philosophical aspects of the EBD category, examines origins of student behavior and student learning styles, and addresses theoretical perspectives and conceptual models as they relate to this category of disability. (Prereq: Admission to department)

**SPE 501 Historical and Contemporary Issues in American Indian Education**
This course examines foundational aspects of teaching and learning as they relate to education. It will investigate educational history, philosophy as well as models of teaching and learning. A major focus will be to examine past and present educational experiences of American Indian people in the U.S. Minnesota Board of Teaching (BOT) Standards and American Indian Learner Outcomes (AILOS) will also be introduced. (Prereq: Admission to the Naadamaadiwin program)

**SPE 502 American Indians and Special Education**
This course will explore disability awareness in traditional and contemporary native culture, exploring historical and contemporary issues effecting students with disabilities and focusing specifically on American Indian students in special education. It will provide an overview of special education in U.S. culture including relevant laws, theories, and sociological concepts as they relate to disability. It will also examine the high incidence of American Indians in special education including fetal alcohol syndrome (FAS), autism, and biological and environmental conditions. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program; admission to the department)

**SPE 503 Assessment of American Indian Learners**
This course will examine the cultural bias and discrimination issues with mainstream educational systems, providing alternative assessments appropriate with native populations. It will also identify differences in assessment tools and strategies, native student learning and best practices in assessment. Characteristics of learning deficits and how they interfere with the Circle of Courage will be examined, and approaches for compensation will be developed. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 504 Working with American Indian Families and Communities**
This course will examine techniques appropriate for working with American Indian families, extended families, professionals, paraprofessionals, and the community when planning and implementing IEPs and transitions for American Indian students with special needs. Skills and strategies to build partnerships to work within and among Native families and communities to best meet the needs of the student will also be addressed. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 505 The Manifestation of Multigenerational Trauma and Internalized Oppression**
This course will focus on how multigenerational trauma and internalized oppression manifests itself in families, communities, schools, and student learning. It will examine and explore strategies that provide practical skills and tools to mitigate these effects. Disability categories such as Emotional Behavioral Disabilities (EBD), Attention Deficit Disorder (ADHD), Autism Spectrum Disorders (ASD), and Fetal Alcohol Syndrome (FAS) will be examined as contemporary issues impacting American Indian children. Behavioral support options appropriate for students identified with EBD will be provided. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 506 Indigenous Learners**
This course will identify best practices in American Indian education incorporating culturally appropriate methods and materials for students in special education. It will also explore cultural differences in learning and behavioral practices, community and environment variables, examining the high incidence of American Indian students in special education, cultural misunderstandings that impede placement, services and diagnosis. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 507 Indigenous Methods of Instruction: Practical Application**
Current best practices in American Indian education will provide students with hands on skills and strategies for curriculum development including unit planning, lesson planning, and individualization. Various models of instruction for teaching students including the development of intervention plans that are culturally, academically, and socially appropriate based on assessment and observation to meet the needs of American Indian special education students. A field component will accompany this course. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 508 Professional Issues and Development (.5 course credit)**
This course will focus on professional development and integrity in teaching. It will examine current issues and ethical dilemmas in the fields of special education/American Indian education. Documentation, reflection, synthesis of learning and the development of a professional portfolio will be the main focus. (Prereq: Admission to the Naadamaadiwin program: admission to department)

**SPE 509 Literacy Instruction for American Indian Learners with Exceptionalities**
This course is designed to provide the special education teacher with an understanding of the complex developmental process of reading skills for K-12 American Indian students with special learning needs. We will consider ways in which reading disabilities develop among American Indian students. In this course, we will study complex developmental behavior influenced by factors such as phonemic awareness, words analysis, vocabulary, fluency, comprehension, language, and

motivation. This course will also include investigation of best practices in reading assessment and instruction for American Indian students with special learning needs. (Pre-req: Admission to Naadamaadiwin program; admission to the department)

**SPE 410/510 Implementing Assessment Strategies**
This course examines the assessment process from the pre-referral to the recommendation stage. Students gain understanding of key assessment tools and how they influence student placement and programming. A qualitative and person-centered assessment process is emphasized. (Prereq: Admission to department)

**SPE 420/520 Planning, Design, and Delivery**
This course provides students with skills to write and implement individual program plans and to create effective learning environments for students labeled EBD. Particular attention is paid to inclusion models, diversity of student need, and forming partnerships with key school personnel. (Prereq: Admission to department)

**SPE 424/524 Etiology and Origins of Learning Disabilities**
This course will focus on the history and context of learning disabilities, which includes the medical and sociological aspects specific to learning disabilities. It will also teach students how to access information relevant to the field. (Prereq: Admission to department).

**SPE 430/530 Instructional and Behavioral Practices**
This course examines behavioral support options used with students who are labeled EBD. It emphasizes the use of reflective, proactive, and non-aversive approaches drawn from current best practices and including positive behavioral supports, person centered planning and functional assessment. (Prereq: Admission to department)

**SPE 434/534 Teaching Content Areas to Students with Learning Disabilities**
This course will teach students how to identify, adapt, and implement developmentally appropriate instruction and strategies that support the learning of students identified as having learning disabilities. The specific focus will be on the areas of reading, writing, and listening comprehension; and math, reasoning, and problem solving skills. (Prereq: Admission to the department).

**SPE 490/540 Parent and Professional Planning**
This course examines the role of families of students with special needs, specifically those families of students labeled EBD. A family systems perspective is introduced and applied. The need to form strong connections with community agencies is emphasized. (Prereq: Admission to department).

**SPE 481, 483, 485, 487 Student Teaching (1.0–2.0)**

### K-12 Reading Teacher Endorsement

The K-12 Reading Teacher Endorsement program is currently under revision. The program described here is available only to students beginning before September 1, 2010, and must be completed by August 31, 2012.

The K-12 Reading Endorsement provides teachers with existing teaching licenses an opportunity to expand their knowledge and practices in the area of reading instruction.

Candidates for this license will complete 4.5 credits of coursework that have been designed to meet the requirements established for this license by the Minnesota Board of Teaching. Students may use these courses to fulfill requirements for the Master of Arts in Education degree.

These courses include:

| | |
|---|---|
| EED 520 | K-6 Methods: Reading (1.0)* |
| ESE 500 | Reading/Writing in the Content Areas (1.0)* |
| EDC 505 | K-12 Literature in the Classroom (.5) |
| EDC 508 | K-12 Reading Assessment and Evaluation (1.0)* |
| EDC 510 | Clinical and Reading Program Leadership (1.0)* |

*Field experience required

Students beginning in fall 2010 or later who are interested in a K-12 Reading Endorsement should contact the Education Department.

## Student Teaching

All education students are required to complete student teaching in their content area. In the MAE program, student teaching is generally completed before finishing the degree. Students can apply for licensure at this point and finish the degree later. Student teaching for elementary and secondary initial licenses lasts 12–14 weeks, depending on licensure scope. During that time, students work full time as student teachers and are supervised by an Augsburg faculty member. Students register for two to three credits of student teaching, depending on the license, and meet at Augsburg College for student teaching seminars several times during the term. Most student teaching placements are in the Minneapolis/St. Paul metropolitan area and Rochester. However, students do have the opportunity to student teach abroad, where students complete a 10-week student teaching experience in the metro area and then complete another student teaching experience abroad. Opportunities to teach abroad are available around the world, and it is a wonderful way to build a global perspective in education. Additional information is available through the Education Department.

Student teaching for special education is 12 weeks in length for initial licenses and 7 weeks for those who already hold a license. For students who are working in an EBD or LD setting, a student teaching placement at that site may be possi-

ble, pending district approval. Additional information is available through the Education Department.

Student teaching is required for the preprimary and middle school content area endorsements. See the Education Department for more information.

A supervised practicum for the reading endorsement is completed as EDC 510 Reading Clinical. No further student teaching is required for this endorsement.

## Curriculum—Graduate Degree Completion Options

Students take graduate coursework as part of the licensure program. This coursework forms the Master of Arts in Education licensure core, with between four to six Augsburg graduate level licensure courses fulfilling master's requirements. Students bringing fewer than six graduate-level licensure courses into the degree program must complete additional Master of Arts in Leadership (ML) or education graduate courses to reach the total number of required courses.

To complete the master's degree, students will need to complete one of the following options.

### Action Research Degree Completion Option

This degree completion option requires a minimum of 3.0 courses: a Master of Arts in Leadership (ML) elective, EDC 592 Action Research 1, and EDC 593 Action Research 2. The action research courses guide the student through completion of a long-term action research project, typically conducted in the student's classroom and focused on a question or concern identified by the student. The research is presented at an action research symposium and a formal written report of the research is placed in Lindell Library. The action research project is designed to be completed within three trimesters. Additional terms are available through continuing registration.

### Leadership Application Project (LAP) Degree Completion Option

This degree completion option requires a minimum of 3.0 courses: an ML elective, EDC/ML 514 Research Methods–Education focus or ML 514 Research Methods (In limited cases ML 513 Creating a Compelling Literature Review or EDC 592 Action Research 1 might also be appropriate. See MAE director for more information.), and EDC 585 Leadership Application Project. Students electing this degree completion option do so because they are interested in developing an educational product that meets an identified need or because they are interested in conducting an independent research project with the assistance of a faculty adviser. To be successful in this option, students must be self-directed and able to maintain momentum without the structure of an actual course. Students who leave the area and need to complete their final project at a distance may find the LAP fits their needs. The goal for the project varies, depending on the type of LAP. There are two options within the LAP.

- The goal for those developing an educational product is to identify an issue or problem related to their practice, and after researching available literature, develop a solution to the problem or issue. The solution might be developed in the form of a curriculum, a workshop, a set of informational materials, a web site, an article for publication or other appropriate educational product.
- The goal for those conducting independent research is also to identify an issue or problem to investigate; but in this case, the investigation is through an independent research project. For those conducting independent research, it is especially important to have a clear vision in mind for the research and have an adviser who is willing to provide support throughout the project.

Both options are completed through a final oral presentation and placement of the final paper in the Lindell Library.

### Performance Assessment/Teacher Leadership Degree Completion Option

(Currently under development; see MAE director for information.)
This degree completion option requires a minimum of the following 4.0 courses:

- Choose one ML leadership-focused course: ML 510 Visions of Leadership when taught with an emphasis on leadership rather than literature, ML 531 Dynamics of Change, ML 535 Organizational Theory and Leadership, ML 540 Political Leadership: Theory and Practice, ML 545 Decision Making and Leadership, or ML 565 Women and Leadership Additional courses, as developed, may also be used.
- EDC 5XX Teacher Leadership
- EDC/ML 514 Research Methods–Education focus. (ML 514 can be substituted if necessary)
- EDC 5XX Performance Assessment/Teacher Leadership

Students electing this degree completion option do so because they are especially interested in considering leadership within the context of education and themselves as potential change agents.

## Alternate Settings—MAE in Rochester

In step with Augsburg College's excellent reputation in the field of education, the licensure portion of the Master of Arts in Education program is now offered in Rochester. Licenses are available in elementary education and special education: EBD and LD. Classes primarily meet weekday evenings at Bethel Lutheran Church in Rochester.

### Elementary education

The K-6 elementary education license allows students to teach in grade K–6. Augsburg College offers this license at the graduate level to students who already hold a bachelor's degree and meet admissions requirements. Courses for this license are available in Rochester.

### Special education

The K–12 Emotional Behavioral Disorder/Learning Disability program is designed for students currently working with or

planning to work with EBD and LD students. The program leads to Minnesota teaching licensure in special education with a specialty in emotional/behavioral disabilities and/or learning disabilities. All courses for these licenses are available in Rochester.

MAE degree completion courses are currently held in Minneapolis.

## Graduate Degree Completion Course Descriptions

**EDC 5XX Teacher Leadership**
This course will explore generative questions about leadership, change, and our own paradigms, visions, and values. Questions like the following are at the heart of this course: What does it mean to you to be a teacher leader? What do teacher leaders do? How does one become a teacher leader? What are the ways in which teachers can take leadership? What are the skills and tools of teacher leadership? How do we bring about change? Who am I as a leader?

**EDC 585 Leadership Application Project (LAP)**
The leadership application project is either a research-based study or a curriculum-based project that links issues of leadership and education with the degree candidate's personal interests. The character of the project will vary with the nature of the investigation, but will always be application oriented. The central component of the LAP is the demonstration of leadership ability through a concrete project appropriate to the candidate's workplace or place of service. P/N grading.

**EDC 592 Action Research 1**
This course will introduce students to action research, a form of research that simultaneously contributes to the practical concerns of people while furthering the goals of social science. It requires active self-reflective inquiry and collaboration. Action research is used in real situations, and is aimed at solving real problems. The goal of action research is to gain better knowledge of one's practice while improving the situation in which the practice is conducted. This is the first of a two-trimester course.

**EDC 593 Action Research 2**
The second term of this course involves intensive data analysis, writing, and sharing of the degree candidate's research. It requires active self-reflective inquiry and collaboration. The trimester will culminate with a symposium in which student work will be presented in a public forum. P/N grading.

**EDC 5XX Performance Assessment/Teacher Leadership**
This performance assessment course will require the students to integrate their knowledge about leadership, their sense of themselves as education leaders, and their understanding of a specific teaching/learning problem into a solution to the problem and a process for change. P/N grading.

**ML 514 Research Methods**
Evaluation and documentation of programs, projects, and ideas as they relate to leadership theories and practice. Qualitative and quantitative tools will be discussed. EDC 514/ML 514 Research Methods–Education focus will place more emphasis on reviewing existing literature and less emphasis on designing an independent research proposal.

## MAL Elective Courses

At least one elective must be taken from the Master of Arts in Leadership courses. The following are recommended, but others may also be used. Course descriptions can be found in the MAL portion of the graduate catalog.

| | |
|---|---|
| ML 510 | Visions of Leadership: A Historical and Literary Journey |
| ML 511 | Creativity and the Problem-Solving Process |
| ML 520 | Self-Identity, Values, and Personal Growth |
| ML 530 | Ethics in Communication |
| ML 531 | The Dynamics of Change |
| ML 545 | Decision Making and Leadership |
| ML 550 | Communication, Decision Making, and Technology |
| ML 560 | Developing a Multicultural Perspective |
| ML 565 | Women and Leadership |
| ML 599 | Special Topics (as appropriate) |

# Admission to MAE

## Admission Requirements

Students admitted into the MAE program must have:
- bachelor's degree from a regionally-accredited four-year institution
- cumulative grade point average of 3.0 or higher (required for full admission for the graduate licensure option and degree program). Students with a cumulative grade point average of 2.5–3.0 may be admitted conditionally into the graduate licensure program. They may apply to the MAE full licensure and degree program after achieving 3.0 or better in two (2.0) Augsburg courses.

## Application Checklist

The following items must be sent to the Augsburg Graduate Admissions Office:
- Completed application form—http://www.augsburg.edu/admissions/mae/admissions/
- $35 non-refundable application fee
- Personal summary outlining your tentative educational objectives and reasons for wanting to attend Augsburg
- Official academic transcripts from all previously attended post-secondary institutions (including colleges, universities, vocational/technical schools, and PSEO institutions) sent directly to the admissions office.

## Admission as an International Student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 16.

### Transfer Policy

Acceptance of previous education coursework done at institutions other than Augsburg College is limited. Most courses that have not been completed in the last seven years are considered to be too old to transfer and need to be completed as part of one's program at Augsburg. EDC 310/533 Learning and Development, EDC 220 Education Technology, and ESE 3XX K–12/5–12 Special Methods in Content Area are courses which may have a shorter acceptance time frame. Additional information on the transfer policy is available through the Education Department.

**Credit Evaluation:** An official transfer credit evaluation of previous academic work will be completed as part of the admissions process. Education coursework is evaluated by the Education Department. For secondary licenses, content area coursework is evaluated by the content area department. This process is initiated as part of the admissions process. Generally, the requirement is that two or more classes in the content area must be taken at Augsburg, even with an undergraduate major in the field. In all cases, previous undergraduate courses must have received a grade of C or better to be eligible for transfer. Previous graduate coursework must have received a grade of B or better to be considered. Content area departments determine when courses are too old to be counted towards licensure.

### Acceptance into the MAE Program

Application files are reviewed by the MAE director. Applicants are notified by the Graduate Admissions Office of the admission decision, usually within one to two weeks after the application file is complete. Applicants whose cumulative undergraduate GPA is below 2.5 will not be admitted into the MAE program; however, these applicants can be reconsidered when additional undergraduate coursework raises the cumulative GPA to 2.5 or above. An exception to this occurs when the applicant has completed an advanced degree with a cumulative GPA of 3.0 or better. Under these circumstances, the applicant can be considered for full admission into the MAE degree and licensure programs.

### Advising and Registration

Admitted students are able to participate in academic advising and the registration process. Typically, first-term registration occurs with intake advising. After the first term, students generally are able to register online through Records and Registration. All students are assigned an Education Department adviser early in the first trimester of courses.

## Academic Policies

### Application to the Education Department

Once accepted to the College and the MAE program, students may take designated courses in education and content areas. Students initially admitted at the graduate level may register for courses at the graduate level. Prior to taking EDC 310/533 and above, students must be admitted to the Education Department. This admissions process is outlined in the EDC 200/522: Orientation to Education and in admissions handbooks, which are available through the Education Department.

### Academic Achievement

Conditionally-admitted MAE students are expected to achieve a 3.0 or better GPA in a minimum of 2.0 courses. When this is achieved, these students file a Change of Status form (available through the MAE coordinator) to become fully admitted to the MAE program and eligible for the MAE degree as well as licensure. Conditionally-admitted students whose GPA remains between 2.5 and 2.99 are able to complete the license but are not eligible for the degree.

Fully-admitted MAE students are expected to maintain a cumulative GPA of 3.0 or better in both license and degree completion.

In all cases, a cumulative GPA on the Augsburg graduate transcript must be at 3.0 or better to be admitted to the degree completion component of the MAE degree. Students who are ready to begin the degree completion component must file an Intent to Complete form (available through the MAE coordinator) at which point a transcript review is completed to confirm the 3.0 or better GPA and to determine the completed courses that apply to the degree and the courses that remain.

### Minimum Grade Policy

Students who fail to maintain a cumulative 3.0 GPA in a given term are notified that they must raise their GPA to the required level. Students who receive below a 2.0 in any undergraduate course or 2.5 in any graduate course required for licensure are notified that they must repeat the course as soon as possible and raise it to the appropriate level.

### Dismissal from Licensure and Degree Program

Students may be dismissed from the licensure program prior to student teaching for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of College policy, and/or for conduct in violation of professional ethics. Dismissal occurs within the context of established department procedures described in the Education Department Handbook available through the Education Department. Students have the right to appeal dismissal from the licensure program on the grounds of procedural error, using the College's program dismissal appeals process. Information about the program dismissal appeals process is available in the Augsburg Student Guide.

Students may be dismissed from the MAE degree program for failure to maintain an appropriate GPA. Students have the right to use the College's academic grievance procedure as they feel necessary. The full academic grievance policy is available in the Augsburg Student Guide.

### Fieldwork Requirements

Fieldwork experiences are tied to several licensure courses. In most cases, these experiences are conducted within a service-learning framework, providing service to the school and classroom while also providing pre-service student opportunities for focused reflection linked back to course objectives. In general, students should plan for a minimum of 20 hours field experience per term. When multiple courses with field experience are taken in the same term, the requirements expand accordingly. Students in field experiences are evaluated by their host K-12 teachers on the basis of criteria drawn from the Minnesota Standards of Effective Practice. Evaluations are kept in the students' Education Department files and used in decisions regarding progression through the program and student teaching. A full description of field experience requirements are available in the Education Department Handbook.

### Readmission and Withdrawal

Students in good standing who fail to register for courses for three terms are withdrawn from the MAE program. To be readmitted to the College and the MAE program, students file a Readmission form through the registrar's office.

## Program Costs

In addition to tuition, students in this program can expect to pay an extra per-course fee for student teaching, as well as liability insurance at the student rate during student teaching and the cost of a background check for licensure and, possibly, field experience. In addition, optional international travel courses have associated costs above and beyond the charge for tuition.

## MAE/Education Department Full Time Faculty

**Elizabeth M. Ankeny**, Associate Professor of Education. BA, Augustana College; MAT, Morningside College; PhD, Colorado State University.

**Christopher R. Brown**, Field Experience Coordinator/Charter School Liaison; Instructor of Education. BS, Bemidji State University; MEd, University of Sydney, Australia.

**Shelley Burkhardt**, Instructor of Education. BA, Valparaiso University; MS, Mankato State University.

**Joseph A. Erickson**, Professor of Education. BA, MA, College of St. Thomas; MA, Luther-Northwestern Theological Seminary; PhD, University of Minnesota.

**Jeanine Gregoire**, Associate Professor of Education. BS, MA, PhD, University of Minnesota.

**Dennis Greseth**, Instructor of Education. BA, MS, Winona State University.

**Ann Grugel**, Assistant Professor of Education. BA, St. Olaf College; MS, PhD,University of Wisconsin-Madison.

**Gretchen Irvine**, Assistant Professor of Education. BS, College of St. Teresa; MS, University of Wisconsin-River Falls; PhD, University of Minnesota.

**Anne Kaufman**, Associate Professor of Education. BS, MA, PhD, University of Minnesota.

**Gregory Krueger**, Instructor of Education. BA, Southwest Minnesota State University; MA, Hamline University.

**Lynn Lindow**, Associate Professor of Education. BS, Mankato State University; MS, North Dakota State University; PhD, University of Minnesota.

**Susan O'Connor**, Associate Professor of Education. BS, University of Minnesota; MS, PhD, Syracuse University.

**Vicki L. Olson**, Professor of Education and Director of the MAE Program. BS, MA, PhD, University of Minnesota.

**Donna Patterson**, Assistant Professor of Education. BA, MEd, University of Minnesota.

**Ronald Petrich**, Assistant Professor of Education. BA, Augsburg College; MS, University of Minnesota.

**Diane C.Vodicka**, Assistant Professor of Education. BEd, North Park College; MEd, Georgia Southwestern College.

**Dana L.Wagner**, Assistant Professor of Education. BA, St. Olaf College; MEd, PhD, University of Minnesota.

**Barbara West**, Instructor of Education, Faculty Coordinator of Teacher Placement/Licensing. BS, St. Cloud State University; MS, Syracuse University.

## MAE/Education Department Adjunct Faculty

**Kathy Acursso**, Instructor of Education. BS, MS, Mankato State University.

**Jacquylynn Brickman**, Instructor of Education. BA, Augsburg College; MEd, St. Mary's University.

**Steve Felton**, Instructor of Education. BA, St. John's University; BS, MS, Mankato State University.

**Cheryl Gresczyk**, Instructor of Education. BA, University of Minnesota; MA, College of St. Thomas.

**Deborah Katz**, Instructor of Education. AB, Stanford University; EdM, Harvard Graduate School of Education; EdD, National-Louis University.

**Jennifer Plucker**, Instructor of Education. BS, Moorhead State University; MEd, St. Mary's University-Winona.

**Alyssa Snyder**, Instructor of Education. BA, Augsburg College; MA, University of St. Thomas.

**Melissa Sonnek**, Instructor of Education.

# Master of Arts in Leadership

Welcome to the Master of Arts in Leadership (MAL) program's catalog. Launched in 1987, the program has been a vital part of the Augsburg College curriculum ever since.

