

Introduction

Graduate Catalog

2016-2017

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

The Augsburg College Graduate Catalog contains information about academic program requirements and academic and student policies and procedures for Fall Semester 2016 - Summer Semester 2017. It is subject to change without notice.

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

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Phone: 612-330-1000

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, Creative Writing, Education, Leadership, Nursing, Physician Assistant Studies, and Social Work are distinguished by the opportunities they provide students to expand decision-making and strategic skills.

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 find your calling, at work and in the world. 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, Ph.D.

President

Welcome from the Provost and Chief Academic Officer

Welcome to graduate study at Augsburg College! Augsburg has a long history of preparing students for leadership in their communities and places of work. Across our array of graduate programs, our students acquire specialized knowledge in a discipline or field, engage in applied and collaborative learning, develop advanced intellectual skills; encounter diverse perspectives and ideas; test theory through real-world experiences, and equip themselves for the next stage in their vocational journeys.

In joining the Augsburg community, you become part of the Augsburg story—a story of academic excellence, experiential education, intentional diversity, commitment to service in a spirit of mutuality, and dedication of faculty and staff to student learning. The College offers learning opportunities for traditional and adult students in state-of-the-art physical and online classrooms. Our locations—in the Twin Cities, Rochester, and several international sites—offer opportunities to apply what you learn in the neighborhood, the local community, and in various urban and rural locations.

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. Indeed, the diversity of our campus community helps ensure that our graduates are uniquely prepared to meet the challenges and opportunities ahead. We actively encourage interdisciplinary study and opportunities for students to collaborate with others across disciplines. We ground professional study in the best of the liberal arts tradition; we work to ensure that graduates from liberal arts disciplines are “career ready.” We embrace the best in both traditions as we equip our students for future success.

While connected through these common commitments, each graduate program has its own distinctive identity and curriculum. Your program offers a disciplinary home where you will join a community of faculty, staff, and fellow students who will collectively extend your network of connections with prospective employers and expand your career opportunities. You will have access to Augsburg alumni mentors; you will have opportunities to develop new global connections through such public events as our annual Nobel Peace Prize Forum.

We're delighted that you'll be joining us.

Sincerely,

Karen Kaivola

Provost and Chief Academic Officer

About Augsburg

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 apply critical thinking, problem solving, and advanced communication skills in a collaborative approach within that discipline, thereby engaging others with diverse perspectives in the work of advancing civic and global initiatives critical for a sustainable future.

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 and out into the world 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

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

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

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, Wisconsin, and moved to Minneapolis, Minnesota in 1872. A Rochester, Minnesota campus was added in 2002. A short history of Augsburg College can be found at www.augsburg.edu/about/history.

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 offers the following graduate degrees:

- Master of Arts in Education*
- Master of Arts in Leadership
- Master of Arts in Nursing*
- Master of Business Administration*
- Master of Fine Arts in Creative Writing
- Master of Music Therapy
- Master of Science in Physician Assistant Studies
- Master of Social Work
- Doctor of Nursing Practice* (with tracks in Transcultural Nursing and Family Nurse Practitioner)

Augsburg offers the following dual degrees:

- Bachelor of Arts in Accounting/Master of Arts in Leadership
- Master of Arts in Leadership/Master of Business Administration
- Master of Social Work/Master of Business Administration

*Programs offered at both of Augsburg's campuses (Minneapolis and Rochester, MN)

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, whether a student in Minneapolis or Rochester, and to participate in College activities such as music and dramatic presentations and lecture/speaker 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 advisors and participate regularly in campus activities.

Locations

Minneapolis Campus

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

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

Rochester campus

Augsburg's branch campus in Rochester, Minnesota, was established in 1998 as a natural extension of the College's mission and its expertise in teaching working adults. Graduate degrees and undergraduate majors including business, education, and nursing, are offered on the Rochester campus. Graduate programs in Rochester include the Master of Business Administration, Master of Arts in Nursing*, Master of Arts in Education*, and Doctor of Nursing Practice*.

The Rochester campus classrooms and offices are located at Bethel Lutheran Church (ELCA), just a few blocks south of downtown Rochester. Home to approximately 110,000 residents, Rochester is a city that enjoys a rich ethnic diversity and superior technological resources.

Augsburg classes in Rochester meet on a semester schedule with classes taking place on alternating weekday evenings and on occasional Saturdays, making them accessible to working adults. Students may also take courses within their program on the Minneapolis campus.

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

**Program includes some Minneapolis courses.*

Abroad Locations

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 disciplines.

Facilities

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

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

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

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

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

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

Foss, Lobeck, Miles Center for Worship, Drama, and Communication (1988)—The Foss Center is named in recognition of the Julian and June Foss family. The Tjornhom-Nelson Theater, Hoversten Chapel, and the Arnold Atrium are also housed in this complex, which provides space for campus ministry, the drama and communication offices.

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

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

The James G. Lindell Family Library (1997)—This library and information technology center houses all library functions and brings together the computer technology resources of the College. It also houses the Gage Center for Student Success. The library is located on the corner of 22nd Avenue and 7th Street and the Center for Learning and Adaptive Student Services (CLASS).

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

Melby Hall (1961)—Named in honor of J. S. Melby (dean of men from 1920 to 1942, basketball coach, and head of the Christianity Department). It provides facilities for the health and physical education program, intercollegiate and intramural athletics, the Hoyt Messerer Fitness Center, and general auditorium purposes. The Ernie Anderson Center Court was dedicated in 2001.

Mortensen Hall (1973)—Named in honor of Gerda Mortensen (dean of women from 1923 to 1964), it has 104 one- and two-bedroom apartments that house 312 upper-class students, the Department of Public Safety and a lounge area.

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

Old Main (1900)—Home for the Department of Art and the Department of Languages and Cross-Cultural Studies, with classrooms used by other departments. Extensively remodeled in 1980, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

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

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

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

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

Sverdrup-Oftedal Memorial Hall (1938)—Built as a residence hall and named in honor of Augsburg’s second and third presidents, it contains the President’s Office, Human Resources, and other administrative and faculty offices.

Urness Hall (1967)—Named in honor of Mr. and Mrs. Andrew Urness, this tower provides living quarters for 324 first-year students. Each floor is a “floor unit,” providing 36 residents, housed two to a room, with their own lounge, study, and utility areas.

Accreditation, Approvals, and Memberships

Augsburg College is accredited by:

- The Higher Learning Commission (HLC)
- National Council for the Accreditation of Teacher Education (NCATE) (Bachelor, and Master level degrees)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Collegiate Nursing Education (CCNE) (Bachelor, Master and Doctoral level degrees)
- Council on Social Work Education (CSWE) (Bachelor, and Master level degrees)
- American Music Therapy Association (AMTA) (Bachelor, and Master level degrees)

Augsburg's programs are approved or monitored by:

- American Chemical Society (ACS)
- American Music Therapy Association (AMTA)
- Minnesota Board of Teaching
- Minnesota Board of Nursing
- Minnesota Office of Higher Education (MOHE)
- National Association of Schools of Music (NASM)

Augsburg College is an institutional member of:

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

Augsburg College is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Dr., Suite 350, St. Paul, MN 55108, www.ohe.state.mn.us; 651-642-0533.

Policies

Non-Discrimination Policy

Augsburg College, as affirmed in its mission, prohibits discrimination on the basis of race, color, religious belief, national or ethnic origin, age, disability, gender, sexual orientation, gender identity or expression, marital status, familial status, genetic information, status with regard to public assistance, or citizenship in its educational policies, admissions policies, employment, scholarship and loan programs, athletic and/or school-administered programs, except in those instances where there is a bona fide occupational qualification or to comply with state or federal law. Augsburg College is committed to providing reasonable accommodations to its employees and students with disabilities. (Approved by Board of Regents on October, 2014)

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

Ann Garvey | Vice President of Student Affairs | Student Affairs
Memorial Hall, Room 118G | 612-330-1168 | garvey@augzburg.edu

Additionally, the College has four Deputy Officers:

Deputy Officer for Students:

Sarah Griesse | Dean of Students
Memorial Hall, Room 118F | 612-330-1489 | griesse@augzburg.edu

Deputy Officer for Employees:

Lisa Stock | Director and Chief Human Resources Officer
Memorial Hall, Room 19 | 612-330-1783 | stock@augzburg.edu

Deputy Officer for Athletics:

Kelly Anderson Diercks | Associate Athletic Director
Si Melby Hall, Room 205E | 612-330-1245 | diercks@augzburg.edu

Deputy Officer:

Leif Anderson | Vice President and Chief Information Officer
Memorial Hall, Room 124D | 612-330-1497 | andersol@augzburg.edu

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

Family Educational Rights and Privacy Act

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

Right to inspect and review education records

You have the right to review and inspect substantially all of your education records maintained by or at Augsburg College. The student must request to review their education records in writing with their signature. The College will respond in a reasonable time, but no later than 45 days after receiving the request.