The MAL program offers students an excellent opportunity to explore leadership within the context of the liberal arts. The program design broadens the skills and mindset you need to improve your leadership capabilities in your current and future positions, as well as in your life.

The MAL program is taught by senior Augsburg faculty from a variety of disciplines. The faculty are committed to an interdisciplinary approach to leadership studies. Our students represent a wide array of occupations including business, health care, and the nonprofit sector. This diverse learning community provides a rich environment for you to explore leadership beyond your own realm of expertise.

Our program will help you develop skills you need to be an effective leader in an ever-changing world. Students frequently tell me that the program has changed their lives, has sharpened their understanding of themselves and others, and has opened doors that would otherwise have remained closed. To learn even more about the program, visit our website at www.augsburg.edu/mal.

I would be happy to help you determine how Augsburg's Master of Arts in Leadership program may benefit you. You may contact me via e-mail at noonan@augsburg.edu or by telephone at 612-330-1198. I look forward to seeing you on campus soon!

Norma C. Noonan, PhD
Director, Master of Arts in Leadership Program

## MAL Mission

The primary purpose of the Master of Arts in Leadership (MAL) program is to develop leaders for organizations, the community, and society. Most organizations seek leaders who possess the following qualities: an ethically and morally responsible vision, an understanding of how change occurs and how it can be managed, sensitivity to the complex problems of organizations, and an ability to find solutions consistent with their mission, cultural competence and sensitivity to the needs of a diverse population, and the ability to inspire and motivate people to work toward a common goal. The Augsburg leadership development model provides a framework through which the program recruits its students and develops their skills.

## Program Overview

The Master of Arts in Leadership (MAL) is the core program of Augsburg's Center for Leadership Studies (CLS). The MAL program, which was launched in 1987, responds to the leadership development needs of both for-profit and not-for-profit organizations. While different in structure and purpose, most organizations seek leaders with the following qualities: a vision that is ethically and morally responsible, extending beyond immediate concerns; an understanding of how change occurs and affects the immediate environment; a sensitivity to the complex problems organizations face; an ability to achieve solutions consistent with an organization's mission; the ability to motivate and inspire individuals and groups to work toward a common goal; and the ability to effectively represent the organization both internally and externally. The MAL program provides a means by which individuals may discover and refine these and other abilities fundamental to effective leadership.

Leadership studies is a growing field in American higher education, and the MAL program has significantly developed and modified its curriculum in response to new trends in the field. The program has a deep theoretical base in leadership studies yet attempts also to offer its students practical approaches to leadership that can be applied in the workplace and society.

## Plan of Study

### Accommodating the Full-Time Work Schedule

Designed to meet the needs and preferences of working adults, the MAL program is based on the assumption that the students who enroll are career-oriented, self-disciplined, and well-motivated individuals seeking a balance of classroom experience, group interaction, and individual study. Most courses are organized as seminars with the opportunity for discussion and dialogue. During the academic year, most classes meet on alternate Saturdays for four hours. Some classes meet on Monday evenings weekly from September through May and two evenings a week in June.

Most courses incorporate some online work into their agenda. A few courses have a customized schedule. In the Monday night schedule, students take one course at a time; a course usually meets for seven consecutive weeks except in June, when a course may meet twice a week. Following this model, students complete six courses during the academic year.

### Community of Learners

Essential to the goals of the MAL program is participation in a community of learners. This community is enriched by the students, who have a variety of work and life experiences. To facilitate community interaction, students are encouraged to make use of the Augsburg library, computer labs, and Christensen Center. The Center for Leadership Studies also offers special colloquia and seminars each year to supplement and complement the coursework of the master's program.

A sample class schedule in the MAL program on the Minneapolis Campus

| | | |
|---|---|---|
| Period I | Saturday | 8 a.m. to noon |
| Period II | Saturday | 1 p.m. to 5 p.m. |

Note: Each class taken commits a student to either Period I or Period II, an average of two meetings a month. A few courses are taught on an immersion model, which features fewer but longer sessions.

Augsburg College has a summer session. The MAL program usually offers several classes during the summer; the courses are five weeks in duration, meeting normally two nights a week, except for special immersion courses.

### Class Schedule in Bloomington, 2010-11

At the St. Stephen Campus in Bloomington, most courses meet for seven consecutive weeks on Monday, 6–10 p.m., from September through May. Students take one course per half term as they progress through the program. In June a course is taught on an accelerated plan either two evenings a week or one weekend day. The final course, ML 588, lasts a full trimester.

## Leadership Development Model

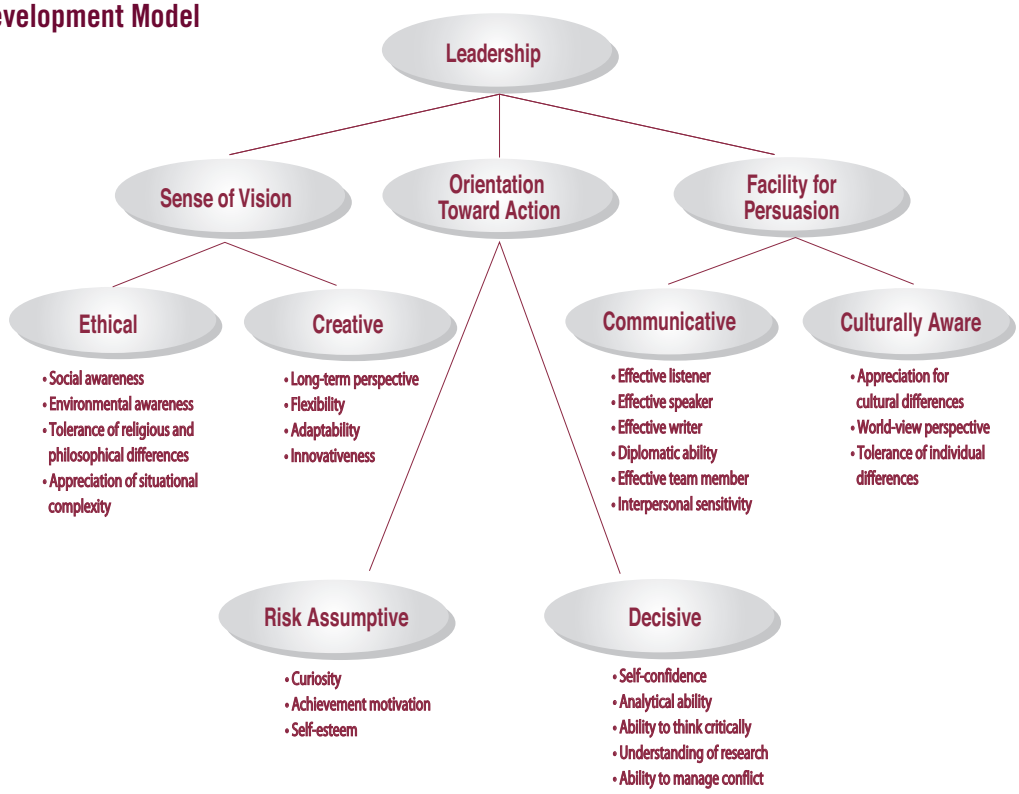
### Leadership Development Model—Augsburg College

The MAL program promotes leadership as a process that

- inspires cooperation among people who must compete for limited resources,
- promotes productivity within and beyond the organization, and
- works toward progress for the individual and the organization.

To accomplish this, individuals aspiring to positions of leadership must possess three key attributes: a sense of vision, the ability to persuade, and the ability to direct action. Underlying these attributes are abilities and awareness, outlined in the Leadership Development Model, which serve as specific outcomes for the MAL program. Augsburg's model of leadership development is designed to assess, promote, enhance, and refine these capabilities within the individual.

### Leadership Development Model




## Curriculum

Augsburg uses a course system rather than a credit system in its curriculum. An Augsburg course is equivalent to four semester credits or six quarter credits. Each course normally includes two or more liberal arts disciplines, encourages pursuit of the designated outcomes, and uses a variety of learning techniques appropriate to adult learners. Instructional techniques include case studies, debate, written and oral presentations, and group activity. These techniques develop targeted leadership abilities and understanding. Students are encouraged to see abilities and understandings as cross-disciplinary and to view content areas as integrated. The program reflects the view that the world in which we operate is complex, and that dealing with it successfully requires well-developed integrative abilities.

In Plans A, B, and C, students take four core courses and have a choice of seven electives from a large list of elective courses. In the cohort program, students follow a sequenced list of required and elective courses.

### Final project options

For non-cohort students there are three ways to complete the final project option in the MAL degree (Plans A, B, and C). Students in the cohort option must complete an action research final project (Plan D). All final projects are taken on a Pass/No Pass basis.

In the Thesis/Leadership Application Project (Thesis/LAP) Option (Plan A), students complete 11 courses, including a thesis or a major leadership application project. In the Non-Thesis Option (Plan B), students must complete 11 courses, two major papers, but no thesis. For the third option, the Comprehensive Exam Seminar (Plan C), students complete 11 courses, including the comprehensive exam seminar. In the cohort program, students complete 11 courses, including an action research final project seminar (Plan D).

### Plan A: Thesis/LAP Option

Students who select the thesis/LAP option are required to develop and carry out an in-depth study of some aspect of leadership or of a leadership-related topic. This research-based study gives the student an opportunity to "tie together" what has been learned from the study of leadership and course-related activities.

The principal distinction between the thesis and the leadership application project lies in their underlying orientation. A thesis has a more theoretical orientation, while a leadership application project is based on a practical issue. Both require similar rigor and preparation. For either alternative, the student must register for ML 592 and 593.

For more information regarding the thesis/LAP option, refer to the Thesis/LAP and Non-Thesis Project Guidelines booklet. Students are given a continuation period of up to 15 terms to complete the project. During the continuation period, a campus access fee of $35 per term is charged. Refer to Augsburg's continuation policy on page 12.

## Plan B: Non-Thesis Option

One alternative to the thesis is the successful completion of two major papers. The first of these papers will be written in conjunction with ML 580. The second paper will be written while enrolled in ML 597 Non-Thesis Independent Project. The independent research projects approved each year will be presented in an annual colloquium.

For more information regarding the non-thesis option, refer to the Thesis/LAP and Non-Thesis Project Guidelines booklet. Students are given a continuation period of up to 15 terms to complete the project. During the continuation period, a campus access fee of $35 per term is charged. Refer to Augsburg's continuation policy on page 12.

## Plan C: Comprehensive Exam Seminar

The third completion option involves one paper written in conjunction with ML 580 (as in Plan B) and a comprehensive exam seminar (ML 589). This course must be taken as the last course in the program. This course is taken on a pass/fail basis, and when the course and the oral, written, and take-home examinations are successfully completed, the program requirements will be satisfied.

## Plan D: Final Project (Cohort Program)

The cohort option includes a final seminar in which one prepares an action research project during the course of one trimester. This final project is comparable to Plan B and requires both ML 514 Research Methods and ML 580 Colloquium on Contemporary Theories of Leadership as prerequisites to ML 588 Final Project Seminar: Action Research

## Core courses for the thesis/LAP option (Plan A):

(4.0 course credits)

| | |
|---|---|
| ML 510 | Visions of Leadership |
| ML 514 | Research Methods |
| ML 592 | Thesis/LAP Consultation I |
| ML 593 | Thesis/LAP Consultation II |

## Core courses for non-thesis option (Plan B):

(4.0 course credits)

| | |
|---|---|
| ML 510 | Visions of Leadership |
| ML 514 | Research Methods |
| ML 580 | Colloquium on Contemporary Theories of Leadership |
| ML 597 | Non-Thesis Independent Project |

## Core courses for the comprehensive exam seminar option (Plan C):

(4.0 course credits)

| | |
|---|---|
| ML 510 | Visions of Leadership |
| ML 514 | Research Methods |
| ML 580 | Colloquium on Contemporary Theories of Leadership |
| ML 589 | Comprehensive Exam Seminar |

## Core courses for the cohort final project program (Plan D)

(4.0 course credits)

| | |
|---|---|
| ML 510 | Visions of Leadership |
| ML 514 | Research Methods |
| ML 580 | Colloquium on Contemporary Theories of Leadership |
| ML 588 | Final Project Seminar: Action Research |

In addition, a sequenced list of electives is prepared for each cohort.

## Elective courses for ALL options: Curriculum Electives

(at least 7.0 course credits)

The MAL program requires that seven elective courses be selected from the following course list. All courses are 1.0 course credit (4 semester credits):

| | |
|---|---|
| ML 511 | Creativity and the Problem-Solving Process |
| ML 513 | Creating a Compelling Literature Review |
| ML 520 | Self-Identity, Values, and Personal Growth |
| ML 525 | Personality and Systems Theory: Perspectives on Leadership |
| ML 527 | Spirituality and Leadership in the Workplace |
| ML 530 | Ethics in Communication |
| ML 531 | The Dynamics of Change |
| ML 535 | Organization Theory and Leadership |
| ML 538 | Communication Skills for Leadership |
| ML 539 | Communicating a Self in the Modern Organization |
| ML 540 | Political Leadership: Theory and Practice |
| ML 545 | Decision Making and Leadership |
| ML 548 | Coaching and Consulting |
| ML 550 | Communication, Decision Making, and Technology |
| ML 553 | Design and Leadership |
| ML 557 | Language of Leadership |
| ML 558 | Leadership and Science |
| ML 560 | Developing a Multicultural Perspective |
| ML 562 | Global Multiculturalism, World Religions, and Leadership |
| ML 565 | Women and Leadership |
| ML 568 | The Global Business Environment |
| ML 570 | Negotiation |
| ML 574 | Strategic Leadership |
| ML 577 | Universal Responsibility and Leadership: A Nicaraguan Experience |
| ML 580 | Colloquium on Contemporary Theories of Leadership (elective for Plan A) |
| ML 598 | Independent Study (special permission required) |
| ML 599 | Topics: special courses offered only once or twice |

## Course Descriptions

**ML 510 Visions of Leadership: A Historical and Literary Journey**
Introduction to selected concepts of leadership, providing a historical and philosophical framework for the program. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

**ML 511 Creativity and the Problem-Solving Process**
Exploration of creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. This course uses creativity as a method, and it examines techniques for solving problems in organizations, for enhancing innovation, and for seeking an integrative worldview.

**ML 513 Creating a Compelling Literature Review**
As leadership scholars and practitioners, our work should be evidence-based. The purpose of this course is to explore the published literature to determine what credible evidence tells us about effective leadership practices. Students will learn how to read research critically, analyze and develop arguments, and recommend best practices.

**ML 514 Research Methods**
Evaluation and documentation of programs, projects, and ideas as they relate to leadership theories and practice. Qualitative and quantitative tools will be discussed.

**ML 520 Self-Identity, Values, and Personal Growth**
Study of the concepts of self-identity, value formation, and personal growth as they relate to professional life; factors that influence the development of self-identity and personal values; and the effect of personal values on learning and leadership strategies.

**ML 525 Personality and Systems Theory: Perspectives on Leadership**
Study of leadership in the dual context of personality theory and systems theory. Contributions of Jung, Fromm, Maslow, May, and others to personality theory are considered, as are the systems theories of von Bertalanffy and Bateson. The theories are applied to the concrete realities of leadership in a variety of settings.

**ML 527 Spirituality and Leadership in the Workplace**
The wide-ranging spirituality movement in the workplace is a notable feature of contemporary life. This course explores the dimensions of this trend and its implications for leadership through a variety of sources and perspectives.

**ML 530 Ethics in Communication**
Interdisciplinary study of ethics and communication through the investigation of a variety of ethical perspectives within human communication. This course places particular attention on the use and abuse of communication in politics, advertising, and interpersonal relationships. It emphasizes sensitivity to ethical conflicts that arise in social and organizational settings.

**ML 531 The Dynamics of Change**
This course offers an exploration of the context of social change and varying responses to diverse human needs. Ways of achieving well-being may be viewed differently by leaders in public and private domains and across cultures. The course explores these various perspectives, including areas of conflict and opportunities for leadership in social and organizational change. Sociological, human development, and economic theories are applied to contemporary public and private sector issues for social change.

**ML 535 Organization Theory and Leadership**
In-depth exploration of organization theory plus related concepts, issues, and concerns. The course is designed to enable the student to acquire knowledge and develop skills in order to function as a responsible, ethical participant within various types of organizational structures and cultures.

**ML 538 Communication Skills for Leadership**
The course is designed to provide background in rhetoric as well as practice in speaking, writing, and presentation skills. A substantial performance component is included; evaluation of student work is based on mastery and performance of these skills. Students will perform communicative tasks in a variety of genres and evaluate their own performances and those of class members.

**ML 539 Communicating a Self in the Modern Organization**
Understanding through reading, reflecting, and dialogue of the functions of communication in organizational settings with particular emphasis on the self-defining aspects of the social contract between the individual and the organization in a changing world. Supplementary reading packet, open dialogue, and individual projects.

**ML 540 Political Leadership: Theory and Practice**
Analysis of leadership perspectives in selected political systems and other organizations. Special focus on significant leadership theories and leaders, past and present. Most theories studied are interdisciplinary and relevant to business and nonprofit organizations as well as to politics.

**ML 545 Decision Making and Leadership**
Review of the decision-making process—the setting, goals, and contingencies—as it affects leaders and leadership. Analysis of arguments and explanations; analysis of basic statistical concepts and their relationship to decision making. Assessment of major social decisions, past and present—their intentions, consequences, arguments, explanations, and justification.

**ML 548 Coaching and Consulting**
The purpose of this course is to develop influence skills through the exploration and application of consulting and coaching practices. To fulfill that purpose participants will read the work of master consultants and coaches, develop a toolkit, practice consulting as both a consultant and a client,

and reflect on these experiences to develop their own purpose, principles, and practices for influencing others.

**ML 550 Communication, Decision Making, and Technology**
Analysis of the role various forms of digitally-mediated communication play in our society and how communication, decision making, and leadership have been altered by these technologies. Students examine how they can engage and manage these processes in their organizations.

**ML 553 Design and Leadership**
"Design thinking" has transcended the world of engineering and architecture and is now a mainstream concern for most industries. This course explores the impact of "design thinking" on leadership, especially in the business world.

**ML 557 Language of Leadership**
Students analyze language from a variety of rhetorical and sociolinguistic perspectives and learn to make judgments about rhetorical and stylistic strategies. Topics include the use of language as an organizing principle for social interaction; speech act theory; strategies for giving effective directives; the creation and manipulation of style; the development of persuasive appeals; the protection of "face;" and strategies for maintaining personal relationships across hierarchical levels in organizations.

**ML 558 Leadership and Science**
Explores the common methods of science and the issues that science has encountered which affect the uses of science by leaders in the public and private sectors. Case studies include global warming and politics, psychology, and medicine.

**ML 560 Developing a Multicultural Perspective**
This course focuses on the ability to function and lead in culturally diverse contexts within the U.S. Goals include improved communication skills and interpersonal sensitivity, appreciation for the complexity of the racial and ethnic groupings, and awareness of key issues facing those groups.

**ML 562 Global Multiculturalism, World Religions, and Leadership**
In the global meeting of cultures, religion is a vital factor. This course examines the nature of religion as an essential feature of the cultures of the U.S. (Christianity), the Middle East (Islam), India (Hinduism), China (Buddhism, Confucianism, Taoism), and Japan (Shinto, Buddhism). Special emphasis is put on leadership and religion in all these cultures.

**ML 565 Women and Leadership**
A seminar exploring the theory and practice of women and leadership: entrepreneurial, political, and social. An interdisciplinary approach to issues of women and leadership. Topics include analysis of alternative approaches to leadership, women and careers, and women in society past and present. The course is intended to enhance the analytical and leadership skills of the participants.

**ML 568 The Global Business Environment**
Knowledge of the global business environment in the context of leadership studies is essential for modern, successful leaders and other professionals. The course complements other offerings in the international cultural understanding of leadership.

**ML 570 Negotiation**
An exploration of theories, strategies, and techniques of negotiation; overview of concepts and skills involved in negotiation as well as the context in which negotiation occurs. A special emphasis on the collective bargaining model with survey of examples of other types of negotiation.

**ML 574 Strategic Leadership**
The course develops students' ability to think strategically and lead organizations through planning and implementation. Application of models and concepts to examples and cases from real-life practice. Case studies, exercises, and readings cover practices in for-profit and nonprofit organizations.

**ML 577 Universal Responsibility and Leadership**
The exploration of universal responsibility, conceptually and experientially. Course consists of a seminar in Minneapolis and one or two weeks in Nicaragua. The Nicaraguan portion includes meetings with leaders, a homestay in the two-week option, and visits to multiple sites and organizations. Topics such as Nicaraguan history, politics, indigenous cultures, poverty, health care, literacy, the arts, business foreign investment, and relations with the U.S. government and nonprofit organizations are explored. Special fees apply.

**ML 580 Colloquium on Contemporary Theories of Leadership**
Selected contemporary theories of leadership plus a case study on a prominent leader. Emphasis on critical thinking, discussion, written analysis. (Prereq.: at least one-year coursework in MAL and ML 510) Required for Plans B, C, and D.

**ML 588 Final Project Seminar: Action Research (Plan D)**
In this course students who are pursuing the cohort program will have the opportunity to write their final project doing action research on their own organization. This course will span two half-terms (one full trimester).

**ML 589 Comprehensive Exam Seminar**
This course is a completion option for the Master of Arts in Leadership. Students prepare for the examination series—oral, written, and take-home—through discussion, readings, and critical analysis in the seminar. It must be the final course taken in the program; no other course may be taken at the same time.

**ML 592 Thesis/LAP Consultation I**
Independent research project supervised by an academic adviser.

**ML 593 Thesis/LAP Consultation II**
Completion of the thesis/LAP under the guidance of an academic adviser.

**ML 597 Non-Thesis Independent Project**
Major written project in an area of the student's choice, to be completed in consultation with an adviser and a reader. The research is presented in a colloquium in partial fulfillment of requirements for the non-thesis option.

**ML 598 Independent Study**
Provides directed independent study in an area of the student's choice. Open to students who have completed at least three courses with a grade of at least 3.0. Students must complete a Proposal for Independent Study and have it signed by the supervising professor. Proposals must be approved by the MAL program director prior to registration for the course. Students may not take more than one independent study course.

**ML 599 Special Topics**
Study of selected topics in leadership that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

# Special Programs

## Post-Master's Certificate in Leadership Studies

Graduate students who already possess a master's degree in any area (including leadership) may wish to pursue the certificate program. A certificate is awarded after completion of five Augsburg MAL courses in leadership (which were not previously applied to any other degree). The student may choose any five MAL courses or may wish to focus on a specific area, such as ethics and leadership, global leadership, organizational leadership, communications, leadership development, or the liberal arts. This option is attractive for people who want to continue their professional studies but not necessarily undertake a full degree program. The normal application process is used for students who wish to pursue the post-master's certificate.

## Joint BA 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. The MAL program offers a large number of courses on a weekend schedule or Monday evening. Refer to the MAL program catalog supplement for the list of courses each year and to the accounting program coordinator for a detailed academic plan. It is recommended that students meet with an accounting adviser to create an effective plan for successful completion of the five-year program.

**General Requirements for the Accounting/MAL 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
- three letters of recommendation (two from professors and one from an employer)
- personal statement
- example of their writing in an academic paper
- GPA of at least 3.30
- Interview with a three-person panel from 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: Professor Stu Stoller.