Right to request amendment of education records

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

Right to give permission for disclosure of personally identifiable information

You have the right to be asked and to give Augsburg your permission to disclose personally identifiable information contained in your education records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without your permission. One such exception which permits disclosure without consent is for disclosure to school officials who have legitimate education interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of regents, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to withhold disclosure of “directory information”

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

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

“Directory information” includes the following:

- The student’s name
- The student’s address
- The student’s telephone number
- The student’s e-mail address
- The student’s date and place of birth
- The student’s major and minor field of study
- The student’s academic class level
- The student’s enrollment status (FT/HT/LHT)
- The student’s participation in officially-recognized activities and sports
- The student’s degrees and awards received (including dates)
- The weight and height of members of athletic teams
- The student’s dates of attendance
- Previous educational agencies or institutions attended by the student
- The student’s photograph

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. The Registrar’s Office must be notified in writing of your intent to withhold your Directory Information.

Right to complain to FERPA Office

You have the right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202, concerning Augsburg’s failure to comply with FERPA.

Reporting Educational Information

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

Annual Security Report

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

Copyright Policy

Augsburg College Graduate Programs follows the norms of the US Copyright Law in granting exclusive rights under the Copyright Act to faculty and student authors to reproduce their original works, to use them as the basis for derivative.

Student Rights

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

Official Notices

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

Admission

All graduate programs require students to have a bachelor's degree from a regionally-accredited four-year institution or an equivalent degree from outside the US.

All graduate students must submit completed applications. Each graduate program also has additional program requirements, which may include coursework, professional experience, testing, etc. See the program sections for these additional requirements.

Please refer to each individual program's catalog section (below) for additional instructions and for detailed information on applying to graduate programs, refer to the Graduate Admissions website at www.augsburg.edu/grad.

Readmission

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

The last day to receive approval for readmission to the College and register for classes is the Friday 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).

Non-degree Students

Individuals may take coursework at Augsburg College as a non-degree-seeking student. Non-degree students can enroll on a space-available basis. Registration dates are included in the College's Academic Calendar. Admission requires program director approval, and the student must be in good standing at all previously attended institutions.

To apply for admission as a non-degree seeking student, submit the completed application, academic intent, and unofficial transcript from the bachelor's degree granting institution to the Admissions Office. Some programs may have additional application requirements.

A bachelor's degree from a regionally accredited institution is the minimum requirement for admission. Students who have earned a bachelor's degree outside of the United States must submit a copy of a foreign credential evaluation from World Education Services (WES) or the National Association of Credential Evaluators (NACES) to confirm it is equivalent to a United States bachelor's degree or greater.

Non-degree status is conferred for only one term of enrollment. Additional terms require reapplication as a non-degree seeking student. Students may count up to 6-8 semester credits earned as a non-degree seeking student toward an Augsburg College degree with approval from the program director.

Non-degree seeking students who wish to pursue a degree must reapply for admission by submitting the completed application, academic intent, official transcript from the bachelor's degree granting institution, and any additional materials required by the program.

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:

- If the student is abroad, by entering the United States with the I-20 and an F-1 visa obtained at a US consulate.
- 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:

English Proficiency Requirements for International Graduate Applicants

To meet Augsburg College admission requirements, you must provide evidence of a sufficient command of both written and spoken English to study college courses conducted entirely in English. Below is a list of the tests and programs Augsburg College accepts as evidence for English proficiency.

- TOEFL (Test of English as a Foreign Language)
- www.toefl.org
- Score report of 80 on the Internet-based TOEFL (iBT) with a sub-score of 20 on the written and 20 on the speaking sections. (The Augsburg College TOEFL code is 6014.)
- IELTS (International English Language Testing System)
- www.ielts.org
- Score report of 6.5.
- MELAB (Michigan English Language Assessment Battery)
- www.cambridgemichigan.org/melab
- Score report of 80, and score report must be accompanied by an official letter from the testing coordinator.
- Successful completion of a previous undergraduate or graduate degree at an accredited college or university in the US, the United Kingdom, Ireland, English-speaking Canada, New Zealand, or Australia.

Score reports must be sent to Augsburg directly from the testing center. Score reports must not be more than two years old.

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 US bachelor's degree
- Verification the degree is equivalent, at a minimum, to a four-year US bachelor's degree is required.
- Course-by-course evaluation to show your complete course listing with credit values and grades received for each course, may also be required for specific programs.
- Calculation of grade point average to demonstrate your cumulative grade point average using the standard US 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 Office of Admissions. Refer to World Education Services at www.wes.org or the National Association of Credential Evaluators (NACES) at www.naces.org for information on how to obtain a foreign credential evaluation.

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 US citizen or US 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

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

Full-Time vs. Half-Time

Graduate students will need to be enrolled in 3 credits to be considered half-time and 6 credits to be considered full-time.

Tuition and Fees

• Doctor of Nursing Practice (DNP)	\$921 per 1.0 credit
• Master of Arts in Nursing (MAN)	\$703 per 1.0 credit
• Master of Arts in Education (MAE)	\$485 per 1.0 credit
• Master of Arts in Education Tribal (MAET)	UMD Rate
• Master of Arts in Leadership (MAL)	\$799 per 1.0 credit
• Master of Fine Arts (MFA)	\$642 per 1.0 credit
• Master of Social Work (MSW)	\$668 per 1.0 credit
• Master of Business Administration (MBA)	\$799 per 1.0 credit
• Master of Arts in Music Therapy (MMT)	\$822 per 1.0 credit
• Master of Science in Physician Assistant (MPA)	\$761 per 1.0 credit*

*2015 start cohort

Tuition

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

Fees

Specific courses or programs may have additional fees associated with them, such as lab or supply fees.

DNP Fee	\$55
MAN Fee	\$55

Payments

Semester Charges

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

Payment Options

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

Payment Policy

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

Augsburg accepts the following forms of payment:

Cash

Students and guest payers may make cash payments in-person at the Enrollment Center. Cash should never be mailed. Students will receive a receipt of their cash payment.

Check

Students and guest payers may pay their term fees via check either in-person at the Enrollment Center, through mail, or online using e-check/ACH. A \$30 NSF Fee will be added for any payment returned by the bank for Non-Sufficient Funds. A receipt will automatically be sent electronically for any online payments. Students who pay in-person or through mail may request a receipt of the check payment.

Credit Card/Debit Card

Students and guest payers may make student account payments online with a Visa, MasterCard, Discover, or American Express credit card. As of June 10th, 2016, Augsburg will no longer accept credit card or debit card payments in-person, over the phone, or through the mail. Credit cards will only be accepted online via Cashnet, a vendor contracted by Augsburg.

Because Cashnet charges Augsburg for their services, a credit card service fee of 2.75 percent will be associated with any credit card payment made to the college. This is to offset the approximately \$250,000 in costs that Augsburg accrues annually for providing credit card payment options to our students. Augsburg will not receive any part of the service fee and will not be profiting from it.

Financial Aid

All students who wish to be considered for financial assistance must reapply each year. In addition to reapplying for aid, students must make satisfactory academic progress toward the attainment of their degree or certificate as stipulated in the [Satisfactory Academic Progress \(SAP\)](#) section of this catalog.

Financial assistance awarded through Augsburg may be a combination of grants and loans. The College cooperates with federal, state, church, and private agencies in providing various aid programs.

The Free Application for Federal Student Aid (FAFSA) helps determine the amount of assistance for which a student is eligible. This analysis takes into account such family financial factors as current income, assets, number of dependent family members, other educational expenses, retirement needs, and special considerations.

Types of Aid

A student applying for aid from Augsburg applies for assistance in general rather than for a specific scholarship or grant (except as noted).

Institutional Grants/Discounts

Augsburg offers grants/discounts for a variety of different students. Specific information about the different grants and scholarships, along with eligibility requirements, can be found online at www.augsburg.edu/studentfinancial/payment-plans-and-discounts.

Loan Assistance

Graduate students must be enrolled at least half-time in order to receive federal loans. Three semester credits per term is considered half-time. Six semester credits per term is considered full-time.

- Federal Unsubsidized Stafford Student Loan
- Interest begins accruing on the date of disbursement and the borrower is responsible for all interest. The borrower may choose to make payments while in school or may defer payments and allow interest to accrue and be capitalized (added to the balance of the loan).
- Federal Graduate Loan Program (PLUS)
- Graduate PLUS is a loan program to help graduate students meet college costs. Students may borrow up to the cost of attendance (minus all other student financial aid).

Further information about loan programs can be found online at www.augsburg.edu/studentfinancial.

Satisfactory Academic Progress (SAP)

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

Standards of Satisfactory Academic Progress

- Minimum GPA requirements: Graduate Students must maintain a minimum 2.5 cumulative GPA based on the entire academic record.
- Minimum Credits Completed: Graduate Students must earn a cumulative 66.67% of the credits attempted based on the entire academic record. A completed credit has a grade of 4.0 – 2.5 or P. Credits earned and completed will include accepted cumulative transfer credits as defined by the Registrar's Office. Unsatisfactory grades "W (withdrawn)," "I (Incomplete)," "0.0/F/FN (Zero)," and "N (Not Passing)" are counted towards the cumulative attempted credits. Repeated and remedial courses are not counted towards the cumulative attempted credits.
- Maximum Time Frame: To demonstrate academic progress, graduate students must complete their degree objective within 150% of the length of the program.

Monitoring and Evaluating Progress

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

Financial Aid Warning

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

Financial Aid Suspension

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

Financial Aid will be suspended when a student placed on Financial Aid Suspension does not meet SAP standards. Because grades may not be available before the beginning of the next scheduled term, it is possible that financial aid may be disbursed to a student before the review can be conducted. In the event that a student is found to be ineligible for the financial aid that has been disbursed due to a failure to meet one of the Standards, the aid that was disbursed will be canceled, and returned to the appropriate program(s).

Right to Appeal

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

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

Financial Aid Probation

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

[1] Financial Aid is defined as: Augsburg Institutional Aid, Federal Title IV funding, and Minnesota State Financial Aid programs.

Student Account Financial Disclosure

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

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

Results of Balances Not Paid in Full

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

Past Due Accounts

If the student does not set up a formal payment plan with Augsburg's Student Financial Services department, Augsburg reserves the right to demand payment of the entire balance owed by that student and to take steps to collect it. Augsburg may cancel the student's registration, prevent the student from registering for future terms, withhold

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

Financial Policy

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

Augsburg College will not release student academic transcripts or graduation diplomas/certificates until all student account charges are paid in full or, in the case of student loan funds administered by the College (Federal Perkins Student Loan), are current according to established repayment schedules and the loan entrance and exit interviews have been completed.

Tuition Refund

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

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

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

Medical Refund

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

Unofficial Withdrawal

Federal regulations require that records of financial aid recipients who earn failing grades in all their classes be reviewed. If courses are not completed (e.g., unofficial withdrawal, stopped attending), the College is required to refund financial aid to the appropriate sources according to federal or Augsburg refund policies based on the last recorded date of attendance. Students are responsible for the entire cost of the term including the portion previously covered by financial aid should they stop attending. Students are strongly urged to follow guidelines for complete withdrawal from college. If there are extenuating circumstances, a petition to have the cost of tuition refunded can be made. Petition forms are available online through the Registrar's Office website.

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

Financial Aid Policy

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

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

Financial Aid - Return of Aid

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

Federal/State Aid Adjustments

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

Institutional Aid Adjustments

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

Credit Refund

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

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

Bookstore

Students who are registered for the upcoming term will be allowed to charge up to \$700 to their student account. **Students DO NOT need to request a bookstore account this year.**

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

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

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

Third Party

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

Additional Funds

If the cost of your textbooks and supplies are above \$700 in one term, you have enough financial aid to cover the additional costs, and you would like to charge the additional amount to your student account, please send the following information to Student Financial Services (studentfinances@augsborg.edu). All requests need to be in writing.

Subject: Request for additional funds

Full Name:

Student ID number:

Additional request:

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

Consumer Information

Loss of Financial Aid Due to Drug Offense

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

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

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

For the possession of illegal drugs:

First offense: one year from the date of conviction.

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

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

For the sale of illegal drugs:

First offense: two years from the date of conviction.

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

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

Regaining Eligibility after a Drug Conviction

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

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

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

Student Resources/Academic and Support Services

Lindell Library Resources

Since 1997 the James G. Lindell Family Library has been home to a wide variety of print and digital collections, now numbering almost 200,000 books, 60,000 e-books, 60,000 e-journals, 4,000 movies on DVD or VHS, and more than 120 databases. Through its streaming video services, Lindell Library provides access to an additional 50,000+ educational videos. Lindell also houses significant collections of juvenile literature and K-12 curriculum materials, as well as the College's archives and special collections.

If that still isn't enough, Lindell Library belongs to CLIC, Cooperating Libraries in Consortium, a network of seven private liberal arts colleges in the Twin Cities. Augsburg students can borrow books and videos from any of the other CLIC libraries and get those materials delivered directly to Lindell Library through CLIC's daily courier service. Research Support

Research Support

Research help is always available, either online or in person, at Lindell Library's Learning Commons. Our research guides, available on the library's website, provide access to key research materials on topics as wide-ranging as health and physical education, film studies, computer science, or music therapy. Students can talk to an expert in person at Lindell's Learning Commons desk, by phone at 612-330-1604, by email at refdesk@augsborg.edu, or chat with an expert 24/7 through our Ask-A-Librarian service at library.augsburg.edu.

Other Cool Stuff

Libraries are more than just books and databases, they are places to gather for collaborative research or quiet study and reflection. At Lindell Library, you can do both. Ten group study rooms are available on the top floor of Lindell Library, and can be reserved up to two weeks in advance. The lower level is a designated quiet study space for those who prefer to work alone. Whether working alone or in a large group, Augsburg students can check out a laptop from the Library's Circulation Desk. Other equipment is also available for check out; just ask our friendly staff for assistance.

The staff at Lindell Library are eager to help you with all your research needs. Stop by anytime that the library is open (hours are always posted on the library's website), or contact us at:

library.augsburg.edu
refdesk@augsborg.edu
612-330-1604

Information Technology Services

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

Computing

Students have access to more than 250 on-campus computers. Both PC and Macintosh desktop computers are available in the Lindell Library Learning Commons and computer lab, and in the 24-hour Urness computer lab. The College has five computer classrooms, 41 technology-enhanced classrooms and one video conferencing-enabled classroom. The circulation desk in Lindell Library has 45 wireless laptops available for use in the library.

Several computer clusters are available for more specific student use within academic departments. A high-speed fiber optic campus network provides access to AugNet online services, printing, and to the internet. Network-ready student machines can connect to the campus network from residence hall rooms or any building on campus using WiFi. All of the AugNet online services are available securely on- and off-campus.

Center for Learning and Accessible Student Services (CLASS)

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

Each term, Disability Specialists work directly with students to develop a plan for ensuring they have equal access to Augsburg courses, programs, activities, and facilities. Students are encouraged to meet regularly with their specialist, and discussions may include:

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

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

Any Augsburg student who wants to establish eligibility for accommodations and services should schedule a meeting with a Specialist to discuss their needs, as well as appropriate documentation of their disability. CLASS also provides informal screenings for students who suspect they may have a learning-related disability. These screenings are meant only to help students determine whether they should seek a thorough evaluation by a qualified professional.

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

The services and technology provided by CLASS are enhanced by the generous support of the Gage family and Groves Foundation. For further information, call 612-330-1053.

International Student and Scholar Services (ISSS)

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

Academic Programs and Policies

Academic Calendars

All of our graduate programs meet on a semester calendar. Academic Calendars can be found at www.augsburg.edu/registrar. All academic calendars are subject to change without notice.

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](#)).

Evaluation and Grading

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 cumulative GPA in order to graduate; Physician Assistant students must consult the PA Program Progression Standards Policy. Grading option cannot be changed from traditional (0.0 - 4.0) to Pass/No Credit.

Explanation of grades for Graduate Studies:

Grade	Explanation
4.0	Achieves highest standards of excellence
3.5	Achieves above acceptable standards
3.0	Meets acceptable standards
2.5	Meets minimum standards
2.0–0.0	Unacceptable performance
FN	Unacceptable performance, student stopped attending
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

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V) on a space-available basis. Graduate students will be charged an audit fee of \$1,000. The written permission of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance, and any other requirements. If expectations have been met, the course will be listed on the transcript with a V grade. If expectations have not been met, the course will be listed with a grade of W. Audited courses do not count towards graduation.