# Admission to MAL

## Admission Requirements

Applicants to the program must have:

- Bachelor's degree from a regionally-accredited four-year college or university
- Minimum cumulative undergraduate grade point average of 3.0 (on a scale of A = 4.0) and a minimum cumulative grade point average of 3.0 for graduate courses completed at an accredited college or university. Should an applicant not meet the minimum admission requirements, a conditional admission may be possible as decided on a case-by-case basis.
- Applicants to the program must have three years of experience (or equivalent) with one or more organizations in a position of leadership or position demonstrating leadership potential.
- Applicants holding a master's or other advanced degrees from accredited colleges or universities are admissible.

Decisions about admission to the program will be made on an individual basis by the MAL Admissions Committee. Admission to each entering graduate class will be given to the most highly qualified individuals. Admissions are handled on a "rolling" basis, with students admitted at the beginning of the fall, winter, and spring terms. Selection of candidates will be made on the basis of an evaluation of each applicant's:

- Previous college record
- Letters of recommendation
- Experience and organizational background
- Written statement
- Interview, if requested

## Application Checklist

The following materials must be submitted to the Graduate Admissions Office:

- Completed application form
- $35 nonrefundable application fee
- A 1–3 page statement relating the applicant's career and life goals to leadership aspirations

- Recommendation letter and checklist from an immediate supervisor, assessing leadership potential
- Recommendation letter and checklist from a work colleague (at the same level) describing the applicant's work style and leadership potential
- Official transcripts from all undergraduate institutions attended, listing all courses taken and any degree(s) conferred
- Official transcripts from all graduate institutions attended, listing courses taken and degree(s) conferred, if any.

Applicants may be asked to participate in an interview with graduate program faculty and/or staff members.

For further information, contact: Graduate Admissions Office, 612-330-1101, gradinfo@augsburg.edu or www.augsburg.edu/grad

### Admission as an International Student

International applicants must submit the required application materials listed above. Refer to the additional requirements outline in Admission of International Students on page 16.

## Academic Policies

### Academic Evaluation

Courses not offered on the numbered grading system are noted in the course descriptions in this catalog as being graded on P/N basis. In order to receive a grade of P, a student must achieve at least a grade of 3.0. No more than two courses with a grade below 3.0 will count toward the degree. No more than two courses with a grade of or below 2.5 can be repeated. Only the credits and grades earned the second time are counted in the grade point average. Any course with a grade of 2.0 or lower will be transcribed as 0.0 academic credit.

In order to graduate a student must have a G.P.A. of 3.0 or above. All required courses and the final projects must be successfully completed. A student registered for the final projects (ML 588, ML 589, ML 592, ML 593, or ML 597) will be permitted to participate in Commencement but will not receive a diploma until all courses and projects are successfully completed.

### Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of N or 0.0 in a course, the student must petition successfully with the MAL Advisory Committee before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of N or 0.0 is received, the student may be dismissed from the program by the MAL Advisory Committee. Students may also be dismissed by the MAL Advisory Committee for behavior detrimental to the program, such as a gross violation of College policy (as published in the Student Guide). Dismissal would occur only after established procedures were followed.

### MAL Program Enrollment Policy

Students normally take either one or two courses per trimester. Enrolling in two courses per trimester enables a student to complete the coursework in the program within two years.

Students who are away from classes for one year or longer must complete an Application for Readmission and submit it to the Office of the Registrar. Students who have been out of the program for three to five years must take one additional course to refresh their understanding of the field. Students who have been out of the program for five years or longer must take two additional courses to refresh their understanding of the field of leadership studies.

## Accreditation and Affiliation

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.

For a complete list of Augsburg's accreditation, approvals, and memberships, see page 9.

## MAL Faculty

**Andrew Aoki**, Professor of Political Science. BA, University of Oregon; MA, PhD, University of Wisconsin.

**John Benson**, Professor Emeritus of Religion. BA, Augsburg College; BD, Luther Theological Seminary; MA, PhD, Columbia University.

**Thomas Berkas**, Instructor of Leadership Studies. BCE, University of Minnesota, PhD University of Minnesota. Graduate faculty member in organizational management, Concordia University, St. Paul.

**Larry Crockett**, Professor of Computer Science. BA, MA, Pacific Lutheran University; MDiv, Luther Theological Seminary; PhD, University of Minnesota; Priest, Episcopal Diocese of Minnesota.

**Joseph A. Erickson**, Professor of Education. BA, MA, College of St. Thomas; MA, Luther Northwestern Theological Seminary; PhD, University of Minnesota.

**John Furia**, Assistant Professor of Business Administration. BA, Rhode Island College; MPA, University of Rhode Island.

**Daniel S. Hanson**, Assistant Professor of Communication Studies. BA, Augsburg College; MA, University of Minnesota.

**Garry Hesser**, Sabo Professor of Citizenship and Learning. BA, Phillips University; M.Div., Union Theological Seminary; MA, PhD, University of Notre Dame.

**David Lapakko**, Associate Professor of Communication Studies. BA, Macalester College; MA, PhD, University of Minnesota.

**Velma J. Lashbrook**, Assistant Professor of Leadership Studies and Director of the Center for Teaching and Learning. BS, Iowa State University; MS, Illinois State University; EdD, West Virginia University.

**Steven Manderscheid**, Instructor of Leadership Studies. BS, St. Cloud State University; MS, University of Minnesota; EdD, University of St. Thomas. Chair, Department of Organizational Management, Concordia University.

**Thomas Morgan**, Professor of Business Administration and Executive Director, Augsburg Center for Faith and Learning. BS, Juniata College; MBA, University of Denver; MS, University of Oregon; PhD, University of Minnesota.

**Norma C. Noonan**, Professor of Political Science and Director of the Center for Leadership Studies and the MAL Program. BA, University of Pennsylvania; MA, PhD, Indiana University.

**Magdalena Paleczny-Zapp**, Associate Professor of Business Administration. BA, MS, Academy of Economics, Warsaw; PhD, Academy of Economics, Krakow, Poland.

**Catherine Paulsen**, Instructor. BA, St. Olaf College; MA, Lone Mountain College.

**Curtis Paulsen**, Associate Professor Emeritus of Social Work. BA, St. Olaf College; MSW, University of Minnesota; PhD, Fielding Institute.

**Diane Pike**, Professor of Sociology. AB, Connecticut College; PhD, Yale University.

**John S. Schmit**, Professor of English. BS, St. John's University; MA, University of New Orleans; PhD, The University of Texas-Austin.

**Kathryn Swanson**, Professor of English. BA, St. Olaf College; MA, PhD, University of Minnesota.

**Joseph Volker**, Instructor of Leadership Studies. BA, University of California-Irvine; MA, PhD, University of Minnesota. Vice President and Practice Area Leader, MDA Leadership Consulting Inc.

## Staff

**Patty Park**, MA, Program Coordinator

# Master of Arts in Nursing
# Doctor of Nursing Practice

Welcome to graduate nursing education at Augsburg. We are eager to offer discerning nurse professionals rich educational opportunities, engaging practicum experiences, and a wealth of transcultural nursing knowledge that will enhance your practice and advance your careers.

The increasing diversity of our population challenges nurses to respond with creativity and competence in a variety of contexts. The Master of Arts in Nursing program prepares nurses for leadership across care systems, population groups, cultures, and care settings, with particular emphasis on addressing global and local health inequities. Students choose between transcultural nursing in community or transformational nursing leadership tracks of study.

The new post-master's Doctor of Nursing Practice (DNP) program prepares nurses for innovative practice that builds upon a transcultural foundation and embraces community health and holistic nursing. The advanced practice focus is on health and collective life lived in relationship. Thus our curriculum emphasizes advanced nursing roles that maximize health of communities and change the paradigm from one that focuses on disease and illness to one that focuses on prevention and wellness.

In all our programs, our students are our greatest asset. They come from all parts of the world to continue their education in transcultural nursing. Classes are therefore a dynamic mix of cultures, spiritual traditions, and lifeways. The Augsburg College mission focuses our curriculum and unites us in ongoing efforts to become better informed citizens, more thoughtful stewards, critical thinkers, and responsible leaders.

Classes are offered on the Augsburg campus in Minneapolis and at Bethel Lutheran Church in downtown Rochester, Minn. Video conferencing is used for most classes and allows for real-time connections between students at the two sites. Program faculty and staff are available at both sites and eager to assist students in whatever ways we can.

Cheryl Leuning

Cheryl J. Leuning
Chair, Department of Nursing
Director, Master of Arts in Nursing Program
and Doctor of Nursing Practice Program

# Master of Arts in Nursing

## Master of Arts in Nursing Mission

Within the framework of a Christian liberal arts education, the Master of Arts in Nursing program is designed to prepare nurses for transformational leadership and transcultural practice across care settings, with particular emphasis on addressing health inequities.

## Curriculum

### Transcultural Nursing in Community

The Transcultural Nursing in Community track in the Master of Arts in Nursing program was designed to prepare nurses for advanced population-focused practice in culturally diverse communities. The curriculum is grounded in nursing science, public health principles, theory-guided practice, and transcultural care. The program of study focuses on reaching populations that are underserved by traditional care systems and who exist outside of the social mainstream. As such, the program provides rich alternative teaching and learning opportunities for graduate students locally and internationally. Upon graduation from the program, nurses completing this track are eligible to apply for certification in Advanced Transcultural Nursing through the International Transcultural Nursing Society. Also, graduates completing this track will be eligible to apply to the American Nurses Credentialing Center (ANCC) for certification as an Advanced Public Health Nurse (APHN-BC).

Ten courses plus a transcultural field project course are required. Three courses in the advanced nursing core, which all master's students must take; five courses from the Transcultural Nursing in Community Track; and two electives make up the coursework for the program.

**Advanced Nursing Core** (three courses)

| | |
|---|---|
| NUR 505 | Theoretical Foundations for Advanced Nursing Practice (36 practice hours) |
| NUR 520 | Research Methods in Nursing (36 practice hours) |
| NUR 523 | Theory, Research, and Practice Seminar (36 practice hours) |

**Transcultural Nursing in Community track** (five courses)

| | |
|---|---|
| NUR 500 | Transcultural Health Care (36 practice hours) |
| NUR 503 | Transcultural Health, Families, and the Life Cycle (36 practice hours) |
| NUR 541 | The Politics of Health Care (72 practice hours) |

Plus, two of the following courses: *

| | |
|---|---|
| NUR 510 | Advanced Community Health Nursing I: Health As Membership; Living in Community (36 practice hours) |
| NUR 511 | Advanced Community Health Nursing II: Emerging Models of Care in Diverse Communities (72 practice hours) |

or

| | |
|---|---|
| NUR 530 | The Power of Ritual and Ceremony for Transformation** |
| NUR 532 | Transcultural Healing Practices** |

**Electives**—two graduate elective courses from Nursing, MAL, or another graduate program.

*Students seeking certification as an Advanced Public Health Nurse from the American Nurses Credentialing Center (ANCC) must complete 500 hours of clinical practicum work and select NUR 510 and NUR 511; students seeking certification from the International Transcultural Nursing Society may select NUR 530 and NUR 532. Clinical practicum hours are integrated into several courses in the curriculum.

**Course has 0 practice hours.

**Graduate Project**—students are required to complete a graduate project, which is equivalent to one course.

| | |
|---|---|
| NUR 525 | Graduate Field Project (144 practice hours) |

### Transformational Leadership and Management

The Transformational Leadership and Management track unites the liberal arts with nursing science and practice. This track is designed to develop nurse leaders who are analytical, articulate, and constructively critical and who will be able to cope with high-level healthcare delivery issues. Curricular emphasis is on interdisciplinary collaboration across care settings. Participation in nursing leadership practica and classroom dialogue provides opportunities for students to apply knowledge and gain experience partnering with diverse care providers, populations, and communities to address health inequities in creative and relevant ways. Specialty electives build on students' competencies and goals. Courses are offered by the Department of Nursing faculty as well as faculty teaching in the Master of Arts in Leadership and Master of Business Administration programs.

Students take a total of 10 courses, plus a transformational leadership project course. Three courses in the advanced nursing core, which all Master of Arts in Nursing students must take, four courses in the Transformational Leadership and Management Track, and three elective courses make up the coursework for the program.

**Advanced Nursing Core** (three courses)

| | |
|---|---|
| NUR 505 | Theoretical Foundations for Advanced Nurs ing Practice (36 practice hours) |
| NUR 520 | Research Methods in Nursing (36 practice hours) |
| NUR 523 | Theory, Research, and Practice Seminar (36 practice hours) |

**Transformational Nursing Leadership Track** (four courses)*

| | |
|---|---|
| NUR 501 | Transcultural Care Systems (36 practice hours) |

| | |
|---|---|
| NUR 521 | Transformational Nursing Leadership (72 practice hours) |
| BUS 520 | Management of the Healthcare Organization |
| ML 541 | The Politics of Health Care (72 practice hours) |

**Electives**—three graduate elective courses from Nursing, MAL, or another graduate program.

*Upon graduation from the program and completion of the Transformational Leadership and Management track, students have the educational preparation to be eligible to apply for certification in Advanced Nursing Administration from the American Nurses Credentialing Center (ANCC).

## Graduate Project

Students will fulfill their Master of Arts in Nursing through a final project, which serves as the capstone of the master's program: a graduate field project or course.

In the three core courses students will develop a plan for their final field project, which will be completed in NUR 525.

## Practica

Practice experience is emphasized in both tracks in the Master of Arts in Nursing program. Students who complete the Transcultural Nursing in Community track will have enough practice hours to be eligible to apply to take the certification exam in Advanced Community Health Nursing through the American Nurses Credentialing Center. Nursing practice with diverse populations will also provide students with the experiences needed to apply to take the certification exam in Transcultural Nursing. In the practica, all students practice primarily in nontraditional settings with persons underserved or excluded from mainstream health care. Emphasis is on cultural diversity and health inequities across healthcare settings. Students in the Transformational Leadership and Management track have practice experience in several courses with preceptors in leadership positions in a variety of care settings.

A unique opportunity offered for practica at Augsburg is provided by the Augsburg Central Nursing Center. The Nursing Center provides services for persons struggling with poverty and homelessness in the city of Minneapolis. People from diverse backgrounds, who have health experiences grounded in wide-ranging cultural contexts, provide many opportunities for students to explore advanced nursing roles and new models and forms of practice.

## Study Abroad and Off-Campus Opportunities

The Nursing Department works closely with cultural guides, nurse mentors, and Augsburg's Center for Global Education in developing study abroad opportunities. The following study abroad and away opportunities offer four examples of existing practicum experiences.

Students may travel to Namibia in southwest Africa to spend two weeks exploring health and healthcare challenges within a rapidly developing country. Practical experience with nurses in a variety of care settings, meaningful dialogue with key resource persons, and critical reflection foster personal and professional growth in this practicum.

Week-long immersion courses and practica are taught on the Pine Ridge Indian Reservation in western South Dakota. These courses and experiences offer students the opportunity to live on the reservation and participate with public health nurses providing health services. They also interact with tribal leaders and experience cultural events relevant to the Lakota people of Pine Ridge.

Ten-day courses and practica are available in Mexico and Guatemala as well. Students explore the relationships of indigenous and Western health care, the connection between social justice and health, and interact with local indigenous healers.

Students may apply all these study abroad options to requirements in the Master of Arts in Nursing program.

These practice experiences include fees for travel and education costs onsite in addition to course tuition. Fees vary by practice site.

# Course Descriptions

**NUR 500 Transcultural Health Care**
This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining "blueprint" for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction, e.g., stereotyping, discrimination, and marginalization, are examined and submitted to moral and ethical reflection. (36 hours of practice experience)

**NUR 501 Transcultural Care Systems**
In this course, organizations are viewed as cultural systems that are complex and adaptive, where continuous change and unpredictability rule the development and course of evolution. The importance of relationships, the role of self-organization, the processes of emergence and co-evolution are explored via readings and discussions. Attendance at a local, national, and/or international nursing leadership conference is mandatory. Dialogue and networking with a variety of nursing leaders to understand the context of transcultural healthcare organizations are expected.

**NUR 503 Transcultural Health, Families, and the Life Cycle**
The major curriculum concepts of individuals, health, nursing, and society are developed further in this course as the

function of individuals living in families and in communities is explored. Content about systems, communication, small group, and nursing theories is applied to family constellation. The influence of the multigenerational family is examined in terms of culture, belief system, roles, healthcare patterns, values, and goals. Specific concepts related to values and culture are expanded and applied to the more complex social structures of traditional and nontraditional families as they interact in and with society. (36 hours of practice experience)

**NUR 505 Theoretical Foundations for Advanced Nursing Practice**
This course focuses on nursing science and nursing theory as foundational to advanced transcultural nursing practice. Philosophical underpinnings of different theoretical and research traditions in nursing are compared and related to the provision of culturally competent care in diverse communities. Nursing science is emphasized as a process of theory advancement and as an accumulating body of nursing knowledge. (36 hours of practice experience)

**NUR 510 Advanced Community Health Nursing I: Health As Membership; Living in Community**
This course focuses on persons, families, and groups living in relationship. Emphasis is on applying the core functions of community/public health—assessment, policy development, and assurance. Principles of epidemiology, population demographics, and culture care are integrated into community-focused healthcare delivery models. Power structures within dominant social systems are analyzed and critiqued with regard to resource access and distribution among underserved populations. (36 hours of practice experience)

**NUR 511 Advanced Community Health Nursing II: Emerging Models of Care in Diverse Communities**
Emphasis is on the application of public/community health theory and research in providing health care to populations and communities. Essential public health services are assessed for adequacy in meeting community health needs and addressing transcultural health goals. The impact of diversity, privilege, resource limits, and globalization add depth and reality to local and global community health concerns, patterns of health, suffering, and healthcare provisioning. (Prereq.: NUR 510) (72 hours of practice experience)

**NUR 520 Research Methods in Nursing**
Through a combination of literature review, field experience, and class discussion, research methods relevant to the exploration of culture and health will be examined. Class topics will include formulating study questions to explore collective foundations of meaning and explanation in health and illness, practice in data collection procedures of field research, and issues of interpretation and analysis in qualitative research. (Prereq.: college-level statistics course) (36 hours of practice experience)

**NUR 521 Transformational Nursing Leadership**
This course emphasizes transformational nursing leadership and management in partnership with diverse groups. Transcultural competence is lifted up as significant to the evolving leadership and planning skills needed in emerging care systems. Opportunities for students to engage in designing relevant models of care delivery are woven into clinical practica. (36 hours of practice experience)

**NUR 523 Theory, Research, and Practice Seminar**
The conceptualization, investigation, and application of nursing knowledge will be critiqued with particular focus on its contribution to developing practice in transcultural community health care. Through reflection and dialogue, which includes professional experience of practice contexts, as well as theoretical and research literature, students will formulate a transcultural nursing model of care. (36 hours of practice experience)

**NUR 525 Graduate Field Project**
This course focuses on the application and integration of knowledge to a student-selected issue or topic of concern relevant to transcultural nursing, community health nursing, and/or transformational nursing leadership. This course focuses on a written report of the student's project that has been developed in the nursing core. Relevant coursework is integrated into the project and the final written report. Plans for disseminating the report for public and professional use are encouraged. Students will defend the project to their graduate committee (major faculty adviser and two readers) and invited guests at the time of completion. (144 hours of practice experience)

**NUR 530 The Power of Ritual and Ceremony for Transformation**
In this course, the student will explore ritual and ceremony from a transcultural perspective. Attention will be focused on rituals and ceremonies in specific cultures and religions, and in the modern American medical system that sustains its own rituals. In some cultures, formal or informal religious practices may be integral to the ritual of ceremony and healing. In modern American culture, the perceived division between the mind, body, and spirit has led to ritual and ceremony being considered adjunctive to the scientific approach ritual and ceremony into their lives and healthcare practices. Students will also discuss the meaning of ritual and ceremony to their own lives and professional practice.

**NUR 532 Transcultural Healing Practices**
This course will introduce students to complementary healing practices including the historical and cultural contexts in which they developed. Students will discuss the philosophical underpinnings of therapeutic systems and paradigms of healing in selected complementary therapies: music therapy, traditional Chinese medicine, mind-body healing, spiritual and faith practices, energy healing practices, movement therapies, homeopathy, manual therapies, and nutrition and nutritional supplements.

**NUR 541 The Politics of Health Care**
This course will explore how health and illness are related to inequities in society and dynamics of power in systems of health care. The following issues will be examined in the course: How widening gaps in the distribution of wealth diminish the health of all members of society; how social inequities become medicalized as health disparities, how an emphasis on profit in health care affects the distribution of healing resources in the population, and what strategies the poor and powerless employ to gain access to healthcare resources. This course will include an optional study abroad experience in Guatemala. (72 hours of practice experience)

**NUR 562 Walking the Truth: Culture, Gender, and the Millennium Development Goals (MDGs) in Sub-Saharan Africa**
This course explores the influence of cultural values and gender roles on the achievement of the Millennium Development Goals (MDGs) in sub-Saharan Africa. The social determinants of health and illness—economic realities, education levels, governmental policies, access to technology, and the competence of healthcare providers—are examined in relation to the unequal burdens of suffering and disease evident in Africa. Leadership skills that promote MDG achievement in local, regional, and national contexts are identified and applied through experiential practical learning activities.

**NUR 599 Topics**
Study of selected topics that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

**BUS 520 Management of the Healthcare Organization**
This course provides an overview of the key organizational and behavioral concepts that underlie effective management practices in healthcare organizations. It addresses both the theory and practice of effective management. The course will emphasize the importance of addressing the expectations, needs, and performances of people in organizations, and recognizes the role of the internal, external, and global cultures that impact organizational structure, behavior, and change.

**ECO 520 Economics of Health Care in a Global Community**
At the end of the class, students will be better able to apply economic concepts to the health systems of both the United States and other parts of the world. The focus will be on the public policy aspects of the healthcare system, e.g., issues of access and cost.

# Admission to MAN

## Admission Requirements

Applicants into the Master of Arts in Nursing program must have:

- Bachelor's degree in nursing from a regionally-accredited four-year college or university, or must have an Associate of Science degree in nursing in addition to a non-nursing bachelor's degree.
- Cumulative GPA of 3.0 (on a scale of A = 4.0) in all previous college coursework
- Experience as a registered nurse
- Current nursing license
- All required immunizations
- National Criminal Background check

A college-level statistics course is required for progression in the program, but is not necessary for admission.

Decisions about admission to the program will be made on an individual basis by the Graduate Admissions Committee. Admissions are handled throughout the year, with students being admitted at the beginning of the fall (September), winter (January), and spring (April) terms.

Selection of candidates will be made on the basis of an evaluation of the following items for each applicant:

- Previous college record and GPA
- Letters of recommendation
- Professional experience
- Written statement describing professional and educational goals

## Application Checklist

The following items must be sent to the Graduate Admissions Office:

- Completed application form—www.augsburg.edu/ma_nursing/
- $35 nonrefundable application fee
- A 2-3 page typed statement describing the applicant's professional and educational goals
- Three letters of recommendation—in English—addressing the applicant's character and ability for graduate study. (Two of these recommendations must be from professional colleagues.)
- Evidence of Health Insurance Portability and Accountability Act (HIPAA) training, professional liability insurance, and required immunizations
- Official transcripts from all undergraduate and graduate institutions attended, listing all courses taken and any degree(s) conferred.

An interview with graduate program faculty and/or staff members may be requested.

## Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 16.