Withdrawal Grade

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

Incomplete (I) Grades

Incomplete grades (I) are to be given only in the case of extreme emergency (i.e. illness, family emergency, death in the family, military commitment). If you have any questions regarding the qualifying emergency please contact the Registrar's Office for verification.

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 Registrar's Office 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.

Extension (X) Grades

Internships, independent studies, and directed studies may sometimes last longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X (extension) is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year). An instructor has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not completed, a grade of 0.0 will be assigned.

Repeated Courses

A course in which a grade of FN, 0.0, 0.5, 1.0, 1.5, 2.0, 2.5 or N has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit and a grade, but may be audited. All courses taken each term and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned the second time, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg College must be repeated at Augsburg to be included in the repeat policy.

Grade Point Average

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

GPA = Total grade points divided by number of credits attempted, i.e., courses with 0.0 to 4.0 grade assigned.

Attendance

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.

Non-Attendance/Non-Participation

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

Graduate Continuation Policy

Students registering for the final project course must complete the Final Project Registration/Graduate Continuation Contract by the last day to add with faculty signature for a Full Semester class as noted on the Academic Calendar. Upon receipt of the contract, the Registrar's Office will enroll the student in the Continuation Program for 7 semesters. Entry into the Continuation Program maintains students' active status in the graduate program, including library and AugNet Services.

If a grade is not received by the grading deadline of the 7th semester, the 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 coursework and will need to pay tuition and fees for any additional courses. If/when the final project course is completed, the new grade would replace the previous N grade.

Students may withdraw from the College, and thus from the Continuation Program 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 who are readmitted may need to complete additional coursework and will need to pay full tuition and fees for any additional courses. If/when the final project course is completed, the new grade would replace the previous W grade.

Credit and Contact Hours

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

All Augsburg programs follow the semester calendar with semester lengths from 14-16 weeks. Augsburg offers a summer semester which follows the same format as both fall and spring semester. Students must take at least 3 credits to be considered half-time, and 6 or more credits to be considered full-time. Students may take up to 22 credits.

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.

Probation and Dismissal

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 Assistant must consult the PA Program Progression Standards Policy.

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: Business, Creative Writing, Education, Leadership, Nursing, Physician Assistant Studies, Social Work). 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 or Withdrawing

Courses may be dropped or withdrawn online through AugNet Records and Registration or with a Registration Form. To see the drop and withdrawal deadlines, see the Academic Calendar at www.augsburg.edu/registrar.

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 on the Registrar's Office website.

Term Off

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

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 advisor 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 institution 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 semester credits that can be transferred is:

- Master of Arts in Education (6)
- Master of Arts in Leadership (6)
- Master of Arts in Nursing (9)
- Master of Business Administration (18)
- Master of Fine Arts in Creative Writing (12)
- Master of Music Therapy (Contact program director)
- Master of Science, Physician Assistant Studies (Contact program coordinator)
- Master of Social Work (22)
- Doctor of Nursing Practice (Contact program director)

Augsburg credits are calculated in semester hours. If you completed courses at other institutions that are quarter hours, they will be converted to semester hours. One quarter hour equates to two-thirds of a semester hour.

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

Master of Arts in Education

Augsburg has a long history in teacher education with alumni of our programs teaching throughout Minnesota and elsewhere. The Master of Arts in Education (MAE) program combines our excellent undergraduate licensure coursework with a master's level coursework focused on teacher leadership, preparing teachers to serve K-12 students effectively and to nurture healthy change within schools and school systems.

Our Philosophy

The Education Department program themes include relationships, reflection and inquiry, diversity and equity, and leadership. One of these themes - leadership - is lived out within the MAE program. 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 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 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.

*By the end of Spring 2015 our licensure programs will have been fully transitioned from a weekend to an evening schedule. New students will be in the evening program. For the time being, end of program MAE degree completion options will remain on the weekend schedule.

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 safe, trustworthy places 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 program. 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 performance assessment—gives students the opportunity to study an issue of concern and, supported by research, define a means for addressing it.

Three **Teacher Leadership Aspirations** inform our program. They are as follows:

Aspiration 1: Teacher leaders value learning for personal and professional growth. Teacher leaders share knowledge effectively with colleagues. We believe that teacher leaders are comfortable with their knowledge and expertise, neither flaunting it nor hiding it, but sharing it with others generously. They work to build bridges with a full range of colleagues, but they don’t let recalcitrant colleagues stop their own development. They see learning as a continuous endeavor and seek it throughout their careers.

Aspiration 2: Teachers leaders think big—beyond the classroom to the broader context of education and community. We believe that teacher leaders see systems and the “big picture” and are able to put their classrooms, schools, and communities into a broader context. They understand the link between policies, politics, and education and participate in change efforts at the macro and micro levels. They seek to work with administrators to establish school and district policy that improves life for everyone. If this involves political action, they are prepared to engage in it. Teacher leaders also understand that teaching and learning are dynamic and that change within school systems is an ever-present phenomenon. They are informed decision-makers predisposed to take on the challenge of change when they think it benefits students, teachers, and/or community.

Aspiration 3: Teacher leaders possess courage and an orientation to action. We believe that teacher leaders help others not be afraid. They are able to help people to take warranted risks and step outside their comfort zones. They have the courage to bring people together to see the bigger picture and then help people get there. Teacher leaders accept both power and accountability. They understand that responsibility without power diminishes potential for effectiveness. They believe that accountability is a fair trade for the power to take effective action. They operate from a foundation of self-efficacy.

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 content area endorsement in math, communication arts, social studies, or science. Subject matter courses for these endorsements may need to be taken in the weekday schedule or at a community college when unavailable through evening course work.
- Secondary education (5-12 and K-12) in social studies, communication arts/literature, visual arts, health, mathematics, music, and physical education, 9-12 in biology, chemistry, and physics, and 5-8 general science . Subject matter courses for these licenses may need to be taken in the weekday schedule or at a community college when unavailable through evening course work. Augsburg requires that at least two content area courses are taken at Augsburg.

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

- K-12 English as a Second Language
- K-12 Special Education: Academic Behavior Strategist

All teachers seeking licensure through Augsburg must take and pass all tests required by the state of Minnesota for licensure. These include tests in basic skills, pedagogy and content area knowledge.

Accreditations and Approvals

Augsburg College Teacher Education programs are accredited and approved by:

- National Council for the Accreditation of Teacher Education (NCATE)
- Minnesota Board of Teaching. (MN BOT)

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 the listing in the Accreditation, Approvals, and Memberships section of this catalog.

Program Structure

The Master of Arts in Education (MAE) program is made up of a core of education licensure courses at the graduate level 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 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. See the MAE program director for details.

The MAE degree requires ten or eleven 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.

Credit

MAE graduate level courses are offered for 3 semester credits. Each course is comprised of 37.5 instructional hours with the expectation of about 75 hours of independent study outside of class.

Schedule

The majority of the education courses in the MAE licensure and degree programs are offered through the AU evening schedule. Courses in this schedule meet face to face every other week with online instruction during the alternate weeks. A few education courses and many undergraduate content area courses are offered in a face to face, classroom based format, meeting weekly in the evenings. The MAL and education degree completion courses are offered primarily in a weekend schedule through a mix of face-to-face and online instruction. Summer session courses are offered primarily weekday evenings. Summer courses are offered in a mix of formats from all online to all face-to-face.

The following teaching licenses are available almost entirely through the evening and summer schedule: elementary education, 5-12 social studies, 5-12 communication arts, K-12 art, K-12 special education, and K-12 English as a second language.

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

The weekday evening schedule is comprised of two semesters spread from early September through late April. In general, classes are held every other week, face to face with online instruction in the intervening week. The weekday schedule is also comprised of two semesters spread from early September through late April. Classes offered during the weekday meet one to 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 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 have been admitted to the MAE program.

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

EDC 200/522 - Orientation to Education in an Urban Setting*

EDC 206/566 - Diversity/Minnesota American Indians

EDC 310/533 - Learning and Development in an Educational Setting*

EDC 410/544 - Learners with Special Needs*

EDC 490/580 - School and Society

EED 225/524 - Foundations of Literacy

EED 325/525 - K-6 Methods: Literacy*

EED 350/550 - K-6 Methods: Math

EED 360/560 - K-6 Methods: Science

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

HPE 115 - Chemical Dependency Education

EDC 220 - Educational Technology

EED 326 - Elementary Reading K-6 Field Experience* (taken concurrently with EED 325/525)

EED 311 - K-6 Methods: Health

EED 312 - K-6 Methods: Physical Education

EED 336 - Advanced Literacy Methods*

EED 341 - K-6 Methods: Art

EED 370 - K-6 Methods: Social Studies/Thematics

EED 380 - Kindergarten Methods*

EED 386 - K-6 Methods: Children's Literature

EED 481, 483, 485 - Student Teaching: Elementary K-6

EED 489 - Teacher Performance Assessment and Student Teaching Seminar

*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. Subject matter courses for these endorsements will be available through a combination of weekday, evening and off-campus courses. 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.

K-12 and 5-12 Secondary Education

K-12 and 5-12 licenses 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.

Subject matter courses in the following majors are offered on weekday evenings and summer: English, communications (for communication arts), art and selected social science courses. 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 weekday evenings and summer.

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 typically will need to take additional content courses in the weekday schedule and off-campus. 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 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 seven 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 in an Urban Setting*
EDC 206/566 - Diversity/Minnesota American Indians
EDC 310/533 - Learning and Development in an Educational Setting*
EDC 410/544 - Learners with Special Needs*
EDC 490/580 - School and Society
ESE 325/525 - Creating Learning Environments
ESE 300/500 - Reading and Writing in Content Area*

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

HPE 115 - Chemical Dependency Education
EDC 220 - Educational Technology
ESE 3XX - K-12 or 5-12 Methods (in the content area)*
ESE 481, 483, 485 - Student Teaching: Secondary
ESE 489 - Teacher Performance Assessment and Student Teaching Seminar

*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.

Special Education

Augsburg College offers licensure in K–12 Special Education: Academic Behavioral Strategist (ABS). This program qualifies students to teach in special education programs and positions working with students with mild to moderate disabilities in the areas of emotional/behavioral disabilities, learning disabilities, autism spectrum disabilities, developmental and cognitive disabilities and other health disabilities. 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. Five years after being licensed, teachers must extend their license in one of the above categories through additional coursework.

Also available is the **Naadamaadiwin Tribal Special Education Cohort** (temporarily suspended for 2016)—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 for more information. The ABS licensure program is offered through weeknight and summer schedules. The Naadamaadiwin

Tribal Special Education Cohort program is offered primarily online with weekend sessions at the beginning and end of each semester.

Licensure Requirements

Licensure requirements are offered at both the undergraduate and graduate level. Classes will include both undergraduate and graduate students, with graduate students having additional course responsibilities. Graduate courses are taken at the 500 level. All courses must be taken for licensure, and up to seven courses may also be applied toward the master's degree in education. The following courses for the ABS license are offered at both the undergraduate and graduate levels:

- EDC 200/522 - Orientation to Education in an Urban Setting*
- EDC 206/566 - Diversity/Minnesota American Indians
- EDC 310/533 - Learning and Development in an Educational Setting*
- EDC 410/544 - Learners with Special Needs*
- EED 225/524 - Foundations of Literacy
- EED 325/525 - K-6 Methods: Literacy*
- EED 350/550 - K-6 Methods: Math*
- EED 360/560 - K-6 Methods: Science*
- SPE 410/510 - Implementing Assessment Strategies*
- SPE 411/511 - Etiology and Theory of Mild to Moderate Disabilities
- SPE 415/515 - Theory to Practice*
- SPE 425/525 - Transition and Community*
- SPE 430/530 - Instructional and Behavioral Practices*
- SPE 490/540 - Parent and Professional Planning

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

- HPE 115 - Chemical Dependency Education
- MAT 137 - Mathematics for Elementary Teachers I
- EDC 220 - Education Technology
- EDC 330 and 332 - Building the Public Good: Public Achievement and Organizing
- EDC 331 and 333 - Practicum in Public Achievement
- EED 326 - Elementary Reading K-6 Field Experience* (taken concurrently with EED 325/525)
- SPE 481,483 - Student Teaching: Elementary Special Education
- SPE 485, 487 - Student Teaching: Secondary Special Education
- SPE 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience required as part of this course.

This program is based on an innovative internship model that allows students employed in special education 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 classrooms serving these populations. Hours must be completed across elementary, middle school, and high school and include experiences with the five areas of disability that are part of this license. Specific information on field experience requirements is available from the Education Department.

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. (Temporarily suspended, 2015)

- 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
SPE 509 - Literacy Instruction for American Indian Learners with Exceptionalities
SPE 481, 483 - Student Teaching: Elementary Special Education
SPE 485, 487 – Student Teaching: Secondary Special Education

K-12 English as a Second Language (ESL) License

The K-12 English as a Second Language license is available as an initial license as well as an endorsement to an existing license. This license qualifies teachers to work with K-12 students for whom English is a second language across a range of subject areas. The K-12 ESL licensure program is comprised of both undergraduate and graduate courses; up to seven of the graduate courses can apply to the completion of the MAE degree. Graduate-level licensure coursework (500 and above) is available to students who already hold a bachelor's degree and have been admitted to the MAE program. A pre-requisite to program admissions is two years of high school level or one year of college level language instruction.

The K-12 ESL program is offered in a hybrid format which means that courses are a mix of face to face and online instruction. Classes are offered during the academic year in the evening semester framework and during summer session to make them accessible to working adults. This license is also offered as an undergraduate major to Augsburg Undergraduate (AU) students seeking a baccalaureate degree.

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

EDC 200/522 - Orientation to Education in an Urban Setting*
EDC 206/566 - Diversity/MN American Indians
EDC 310/533 - Learning and Development in an Educational Setting*
EDC 410/544 - Learners with Special Needs*
EED 325/525 - K-6 Methods: Literacy*
ESE 325/525 - Creating Learning Environments*
ESL 330/510 - History and Structure of the English Language
ESL 340/520 - ESL Literacy*
ESL 490/530 - Language, Culture, and Schools
ESL 420/540 - ESL Methods*

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

HPE 115 - Chemical Dependency Education
EDC 220 - Educational Technology
EED 326 - Elementary Reading K-6 Field Experience (taken concurrently with EED 325/525)
ESL 310 - Second Language Acquisition
ESL 320 - Introduction to Linguistics
ESL 410 - ESL Testing and Evaluation
ESL 481, 483 - Student Teaching: Elementary
ESL 485, 487 - Student Teaching: Secondary
ESL 489 - Teacher Performance Assessment and Student Teaching Seminar

*This course has a 20 hour field experience attached to it.

Student Teaching

Students are required to complete student teaching for initial and additional licenses (unless otherwise indicated). 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, secondary, and K-12 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 eight to twelve semester credits of student teaching and a two

semester credit edTPA and student teaching seminar. They 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.

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 seven Augsburg graduate-level licensure courses fulfilling master's requirements. Students bringing fewer than seven graduate-level licensure courses or 21 semester credits into the degree program must complete additional Master of Arts in Leadership (ML) or education graduate courses to reach the required 30-33 semester credits for the MAE degree.

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

Action Research Degree Completion Option (Minimum 30 credits)

This degree completion option requires a minimum of three classes totaling at least nine semester credits: 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 coursework for action research is designed to be completed in two semesters; the project itself is done once the research is presented at an action research symposium and the paper is accepted for placement in Lindell Library. Additional terms beyond those in which the courses are completed are available through continuing registration for up to 12 semesters at no further charge.

Leadership Application Project (LAP) Degree Completion Option (Minimum 30 credits)

This degree completion option requires a minimum of three classes totaling at least nine semester credits: an ML elective, EDC 514 – Research Methods - Education focus or ML 514 - Evaluating Empirical Research 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.

- 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 website, an article for publication or other appropriate educational product.
- This option is completed with a final oral presentation and placement of the final paper in the Lindell Library. Additional terms beyond those in which the courses are completed are available through continuing registration for up to 12 semesters at no further charge.

Performance Assessment/Teacher Leadership Degree Completion Option (Minimum 33 credits)

This degree completion option focuses on the theme of the MAE degree program - teacher leadership - and requires a minimum of the following four classes:

One ML leadership-focused course

EDC 570 - Teacher Leadership

EDC 514 - Research Methods (ML 514 can be substituted if necessary)

EDC 594 - Performance Assessment Project

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. EDC 594 must be taken as the last course in this sequence. Students finish their degree through this option with the successful completion of these four classes.