# Academic Policies

## Evaluation Standards

Evaluation of academic performance in the Master of Arts in Nursing program will be based on number grades using a 4.0-point scale. See detailed information on page 12.

### Attendance Policy

Class attendance is expected and should be considered a responsibility, not only to one's self, but to one's classmates and course instructor.

### Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of 2.0 or less in a course, the student must petition successfully to the faculty of the Master of Arts in Nursing program before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of 2.0 or less is received, the student may be dismissed from the program. Students may also be dismissed for behavior detrimental to the program, such as a gross violation of college policy (as published in the Student Guide). Dismissal would occur only after established procedures were followed.

### Credit for Prior Education

Students may petition the Master of Arts in Nursing faculty for approval of any variation in the curriculum including the transfer of credit. Transfer credits will be evaluated on an individual basis.

The only courses that will be considered for transfer credit are those earned from accredited colleges and universities, whose course content is comparable to those in the Master of Arts in Nursing program. No more than three courses will be accepted for transfer credit.

### Credit and Contact Hours

Each full-credit graduate course is the equivalent of four semester credits or six quarter credits. Classes are scheduled to meet the needs of working adults, combining in-class and web-based components. Clinical practica opportunities are included in selected courses.

### Last Day to Withdraw from Class

The last date on which students may withdraw from a class and receive a "W" on their records is available on the Grad/Weekend College calendar: www.augsburg.edu/enroll/calenders/index.html.

## Accreditation and Affiliations

The Master of Arts in Nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.For a complete list of Augsburg's accreditations, approvals, and memberships, see page 9.

## Department of Nursing Faculty

**Magdeline Aagard**, Associate Professor of Nursing. BA, Augustana College; MBA, EdD, University of St. Thomas.

**Pauline Abraham**, Assistant Professor of Nursing. BSN, Winona State University; MA, Augsburg College.

**Marty Alemán**, Assistant Professor of Nursing. BSN, University of Minnesota; MA, Augsburg College.

**Katherine Baumgartner**, Assistant Professor of Nursing. BSN, Minnesota State University; MA, Augsburg College.

**Ruth Enestvedt**, Assistant Professor of Nursing, Co-Coordinator of the Augsburg Central Nursing Center (ACNC). BA, St. Olaf College; MS, PhD, University of Minnesota.

**Cheryl Leuning**, Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate Programs. BA, Augustana College; MS, University of Minnesota; PhD, University of Utah.

**Joyce Miller**, Assistant Professor of Nursing. ADN, Rochester State Junior College; BS, Augsburg College; MA, Augsburg College.

**Susan Nash**, Associate Professor of Nursing. BSN, MSN, EdD, University of Minnesota.

**Joyce Perkins**, Assistant Professor of Nursing. BS, University of New Hampshire; RN, College of St. Teresa; MA, St. Mary's College Graduate Center; MS, University of Minnesota; PhD, University of Colorado.

**Kathleen Welle**, Instructor and Coordinator of the Augsburg Central Nursing Center, BS, MA, Augsburg College.

# Doctor of Nursing Practice

The Doctor of Nursing Practice program prepares nurses to envision new models of advanced practice in transcultural nursing, community/public health, and advanced holistic nursing. Emphasis is placed on maximizing health within populations and communities through peaceful, collaborative actions across care settings and cultures, focusing on eliminating health inequities locally and globally. As a post-master's program, the DNP builds upon the strengths of the Master of Arts in Nursing (MAN) program and prepares nurses for advanced practice roles in Transcultural Nursing (APTCN), Public Health Nursing (APPHN), and Holistic Nursing (AHN).

## Program Goals

Graduates of the Doctor of Nursing Practice program will have advanced preparation to:

- Negotiate the complexity of multicultural care settings and care systems to eliminate health inequities among populations and communities
- Challenge conventional knowledge about illness through an ecological approach to social determinants of health
- Lead change through building coalitions with marginalized people that are based on mutuality and common cause

## Program Structure

The curriculum is structured as a full cohort model. One cohort a year will be admitted to begin in the fall term. It is expected that most students will take courses on a part-time basis as one didactic offering, one practicum, and one seminar each term. As a part-time student, completion of the program is expected to be 32 months, including completion of the capstone project.

The curriculum for the DNP combines didactic, practicum, and seminar courses, with a capstone project to complete the degree. As a practice doctorate, the emphasis is on building skill in knowledge application among diverse cultural groups. The goal is to improve health and decrease inequities that lead to unnecessary morbidity and mortality in communities.

### Didactic

A total of seven didactic courses constitute the DNP core, with one additional elective course credit required for completion of the didactic coursework. The didactic offerings carry 0.5 course credits each (1.0 course credit equals 4.0 semester credit hours) and are taught as an immersion one day a month with a half-day for seminar on the subsequent day.

### Practica

Practica are organized to give flexibility and individual choice to students to support their increasing independence and depth of practice experience at the doctoral level. Students select practicum experiences that are either structured immersions in a variety of cultural contexts led by nursing faculty or that are student initiated and individually directed experiences mentored by nursing faculty. Practica course credits range from 0.25 (36 hours per 12-week term) to 1.0 (144 hours per 12-week term). To achieve the DNP, students must complete a total of 1,000 practicum hours in their MA and DNP programs. Students will be allowed to transfer up to 600 practicum hours from their master's in nursing into the Augsburg DNP. Assuming a 12-week semester, practicum hours are computed as follows:

- (.25 course credits) 1 semester credit hour = 3 "clock" hours of practicum time per week x 12 weeks = 3 "clock" hours per week or 36 "clock" hours of practicum time per semester
- (.50 course credits) 2 semester credit hours = 6 "clock" hours of practicum time per week x 12 weeks = 72 "clock" hours of practicum time per semester
- (.75 course credits) 3 semester credit hours = 9 "clock" hours of practicum time per week x 12 weeks = 108 "clock" hours of practicum time per semester
- (1.00 course credits) 4 semester credit hours = 12 "clock" hours of practicum time per week x 12 weeks = 144 "clock" hours of practicum time per semester

### Seminars

Seminars focus on integration of conceptual learning with field practice developing the student's particular practice interest. Students are required to participate in a doctoral seminar (.25 course credits) every term—fall, winter, and spring—until completion of the DNP degree. Cohorts of students who enter the DNP program together progress as a group in the seminars in which they enroll each term. The final seminar culminates in the project presentation and completion of the requirements for the DNP degree. Students will participate in a seminar (.25 course credits) every term until completion.

### Final DNP Capstone Project

Final DNP capstone projects must make a significant impact on nursing practice and health outcomes of populations and communities, demonstrate an evidence-based contribution to existing nursing knowledge, and be suitable for presentation or publication in a peer-reviewed venue. Through this scholarly project students demonstrate synthesis and application of scientific knowledge in advanced transcultural public/community health nursing practice. Students should begin working on their DNP capstone projects in the early stages of the DNP program and continue throughout. This scholarly project is planned in collaboration with a major faculty adviser.

## Curriculum

### Didactic Courses

**NUR 800 Practice Wisdom (Mētis) and Formal Evidence: The Dialectic Between Knowledge and Engagement**
This course provides a foundation for building the scholarship of advanced practice in transcultural nursing and community health. Sources of knowledge and procedures for

acquiring knowledge, both formal and informal, will be studied for the power to positively influence health outcomes. Evidence will be evaluated for relevance to practical experience based on context-specific (emic) positions and for rigor in empirical procedures based in context-free (etic) perspectives. Utilizing selected evidence suited to particular transcultural issues, practice modes building on both local expertise and professional research will be analyzed through systematic reflection. Students will begin developing original practice models suited to their transcultural interests and relevant to concerns of people marginalized by dominant health systems.

**NUR 802 Making Room at the Table: Applying Ethics to Ending Hunger and Sharing Abundance**
This course in applied ethics focuses on health as a human right with emphasis on the development of skills in community building as citizen professionals. From the perspective that hoarding abundance compromises the health of everyone, the course facilitates human connections that go beyond charity to acting from a basis of shared risk and solidarity.

**NUR 803 Transcultural Cosmologies and a Global Perspective**
This course explores the intersection of Western scientific principles and cultural cosmologies. Cycles, rhythms, and patterns of nature are correlated to a Western understanding of natural science. These interrelationships are then viewed through the lens of nursing theory, research, and practice. A wider horizon of meaning derived from a broad understanding of diverse methods and healing practices allows for conceptual models of nursing care to emerge that are responsive to dverse cultural expressions of health and illness.

**NUR 804 Mobilizing Sustainable Models of Human Betterment: Participatory Action in Community Building and Health Care**
This course focuses on communities as the foundation of health by recognizing strength in community residents and models that utilize the qualitative methods of participatory action that minimize the expert role in planning. Globalization as a model of neoliberalism will be critiqued, and a perspective of building solidarity among local communities will be emphasized. Skill building in participatory action processes will occur.

**NUR 805 Ways of Knowing: Synthesizing Qualitative and Quantitative Evidence**
Drawing on insights from complexity science, this course examines the diverse ways of knowing that guide professional practice. It focuses on the comparative analysis of quantitative and qualitative data. Students will critically reflect on the data, unpacking it and uncovering the meaning behind the data that supports their practice. Comparing the positivistic and interpretive stance, the students will examine relevant knowledge and ways of knowing that provide scholarly grounding for their professional expertise.

**NUR 806 Ecology of Human Suffering in a World of Extremes**
This course examines the cumulative illness-producing effects of inequities that are embedded in structures of social privilege and disadvantage. Human suffering is viewed as neither coincidental nor inevitable, but related to exploitation and organized cruelty within social systems. Epidemiological approaches are used to trace patterns of disease and illness that strike population groups and communities unequally around the world. Health status appraisal, risk analysis, and the levels of structural violence in society will be examined using culturally responsive data collection methods, resource accessibility, and the application of appropriate technology.

**NUR 807 Magic, Medicine, and Healing Spirits: Transcultural Perspectives on Health Care**
This course explores transcultural healing and caring modalities including the integration of traditional and scientific healing ceremonies and beliefs. Healing traditions among indigenous peoples will be examined, including spiritual forces that promote health and cause illness. The use of medicinal plants for healing in indigenous traditions will be compared to contemporary views of health and healing in bioscientific models of curing.

## Practica

Practica in the DNP include structured immersion experiences led and facilitated by faculty, and student initiated, self-directed practice experiences mentored by faculty. All practica are designed to develop students' individual practice interests and skills.

Practica are taken concurrently when students enroll in a didactic course. Guidelines for the integration of DNP practica into a plan of study include the following:

- Practica will be completed incrementally throughout the DNP program.
- Students may register for varying practica and credits each term, including summer
- Practicum hours may be completed at the student's job site, if approved by a supervisor and the nursing faculty adviser, but the practicum work must go beyond the student's current job responsibilities and be consistent with the DNP program expected student outcomes.
- Practica must be led or mentored by either a nursing faculty member or another approved mentor who is an "expert" within a community, population group, or has expert knowledge related to a particular phenomenon of interest to the student.
- Students will develop objectives for practicum experiences in collaboration with faculty advisers and keep a record of practicum work in a professional portfolio.
- Students must register for enough post-baccalaureate practicum credits to reach a total of 1,000 practicum hours to earn the DNP degree. This will be evaluated when students are admitted to the DNP program.

The following are examples of directed study practica and immersion practicum experiences developed and led by faculty in the DNP program:

**NUR 701 - NUR 704 Directed Study Practicum (0.25-1.00 credits, 36-144 practicum hours)**
Directed study practica build upon advanced nursing competencies developed at the master's level to expand and deepen knowledge supporting expert nursing practice. In the practica students will integrate and synthesize knowledge from emic wisdom with the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of transcultural nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in transcultural nursing and community health. As such, directed study practica are individualized to students' specific areas of interest and are planned by students in consultation with a major faculty adviser, cultural guides, and other mentors in the communities in which they wish to carry out the practicum.

**NUR 712 Culture Care on the Pine Ridge Reservation (0.5 course credits, 72 practicum hours)**
In this practicum students live on the Pine Ridge Indian Reservation in western, South Dakota, where they have opportunities to gain knowledge about health inequities and structural violence from the viewpoint of persons living with poverty and cultural devastation. The strengths of the traditional Lakota culture emerge as Lakota elders and tribal leaders guide students into life on the reservation. Healing care systems and beliefs about health and illness are compared and contrasted with Western biomedical care and the politics of health care provided through the Federal Government's Indian Health Service (IHS) are examined.

**NUR 742 Dia de los Muertos—Location: Mexico (0.5 course credits, 72 practicum hours)**
In this practicum students are immersed in the ancient tradition of honoring the children and ancestors during the celebration of the Day of the Dead in Mexico. Living in Cuernavaca or Oaxaca, Mexico, students are guided by indigenous participants in rituals and ceremonies that invite the return of ancestors who have died. Globalization of the holiday and its modifications through culture contact are revealed.

**NUR 723 Ancient Healing Practices—Location: England (0.75 course credits, 108 practicum hours)**
This practicum immerses students in ancient settings of healing in England—the healing waters of the Roman baths and the healing energy of and the sacred sites of ancient Celts. The importance of a connection to the land and cosmos is embodied in the origins of modern-day nursing. A visit to Homerton Hospital in Hackney, London, exemplifies transcultural care with a diverse population of immigrants and asylum seekers.

**NUR 752 Health Care on the Mexican–U.S. Border (0.5 course credits 72 practicum hours)**
This study abroad opportunity explores issues of poverty, public health, environment, immigration, and globalization in the context of displaced communities. Participants meet face to face with immigrants, refugees, border patrol agents, factory workers, and community leaders on both sides of the U.S.–Mexican border to listen and learn about their health concerns, economic development, human rights struggles, and efforts to achieve social justice.

**NUR 734 Health and Community Building—Location: Guatemala (1.0 course credits, 144 practicum hours)**
This practicum explores health as a human right. Analysis will focus on how widening gaps in the distribution of wealth diminishes the health of all members of society. Learning is based on immersion experiences in Guatemala City and highland Mayan communities. Observation, presentations by cultural guides, and classroom discussions will reflect on health and social justice for marginalized people. Participation in traditional back-strap weaving will guide reflection on the relationship of health and cultural continuity. Spanish language school is an option in this practicum.

**NUR 762 A Practicum Exploring Millennium Development Goal (MDG) Achievement in Sub-Saharan Africa (.5 course credit, 72 practicum hours)**
Students focus on the development of leadership skills that promote Millennium Development Goal (MDG) achievement in sub-Saharan Africa. Practicum activities are designed to engage healthcare professionals and members of local communities in best practices for achieving MDG targets by 2015. Structured lectures and discussions supplement practice and encourage students to explore sociocultural determinants of health and illness—economic realities, cultural values and gender roles, education levels, governmental policies, access to technology, and the competence of healthcare providers—in relation to the unequal burdens of suffering and disease evident in Africa.

**NUR 794 Culture Care in a World of Extreme—Location: Republic of Namibia (1.0 course credits, 144 practicum hours)**
Emphasis is on transcultural nursing leadership in partnership with persons and communities. Participants experience the challenges care systems face in providing health care within geographically and economically extreme contexts where isolation, poverty, and virulent disease are epidemic. Participant-observation among Ju/'hoansi communities in the Nyae Nyae Conservancy provide opportunities to collaborate and practice with nurses and other healthcare professionals striving to provide culturally safe and effective health care to one of the world's "first peoples."

**NUR 782 Poverty and Community Building in the Inner City—Location: Minneapolis, Minn. (0.5 course credits, 72 practicum hours)**
An immersion in the inner city of Minneapolis provides expe-

rience with the rich diversity in the inner city. Concepts of advanced practice in public health nursing are applied among the community of people who visit the Augsburg Central Nursing Center, a community-based nursing service. In addition to participation at the Nursing Center, students explore issues of health and social reality with cultural guides from the inner city populations and with nurses who work effectively with them.

### Seminars

**NUR 811 First-Year Seminar, NUR 821 Second-Year Seminar, NUR 831 Third-Year Seminar, and NUR 841 Final Seminar (0.25 credits per term while enrolled in the DNP)**
Students are required to register for a seminar each term they are in the DNP program. The purpose of DNP seminars is to integrate diverse practicum experiences with students' individual practice interests. As such, the seminars provide a venue for students to test ideas for their practice with faculty and peers and receive relevant feedback and support. Through dialogue in the seminars, students work on their DNP capstone projects and professional portfolios. The last seminar (NUR 841) culminates in the successful completion of a scholarly capstone project that advances nursing practice. Students register for NUR 841 during the term in which they will be completing and presenting their final doctoral project, along with their professional portfolios. The professional portfolio documents the process of theory and research integration and the emerging practice innovations the student is implementing.

### Elective courses

Elective courses are selected in collaboration with faculty advisers. Students may choose relevant elective graduate courses (at the 500 level or above) to add depth and breadth to their nursing specialty focus. These credits may be chosen from within the Department of Nursing or from a number of interdisciplinary programs and courses, including those offered by Master of Arts in Leadership, Master of Social Work, Master of Business Administration, Economics, and the Master of Arts in Education. This allows students to take optimal advantage of the richness and diversity of opportunities afforded through Augsburg College graduate programs.

## Admission to the DNP

### Admission Requirements

Applicants to the Doctor of Nursing Practice program must have:

- Earned master's degree in nursing from a nationally accredited institution
- GPA of 3.2 on a 4.0 grading scale in master's in nursing program
- A current unencumbered RN license to practice in the U.S.
- Evidence of a completed graduate research course
- Evidence of up-to-date immunizations
- Satisfactory results of a certified federal criminal background check

Decisions about admission to the program will be made on an individual basis. Selection of candidates will be made on the basis of an evaluation of the following items for each applicant:

- A three-page typed, double-spaced essay demonstrating ability to write in a thoughtful, coherent manner
- Official transcripts from all colleges and universities attended (Applicants with a college or university degree completed outside of the United States must submit an official evaluation from World Educational Services.)
- Three professional references
- An interview with program faculty

The number of applicants admitted to the DNP program will be limited and based on availability of faculty members who share a student's practice interests and goals. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.

Applicants who have graduated from a foreign nursing program, should submit their coursework for validation to the World Education Service (WES) and have the reports sent directly to Augsburg College. Additionally, internationally-educated applicants may request the Commission on Graduates of Foreign Nursing Schools (CGFNS) (http://www.cgfns.org/ ) to forward their 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, who have passed the NCLEX, will be considered for admission and must meet the same residency requirements expected of all students.
Applicants whose first language is not English must submit evidence of earning a minimum score of 95 out of a possible 120 (or 250 if previous version was taken) on the Test of English as a Foreign Language (TOEFL).

### Transfer of credits

Transcripts of students who have completed a master's degree in nursing or other graduate work are required for admission to the DNP. Doctoral credits may be transferred into the DNP program if assessed as equivalent to courses offered at Augsburg College. DNP students may potentially transfer up to 2.0 course credits or 8 semester credit hours into the DNP program. Elective courses acceptable for transfer are determined by the Department of Nursing faculty and the registrar. The process of obtaining transfer credit must be initiated by the student before the end of the first academic year of study. Submission of course syllabi and/or a detailed description of course content will be needed to initiate transfer of courses into the DNP program.
To qualify for credit the practicum hours must be officially documented from the master's degree program.

Students may transfer up to 600 practicum hours that were earned and documented in their master's degree program. These 600 hours will be counted toward the 1,000 hours required for the DNP degree.

## Accreditation

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.

The Doctor of Nursing Practice program is a candidate for accreditation from the Commission on Collegiate Nursing Education (CCNE), which has accredited the Master of Arts in Nursing and the Bachelor of Science in Nursing programs at Augsburg. An accreditation site visit by CCNE is scheduled for March 2011.

For a complete list of Augsburg's accreditations, approvals, and memberships, see page 9.

## Department of Nursing Faculty

**Magdeline Aagard**, Associate Professor. BA Augustana College; MBA, EdD, University of St. Thomas.

**Pauline Abraham**, Assistant Professor. BSN, Winona State University; MA, Augsburg College.

**Marty Aleman**, Assistant Professor. BSN, University of Minnesota; MA, Augsburg College

**Katherine Baumgartner**, Assistant Professor. BSN, Minnesota State University; MA, Augsburg College.

**Ruth Enestvedt**, Assistant Professor. BS, St. Olaf College; MS, PhD, University of Minnesota.

**Cheryl Leuning**, Professor, Chair of the Department of Nursing, and Director of Graduate Nursing Programs. BA, Augustana College; MS, University of Minnesota; PhD, University of Utah.

**Joyce Miller**, Assistant Professor. AND, Rochester Community Technical College; BS, MA, Augsburg College.

**Susan Nash**, Associate Professor. BSN, MSN, EdD, University of Minnesota.

**Joyce Perkins**, Assistant Professor. BS, University of New Hampshire; RN, College of St. Teresa; MA, St. Mary's College Graduate Center; MS, University of Minnesota; PhD, University of Colorado.

**Kathleen Welle**, Instructor and Coordinator of the Augsburg Central Nursing Center, BS, MA, Augsburg College.

## Program Staff

**Sharon Wade**, Administrative Coordinator, BA, Augsburg College.

**Linden Gawboy**, Administrative Assistant

**Patricia Park**, Program Coordinator, MA, Augsburg College.

# Master of Business Administration

Embarking on a graduate degree program is an exciting and challenging decision. The Augsburg MBA provides students a unique opportunity to investigate business cultures and practices through a faculty-led international experience. Our curriculum integrates the global experience of our faculty and reflects Augsburg's mission of developing leaders grounded in values, purpose, and vocation.

The Augsburg MBA is a demanding and proven accelerated program focusing on practical skills, knowledge, and teamwork built on a foundation of ethical decision-making. The Augsburg MBA additionally offers students the ability to include enhanced instructions in several professional business disciplines. We invite students to challenge themselves and their classmates to bring a new and expanded focus through guided reflection and examination.

Augsburg MBA students are chosen because they exhibit purpose and direction in their careers and lives, and positive engagement with their community and associates. We invite you to become part of a growing community of Augsburg MBA alumni.

Steven M. Zitnick
Director, Master of Business Administration Program

## MBA Mission

To prepare students for professional careers in business by developing their decision-making skills and judgment, and by transforming them into effective managers and leaders. The program aspires to provide an outstanding student-centered education that produces graduates who are critically astute, technically proficient, and who understand the moral and ethical consequences of their decisions on their organization and on the world.

## MBA Program Overview

Today's business leader must be able to quickly analyze situations and information and critically think through alternatives and courses of action. The purpose of the Augsburg MBA is to prepare students to accept greater responsibility in organizations facing this fast-evolving business culture. The curriculum of the MBA gives students the ability to think critically and ethically as they face the increased challenges of a global business environment. Quality, individual initiative, ethics, and teamwork are hallmarks of the Augsburg MBA. We have a commitment to continually improve students' experiences and learning in the program. Our faculty is uniquely qualified to bridge theory and real-world application, giving MBA students opportunities to acquire skills and knowledge in a variety of disciplines. The Augsburg MBA offers students the flexibility of completing a general MBA or a specialized MBA with a concentration that matches their interests and career goals.

## Accreditation

The Augsburg MBA is a candidate for accreditation with the Association of Collegiate Business Schools and Programs (ACBSP).

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools. For a complete list of Augsburg's accreditations, approvals, and memberships, see page 9.

## Plan of Study

The Augsburg MBA is an accelerated, part-time program that allows working professionals to complete an MBA degree in fewer than 24 months. This is accomplished by using a cohort model in which students follow a predetermined schedule with classes meeting one night a week.

Students in a cohort program model stay together as a group through the sequence of classes for the duration of the program. This provides a continuous, collaborative learning process. The cohort environment fosters a cohesive learning community where students learn from each another, mentor each other, and peer coach. You'll share diverse professional expertise and experience as you work in teams on projects, case studies, presentations, and simulations, both inside and outside of class. Working both individually and in small groups enables you to enhance your strengths, build your skills, expand your business acumen, and improve your decision-making. Together as a community you'll build personal, social, and academic abilities.

Adult learners bring a wealth of work and personal life experiences with them into the classroom, multiplying the opportunities for learning. The personal connections and relationships you build with fellow students and faculty will extend into an important and valuable network as you take your career to new levels.

### Course Credit

Augsburg College uses a course-credit system. A full course credit (1.0) is equal to four semester credits or six quarter credits. Each full course on the trimester schedule meets for approximately 28 contact hours with the expectation of substantial independent and group study offered through the web-based electronic course management system.

### Plan of Study

The Augsburg MBA offers students the flexibility of completing a general MBA or a specialized MBA with a concentration that matches their interests and career goals. The general Augsburg MBA consists of 13 courses that can be completed in fewer than 24 months. An Augsburg MBA with a concentration consists of nine core MBA courses and six additional courses that focus on their chosen area of interest. An MBA with a concentration can be completed in 28 months.

Full-credit MBA courses consist of seven four-hour sessions. Classes meet one night each week with an occasional Saturday session.

### Academic Calendar

Currently, the Augsburg MBA uses the trimester schedule as well as a summer session. As of fall 2011, the Augsburg MBA will follow the semester schedule, including summer sessions. Courses are offered consecutively during each term so students are able to concentrate on one subject at a time. The program is designed to have students take at least two full-credit courses per term.

Official academic calendars and the MBA registration policies can be found at www.augsburg.edu/registrar. The unique cohort model of the Augsburg MBA requires individual calendars for each cohort, which are provided by the MBA department.

### The Augsburg MBA

The 13 required courses of the general Augsburg MBA are as follows:

| | |
|---|---|
| MBA 510 | Managerial Economics |
| MBA 520 | Accounting for Managers |
| MBA 530 | Managerial Finance |
| MBA 540 | Business and Professional Ethics |
| MBA 545 | Organization Development/Behavior |

| | |
|---|---|
| MBA 550 | Marketing Management |
| MBA 560 | Communication Issues in Management |
| MBA 565 | Managing in a Global Environment |
| MBA 570 | Quantitative Decision Making for Managers |
| MBA 575 | Strategic Technology |
| MBA 592 | Leadership: Ethics, Service, and Transformation |
| MBA 595 | Strategic Management |
| MBA 580 | Management Consulting Project (Capstone) |

## MBA Course Descriptions

**MBA 510 Managerial Economics**
Application of economic tools in solving managerial problems. Topics include markets and organizations, demand and cost functions, demand and supply analysis, game theory and the economics of strategy, pricing incentives, evaluation, regulation, incentive conflicts and contracts, and ethics and the organizational architecture. Students develop critical thinking skills and a framework of analyzing business decisions. In summary, the objective of the course is to help business students become architects of business strategy rather than simply middle managers following the path of others.

**MBA 520 Accounting for Business Managers**
Concepts of Generally Accepted Accounting Principles (GAAP) for preparing financial statements. Students will learn to analyze income statements, balance sheets, and annual reports, and to budget using projected sales, fixed and variable expenses, breakeven calculation, and capital budgeting.

**MBA 530 Managerial Finance**
Understanding the foundations of financial management including markets, institutions, interest rates, risk and return, and the time value of money. Included are security valuation, corporate valuation, strategic investment and financing decisions, working capital management, mergers and acquisitions, derivatives, bankruptcy, and multinational implications.

**MBA 540 Business and Professional Ethics**
An understanding of the ethical problems faced by people in organizations and businesses today. A framework for recognizing ethical problems helps the student determine how decisions will affect people positively or negatively. This course conveys a model of analysis of ethical problems to allow students the ability to make better judgments about what is right and fair. The course also allows students to gain confidence in their understanding and their proposed solutions for ethical issues, thus being able to forcefully and reasonably defend their point of view.

**MBA 545 Organizational Development/Behavior**
Theory and application of organizational development (OD) of human resources within organizations. Topics include strategies and tactics for developing human resources to support organizational cultural changes (such as total quality management), team building, collaboration with other teams, training, the impact of diversity, and evaluation of OD strategies.

**MBA 550 Marketing Management**
Applying marketing theory and practice to real-life marketing situations. Topics include market segmentation, targeting, positioning, distribution of goods and services, the relationship between price and demand, brand management, and marketing plans and strategy. Students gain hands-on experience with marketing in cross-functional organization strategies.

**MBA 560 Communication Issues in Management**
An ethnographic approach to communication in the workplace including how physical settings, communication channels, institutional goals, institutional culture, and the roles of participants shape communication. Students will use case studies and their own workplace experiences to examine effectiveness, ideologies and biases, network theory, persuasive appeals, and communication of institutional values.

**MBA 565 Managing in a Global Environment**
Explores the reasons, conditions, processes, and challenges of internationalization from an enterprise perspective. The foci of the course will be international trade theory and institutional governance of international trade/monetary policy, and the differences in political-economic/socio-cultural systems and their implications for international business.

**MBA 570 Quantitative Decision-Making for Managers**
Extracting actionable information from data, interpreting data in tables and graphs, interpreting statistical significance, evaluating survey data, using data mining with large databases, and using simulation and modeling in business decisions.

**MBA 575 Strategic Technology**
Making strategic technology decisions most favorable to organization and culture, interaction with customers and suppliers, and future growth of the organization. Students will come to understand the impact of the internet and electronic commerce on the traditional business model, the effect on employees, and the ethical and societal results of given technology choices.

**MBA 580 Management Consulting Project**
Working in teams with a local organization, students develop expertise in an area related to their vocation, using communication, leadership, and collaboration skills, and academic knowledge to research, analyze, and make recommendations. The management consulting project culminates in a presentation to the client and the faculty adviser.

**MBA 592 Leadership: Ethics, Service, and Transformation**
Provides learners with well-rounded, comprehensive leadership skills that will enhance personal and organizational effectiveness. Leadership skills and abilities have long been viewed as important contributors to success in personal and professional spheres. Topics include leadership strategy, critical and distinctive functions and skills of management and leadership, relationship building, servant leadership, leadership communication, and self-awareness and discovery of leadership styles, traits, and abilities.

**MBA 595 Strategic Management**
Organizations that survive over time generally meet customer needs more effectively than the customer's alternatives. These organizations adapt to a constantly changing environment, usually coordinating change in a variety of different functional areas. Strategy matches the organization's capabilities to its market position, facilitates resource allocation, and provides guidance for decision-making. This course is integrative of all subject matter in the MBA program, and adopts the perspective of senior management.

## Graduate Concentrations and Certificates

### MBA with a concentration

The Augsburg MBA with a concentration requires the successful completion of 15 MBA courses, including nine foundational courses and six required concentration courses. Students may choose one of five concentrations: finance, marketing, international business, human resources management, or health care. A concentration may allow students to become competitive in a specific career field or, in some cases, it may assist students in achieving professional certification or accreditation.

The nine required core courses are as follows:

| | |
|---|---|
| MBA 510 | Managerial Economics |
| MBA 520 | Accounting for Managers |
| MBA 530 | Managerial Finance |
| MBA 540 | Business and Professional Ethics |
| MBA 545 | Organization Development/Behavior |
| MBA 550 | Marketing Management |
| MBA 570 | Quantitative Decision Making for Managers |
| MBA 580 | Management Consulting Project (Capstone) |
| MBA 592 | Leadership: Ethics, Service, and Transformation |

### Finance Concentration

Students prepare for careers in international banking, finance, and investments by learning finance and investment theory and applications, and the operations of financial markets.

- Financial theory and applications
- Investment theory and portfolio management
- Financial markets
- Options and derivatives
- International finance
- Financial statement analysis

### Marketing Concentration

Students receive solid exposure to major topic areas beyond the core, learn to evaluate research data for marketing decisions, and gain integrative, practical experience in marketing.

- Marketing research
- Marketing communications
- Sales management
- Consumer behavior
- Technology and e-commerce
- Strategies in global marketing

### International Business Concentration

Students develop a specialized toolkit to deal with the global economy with its massive increases in international trade, foreign direct investment, multinational companies, and international financial transactions.

- International business: strategies, trade agreements, and policies
- International finance
- Negotiations in a global environment
- Strategies in global marketing
- Global supply chain management
- Legal aspects of international business

### Human Resource Management Concentration

The certificate in human resource management prepares human resource professionals for a variety of human resource positions. Successful completion of the certificate program as well as passing the examination and meeting job experience requirements meet the criteria for certification as a Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR).

- Global human resources
- Organizational effectiveness
- Training, selection, and performance
- Compensation and benefits management
- Industrial labor relations

### Healthcare Management Concentration

The concentration in healthcare management (MBA/HCM) is designed to provide students with leadership as well as the management knowledge and skills needed to be successful in today's healthcare organizations. The MBA/HCM emphasizes the identification, analysis, and solution of complex management problems with a foundation of healthcare concepts and decision models that will support the variety of management roles in today's healthcare environment.

- Legal and ethical considerations in healthcare management
- Integrated health delivery systems
- Healthcare financing
- Crosscultural issues in health care
- Global healthcare issues
- Healthcare operations management (elective)

### Concentrations as Graduate Certificate Programs

For students who seek advanced skills and knowledge in a specific business discipline, but either already possess an MBA or are not interested in pursuing a degree at this time, the five concentrations are available as graduate certificate programs. These courses are transcribed as "for credit." In most cases (depending on employer policies), they will be accepted for tuition reimbursement. Contact the MBA office at 612-330-1778 or the Graduate Admissions Office at 612-330-1390 for more information.

### MSW/MBA Dual Degree

Many social service agencies today require that agency managers combine financial and business expertise with social work practice and policy formation. The MSW/MBA degree enables graduates to function in a workplace that demands the delivery of quality services with increasingly limited resources. The MSW/MBA dual degree option is available to MSW students who elect the Program Development, Policy, and Administration (PDPA) concentration.

MSW/MBA students will spend their first two years taking Master of Social Work courses followed by approximately 15 months of MBA courses. For more information regarding the Program Development, Policy, and Administration (PDPA) coursework required for the MSW/MBA dual degree, refer to p. 76 in the MSW section in this catalog. MSW students who graduated after June 2002 are required to complete the following eight MBA courses:

| | |
|---|---|
| MBA 510 | Managerial Economics |
| MBA 520 | Accounting for Managers |
| MBA 530 | Managerial Finance |
| MBA 545 | Organizational Development |
| MBA 550 | Marketing Management |
| MBA 560 | Communication Issues for Managers |
| MBA 575 | Strategic Technology |
| MBA 595 | Strategic Management |

MSW students who graduated prior to 2002 are required to complete nine MBA courses. This includes the eight MBA courses listed above as well as MBA 592 Leadership: Ethics, Service, and Transformation.

MSW students may also be required to adjust their summative evaluation project to meet the requirements of the MSW and MBA programs.

Students interested in the MSW/MBA program must apply to both programs. See the application guidelines listed under each individual program.

NOTE: Admission to one program does not guarantee admission to the other.

### Locations and Schedules

MBA classes are offered at three locations: Augsburg's Minneapolis campus, Thrivent Financial in downtown Minneapolis and Augsburg's Rochester campus. Cohorts begin three times per academic year: fall term (September), winter term (January), and spring term (April).

Orientation for new cohorts is generally scheduled for one-to-two weeks in advance of the beginning of classes. For more information on class schedules, go to www.augsburg.edu/mba or call the Graduate Admissions Office at 612-330-1390.

### MBA Advisory Board

The MBA Advisory Board is comprised of both active and retired senior business leaders from global, regional, and entrepreneurial organizations. The board meets several times yearly to review the program's progress, offer advice, and provide insight into contemporary business issues that influence curriculum development or modification. Additionally, the board is invited to participate in student and alumni events throughout the year.

## Admission to the Augsburg MBA Program

Admission to the Augsburg MBA program is determined by a committee decision. The committee may include MBA program staff, Business Administration Department faculty, and Graduate Admissions Office staff.

### Admission Requirements

Applicants to the MBA program must have:

- bachelor's degree from a regionally-accredited four-year institution
- minimum of two years of relevant work experience
- personal interview with the MBA program director

### Admission checklist

The following materials must be submitted to the Graduate Admissions Office:

- completed application—Apply online at www.augsburg.edu/mba/admissions/application.html
- $35 application fee
- Two personal statements
- Official undergraduate/graduate transcripts sent directly to the Augsburg Graduate Admissions Office
- Current résumé of work history
- Two confidential letters of recommendation
- Official GMAT score report (school code 6014)—not required for certificate applicants

### Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 16.

### Admission as a transfer student

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants.

Transfer students may receive up to six (6.0) transfer credits. (See Evaluation of Transfer Credit on p. 14.) Students must complete no fewer than seven (7.0) courses at Augsburg in order to receive their MBA degree from Augsburg College. Eligible coursework must be approved by the MBA program director before transfer credit will be granted.

### GMAT Waiver Policy

As a general policy, the Augsburg MBA program requires the GMAT of all applicants, due to both the analytical and critical evaluation components of our accelerated program. The GMAT is used both to evaluate the candidate's opportunity for

success as well as to indicate areas where remedial work may be necessary. However, the Admissions Committee will consider, on a case-by-case basis, GMAT waiver requests for the MBA program. Waivers are not automatic for any candidate, and a brief written request must be submitted outlining the reasons why the Admissions Committee should grant a GMAT waiver. Current occupation or undergraduate disciplines are not specific grounds for a GMAT waiver.

### Eligibility for GMAT Waivers

GMAT waivers may be offered to:

- Candidates with an appropriate and current GRE score.
- Candidates who have been enrolled in a graduate degree program in a technical or quantitatively rigorous discipline (such as actuarial science, engineering, mathematics, physics, economics, or chemistry) from an accredited institution and who were in good academic standing with an overall grade point average of 3.0 or better (or the equivalent of a B average under the system used by that institution). Students should have completed at least four academic courses within this curriculum to qualify. It is important to note that employment history and current assignment will be reviewed in addition to the degree requirement.
- Candidates who hold the following graduate degrees from an accredited college or university with an overall grade point average of 3.0 or better (or the equivalent of a B average under the system used by that institution.)
- Medical or dental degree (MD,DDS)
- Master's or doctoral degree in an academic discipline that included a significant quantitative, engineering, mathematics, or statistics component or involved research requiring significant quantitative skills.
- Any other quantitatively-based graduate degree from an accredited college or university that the Admissions Committee believes has highly prepared the candidate for rigorous graduate-level work
- Master's, PhD, EdD, or advanced degrees in disciplines other than those identified, including those granted by academic institutions outside the U.S. These will be evaluated by the Admissions Committee. (See grade requirement above)
- Candidates who have completed a graduate program at Augsburg College in the MAL, MAN, MSW, MAE, or PA programs.
- Candidates with current and active CPA designation. If the CPA designation has been inactive and not current for a period greater than five years, the waiver may not be granted.

### GMAT Waiver Checklist

Submit the following documentation to the associate director of the MBA program:

- One-page written request outlining reasons why the Admissions Committee should grant a GMAT waiver
- Copies of transcripts for all work completed at any college or university, whether or not a degree was granted (unless previously submitted to the Graduate Admissions office)
- Current résumé (unless previously submitted to the Graduate Admissions office)
- Any other information that you wish to submit to support your request.

Typically, GMAT waiver decisions are made within one week of receipt of materials. For questions about this checklist or the waiver policy, contact either the Graduate Admissions Office or the MBA program office.

## Academic Policies

### MBA Program Enrollment Policy

Students are strongly encouraged to remain in their cohort and complete their MBA program as scheduled. Adjustments or modifications to the MBA schedule require the approval of the MBA program director.

All students are required to complete all components of the program within five years of matriculation. Extensions beyond five years will be considered on the basis of petition to the MBA director. Students who leave the program for more than one trimester must request a leave of absence in writing from the MBA program. A leave of absence may be granted for one calendar year. Students who return to the program after a leave of one year or more must fill out an Application for Readmission form and submit it to the MBA office. Time spent on an official MBA-approved leave of absence will not count toward the five-year deadline for degree completion.

### Academic Evaluation

Evaluation of academic performance in the MBA program will be based on number grades using a 4.0-scale. For complete information, see p. 12.

### Withdrawal from Class

For information regarding the last date on which students may withdraw from a class and receive a "W" on their records, refer to the course information on Records and Registration.

### Attendance Policies

Student attendance at scheduled class meetings is a priority and required. However, MBA faculty understand that MBA students are working adults with significant responsibilities who, on occasion, face unforeseen situations that may interfere with attendance. Students should notify the faculty member teaching the course as soon as possible when the problem is immediate. When the student knows in advance of a class date where a potential conflict exists, they must discuss the proposed missed class with the faculty member prior to the date of the class. Students are responsible for the work covered during that class session and for making appropriate arrangements for obtaining handouts, lecture content, or other materials. Faculty members may assign appropriate independent work to insure that the student understands the material covered during the class session.

If appropriate and acceptable coordination is carried out by the student, there need not be any grade reduction for a single missed class session. This may be dependent on assignments due on the date of the missed class; e.g., final project presentations or team presentations. Point/grade reductions for unexcused absences are the prerogative of the faculty. Two missed class sessions, unexcused or excused, may be grounds for directing the student to withdraw from the course. More than two absences, excused or unexcused, require that a student withdraws from the class.

### Degree Requirements

To be conferred the MBA degree, students must achieve the following:

- Successful completion of all admission conditions
- Successful completion of MBA courses (2.5 or above)
- No more than two courses with a grade of 2.5 or below, and with a cumulative GPA of 3.0 or higher
- Successful completion and submission of the management consulting project

Students who successfully complete Augsburg's MBA program will receive a Master of Business Administration degree.

## MBA Faculty

**William Arden**, Assistant Professor of Business Administration. BS, New York University; MS, Northeastern University; MBA, Boston University.

**David Bartlett**, Instructor, Economics and Business Administration. BA, University of California-San Diego; MA, University of Chicago; MA, PhD, University of California-San Diego.

**Bruce Batten**, Assistant Professor of Business Administration, MBA. BS, Davidson College; PhD, Medical College of Virginia.

**Jeanne M. Boeh**, Associate Professor of Economics. BS, MA, PhD, University of Illinois.

**Nora Braun**, Associate Professor of Business Administration. BSBA, University of Missouri-Columbia; MBA, PhD, University of Minnesota.

**C. Lee Clarke**, Assistant Professor of Business Administration. BA, Capital University; MDiv, Trinity Lutheran Seminary; MBA, University of St. Thomas.

**David Conrad**, Assistant Professor of Business Administration. BA, Winona State University; MA, EdD, St. Mary's University of Minnesota.

**Stella Hofrenning**, Assistant Professor of Economics. BS, University of Maryland; PhD, University of Illinois.

**Mark Isaacson**, Assistant Professor of Business Administration. BA, St. Olaf College; MS, Rensselaer Polytechnic Institute.

**Ashok Kapoor**, Associate Professor of Business Administration. BA, MA, University of Delhi; MA, MBA, University of Minnesota; PhD, Temple University.

**Laura Lazar**, Assistant Professor of Business Administration. BA, MLS, Valparaiso University; MBA, PhD, Indiana University.

**Edward Lotterman**, Assistant Professor of Economics. BA, MS, University of Minnesota.

**Steven Lukas**, Instructor, Business Administration. BS, MA, University of Nebraska; EdD, University of St. Thomas.

**Roseanne Malevich**, Assistant Professor of Business Administration. BS, MBA, University of Wisconsin-Madison.

**Marc McIntosh**, Assistant Professor of Business Administration. BS, DePaul University; MBA, Harvard University; DBA, Argosy University.

**Magdalena Paleczny-Zapp**, Associate Professor and Chair of the Department of Business Administration. BA, MA, Central School for Planning and Statistics, Warsaw; PhD, Akademia Ekonomiczna, Krakow.

**David G. Schwain**, Assistant Professor of Business Administration. BBA, University of Cincinnati; MBA, Harvard University.

**Peter J. Stark**, Assistant Professor of Business Administration. BS, Northwestern University; MBA, Pepperdine University.

# Master of Science in Physician Assistant Studies

Thank you for your interest in the Augsburg College Physician Assistant Program. I hope you will find the information included in this catalog helpful as you make the decision to pursue your graduate degree in physician assistant studies.

Our mission in the Augsburg College Physician Assistant Program is to educate students in a manner consistent with the College's mission. It is based on a foundation of respect and sensitivity to persons of all cultures and backgrounds, and oriented toward service to underserved populations. Students are educated to be well versed in current medical theory and practice, and graduates are encouraged to work in primary care settings. The program promotes dedication to excellence in performance, with the highest standards of ethics and integrity, and commitment to lifelong personal and professional development.

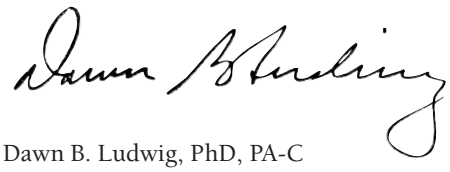
Your education here will be guided by a group of faculty who are committed to the physician assistant profession and to seeing you achieve success as a graduate of the program. With a PA degree from Augsburg College, you will stand out as a person who cares about changing the world one person at a time, and who is willing to risk becoming different by building on your strengths.

Since its founding in 1995, our program graduates have achieved many successes, some of which include:

- The Classes of 2001, 2004, and 2007 scored among the highest mean averages in the nation on the National Board Exam.
- 95% of Augsburg College PA graduates have successfully passed the National Board Exam on their first try.
- ALL graduates seeking employment in the PA field have been employed within six months of graduation.

We believe that this success is due in part to the quality of the education and preparation that the student receives in the Augsburg PA Program. In addition, it speaks to the kind of students we attract; hard working, committed individuals dedicated to their goal of becoming a physician assistant.

Choosing the PA Program at Augsburg College will require you to move beyond current comforts and assumptions. You will likely encounter people of different backgrounds, and learn from their experiences to transform yourself into a competent and caring healthcare provider. Here you will begin your lifelong commitment to the care and well being of people.



Dawn B. Ludwig, PhD, PA-C
Director, Physician Assistant Studies Program

## PA Program Mission

The mission of the Augsburg College Physician Assistant Program is based on a foundation of respect and sensitivity to persons of all cultures and backgrounds and oriented toward providing care to underserved populations. Students are well educated in current medical theory and practice, and graduates are encouraged to work in primary care settings. The program promotes dedication to excellence in performance, with the highest standards of ethics and integrity, and commitment to lifelong personal and professional development. The Augsburg Physician Assistant Program was most recently granted accreditation in September 2008.

A physician assistant (PA) is a dependent practitioner of medicine who practices under the supervision of a licensed physician. The PA can practice in a multitude of settings and specialties of medicine. Common job responsibilities including taking patient histories, performing physical exams, ordering and interpreting laboratory tests and radiological studies, formulating diagnoses, and administering treatment.

In the state of Minnesota, a PA is registered with the Board of Medical Practice. In Minnesota, and most other states, the PA must be NCCPA (National Commission on Certification of Physician Assistants) certified and hold a supervisory agreement with a licensed physician. Minnesota registered PAs have prescriptive privileges under delegatory supervision with their physician for prescriptive medications.