Alternate Settings—MAE in Rochester

In step with Augsburg College's excellent reputation in the field of education, the Master of Arts in Education program is also offered in Rochester, MN. Licenses are available in elementary education and special education: ABS. Classes primarily meet weekday evenings and summer 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 Academic Behavior Specialist (ABS) program is designed for students currently working with or planning to work with students with mild to moderate special needs. The program leads to Minnesota teaching licensure in special education and the ability to work with students whose special needs are categorized as EBD, LD, DCD, ASD, and/or OHI. All courses for these licenses are available in Rochester.

The Performance Assessment degree completion option is offered in Rochester as needed, typically every other year.

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 and Values: Keys to Authentic Leadership

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 - Cultural Competence and Effective Leadership

ML 565 - Women and Leadership

ML 599 - Topics

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

Admission to MAE

Admission Requirements

Students admitted into the MAE licensure and degree programs 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 2.5-2.99 may be admitted conditionally into the graduate licensure program. To be admitted to the MAE degree completion program, all students must have a 3.0 or better Augsburg GPA.

Application Checklist

The following items must be sent to the Augsburg Office of Admissions:

- Completed application form - www.augsburg.edu/mae

- \$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.

Transfer Policy

Acceptance of previous education coursework completed 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 for secondary licensure 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.

Acceptance into the MAE Program

Application files are reviewed by the MAE director. Applicants are notified of the admission decision by the Office of Admissions, 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 undergraduate 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 advisor early in the first semester 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. Prior to beginning the methods courses within a program, 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

All MAE students are expected to achieve and maintain 3.0 or better GPA in their Augsburg course work. Students whose cumulative GPA falls between 2.5 and 2.99 at the end of their licensure program are able to complete the license

but are not eligible for the degree. Students with cumulative GPA's below 2.5 may not student teach and are subject to academic probation and possible dismissal.

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 2.5 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 expected to repeat the course as soon as possible and raise the grade to the appropriate level.

Dismissal from Licensure and Degree Program

Students may be dismissed from the licensure program prior to and during 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 who fail to complete the license may have the option to finish the degree.

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 students' 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 progress through the program and student teaching. A full description of field experience requirements is available in the Education Department Handbook.

Readmission and Withdrawal

Students in good standing who fail to register for courses for two terms (not including summer) 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 a data maintenance fee upon admission to the department, 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.

Full-time Faculty

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

Margaret J. Finders, Associate Professor of Education. BA, University of Iowa; MA, University of Iowa; PhD, University of Iowa.

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

Audrey Lensmire, Assistant Professor of Education. BA Indiana University; MAT National Louis University; PhD University of Minnesota.

Rachel M. Lloyd, Assistant Professor of Education. BS, Carleton College; MA, University of Minnesota; PhD, University of Minnesota.

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

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

Christopher Smith, Assistant Professor of Education. BS Purdue University; MS Purdue University; PhD University of Minnesota.

Jennifer Diaz, Assistant Professor of Education. B.S. Elementary Education, University of Wisconsin-Madison. M.S. Curriculum and Instruction, Ph.D. Curriculum and Instruction, University of Wisconsin-Madison.

Master of Arts in Leadership

MAL Mission

The purpose of the Master of Arts in Leadership (MAL) program is to develop leaders for organizations, the community, and society. Organizations seek leaders who possess:

- An ethically and morally responsible vision
- An understanding of how change occurs and how it can be managed
- A 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
- 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 study of leadership is central to Augsburg College. The College mission statement says, “Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.” The Master of Arts in Leadership is quintessentially Augsburg. The integrated liberal arts perspective on leadership education is what we think of as the “Augsburg difference.”

The Master of Arts in Leadership is the core program of Augsburg’s Center for Leadership Studies (CLS). Developed and launched in 1987, it is Augsburg’s oldest graduate degree and one of the oldest leadership graduate degrees in the United States. The program responds to the leadership development needs of both for-profit and not-for-profit organizations. MAL has a deep theoretical base in leadership studies, yet also offers its students practical approaches to leadership that can be applied in the workplace and society.

Leadership Development Model

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
- 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.

Learning Goals and Outcomes

The MAL program is designed to support students in developing the knowledge and skills to:

- Explore the nature and practice of leadership in a wide variety of dynamic organizational and community settings
- Develop a personal understanding and philosophy of leadership
- Aspire to be responsible leaders who are informed citizens, critical thinkers, and thoughtful stewards
- Enhance knowledge of self and the capacity to be reflective learners
- Analyze and navigate increasingly complex changing environments
- Formulate and articulate a shared vision in order to inspire others to achieve desired goals

MAL Courses

Each course 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.

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. Courses are organized as seminars with the opportunity for discussion and dialogue.

The program features classes taught by faculty from multiple disciplines and offers two formats to allow students to choose the option that works best for them. Both formats offer a combination of classroom and online learning styles in different proportions. The classic classroom format emphasizes face-to-face instruction augmented by online work. The integrated hybrid format combines online and intensive learning experiences with occasional sessions in a traditional classroom setting.

Two Convenient Formats: Classic Classroom and Integrated Hybrid Cohort

Overview of Classic Classroom Format

For nearly 30 years, our classic classroom format has featured a flexible choice model that allows students to select courses that focus on individual goals, interests, and learning style. Students can also determine the pace at which they move through the program. This format offers numerous electives and allows for individualized studies. Some online work is incorporated into this format.

Schedule

During fall and spring semesters, classes usually meet every other Saturday morning or afternoon for four hours. Additional instruction time is provided online. Seven Saturday sessions are included in one semester. Some select classes meet on Monday evenings. Students can take a combination of Saturday and Monday courses.

A sample class schedule in the classic classroom format:

Period I	Saturday	8:00 am to 12:00 pm
Period II	Saturday	1:00 pm to 5:00 pm
Period III	Weeknights	6:00 pm to 9:45 pm

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

The MAL program also offers summer semester courses in seven-week, fourteen-week, or special immersion formats. Most summer semester courses meet on weeknights from 6:00 pm to 9:45 pm rather than on Saturdays.

Curriculum

Four core courses:

ML 505 - Foundations of Leadership

ML 514 - Evaluating Empirical Research

ML 580 - Colloquium on Contemporary Theories of Leadership

ML 585 - Integrating the Theory and Practice of Responsible Leadership (Capstone Course)

Seven electives, selected from more than 20 offerings*

*Students may petition the program to do a thesis in place of two of the elective courses. Students who do the thesis are required to develop and carry out an in-depth study of some aspect of leadership or of a leadership-related topic and register for ML 592 Thesis Consultation I and ML 593 Thesis Consultation II. Students electing to write a thesis are still required to take ML 585 to complete the program.

Elective courses for the Classic Classroom format

The MAL program requires that seven elective courses be selected from the following course list. All courses are 3 semester credits:

ML 510 - Visions of Leadership

ML 511 - Creativity and the Problem-Solving Process

ML 520 - Self-Identity and Values: Keys to Authentic 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 536 - Facilitating Organizational Change

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 560 - Cultural Competence and Effective Leadership

ML 563 - Leadership in a Global Society

ML 565 - Women and Leadership

ML 570 - Negotiation: Theory and Practice

ML 574 - Strategic Leadership

ML 575 - Constructive Conflict Resolution

ML 576 - Leading Innovation

ML 577 - Universal Responsibility and Leadership: A Nicaraguan Experience

ML 598 - Independent Study

ML 599 - Topics

Overview of Integrated Hybrid Cohort Format

A combination of online, classroom, and experiential learning

The integrated hybrid model is completed in two years with a combination of intensive face-to-face sessions and online coursework. Students complete the program with a cohort of peers representing many different perspectives. Students learn from each other and build relationships that will provide support throughout the program and a valuable network for the future.

Schedule

After starting with a five-day summer experience, classes meet on a semester schedule September through mid-April (fall and spring semesters) and mid-May through mid-August (summer semester). Coursework will be online and supported by three on-campus class sessions per term.