The Physician Assistant Program at Augsburg is 36 months long with studies beginning each year in the summer semester (late May). The program accepts 28 students for each new class.

## Curriculum

Studies begin in late May of each year. The first 19 months of study is didactic, or classroom work, including courses in human gross anatomy, pathophysiology, clinical medicine, pharmacotherapy, history and physical exam skills, research, and ethics and legal issues in medicine.

The clinical phase is 17 months in length. Each student is required to successfully complete clinical rotations in family medicine, pediatrics, women's health, psychiatry, emergency medicine, internal medicine, surgery, and an elective rotation by choosing from various specialties. The clinical phase will culminate with a 12-week preceptorship. The majority of established clinical rotation sites are in Minnesota in both rural and urban locations. Graduates will receive a Master of Science in Physician Assistant Studies and a PA certificate.

### PA Program Sample Calendar

Calendar - Year 1

Summer
- Anatomy
- Pathophysiology

Fall
- Clinical Medicine I
- Pharmacotherapy I
- History and Physical Exam Skills I

Spring
- Clinical Medicine II
- Pharmacotherapy II
- History and Physical Exam Skills II
- Research Tools for the PA

Calendar - Year 2

Summer
- Master's Project course

Fall
- Clinical Medicine III
- Clinical Phase Transition
- Professional Issues

Spring
- Clinical Rotations 1, 2, 3

Summer
- Clinical Rotations 4, 5

Calendar - Year 3

Fall
- Clinical Rotations 6, 7, 8

Spring
- Preceptorship
- Capstone Course

## PA Program Course Descriptions

### Academic Phase (first 19 months)

**PA 501 Human Anatomy and Neuroanatomy**
This course takes a regional approach to the study of human anatomy. The course uses lecture, demonstration, discussion, and dissection of human cadavers. The intention is to give the students a foundation for Clinical Medicine. Prerequisites: PA student or consent of instructor

**PA 503 Human Pathophysiology**
This course uses lecture, detailed objectives/study guide, quizzes and exam, discussion, and case studies to learn and review basic human physiology and pathophysiology involving fluids and electrolytes; acid/base disturbances; cellular adaptations; immunity, hypersensitivity, inflammation, and infection; hematology; pulmonary; cardiovascular system; gastrointestinal system; renal; nervous system; and musculoskeletal system. The intention is to give the students a foundation for Clinical Medicine. Prerequisites: PA student or consent of instructor

**PA 511 History and Physical Exam Skills I**
A lecture-discussion-laboratory course designed to demonstrate and apply techniques and skills essential to interviewing and physical examination of patients. Topics covered include history taking and physical exam of the cardiovascular, respiratory, gastrointestinal, lymph, skin, and otorhinolaryngology systems. Basic nutrition, genetics, preventive

health care, and complementary and alternative medicine are introduced. Units are coordinated with Clinical Medicine I and Pharmacotherapy I. Prerequisites: PA 501 and 503

**PA 512 History and Physical Exam Skills II**
A lecture-discussion-laboratory course designed to demonstrate and apply the techniques and skills essential to interviewing and physical examination of patients. Topics covered include history taking and physical exam of the musculoskeletal system, neurology, ophthalmology, endocrinology, and the male reproductive system. Units are coordinated with Clinical Medicine II and Pharmacotherapy II. Prerequisite: PA 511

**PA 521 Pharmacotherapy I**
This course will cover pharmacology and pharmacotherapy related to disease processes of the dermatologic, cardiovascular, respiratory, gastrointestinal, and otolaryngologic systems and infectious diseases. Units are coordinated with the Clinical Medicine I and History and Physical Exam Skills I courses. Prerequisites: PA 501 and 503

**PA 522 Pharmacotherapy II**
This course will cover pharmacology and pharmacotherapy related to disease processes of the orthopedic, neurologic, ophthalmologic, hematologic, renal, urologic and endocrine systems, and pain management. Units are coordinated with the Clinical Medicine II and History and Physical Exam Skills II courses. Prerequisite: PA 521

**PA 531 Clinical Medicine I with Lab**
This course provides background in the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, and treatment of common and serious disorders. Topics covered include dermatology, cardiology, pulmonology, gastroenterology, and otorhinolaryngology. This course builds on the foundation laid in Anatomy and Pathophysiology. Units are coordinated with concurrent courses in History and Physical Exam Skills I and Pharmacotherapy I. Prerequisites: PA 501 and 503

**PA 532 Clinical Medicine II with Lab**
This course provides background in the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, and treatment of common and serious disorders. Topics covered include orthopedics, rheumatology, neurology, ophthalmology, hematology, nephrology, urology, and endocrinology. Global health and healthcare disparity are explored. Units are coordinated with concurrent courses in History and Physical Exam Skills II and Pharmacotherapy II. Prerequisite: PA 531

**PA 533 Clinical Medicine III : Integrative Health Care**
This course provides an integrative approach incorporating clinical medicine, history and physical exam, and pharmacotherapy in the study of mental health, geriatrics, women's health, and pediatrics. Common problems encountered in primary care and other issues unique to these populations are explored. The Community Seniors unit provides a service-learning experience where students work one-on-one with an elderly person from the community. Prerequisites: PA 532

**PA 542 Professional Issues**
A course designed to introduce the physician assistant student to medical ethics and various professional topics that affect the practicing physician assistant. The course focus is on the medical and non-medical aspects of the profession such as history of the physician assistant profession, laws and regulations governing physician assistant practice and education, human experimentation, abortion, care for the dying, euthanasia, reimbursement issues, and professional behavior. Prerequisites: PA student or consent of instructor

**PA 545 Clinical Phase Transition**
This course incorporates experiential learning to prepare the student for clinical practice. It will also facilitate the transition of knowledge and skills from the academic phase into the clinical phase. Students will be placed in a clinic or hospital setting for part of the semester. Students will also have other health-related community experiences and activities during this course. In-class time will be used to discuss these experiences and work on skills essential for clinical practice. Prerequisites: PA 532

**PA 555 Research Tools for the PA**
The course emphasizes research as a tool at all levels of physician assistant practice and education; identifies the linkages between research, theory, and medical practice; and the responsibility of physician assistants to expand their knowledge base. Primary, secondary, and tertiary disease prevention applications to public health are introduced. Information literacy in relationship to medical literature is integrated throughout the course. Prerequisites: PA student or consent of instructor.

**PA 570 Interdisciplinary Perspectives on Aging**
This course provides an opportunity for students in health and social services disciplines to explore issues related to aging and care of the elderly. Students gain real world experiences b working collaboratively in an interdisciplinary context. Students will be asked to apply knowledge and skills directly with elders utilizing an experiential learning model. Students will build a beginning expert level knowledge base regarding issues that affect older adults in contemporary health and social welfare contexts. Prerequisites: PA student or consent of instructor

**PA 599 Directed Study**
This course provides a practice-oriented approach to the information literacy methods used in health care. Students will develop a topic, complete a full review of the literature, and produce an analytic paper in consultation with the supervising professor. Prerequisite: PA 552

## Clinical Phase (17 months)

The clinical phase of the physician assistant graduate program is 17 months in length. The initial 12 months is designed

much like a physician's internship. Each student is required to progress through seven required rotations in the following disciplines: family medicine, internal medicine, pediatrics, general surgery, women's health, emergency medicine, and psychiatry. Each of these rotations is six weeks long. Additionally, within that first 12 months, each student will complete six weeks total of selected electives from disciplines such as orthopedics, ENT, dermatology, etc.

The clinical phase of the program is designed to effectively train students practice by placing students in healthcare facilities outside the metropolitan area for a minimum of two rotations. The goal is to provide students with one to two locations in which to complete their required rotations to take away some of the financial and travel burdens that a PA student often faces.

The clinical phase culminates with a 12-week preceptorship. This preceptorship is designed to solidify the student's primary care skills, and potentially place them in a setting that might be interested in recruiting a graduate PA. The preceptorship may be completed within the community that thestudent has been in for the required rotations, or may be elsewhere in the state.

The clinical education is taught by physicians, and supplemented by physician assistants and other healthcare providers. Each student is evaluated by the clinical instructor for the designated rotation. Students will return to Augsburg College five times during the clinical phase for evaluation and education.

## Clinical Phase Descriptions

**PA 600 Family Medicine Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of family medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 601 Internal Medicine Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of internal medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 602 General Surgery Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of general surgery. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 603 Pediatric Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of pediatrics. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 604 Women's Health Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of women's health. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 605 Emergency Medicine Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of emergency medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 606 Psychiatry Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of psychiatric diseases and conditions unique to the clinical practice of psychiatric medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

**PA 607 Elective Clinical Practicum**
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of diseases and conditions unique to the clinical practice of medicine. Students are allowed to choose, in consultation with the clinical coordinator, the area of medicine in which

they would like to study as their elective. Prerequisite: Clinical phase PA student

**PA 620 or 621 or 622 Preceptorship**
A required 12-week rotation at the completion of the clinical phase. This course provides the student a final opportunity to develop the skills unique to the clinical practice of medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans incorporating evidence-based medicine as determined by review and analysis of current medical literature. Can be completed in 620 Family Medicine, 621 General Medicine Specialty, or 622 Surgical Specialty. Prerequisite: PA 600-607

**PA 690 Capstone**
This course provides each student the opportunity to present results of their individual research topic and to synthesize previous study and work experience in preparation for graduation and clinical practice. The student will demonstrate an understanding of the program's and profession's principles. Prerequisite: PA 600-607

# Admission to the PA Program

## Admission Requirements

Complete and current-year admission guidelines can be found on our website at www.augsburg.edu/pa.

Admission to any physician assistant program is a highly competitive process. Augsburg College's graduate program in physician assistant studies receives approximately 250 applications for each entering class of 28 students.

Qualified applicants will have:
- Bachelor's degree (in any major) from a regionally-accredited four-year institution
- Minimum cumulative GPA of 3.0
- Completed the prerequisite courses listed below

## Prerequisite Courses

To be an eligible applicant for the physician assistant studies program, you must have completed the prerequisite courses listed below. These courses must have been completed within 10 years of the year you are applying for admission.

Applicants completing their first undergraduate degree in the spring term may complete prerequisite coursework in the summer, fall, and spring term of the academic year they apply as long as the degree and prerequisite coursework will be completed by the start date for the program. Applicants who already have an undergraduate degree, or who will complete their degree in a term other than spring, have the summer and fall semesters of the year they apply by which to complete prerequisites.

All course prerequisites must have been passed with a grade of C (2.0) or higher. Meeting minimum prerequisites does not guarantee admission into the program.

- one full course of general psychology
- one full course of developmental psychology (birth to death lifespan)
- one full course of physiology* (human/vertebrate/organ)
- one full course of microbiology*
- one full course of biochemistry*
- one full course of general statistics
- one course of medical terminology

*Labs are recommended but not required.

Refer to our "Guide to Prerequisites" on our website to help you with your prerequisite course selections.

The following are strongly recommended but not required:
- Cumulative GPA of 3.2 or higher
- Minimum science GPA of 3.0
- Additional science courses such as anatomy, genetics, immunology, other biology courses, and organic chemistry
- Clinical healthcare experience. Direct patient contact is the best type of experience to obtain in order to strengthen an application. Healthcare experience may be full time or part time, paid or volunteer.
- Demonstration of a commitment to, and involvement with, underserved communities.

Note: The Graduate Record Exam (GRE) is not required.

## PA Studies Application Process

The Augsburg Physician Assistant Studies program has a two-step application process—applying through CASPA and to Augsburg's PA Studies Program.

The Augsburg PA Program participates in the Centralized Application Service for Physician Assistants (CASPA) which is sponsored by the Physician Assistant Education Association (PAEA). All applications to the PA Program for the entering class must be processed through CASPA, following all guidelines and regulations set forth by CASPA. Application forms with detailed instructions can be obtained online at www.caspaonline.org.

You will be considered an eligible applicant if you have a minimum cumulative GPA of 3.0 at the time of application (as calculated by CASPA), if you have completed or will complete your undergraduate degree prior to the start date of the program, and if you have completed or will complete your prerequisite courses within the timeline specified for your situation.

Augsburg's PA Program Supplemental Application can be downloaded from www.augsburg.edu/pa. It is important for the applicant to determine whether he or she is in fact eligible to apply to the PA Studies Program, as the supplemental application fee is non-refundable. You will be required to print and sign the supplemental application and mail it to the program by the application deadline. Since all incoming students begin the course of study in late May, the application is thus made approximately a year before matriculation.

### Selection Process

All complete files (CASPA and Supplemental Applications that meet requirements) will be reviewed by the admissions committee. The admissions committee procedures utilize a blind review, so applicant demographic data is unknown (e.g., race, age, gender). Each file is reviewed by members of the committee.

The selection committee looks for a balanced application by reviewing many criteria including cumulative GPA, science GPA, overall academic record, service to underserved (meaning disadvantaged, minority, or under-represented populations), direct patient contact experience, knowledge of the profession, fit with the program goals and mission, and recommendation letters.

Once the committee has completed the file review, a group of candidates is selected for a telephone interview. The telephone interviews are generally conducted in mid- to late-January. In addition, those selected for a telephone interview are invited to a Candidate Information Session in the program to meet faculty, staff, current students, and to view the facilities. After telephone interviews are conducted, the class of 28 students, as well as a list of alternates will be selected. All applicants are notified of their status by mid-February. Accepted applicants must complete and pass a background check prior to matriculation and annually throughout the program. Failure of the background check could result in dismissal from the program.

## Academic Policies

### Technical Standards

The Augsburg College Department of Physician Assistant Studies is pledged to the admission and matriculation of all qualified students and prohibits unlawful discrimination against anyone on the basis of race, color, national origin, religion, sex, age, marital status, sexual orientation, status without regard to public assistance or disability.

Regarding disabled individuals, the PA department is committed to provide reasonable accommodations and will not discriminate against individuals who are qualified, but will expect all applicants and students to meet certain minimal technical standards, with or without reasonable accommodations.

Physician assistants must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Candidates for physician assistant certification offered by this department must have, with or without reasonable accommodation, multiple abilities and skills including visual, oral-auditory, motor, cognitive, and behavioral/social. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

- **Visual:** Candidates must be able to observe and participate in experiments in the basic sciences. In order to make proper clinical decisions, candidates must be able to observe a patient accurately. Candidates must be able to acquire information from written documents, films, slides, or videos. Candidates must also be able to interpret X-ray and other graphic images, and digital or analog representations of physiologic phenomena, such as EKGs with or without the use of assistive devices. Thus, functional use of vision is necessary.
- **Oral-Auditory:** Candidates must be able to communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively and efficiently with other members of the healthcare team. In emergency situations, candidates must be able to understand and convey information essential for the safe and effective care of patients in a clear, unambiguous, and rapid fashion. In addition, candidates must have the ability to relate information to and receive information from patients in a caring and confidential manner.
- **Motor:** Candidates must possess the motor skills necessary to perform palpation, percussion, auscultation, and other diagnostic maneuvers. Candidates must be able to execute motor movements reasonably required to provide general and emergency medical care such as airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding. These skills require coordination of both gross and fine muscular movements, equilibrium, and integrated use of the senses of touch and vision.
- **Cognitive:** In order to effectively solve clinical problems, candidates must be able to measure, evaluate, reason, analyze, integrate, and synthesize in a timely fashion. In addition, they must be able to comprehend three dimensional relationships and to understand the special relationships of structures.
- **Social:** Candidates must possess the emotional health required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and for the development of effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients.
- **Tests and Evaluations:** In order to evaluate the competence and quality of candidates, the Augsburg Physician Assistant Program employs periodic examinations as an essential component of the physician assistant curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Reasonable accommodation will be made in the form or manner of administration of these evaluations where necessary and possible.

- **Clinical Assessments:** Demonstration of clinical competence is also of fundamental importance to the career and curriculum progression of the candidates. Therefore, the process of faculty evaluation of the clinical performance of candidates is an integral and essential part of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required.

### Experiential Learning Policy

The Augsburg Physician Assistant Program does not award academic credit to an individual for experiential learning. Applicants desiring admission to Augsburg's PA Program must satisfactorily complete all prerequisite courses. Experiential learning will be considered separately from prerequisite courses. Experiential learning prior to and during admittance to the Augsburg PA Program will not substitute for any part of the clinical year or preceptorship.

### Employment while in the Program

Program faculty discourage outside employment while in the Physician Assistant Program. Faculty recognize that employment may be an issue that some students will face. Given this recognition, realize that program obligations will not be altered due to a student's work obligations. It is further expected that work obligations will not interfere with the physician assistant students' learning progress or responsibilities while in the program.

### Withdrawal and Readmission Policies

Voluntary withdrawal from the Physician Assistant Program may be initiated by a student after submission of a letter to the program director requesting withdrawal. In the letter, the student should outline the circumstances and reasons for withdrawal. Students will be requested to conduct an exit interview with the program director prior to leaving the program. See page 14 for information on withdrawal.

### Readmission

Students may request readmission after voluntary withdrawal by submitting a letter to the program director stating the reasons the student wishes readmission and the anticipated date for readmission. The submission of a letter and previous enrollment does not constitute automatic acceptance and/or reentry into the program. Reapplication to the PA Program after dismissal from the program will be considered only under extremely unusual circumstances. Students who submit letters will be reviewed by the program faculty. Any student requesting readmission will be considered a new applicant to the program and will be required to complete the program application process as a new applicant, and may be required to repeat coursework.

Reapplication does not guarantee readmission to the Physician Assistant Program. After careful review of the student's previous academic record and the request for readmission, a decision will be made. Students may be required to repeat selected coursework or meet new requirements of the Physician Assistant Program that became effective after the student's withdrawal. A decision will also be rendered as to what program coursework will be considered for credit as completed.

## Costs of the PA Program

For tuition information go to www.augsburg.edu/pa.

### Payment Options

For complete and current payment options go to the Enrollment Center website at www.augsburg.edu/enroll.

## PA Program Faculty

**Beth Alexander**, Associate Professor of Physician Assistant Studies. BS, PharmD, University of Minnesota.

**Eric Barth**, Assistant Professor of Physician Assistant Studies. BA, University of St. Thomas; BS, PA Certificate, Trevecca Nazarene University; MPAS, University of Nebraska.

**Carrie Gray,** Assistant Professor of Physician Assistant Studies. BA, Central College; MPAS, University of Iowa.

**Holly Levine**, Instructor of Physician Assistant Studies. BA, Northwestern University; MD, Loyola University Chicago Stritch School of Medicine.

**Dawn Ludwig**, Assistant Professor and Director, Physician Assistant Studies. BA, MS, University of Colorado; PhD, Capella University; PA Certification, University of Colorado.

**Patricia Marincic**, Associate Professor and Academic Coordinator, Physician Assistant Studies. BS, Purdue University; MS, Colorado State University; PhD, Utah State University.

**Steven Nerheim**, Instructor and Medical Director, Physician Assistant Studies. MD, University of Minnesota; MDiv, Luther Seminary.

**Brenda Talarico**, Assistant Professor and Clinical Coordinator of Physician Assistant Studies. BS, University of Minnesota; MPAS, University of Nebraska; PA Certification, Augsburg College.

**Trent Whitcomb**, Assistant Professor of Physician Assistant Studies. BS, Mankato State University; MS and PA Certification, Finch University.

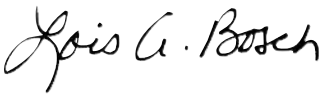
# Master of Social Work

You have chosen an exciting way to serve others. The social work profession offers you the rewarding prospect of joining with others to respond to problems and develop opportunities that benefit individuals, families, groups, and communities. The MSW degree prepares you for advanced professional practice in the field of social work.

Augsburg's MSW program prepares you for agency-based practice with individuals, families, groups, and communities, and with a dedication to system change that reduces oppression and discrimination. Graduates of our program share how they appreciated the opportunity to learn new ideas as well as learn more about themselves. These graduates valued our small class size, our cohort structure, and the opportunity to have a mentoring relationship with our faculty and staff. As a small program, we have high expectations for our students and at the same time offer the flexibility to help them meet their individual goals.

Attending Augsburg College will transform and develop your professional life in unexpected ways. We have two concentrations. The first, Multicultural Clinical Practice (MCCP), will prepare you for direct clinical practice with individuals, families, and groups. The second, Program Development, Policy, and Administration (PDPA), will prepare you for macro social work practice with organizations, communities, and other large systems.

We are delighted in your interest in our MSW program and invite you to join us in a lifelong adventure in learning. The personal and professional growth necessary to become an advanced professional social worker is challenging. We encourage you to take the challenge with us.



Lois A. Bosch, PhD, LISW
Director, Master of Social Work

## MSW Mission

Our mission is to develop social work professionals for practice that promotes social justice and empowerment towards the well-being of people in a diverse and global society.

## Program Overview

The MSW program prepares social work students for agency-based practice in public and non-profit settings. By working in the agency setting, social workers collaborate with others to provide holistic, affordable, and accessible services to individuals, families, groups, and communities. Our challenging MSW curriculum integrates social work theory with micro- and macro-practice methods. Students develop skills, knowledge, and values necessary for ethical social work practice. As you progress through our MSW program, you will:

- learn how an individual lives in and is affected by his or her social environment;
- understand how social policies and programs affect individuals, families, communities, and society;
- apply theories and methods of practice through the field practicum experience;
- use a range of client-centered approaches to practice with client groups of all types and sizes;
- engage in practice informed by sound, scholarly research;
- evaluate the effectiveness of your social work practice or social work programs;
- advocate for eradication of oppression and discrimination; and
- be a responsible and contributing citizen in the local and global community.

## Accreditation

Augsburg's MSW program is accredited by the Council on Social Work Education (CSWE). Your MSW degree must be accredited by CSWE if you wish to seek licensure with the social work board of your state. For more information on CSWE accreditation go to www.cswe.org.

## Plan of Study

Students entering Augsburg's MSW program with a bachelor's degree from a discipline other than social work are foundation students. Foundation students complete 18 full courses. Full-time foundation students are enrolled in a two-year program. Part-time foundation students are enrolled in a four-year program.

Students entering Augsburg's MSW program with a bachelor's degree in social work from a CSWE (Council on Social Work Education) accredited institution have advanced standing. Advanced standing students complete 13 full courses and are enrolled in a one-and-a-half-year program. The part-time option is not offered for students with advanced standing.

All students must complete the MSW degree in no more than four years following matriculation.

### Academic Calendar

The MSW program meets on a trimester academic calendar, offering classes September through June. Classes typically meet every other weekend with an occasional back-to-back weekend. Field practicum hours are generally completed during weekday hours in the student's home town and vary depending on the agency placement and the student's availability. For academic calendars and schedules, go to www.augsburg.edu/enroll/registrar.

### Class Periods

Classes meet in four-hour blocks on Friday evenings, 6 to 10 p.m.; Saturday mornings, 8 a.m. to noon; and Saturday afternoons, 1 to 5 p.m. Each class meets for eight sessions in a given trimester.

### Time Commitment

Although classes meet on weekends, students spend time on their studies during non-class weekends and weekdays. On a class weekend, the typical student will spend 12 hours in class within a 23-hour period. For every hour spent in class, a student may expect to spend three to four hours outside of class working on assignments or group projects. A student may also spend 15 to 20 hours per week in the field practicum during the fall and winter trimesters (a span of six or seven months for each practicum). In the final year of study, students complete a summative document, which requires significant independent research, analysis, and writing.

Some MSW students work full time while enrolled in the program; however, full-time employment is not recommended. Most students arrange to reduce their work hours or request time away during their graduate studies. Each student's situation is unique and must be decided individually. All students must develop strategies for balancing family, work, and academic responsibilities.

### Course Credit and Contact Hours

A full credit MSW course (1.0) is equal to four semester credits or six quarter credits. Each full course meets for 32 contact hours, with the expectation of substantial independent study outside of class.

### Cohort Structure

MSW students are admitted to a particular cohort. Cohorts are distinguished by level of admission (foundation or advanced standing), rate of attendance (full-time or part-time), and chosen concentration (Multicultural Clinical Practice [MCCP] or Program Development, Policy, and Administration [PDPA]). Any changes to a student's cohort selection must be approved by the MSW director.

### Field Practicum

Foundation students complete 920 hours in two field practica; advanced standing students complete 500 hours in one field practicum. Successful completion of the first field

practicum, applicable for foundation students, is a minimum of 420 hours. Successful completion of the second field practicum, required for both foundation and advanced standing students, is a minimum of 500 hours. Each practicum experience is spread over at least two trimesters (fall and winter). These hours are completed concurrent with enrollment in the fieldwork seminars as well as other MSW courses.

## MSW Curriculum Components

### Foundation Curriculum

The foundation curriculum is made up of nine full courses and a generalist field practicum. In the foundation courses, you are introduced to social work as a profession. You will learn both historical and contemporary theories and practice methods relating to both the individual and the environment. During the foundation year, you will study human behavior and the social environment, history of social welfare policy, research methods, assessment frameworks, family and community diversity, and social work values and ethics.

In the foundation curriculum, you will apply this generalist knowledge of theories and practice methods in the generalist field practicum. The field practicum is completed concurrently with your enrollment in two fieldwork seminar courses. The full foundation curriculum is required of all students, with the exception of those admitted with advanced standing. Before beginning the concentration curriculum, all foundation coursework and field hours must be successfully completed.

### Concentration Curriculum

The concentration curriculum is made up of nine full courses and an advanced field practicum. After completing the foundation requirements, you will enroll in the concentration curriculum, which you selected at the time of application. Augsburg offers two concentrations: Multicultural Clinical Practice (MCCP) or Program Development, Policy, and Administration (PDPA). In either concentration, you will deepen your knowledge of the primary issues affecting families and communities, develop a range of client-centered approaches to practice, gain a broader understanding of human diversity, develop competencies in practice-based research, and learn practice or program evaluation techniques.

In the concentration curriculum, you will apply this advanced knowledge of theories and practice methods in the concentration field practicum. The field practicum is relevant to your chosen concentration and is completed concurrently with your enrollment in two or three field seminar courses. As a capstone to your MSW program, you will complete a summative evaluation project or a portfolio project.

### Multicultural Clinical Practice (MCCP) Concentration

Multiculturalism is a process requiring practitioners to have a deep awareness of their social and cultural identity and the use of multiple lenses when working with diverse populations. With person-in-environment as an organizing perspective, multicultural clinical social work practice addresses the biopsychosocial and spiritual functioning of individuals, families, and groups. To this end, graduates of the MCCP concentration develop competence in using relationship-based, culturally informed, and theoretically grounded interventions with persons facing challenges, disabilities, or impairments, including emotional, behavioral, and mental disorders.

### Program Development, Policy, and Administration (PDPA) Concentration

In the tradition of Jane Addams, the heart of macro social work practice directs energy toward changing agency, government, and institutional policies that obscure or oppress people. While many social workers view their role as focused on individuals and families, social work must also actively seek equality and justice for clients within agencies, institutions, and society. Social work leaders must advocate for social change to ensure social justice. The Program Development, Policy, and Administration (PDPA) concentration responds to this demand for leadership.

The macro (PDPA) social work practitioner recognizes the strengths and abilities of individuals and communities to implement change. The social work macro practitioner works in partnership with these individuals and communities to do so. In this concentration you will learn the knowledge and skills necessary to work with others to achieve needed social change. You also will learn to develop, lead, guide, and administer programs that serve diverse people in a variety of settings. If you are interested in social work leadership, program planning, or community and policy advocacy, this concentration helps you achieve that goal.

### Portfolio or Summative Evaluation Project

### Portfolio Project (MCCP students)

The goal of the MCCP Portfolio is to enhance the integration of theory and practice, as well as to offer more vivid portrayals of a student's academic and professional experience than traditional assessments. By definition, portfolios are formative, i.e., designed for guided reflection and self-evaluation. However they are also summative documents in that they illustrate students' competencies. All MCCP students are required to create such a portfolio during their final year of study. Items in a portfolio might include videotapes, process recordings, reflective statements, writing samples, case analyses, term papers, electronic submissions, policy activities, feedback from service users, self-evaluations of personal progress, and links to references.

### Summative Evaluation Project (PDPA students)

All social workers must evaluate their practice to determine whether they are helping or harming clients. While in the concentration practicum, PDPA students will design and implement a program evaluation for their summative project, which requires integration and application of knowledge and skills from both the foundation and concentration curricula. Students develop their research while in their field internship and are advised by their field seminar professor. Students conduct and present this evaluation/research project during their final year of study.

### Master's Thesis

Students have the option of completing a thesis. Course credit for the general elective is given for this option. Students work with a thesis adviser to develop more in-depth research skills contributing to social work knowledge. To pursue the thesis option, students must notify the MSW program director by the end of spring trimester of the foundation year.

### Degree requirements

To be conferred the MSW degree, students must achieve the following:

- Successful completion of any admission conditions (e.g., statistics, bachelor's degree)
- Successful completion of MSW courses:
  18 full courses for foundation students
  13 full courses for advanced standing students
- No more than two courses with a grade of 2.5, and with a cumulative GPA of 3.0 or higher
- Successful completion of 920 hours of approved field practica for foundation students, 500 hours of approved field practicum for advanced standing students
- Successful completion and submission of the portfolio project (MCCP) or the summative evaluation project (PDPA)
- Successful completion of all degree requirements within four years of matriculation

### State of Minnesota Social Work Licensure

Six months prior to completion of the MSW degree at Augsburg, students may apply to take the Licensed Graduate Social Worker (LGSW) license exam from the Minnesota Board of Social Work. To achieve LGSW licensure students must pass the state board exam and complete the MSW degree.

To seek the Licensed Independent Social Worker (LISW) license or the Licensed Independent Clinical Social Worker (LICSW) license, one must work two years full time (or 4,000 hours part-time) as an LGSW under the supervision of an LISW or LICSW. Upon completion of the supervision requirement, one may take the LISW or LICSW state board exam. For more information, go to the Minnesota Board of Social Work web page, www.socialwork.state.mn.us.

## MSW Course Requirements

### Foundation Courses

FALL

| | |
|---|---|
| SWK 500* | Human Behavior and the Social Environment |
| SWK 505* | Practice Methods and Skills 1: Individuals |
| SWK 530* | Integrative Field Seminar 1 (.5) (taken concurrent with first practicum) |
| SWK 531* | Methods Skills Lab (.5) |

WINTER

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|---|---|
| SWK 501* | History of Social Welfare Policy |
| SWK 506* | Practice Methods and Skills 2: Groups |
| SWK 510 | Advanced Practice Methods (advanced standing students only) |
| SWK 535* | Integrative Field Seminar 2 (.5) (taken concurrent with first practicum) |
| SWK 536* | Human Behavior and the Macro Social Environment (.5) |

SPRING

| | |
|---|---|
| SWK 504 | Research Methods 1 |
| SWK 509 | Assessment and Diagnosis in Mental Health Practice |
| SWK 516 | Community Development for Social Change |

### Concentration Courses

#### Multicultural Clinical Practice Concentration

FALL

| | |
|---|---|
| SWK 610 | Integrative Field Seminar 3: MCCP (.5) (taken concurrent with second practicum) |
| SWK 615 | Diversity/Inequality 1: MCCP (.5) |
| SWK 628 | MCCP with Individuals |
| SWK 629 | MCCP with Families |

WINTER

| | |
|---|---|
| SWK 611 | Integrative Field Seminar 4: MCCP (.5) (taken concurrent with second practicum) |
| SWK 616 | Diversity/Inequality 2: MCCP (.5) |
| SWK 630 | MCCP Policy Practice |
| SWK 631 | MCCP with Groups (.5) |
| SWK 635 | MCCP Evaluation 1 (.5) |

SPRING

| | |
|---|---|
| SWK 612 | Integrative Field Seminar 5: MCCP (.5) (taken concurrent with second practicum) |
| SWK 634 | MCCP Supervision (.5) |
| SWK 636 | MCCP Evaluation 2 (.5) |
| SWK 639 | MCCP Elective (.5) |
| SWK 699 | General Elective |

#### Program Development, Policy, and Administration Concentration

FALL

| | |
|---|---|
| SWK 651 | Integrative Field Seminar 3: PDPA (.5) (taken concurrent with second practicum) |
| SWK 657 | Diversity/Inequality 1: PDPA (.5) |
| SWK 660 | Research 2: Program Evaluation |
| SWK 667 | Organizations/Social Admin. Practice 1 |

WINTER

| | |
|---|---|
| SWK 652 | Integrative Field Seminar 4: PDPA (.5) (taken concurrent with second practicum) |
| SWK 658 | Diversity/Inequality 2: PDPA (.5) |
| SWK 668 | Organizations/Social Admin. Practice 2 |
| SWK 675 | Planning and Policy Practice 1 |

SPRING

| | |
|---|---|
| SWK 669 | Organizations/Social Admin. Practice 3 |
| SWK 676 | Planning and Policy Practice 2 |
| SWK 699 | General Elective |

*Course potentially can be waived for advanced standing students (BSW holders).

### Portfolio or Summative Evaluation Project

Completed and submitted in final year of study.

## MSW Course Descriptions

### Foundation Courses

**SWK 500 Human Behavior and the Social Environment**
This course provides the knowledge basic to an understanding of human growth through the life cycle. It explores the interplay of sociocultural, biological, spiritual, and psychological factors that influence the growth of individuals and families in contemporary world society. Basic knowledge of biological systems is required.

**SWK 501 History of Social Welfare Policy**
This course analyzes the history of social welfare policy in the United States and its impact on current social systems and social policy. It examines the major assumptions, values, ideas, and events that contribute to the rise of the welfare state and the profession of social work. Social welfare policies of other countries are explored.

**SWK 504 Research Methods 1**
This course provides an introduction to social science research methods and ethics, including practice and program evaluation. The course presents research designs, both quantitative and qualitative approaches, and various ways to organize, compare, and interpret findings. Students will be introduced to the use of computers in data analysis. Basic knowledge of statistics is required.

**SWK 505 Practice Methods and Skills 1: Individuals**
This course introduces students to social work practice. In sequence with SWK 506, it prepares students to apply the generalist perspective for practice with systems of all sizes. Students begin by learning about social work with individuals, with a dual focus on the person in the environment. In this context, they learn about direct services as well as social change.

**SWK 506 Practice Methods and Skills 2: Groups**
This course prepares students for generalist social work practice with larger client systems. The strengths perspective is emphasized, and students learn to complete assessments and formulate intervention strategies in partnership with groups, organizations, and communities.

**SWK 509 Assessment and Diagnosis in Mental Health Practice**
This is a foundation Human Behavior and the Social Environment course which explores psychopathology and mental disorders from a developmental and strengths perspective. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations at risk.

**SWK 510 Advanced Practice Methods**
This course is for advanced standing students only and is designed to provide a transition from their BSW program to advanced placement in the MSW program. It provides knowledge and skill building in the latest approaches to social work practice, contemporary theories, and current research on effectiveness. The program's approach to graduate level social work practice with individuals, groups, families, organizations, and communities will be covered, with opportunities to build on students' BSW background and post-graduate experience.

**SWK 516 Community Development for Social Change**
This course applies the ecological premise that what is personal is also political. The course focuses on knowledge and skills necessary to practice at the community level of social work practice. Students will analyze social organizations, policies, and community development.

**SWK 530 AND SWK 535 Field Seminar 1 & 2 (.5 credit each)**
The integrative field seminars are courses where field practice and classroom theory meet. The goal is to strengthen the connections between social work theory and practice. Students are expected to spend 420 hours in a fieldwork practicum during enrollment in these two courses and to be enrolled in the corresponding practice methods courses.

**SWK 531 Methods Skills Lab (.5 credit)**
This half-credit course places an emphasis on active learning and the application of content presented in SWK 505. The skills lab is an integral part of the required graduate school core curriculum. All students in field placements must participate in the skills lab and Integrative Field Seminar 1.

**SWK 536 Human Behavior and the Macro Social Environment (.5 credit)**
This course builds on HBSE 1, moving from the individual life span focus to emphasizing the impact of the environment in all relationships, stressing the link between social issues and individual problems plus defining the common human condition.

### Multicultural Clinical Practice Concentration Courses

**SWK 610, 611, and 612 Integrative Field Seminar 3, 4, and 5: MCCP (.5 credit each)**
The Field Seminars are designed to address issues and experiences from the student's field practicum through rigorous application of different theoretical concepts and social work principles using a culturally sensitive approach grounded in a clear ethical foundation. The goal is to strengthen the students' sophistication in understanding the interconnections between culturally appropriate theory and practice skills related to a specific client system, and the students' inherent and inescapable contribution based on the students' use of self. Secondly, the field seminar is the course where the students reflect on the evolution of their practice and document their progress. All students in field placements must participate in the appropriate concurrent Field Seminar.

**SWK 615 and 616 Diversity and Inequality 1 and 2: MCCP (.5 credit each)**
These courses are based on a dual focus of valuing diversity and understanding social justice. This two-course sequence studies the history, demographics, and cultures of various disenfranchised groups as well as the dominant culture. It examines the impact of inequality on people of all backgrounds. In the second trimester, students will participate in dialogue group: a stage-based, co-facilitated, face-to-face group that focuses on dialogue skills within the context of one's race, ethnicity, age, religion, disability, country of origin, gender identity and sexual orientation. The two-sequence course is based on several assumptions: social inequality is an overarching phenomenon related to diversity, with individual manifestations within different social identity categories; social injustice occurs and is present at individual, institutional, and societal/structural levels; and, professional social work ethics and values demand cultural competence and culturally sensitive practice at the micro, mezzo, and macro levels.

**SWK 628 MCCP with Individuals**
MCCP with Individuals is a required methods course in the MCCP concentration. The course prepares social work clinicians who are competent to assess, intervene and monitor clinical interventions that are culturally sensitive and consistent with social work values and ethics. Although focused on individual intervention, clients are viewed within the context of their families and social context. The therapeutic process and treatment strategies are examined, incorporating content from psychodynamic, cognitive-behavioral, and post-modern models. These content area are compared from a multicultural perspective in terms of their theoretical assumptions, intervention methods, and empirical evidence regarding treatment outcomes. Application of the models is placed within the problem-solving model and guided by an ecosystems, strengths, and empowerment perspective. Particular attention is given to the development of self-reflective practitioners.

**SWK 629 MCCP with Families**
MCCP with Families is a required methods course that focuses on the family as a unit of assessment and intervention in clinical social work practice. This course examines theory, knowledge and skills for clinical practice with families within a multicultural context. Students apply major family therapy models to assessing and intervening with families experiencing problems. The models are compared from a multicultural perspective in terms of their theoretical assumptions, intervention methods, and empirical evidence regarding treatment outcomes. Application of the models is placed within the problem-solving model and guided by ecosystems, strengths and empowerment perspectives. The course emphasizes family work that is appropriate to individual and family developmental stages and to diverse family types. Attention is given to family-centered practice in different social work fields of practice and settings and to the development of self-awareness of the practitioner.

**SWK 630 MCCP Policy Practice**
In this course, Multi-Cultural Clinical Practice (MCCP) students learn how organizational and social policies affect the delivery of clinical social work services in multicultural contexts. Students build upon the core policy practice competencies gained in their MSW foundation courses. Clinical social work practice is distinguished from other professional clinical practice by this use of the person-in-environment perspective. The multi-cultural lens sharpens focus on both the strengths that come with diversity and the discrimination and oppression, such as racism, that policies can uphold or undo.

**SWK 631 MCCP with Groups (.5 credit)**
This course prepares students for advanced multicultural groupwork within a clinical practice. This course builds on the foundational curriculum with particular attention to clinical practice skills. Students will focus on the process of individual empowerment and change in the context of clinical group processes. Applied theories of human development, change, and resilience are integrated with theories of group processes, group leadership, and group communication as a critical knowledge base for planning, intervention, and leadership. Students will develop an understanding of phases of group practice, intervention skills, and ethical practices applied in a groupwork environment. In this course, the reflexive use of self and the cautious use of evidence based practice serve as the foundation for culturally responsive groupwork. Students will consider how their social identity and position influences similar and mixed social identity groups and their processes.

**SWK 634 MCCP Supervision (.5 credit)**
Building upon the research to date on social work supervision, this course presents the functions of supervision (administrative, educational, supportive) as they interrelate in achieving the primary purpose of clinical supervision: assuring that client services prevent difficulties in client functioning and restore or enhance the biopsycohosocial and spiritual functioning of individuals, families and groups served by supervisees. Students hone skills necessary for each of the stages of the supervisory process (planning, beginning, work, and ending), and they build a repertoire of supervisory questions that have been associated in research with fostering success in meeting clients' goals. Students learn to differentiate supervision with its dimensions of hierarchal power, responsibility, liability, and authority from peer consultation. They gain competencies in individual an group supervision and consultation with a multicultural lens to advance the application of theories and models of clnical social work practice.

**SWK 635 and 636 MCCP Evaluation 1 and 2 (.5 credit each)**
The values and skills of advanced clinical practice combined with research methods guide the creation of culturally appropriate approaches to monitoring and evaluating clinical practice. Multicultural evaluation is built on the values of social work, "dignity, self-determination, equity, empowerment, and social justice" (Gutierrez, 2004, p. 127). Monitoring and eval-

uating clinical practice requires the integration of evidence-based practice knowledge, multicultural clinical skills and multi-epistemological research skills. This approach to evaluation critically applies the fundamental tenants of social science research, including both modern and post-modern methods.

**SWK 639 MCCP Elective (.5 credit)**
Courses in MCCP electives are opportunities for students to practice with a focus on a particular field or aspect of social work practice. Examples include Social Work with Involuntary Clients, Ethics, and Domestic Violence.

## Program Development, Policy, and Administration Concentration Courses

**SWK 651 AND 652 Field Seminar 3 and 4: PDPA (.5 credit each)**
The goal of these two courses is to strengthen the connections between theory and practice. All students in field placements must participate in the appropriate concurrent Field Seminar. As part of this integrative function, the seminar also serves as a means for making connections among course components and the expansion of classroom content—particularly as relating to dynamics of groups, communities, and organizations; human behavior; policy analysis; and research.

**SWK 657 AND 658 Diversity and Inequality 1 and 2: PDPA (.5 credit each)**
These courses explore diversity and social inequality related to race, ethnicity, social class, gender, sexual orientation, age, and disability with application to the social service setting. Students focus on the structural and institutional processes through which social inequality is created and perpetuated. Institutional remedies for inequality are studied, such as affirmative action and equal opportunity policy, culturally competent supervision, administration, program development, and advocacy.

**SWK 660 Research 2: Program Evaluation**
Building on the basic research skills developed in Research 1, this course offers a program-oriented exploration of the range of research methods used in social work. There will be a particular focus on evaluative research, a critique of the role of research in assessing efficiency and effectiveness in social service delivery, and identification with the responsibility of social workers "to expand the knowledge base" of social work. The course emphasizes research as a tool at all levels of social work and will be concerned with strengthening the linkages between research, theory, and program evaluation.

**SWK 667 Organizations/Social Administrative Practice 1**
This course examines organizational theory and structure, processes of development, research, and evaluation, and social work values and ethics in the workplace. The need to work effectively within an organizational context means that social work practitioners must acquire a level of expertise in organization theory, dynamics, structure, and behavior, and also an understanding of how organizations provide practice opportunities and constraints. This course provides opportunities for students to build the necessary skills to become effective service providers or change agents in the context of their work in social service organizations.

**SWK 668 Organizations/Social Administrative Practice 2**
This course builds on the theoretical knowledge base of SWK 667 and is intended to provide students with opportunities to apply those critical skills used in supervision and management. These skills are intended as a base for the beginning administrator. This course expects the student to develop specific skills in budgeting and personnel/human resource functions (e.g., recruitment, selection, hiring, training, and evaluation). Prerequisite: SWK 667

**SWK 669 Organizations/Social Administrative Practice 3**
This course explores strategies and methods for working effectively with other service agencies, legislative and policy-making bodies, regulatory agencies, and advocacy groups. Prerequisite: SWK 668

**SWK 675 Planning and Policy Practice 1**
This course examines theoretical and conceptual ideas concerning human services, their rationale in a market economy, and their relationship to public policy. Students will gain knowledge and build skills in the planning, implementation, and evaluation of services at various levels of system design, taking into account organizational, financial, and technological dimensions within an analytical framework of defined need and demand for service.

**SWK 676 Planning and Policy Practice 2**
This course examines theories, concepts, and analytical frameworks for analyzing policy. It addresses the role of economics, demographics, politics, values, and other relevant factors on policy design and implementation. The course emphasizes the analysis of selected existing or proposed policies in such areas as social insurance (e.g., Social Security), welfare reform, health care, long-term care, and tax policy including tax expenditures. Prerequisite: SWK 675

## Both Concentrations

**SWK 699 General Elective**
Students in both concentrations complete at least one general elective course for graduation. The following are examples of elective offerings that are rotated each year:

- Parent and Professional Planning
- Interdisciplinary Perspectives on Aging
- Child Welfare: History, Policy, and Practice
- Spirituality in Social Work and Human Services

We also offer short-term electives abroad:
Exploring Human Services in International Settings (examples include Mexico, Slovenia, Namibia, South Africa, India, China, and Hong Kong)

**SWK 698 Independent Study**
Students may propose to complete an independent study proj-

ect. Such directed study projects provide the opportunity for a student to explore a particular area of social work. A faculty sponsor must be secured and a proposal submitted to the Social Work Department. On rare occasions, an independent study may be used to satisfy the general elective requirement. Prior approval is required. Courses that are part of the required curriculum may not be taken as independent study.

## Fieldwork and Field Placement

Social work education goes beyond the classroom. Through the field experience, we expect that students will demonstrate skills to bridge theory and practice. Collaborative efforts between the student, the field agency, and the MSW program are essential to successful learning. The foundation of the practice includes:

- ethical, competent professional practice;
- problem solving within a systems framework and strengths perspective;
- use of advanced practice theories in Multicultural Clinical Practice or Program Development, Policy, and Administration settings;
- evaluation of the effectiveness of program or practice activities;
- an understanding of, and respect for, diverse peoples and cultures;
- responsibility and service to the local and global community in the interest of social justice; and
- a commitment to oppose oppression of all forms.

### Field Education Format

Under the instruction and supervision of professionally-trained, MSW-level, and program-approved field instructors, foundation students will spend a minimum of 920 hours in two field practica. Advanced standing students will spend a minimum of 500 hours in one field practicum. The foundation practicum is spread over at least two trimesters (fall and winter) and the concentration practicum is spread over the entire academic year. Both practica are concurrent with enrollment in fieldwork integrative seminars as well as other MSW coursework.