Curriculum

- *ML 505 - Foundations of Leadership
- ML 512 - Responsible Leadership for the 21st Century (Intensive)
- *ML 514 - Evaluating Empirical Research
- ML 520 - Self-Identity and Values: Keys to Authentic Leadership
- ML 535 - Organization Theory and Leadership
- ML 553 - Design and Leadership
- ML 563 - Leadership in a Global Society
- ML 574 - Strategic Leadership
- ML 577 - Universal Responsibility and Leadership: A Nicaraguan Experience (or alternative elective)
- *ML 580 - Colloquium of Contemporary Theories of Leadership
- *ML 585 - Integrating the Theory and Practice of Responsible Leadership (Capstone Course)
- * Core courses offered in the integrated hybrid format (required for all students)

A sequenced list of seven electives is prepared for each cohort. In the cohort program, students complete 11 courses, including a capstone course (ML 585).

MBA/MAL Dual Degree

The dual degree program takes advantage of the intellectual benefits of studying business administration and leadership in a coordinated program. It leverages Augsburg's long tradition of graduate leadership training via the MA in Leadership with the robust demand for business education through our MBA program. The dual degree provides students with the leadership skills needed to run a business and, at the same time, helps them develop the comprehensive outlook they need to thrive in today's interconnected world.

A minimum of 18 Augsburg courses completes the MBA/MA in Leadership dual degree, including at least 7 MBA courses and 7 MA in Leadership courses.

The following dual degree program requirements must be met.

7 courses are required from MBA courses:

- MBA 510 – Applied Managerial Economics
- MBA 520 – Accounting for Business Managers
- MBA 530 – Managerial Finance
- MBA 540 – Business and Professional Ethics
- MBA 550 – Marketing Management
- MBA 570 – Quantitative Decision Making for Managers
- MBA 580 – Management Consulting Project

4 core courses are required from MA in Leadership courses with 3 MAL elective courses:

- ML 505 – Foundations of Leadership
- ML 514 – Evaluating Empirical Research
- ML 580 – Colloquium on Contemporary Theories of Leadership
- ML 585 -- Integrating the Theory and Practice of Responsible Leadership
- ML Electives (3)

Three Focus Area Courses

Students will choose one course from each of the focus areas:

Focus Area #1: Organizational Development

- MBA 545 – Organizational Behavior
- ML 535 – Organization Theory and Leadership

- Director approved course with organizational development focus

Focus Area #2: Global/Multicultural Perspective

- MBA 565 – Managing in a Global Environment
- ML 560 – Cultural Competence and Effective Leadership
- ML 563 – Leadership in a Global Society
- Director approved course with global/multicultural focus

Focus Area #3: Strategic Leadership

- MBA 595 – Strategic Management
- ML 574 – Strategic Leadership
- Director approved course with strategic leadership focus

One Additional Elective Course

Elective course may be taken in either MBA or MA in Leadership Program

Admission to the Dual Degree Program

Admission for the dual degree program is handled on a “rolling” basis and requires applicants to hold a bachelor’s degree from a regionally accredited four-year college or university. Official transcripts from all post-secondary institutions are required as well as a current résumé and two recommendations. An interview with the program director is also part of the admissions process.

Although we do accept the GMAT and GRE, we also offer candidates an alternative math and writing profile assessment entitled the Individual Learning Profile (ILP) which provides a picture of candidate’s math and writing (verbal) competency detailing strengths and areas of improvement. The profile is not an admissions screening instrument and will be used as a platform to develop a skills improvement plan for students should they need it.

Earning the dual degree during or after the MBA or MA in Leadership program

Students who are **currently enrolled in the MBA or MA in Leadership** program or **alumni who wish to return** to Augsburg may add the dual degree to their existing degree by completing most of the same requirements listed on the front of this page. Students may use previously completed application pieces and coursework to help meet these requirements.

Returning students may complete an abbreviated application form after consultation with the MBA or ML program director. Upon entering the MBA program, a quantitative online profile assessment must also be taken. This is used as a platform to enhance skills, if needed.

Students with an MA in Leadership who wish to add the dual degree will take a minimum of 7 required MBA courses. Students will complete one course in each of the 3 focus areas if they did not complete these courses during their MAL program. Each student’s program will be slightly different based on their prior course selections.

Students with an MBA will complete 4 required and 3 elective MA in Leadership courses. Students will need to complete one course in each of the 3 focus areas if they did not complete these courses during their MBA program. Each student’s program will be slightly different based on their prior course selections.

Students in both programs will meet individually with the program directors to determine whether their completed final project meets the criteria aligned with the dual degree final project. Directors may ask that the project be modified or added to or ask the student to complete another project. These decisions will be made on a case-by-case basis.

The Graduate Certificate in Leadership Studies

The certificate program is an attractive option for people who want to develop their leadership skills without undertaking a full degree program. A certificate is awarded after completion of three Augsburg MAL courses in leadership. Students pursuing this option take ML 505 - Foundations of Leadership and two additional electives. All three

courses may count toward an MA in leadership. No more than one course may be double counted in another Augsburg graduate degree program. The normal application process is used for students who wish to pursue the 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 Saturday and weeknight schedule. Refer to the MAL program schedule for the list of courses each year and to the accounting program coordinator for a detailed academic plan. Students should meet with both the MAL director and an accounting advisor 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
- Two letters of recommendation (one from a professor and one from an employer)
- Personal statement
- Example of applicant's writing in an academic paper
- GPA of at least 3.30
- Interview with the Director of the MAL program

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

Program Coordinator: Professor Stu Stoller.

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

Admission to the Master of Arts in Leadership Program

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 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 two 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 is handled on a "rolling" basis, with students admitted at the beginning of the fall, spring, and summer 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 Office of Admissions:

- Completed application form
- \$35 non-refundable application fee (waived if online application is used)
- A 1-3 page statement relating the applicant's career and life goals to leadership aspirations
- Recommendation letter from an immediate supervisor, assessing leadership potential
- Recommendation letter 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.
- Résumé

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

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

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 in the Graduate Admissions section.

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 cumulative GPA of 3.0 or above. All required courses and the final projects must be successfully completed. A student registered for a final course may be permitted to participate in commencement but will not receive a diploma until all courses 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 director 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. 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.

MAL Program Enrollment Policy

Students normally take either one or two courses per semester. Enrolling in two courses per semester (including summer semester) 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 Registrar's Office. Students who have been out of the program for more than two years may, at the discretion of the program director, be required to take additional courses to refresh their understanding of the field.

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, in the Accreditation, Approvals and Memberships section.

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.

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

Stephen K. Erickson, Instructor of Leadership Studies. BA, Augsburg College; JD, University of Minnesota. Vice President and Advanced Practitioner, Erickson Mediation Institute.

Garry Hesser, Martin Olav Sabo Professor of Citizenship and Learning. BA, Phillips University; MDiv, Union Theological Seminary; MA, PhD, University of Notre Dame.

Lucinda Hruska-Claeys, Instructor of Leadership Studies. BS, University of Minnesota; MA, Southern Illinois University-Carbondale; JD, University of Minnesota; MAL, Augsburg College. Attorney at Law and Vice President for Wells Fargo Bank (retired).

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

Velma J. Lashbrook, Assistant Professor of Leadership Studies. 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.

Marilyn S. McKnight Erickson, Instructor of Leadership Studies. BA, Augsburg College; MA, St. Mary's University; President and Advanced Practitioner, Erickson Mediation Institute, Mpls.

Thomas Morgan, Professor of Business Administration. BS, Juniata College; MBA, University of Denver; MS, University of Oregon; PhD, University of Minnesota.

Norma C. Noonan, Professor Emerita of Political Science and Leadership Studies, former Director of the Center for Leadership Studies and the MAL Program (1993-2011). BA, University of Pennsylvania; MA, PhD, Indiana University.

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.

Alan Tuchtenhagen, Assistant Professor of Leadership Studies and Director of the Center for Leadership Studies and the MAL Program. BS, Westmar College; MA, University of Nebraska; DPA, Hamline University.

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.

Master of Arts in Nursing and Doctor of Nursing Practice

Welcome to graduate nursing education at Augsburg College. Our classes are made up of students representing a dynamic mix of cultures, spiritual traditions, and life-ways. It is exciting for us to offer experienced nurses transforming educational opportunities and engaging transcultural encounters that expand career choices and advance nursing practice.

The increasing diversity of our population today challenges all of us to respond to individual health care needs with creativity and competence in a variety of emerging care settings. The Master of Arts in Nursing program is designed to prepare nurses for those evolving contexts of care. Students can choose between two tracks of study: *Transcultural Nursing* and *Transformational Nursing Leadership*. Each track of study emphasizes leadership skills, inter-professional collaboration and ways to serve persons in a variety of care settings.