The fieldwork education of the MSW program is divided into two components:

#### Foundation Practicum

The foundation practicum, or generalist practicum, puts emphasis on developing competence as a professional generalist social worker. It requires a minimum of 420 hours and is completed by students admitted at the foundation level. Students spend an average of 15 hours per week during the fall and winter terms in this practicum.

#### Concentration Practicum

The concentration practicum places emphasis on advanced practice skills and leadership qualities related to the chosen concentration. It requires a minimum of 500 hours and is completed by all students, including those admitted with advanced standing. Students spend an average of 18 hours per week during the fall, winter, and spring terms in this practicum.

### Process for Field Practicum Selection

Field practica begin in the fall. Selection begins the previous spring in collaboration with two other Twin Cities MSW programs. Students attend the student field orientation before beginning their search. The opportunity is also provided to attend a Field Fair held jointly by Augsburg College and the University of Minnesota School of Social Work. At this Field Fair, students are able to meet a large number of agencies and potential field instructors. Practicum selection involves interviews at approved sites, arranged by the student, and a matching process conducted collaboratively by the field coordinators at the three MSW programs in the Twin Cities.

In some instances, students can petition to complete a field practicum at an agency not on the approved list or at their place of employment. Students work with the MSW field coordinator for such proposals.

### Field Practicum Settings

The Augsburg field faculty are committed to the success of each student in a stimulating and challenging field practicum. Our current list of approved field sites includes agencies in the following areas of practice:

- family and children
- child welfare
- mental health
- crisis intervention
- senior resources
- family social policy
- health and human services
- corrections and probation
- public and independent schools
- youth services
- hospitals
- developmental disabilities
- American Indian family services
- chronic and persistent mental illness
- chemical dependency
- court services
- immigrant, migrant, refugee services
- victims of torture
- faith-based social services
- neighborhood services
- legislation advocacy
- housing services
- employment services
- community organizing
- research centers

## Dual Degree in Social Work and Theology (MSW/MA, Theology)

Augsburg College's Department of Social Work (Minneapolis)

and Luther Seminary (St. Paul) offer a dual degree: Master of Social Work and Master of Arts in theology (MSW/MA). The dual degree has been approved by both institutions and by the Council on Social Work Education. If you are interested in combining a Master of Social Work with a Master of Arts in theology, we recommend you begin with the Luther Seminary program first and identify yourself as seeking the dual degree. For application information visit the Luther Seminary website at www.luthersem.edu/catalog/05_07/dual_msw.asp .

### Purpose

The dual degree focuses on meeting the educational interests of people planning to serve the spiritual and social needs of families, individuals, and communities in both rural and urban settings. Both institutions have a commitment to social and economic justice and to teamwork in the pastoral and human service settings. This joint program is ecumenical in its admission policies as well as its academic outlook.

### Objectives

Three primary objectives have been established:

- To educate practitioners in social work and ministry who can combine the values, skills, and knowledge of both theology and social work to serve people in more holistic ways.
- To generate the partnerships necessary to serve the complex needs of communities and people experiencing transition in their lives, including the change of government support for those in poverty.
- To prepare practitioners to seek the strengths of interdisciplinary teams in the human service and pastoral settings.

### Enrollment

Dual degree students enroll in Luther Seminary courses first. Upon completion of this first year of courses, students then enroll in Augsburg courses for a second and third year (full-time). In the dual degree, Luther Seminary offers nine courses which can be completed in one year if pursued full-time. The remaining Luther Seminary course requirements are waived and replaced by the Augsburg MSW curriculum. At Augsburg, dual degree students complete the entire MSW curriculum with the exception of the general elective.

### Course Format and Field Practicum

Luther Seminary courses are offered on a weekday schedule and Augsburg College courses are offered on a weekend schedule. The field practicum is incorporated into the Augsburg curriculum and will be in a setting reflective of the dual degree program, such as congregational multidisciplinary teams, nursing home chaplaincy, and social work teams. The Luther Seminary program and the Augsburg College program are both full-time; it is not feasible for students to do both programs simultaneously.

Summary of MSW/MA Theology Dual Degree Requirements

- Luther Seminary full courses: 9
- Augsburg College full courses: 12—advanced standing, 17—foundation (elective is met at Luther)
- MSW field practicum course credit hours: see guidelines under field practicum
- MSW portfolio or summative evaluation project

### Admission to the Dual Degree

It is the responsibility of dual degree students to be aware of application deadlines for both institutions. Applicants must apply to each program separately. Please note: admission to one institution does not guarantee admission to the other.

To request the catalog and application materials, you must contact each program separately. Financial aid is also a separate process.

## Dual Degree in Social Work and Business Administration (MSW/MBA)

Augsburg College offers a dual MSW/MBA degree in social work and business administration. Students enrolled in the dual degree program learn to create better managed and financially sound service organizations to serve diverse communities, both locally and globally.

### Purpose

Many social service agencies today require that agency managers combine financial and business expertise with social work practice and policy formation. The MSW/MBA dual degree prepares graduates to function in a workplace that demands the delivery of quality services with increasingly limited resources.

### Concentration

The MSW/MBA dual degree includes an accelerated third year of study for MSW students who elect the Program Development, Policy, and Administration (PDPA) concentration. In this macro practice concentration, students learn to affect positive change in social service systems through their work with communities, organizations, and social policy makers.
Prior Augsburg MSW graduates who have completed the necessary PDPA coursework will return to complete the MBA portion of the dual degree.

### Schedule

Years 1 and 2 (September through June)
MSW classes meet on alternating weekends – Friday evenings, Saturday mornings, and Saturday afternoons.

Year 3 (12–16 months)
MBA classes meet primarily one night per week. The MBA program includes a summer term.

### Curriculum

- 18 full MSW courses for foundation students or 13 full MSW courses for advanced standing students

- Either 920 hours (foundation) or 500 hours (advanced standing) MSW field practicum experience
- The MSW summative evaluation project may be accepted by the MBA program as partial fulfillment of the MBA project.
- Complete a minimum of 8 MBA courses for students who completed the MSW degree 2002 and beyond; complete a minimum of 9 MBA courses for students who completed the MSW degree prior to 2002

For more information regarding the MBA coursework required for the MSW/MBA dual degree see page 58.

### MBA Admission

MSW/MBA dual degree applicants may apply to both programs at the same time or admitted MSW students may wait to apply to the MBA program until their concentration year. The GMAT is waived for MSW/MBA dual degree applicants. MBA application materials include: completed application, two short essays, an updated resume, two letters of recommendation, and a personal interview with the MBA program director. Admission to one program does not guarantee admission to the other.

## Admission to MSW

The Augsburg College MSW program promotes the widest possible diversity within its student population. Therefore, the admission policies ensure that educational opportunities are provided to persons with a range of abilities, backgrounds, beliefs, and cultures.

Listed below are general descriptions for the application process. Refer to the MSW application documents for details regarding specific application requirements.

### Admission Requirements

- Bachelor's degree from a regionally-accredited college or university
- Cumulative undergraduate GPA of 3.0 or higher
- Liberal arts coursework in the social sciences, humanities, biology, and statistics

### Application Checklist

The following materials must be submitted to Augsburg's Graduate Admissions Office:

- Completed and signed application form—www.augsburg.edu/msw or call 612-330-1520.
  The application completion deadline is January 15 each year for entry in the following academic year. All applications and materials noted below are due by 5 p.m. on the application completion deadline.
- $35 application fee
- One official transcript from each previously-attended post-secondary institution. This includes colleges, universities, vocational/technical institutions, and PSEO institutions.
- Liberal arts prerequisite coursework including four social sciences, three humanities, one biology, and one statistics course. These courses must be completed prior to enrollment.
- Completed BSW course equivalency checklist (for advanced standing applicants)
- Three completed and signed recommendation checklist forms, with letters attached
- Typed, double-spaced personal statement responding to the questions noted on the application form
- Results of the TOEFL language tests (refer to p. 16 for college policy)
- Official international credit evaluation course-by-course review (for degrees completed outside of the United States)

### Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 16.

### Admission as a transfer student

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants.

Transfer students may receive up to eight (8.0) transfer credits. (See Evaluation of Transfer Credit on p. 14.) Eligible courses must be from a CSWE-accredited MSW program and students must have received a grade of B (3.0) or higher. Students must complete no fewer than 10 (10.0) courses at Augsburg in order to receive their MSW degree from Augsburg College.

### Admission with Advanced Standing

Advanced standing is an application category open to those with a bachelor's degree in social work accredited by the Council on Social Work Education (CSWE). Advanced standing applicants may seek waivers for up to eight of the following MSW courses: Human Behavior and the Social Environment, History of Social Welfare Policy, Practice Methods 1 and 2, and Integrative Fieldwork Seminars 1 and 2, which include 420 field practicum hours. Advanced standing applicants must offer an equivalent BSW course for each with a grade of B (3.0) or higher in order to receive a waiver.

## Academic Policies

### Academic Achievement

Students must maintain at least a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on academic probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If the cumulative grade point average again falls below 3.0, the student may be dismissed from the program. Students are retained in the program who can:

- maintain expected grade point average (3.0 or higher);
- complete course requirements of the program and field placement in a timely manner;
- complete the program within four years;

- abide by the department's Standards for Social Work Education and the NASW Code of Ethics.

No more than two courses with a grade of 2.5 will count toward the degree. Courses with a grade below 2.5 must be repeated. No more than two courses can be repeated. Only the credits and grades earned the second time are counted in the grade point average. If a student receives a grade below 2.5 in a field course, the MSW director will initiate a Level III review, as outlined in section 3.2 of the Standards for Social Work Education.

### Evaluation of Student Field Performance

The criteria for evaluating field performance can be found in the MSW Field Manual, which is distributed to newly-admitted students at our field orientation prior to seeking the field placement.

### Four-Year Limit

All students are required to finish the degree within four years of matriculation. See page 12 for policy on Continuation of coursework or final thesis.

### Leave of Absence

Students who interrupt their program enrollment must request a leave of absence through the MSW program in order to maintain their admitted status. The request must be made in writing. A leave of absence typically requires a full year away from the program in order to return to classes in sequence.

### Prerequisite Courses

All foundation courses are prerequisite to the concentration courses. Students may not enroll in the concentration courses until successfully completing all foundation courses. In addition there are individual courses that are prerequisite to other individual courses in the MSW curriculum. These are listed in the MSW Handbook, which is distributed to newly-admitted students.

## Program Costs

In addition to tuition fees, MSW students can expect to purchase textbooks, a campus access permit, and student liability insurance when in a field placement. There may be additional fees associated with short-term electives abroad as well.

### Graduate Scholarship Search Tips

Searching for grants and scholarships for graduate study can be an arduous task. As you may know, graduate students do not have access to many of the financial aid opportunities open to undergraduates. Because of this, we strongly encourage you to spend some time doing your own independent research into graduate funding available locally, nationally, and globally.

The simplest way to begin a search for graduate funding is to look online. There are many "free" scholarship search engines on the Web. We suggest you start with these before moving on to the fee-based services. As with most free services, there is a draw-back—your e-mail address may be shared with other organizations that may send you solicitations. You should always use caution when providing your personal information via the Internet. Make sure the webpage you are using to enter a "profile" about yourself is protected by a security system. This is usually indicated by your browser with a closed padlock icon in the lower right corner. You should also check the fine print and know if anything besides your e-mail address will be sold to other organizations. Having said that, the following websites may provide a good starting point for your search:

www.naswfoundation.org
www.gradloans.com
www.cswe.org
www.gradschools.com
www.mnsocialserviceassoc.org
www.fastweb.com
www.aauw.org
www.gradview.com
www.finaid.org
www.petersons.com
www.students.gov
www.srnexpress.com

### Examples of Social Work Graduate Scholarships

**Carl A. Scott Book Scholarship**
Two $500 scholarships offered each year to students from ethnic groups of color. Applications due in May (go to www.cswe.org.)

**Gosnell Scholarship Funds**
Ten awards ($1,000-$4,000) offered to social work students interested in working with American Indian/Alaska Native and Hispanic/Latino populations or in public and voluntary nonprofit agency settings. Applications due in August (see www.naswfoundation.org).

**Vern Lyons Scholarship**
One award ($2,000) offered to students interested in health/mental health practice and a commitment to the African American community. Applications due in August (see www.naswfoundation.org).

**American Board of Examiners in Clinical Social Work**
Several awards ($1,000 each) offered to students who demonstrate excellence in preparation for clinical social work practice. Applications due in March (see www.abecsw.org).

**MSSA Diversity Educational Scholarship**
One $500 award offered to students from African-American, American Indian, Asian, GLBT, Hispanic and Immigrant Cultures in completing their education in the Human Service Field. Applications due in June (see www.mnsocialserviceassoc.org).

**Marjorie J. Carpenter Scholarship**
One $1,500 award offered to students seeking education in

the human service field so they may enhance their professional and/or technical skill development. Applications due in June (see www.mnsocialserviceassoc.org).

**Resources in Academic Libraries**
Most academic libraries have several directories to peruse if you prefer using hard print. Examples in Augsburg's library reference section:

Grants Register
Directory of Financial Aids for Women
Scholarships and Other Financial Aid for Minnesota Students
Financial Aid for Native Americans 1999-2000
(part of a series consisting of additional volumes for African Americans, Hispanic Americans and Asian Americans.)

### Augsburg Scholarships

Augsburg's Social Work Department offers several scholarships each year. These are available to second-year studentsonly. They range in amount from $300 to $3,000.

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

### AmeriCorps Tuition Discount

Augsburg offers a tuition discount to students who are or have been AmeriCorps volunteers—25% off the tuition cost of one course per trimester. This would apply to all trimesters of your MSW program. Contact the Enrollment Center for more information.

### Military Discount

(see page 18)

### Other Resources

There is a general guide on Augsburg's webpage that gives advice to "seniors" about finding funding for graduate school—go to www.augsburg.edu/gradstudy.

## Accreditations and Affiliations

Augsburg College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For a complete list of Augsburg's accreditations, approvals, and memberships, see page 9.

The Augsburg Master of Social Work program is accredited by the Council on Social Work Education (CSWE).

## MSW Forum

All MSW students are invited to participate in the student-run organization, the MSW Forum. The purpose of the forum is to facilitate communication between social work students and the social work department, as well as to provide the opportunity for student participation in department governance, curriculum development, and program improvements. As such, forum members are invited to attend Social Work department meetings via representatives.

The forum historically has been volunteer based. Any student may serve on the forum, provided the student can make a commitment to attend the meetings and share in the efforts. The MSW director and MSW program coordinator also serve on the forum. Other faculty may be invited as permanent members or as guests.

Past forum members established these guidelines:

- provide an avenue for students to share and discuss ideas and/or concerns related to the MSW educational experience with the Social Work Department
- encourage constructive dialogue among students, faculty, and department and College administrators
- make recommendations to the department regarding program improvements
- receive and give feedback on expectations of faculty, students, and the College
- plan and coordinate MSW student events, lectures, discussions
- organize social action projects

## MSW Faculty

**Anthony Bibus, III,** Professor of Social Work. BA, College of St. Thomas; MA, University of Virginia; PhD, University of Minnesota.

**Laura Boisen**, Associate Professor of Social Work, MSW Field Coordinator. BS, Wartburg College; MSSW, University of Wisconsin; MPA, Iowa State University; PhD, University of Minnesota.

**Lois A. Bosch**, Associate Professor of Social Work, MSW Program Director. BA, Northwestern College; MSW, University of Iowa; PhD, University of Illinois-Urbana-Champaign.

**Francine Chakolis**, Assistant Professor of Social Work. BS, Augsburg College; MSW, University of Minnesota.

**Ankita Deka**, Assistant Professor of Social Work. BA, Delhi University; MSW, Tata Institute of Social Sciences.

**Christina Erickson**, Associate Professor of Social Work, Field Education Coordinator. BS, University of Minnesota; MSW, University of Minnesota-Duluth; PhD, University of Illinois-Chicago.

**Annette Gerten**, Associate Professor of Social Work, BSW Field Coordinator. BA, College of St. Catherine; MSW, University of Michigan; PhD, University of Minnesota.

**Melissa Hensley**, Assistant Professor of Social Work. BA, MSW, PhD, Washington University in St. Louis; MHA, University of Missouri–Columbia.

**Barbara Lehmann**, Associate Professor of Social Work, BSW Program Director. BA, Knox College; MSW, Tulane University; PhD, Case Western Reserve University.

**Nancy Rodenborg**, Associate Professor of Social Work, Department Chair. BA, Indiana University; MSW, University of Minnesota; MIA, School of International Training; PhD, University of Arizona.

**Glenda Dewberry Rooney**, Professor of Social Work. BS, University of North Texas; MSW, University of Illinois; PhD, University of Minnesota.

**Michael Schock**, Associate Professor of Social Work. BA, University of Washington; MSW, University of Minnesota; PhD, University of Washington.

**Maryann Syers**, Associate Professor of Social Work. BA, Arizona State University; MSW, PhD, University of Minnesota.

**Ngoh-Tiong Tan** (on leave), Professor of Social Work. BA, University of Singapore; MSW, University of Pennsylvania; PhD, University of Minnesota.

## Staff

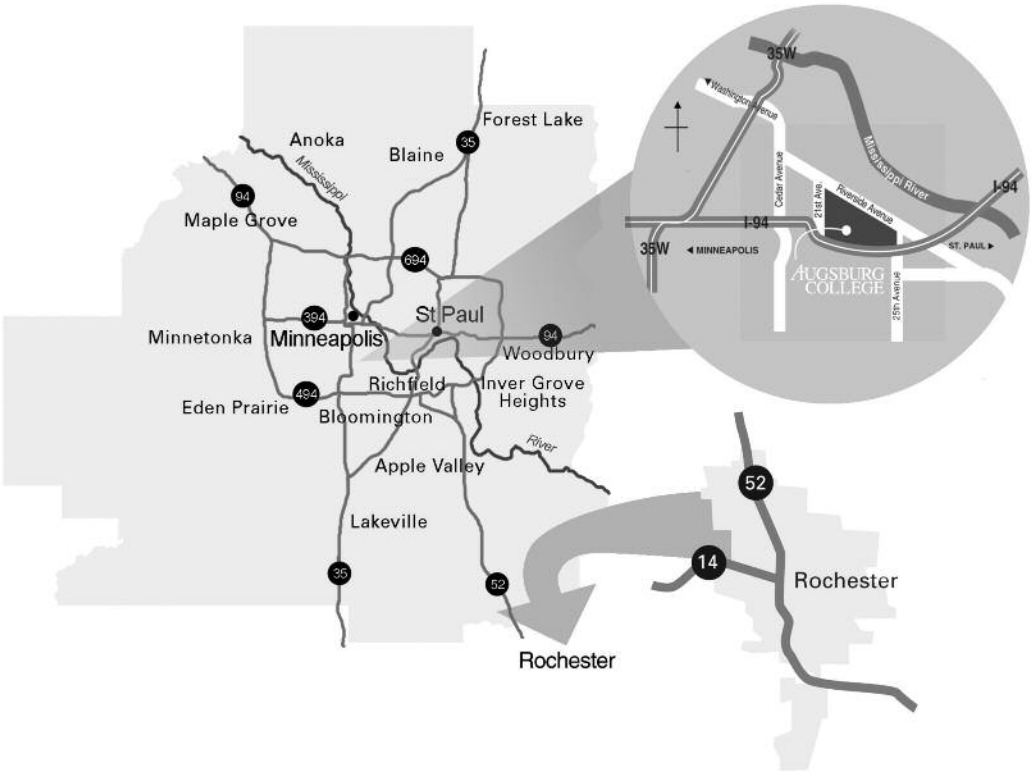
**Emily Cronk**, Administrative Assistant

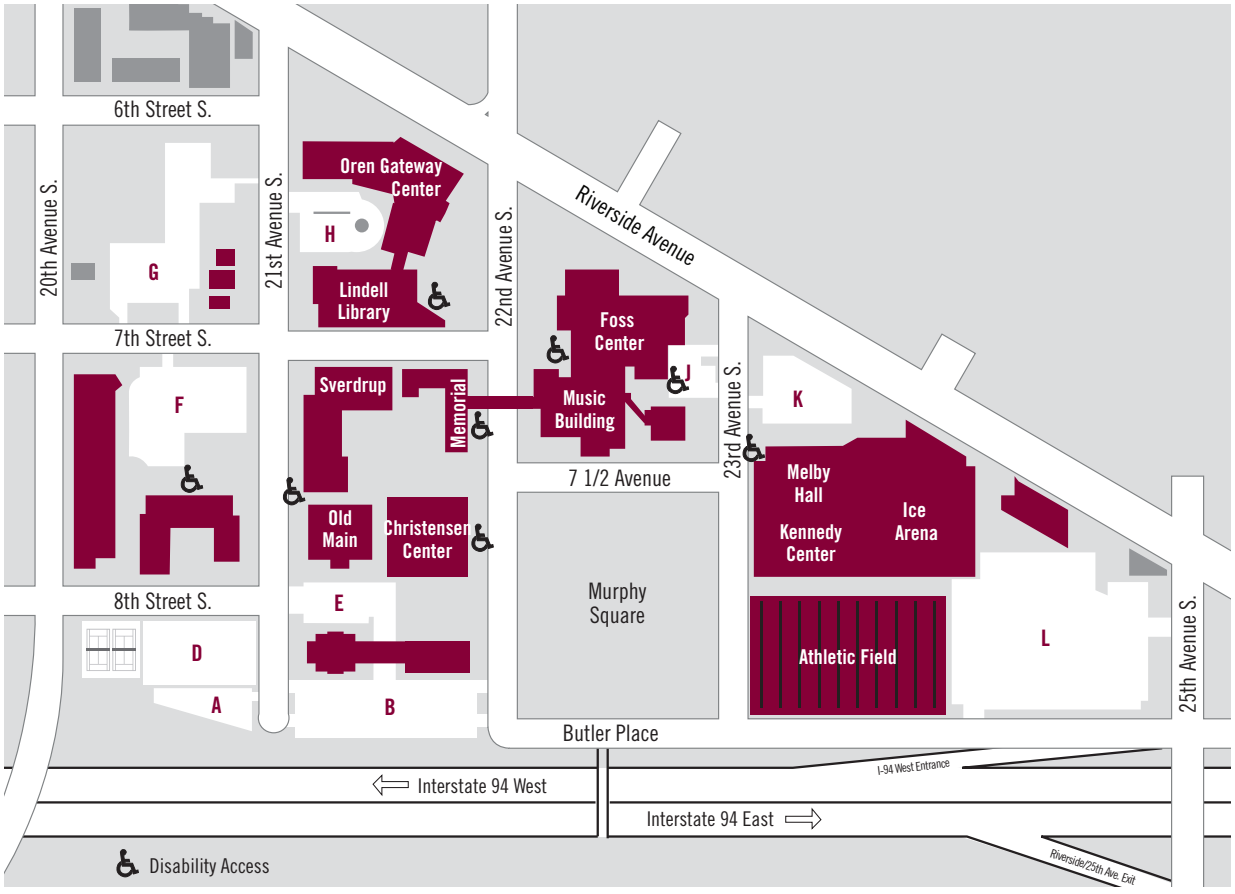
**Doran Edwards**, BSW Assistant Director

**Courtney Kocher**, Field Assistant

**Holley Locher-Stulen**, MSW Program Coordinator

# Augsburg College Map



# Augsburg College Board of Regents 2010-11

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