The post-master's Doctor of Nursing Practice (DNP) program builds on the MAN and prepares nurses for innovative health leadership and advanced nursing practice at local and system-wide levels. Drawing on a transcultural nursing (TCN) foundation, the DNP-TCN curriculum embraces integrative health care and holistic nursing practice to maximize health for individuals and communities. Emphasis is on eliminating health inequities through peaceful, just, and collaborative actions that uphold and improve human potential. Students design their own scholarly paths defined by their unique gifts, interests, and practice goals. Throughout the DNP-TCN program, there are a range of opportunities for collaboration across cultures, socio-economic strata and care systems.

The post-BSN (Bachelor of Science in Nursing) to DNP/Family Nurse Practitioner (DNP/FNP) track of study prepares nurses for advanced nursing leadership and integrative primary care of families across cultures and care settings. Using transcultural nursing as a foundation, the DNP/FNP curriculum embraces integrative healthcare and holistic nursing practice. The curriculum emphasizes knowledge, skills and values that foster one's ability to lead change, while addressing health needs and concerns of families and communities. Nursing scholarship and advanced autonomous practice frame the critical exploration of knowledge in transcultural nursing, integrative healthcare practices, transformational leadership, and health assessment.

Classes in both the DNP and MAN programs are offered on the Augsburg campus and at Bethel Lutheran Church in Rochester, MN, where our learning site is located. Class formats vary: face-to-face, video conferencing or immersions with on-line components. However, students and faculty are committed to driving from one site to the other at least once during each semester to be physically present and together. Building relationships is important to us. Program faculty and staff are available at both sites and eager to assist students.

Joyce P. Miller, DNP, RN

Chair, Department of Nursing

Director, Master of Arts in Nursing Program

and Doctor of Nursing Practice Program -

Transcultural Nursing Track

Lisa M. VanGetson, DNP, RN, FNP-C, APHN-BC

Director, Doctor of Nursing Practice –

Family Nurse Practitioner Program

Master of Arts in Nursing

Mission

Within the context of liberal arts education and guided by the values of the Lutheran Church, the Master of Arts in Nursing program prepares nurses for transformational leadership and transcultural nursing practice across care settings with particular emphasis on promoting health equity locally and globally.

Students select from two tracks of study—*Transformational Nursing Leadership* or *Transcultural Nursing*. Both tracks prepare nurse leaders to assume a wide variety of roles and responsibilities throughout the healthcare system and in emerging care settings in communities.

Curriculum

The MAN curriculum is organized into 33 semester credits –15 semester credits in a *Nursing Core*, in which all students enroll, and 18 semester credits in one of the two *Tracks of Study*. Practica are taken concurrently with most courses and are integrated throughout the program. Each semester credit of practicum is equal to 45 clock hours of practice.

Students select a track of study when applying to the program, however, this is not essential until after one's first semester. Students may study full-time (6-8 semester credits per term) or part-time (4 semester credits per term). Time to degree completion takes an average 22 months when studying full-time, and 32 months when studying part-time.

Nursing Core Courses (15 semester credits)

The core nursing courses integrate a strong foundation of social justice incorporating multiple ways of knowing with curricular emphasis on nursing science, art, and theory to guide practice.

NUR 500 - Transcultural Health Care (3 semester credits)

NUR 500P - Practicum: Transcultural Health Care (1 semester credit)

NUR 541 - Politics of Health (3 semester credits)

NUR 541P - Practicum: Politics of Health Care (1 semester credit)

NUR 505 - Theoretical Foundations for Advanced Nursing Practice (3 semester credits)

NUR 505P - Practicum: Theoretical Foundations for Advanced Practice Nursing (1 semester credit)

NUR 520 - Research Methods in Nursing (3 semester credits)

Transformational Nursing Leadership Track (18 semester credits)

The Transformational Nursing Leadership track is designed to develop nurse leaders' ability to critically analyze, articulate, and develop effective strategies to cope with high level health care inequities. Curricular emphasis is on inter-professional collaboration across care settings. Participation in nursing leadership practica in traditional and emerging care settings adds depth and meaning to classroom dialogue. Practica also provide 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. *Transformational Nursing Leadership* track courses include:

NUR 501 - Nursing Leadership in Complex Adaptive Systems (3 semester credits)

NUR 501P - Practicum: Nursing Leadership in Complex Adaptive Systems (1 semester credit)

NUR 521 - Transformational Nursing Leadership (3 semester credits)

NUR 521P - Practicum: Transformational Nursing Leadership (1 semester credit)

NUR 523 - Theory, Practice and Research Seminar (3 semester credits)

NUR 523P - Practicum: Theory, Practice and Research Seminar (2 semester credits)

NUR 525 - Graduate Field Project (3 semester credits)

NUR 525P - Practicum: Graduate Field Project (2 semester credits)

Students graduating from the Transformational Leadership Track of the master's program are eligible to apply to the American Nurses Credentialing Center (ANCC) for certification as a *Nurse Executive, Advanced* and to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Graduate Field Project in Transformational Nursing Leadership

Students will fulfill their Master of Arts in Nursing through a final practice-focused project, which serves as the capstone of the master's program. The last two classes in the curriculum—NUR 523 and NUR 525—emphasize the development and articulation of a graduate field project focused on transformational leadership. Students present their final projects in NUR 525.

Transcultural Nursing Across Care Settings Track (18 semester credits)

The Transcultural Nursing track in the Master of Arts in Nursing program is designed to prepare nurses for advanced practice across care settings in culturally diverse communities. The curriculum is grounded in nursing science, theory-guided practice, and transcultural principles. Emphasis is on reaching out to persons and populations that are underserved by traditional care systems and who exist outside of the social mainstream. As such, the track provides rich alternative learning opportunities for graduate students locally and internationally. *Transcultural Nursing Across Care Settings* track courses include:

- NUR 532 - Transcultural Healing Practices and Self Care (3 semester credits)
- NUR 532P – Practicum: Transcultural Healing Practices and Self Care (1 semester credits)
- NUR 530 - The Power of Ritual and Ceremony for Healing (3 semester credits)
- NUR 530P – Practicum: The Power of Ritual and Ceremony for Healing (1 semester credits)
- NUR 523 - Theory, Practice and Research Seminar (3 semester credits)
- NUR 523P – Practicum: Theory, Practice and Research Seminar (2 semester credits)
- NUR 525 - Graduate Field Project (3 semester credits)
- NUR 525P - Graduate Field Project (2 semester credits)

Students graduating from the Transcultural Nursing track of the master's program are eligible to apply to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Graduate Field Project in Transcultural Nursing

Students will fulfill their Master of Arts in Nursing through a final practice-focused project, which serves as the capstone of the master's program. The last two classes in the curriculum—NUR 523 and NUR 525—emphasize the development and articulation of a graduate field project focused on transcultural nursing. Students present their final projects in NUR 525.

Practica

Practice experience is emphasized in both tracks in the Master of Arts in Nursing program. Students earn 9 semester credits of practicum work that is equal to 405 clock hours of practice—45 clock hours per semester credit hour. Some practica are semi-structured, experiential, and led by faculty and cultural guides familiar with the communities in which the practica occur. Other practica options are student directed. Students are encouraged to immerse themselves in practice settings that serve persons underserved or excluded from mainstream health care, as emphasis in the transcultural track is on cultural diversity and health inequities across healthcare settings. Practica focusing on experiential learning with a transformational nurse leader provides students with the opportunity to gain a greater understanding of organizational dynamics and change through a complexity science paradigm.

Augsburg Central Health Commons & the Inner City

A unique opportunity for students to explore advanced nursing roles and new models and forms of practice is provided by the Augsburg Central Health Commons, and the Health Commons in the Cedar-Riverside neighborhood. Both Health Commons are nursing-led drop-in centers dedicated to serving those in need and focused on healthy individuals and communities. People from diverse backgrounds, who have health experiences grounded in wide ranging cultural contexts frequent the Health Commons for health support and reassurance. Service and care are based on respect, relationship, and collaboration that connects health and hope for all participants. Health Commons partners include Central Lutheran Church in downtown Minneapolis, Fairview Health Services, and the East Africa Health Project.

Study Abroad and Away

The Department of Nursing works closely with cultural guides and nurse mentors in various contexts of care in emerging care settings at home and abroad. The Center for Global Education is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, Pine Ridge, SD, and England..

Additional collaborative partners include the Ministry of Health and Social Services (MOHSS) in Namibia. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

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

Admission Requirements

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

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

- An earned Bachelor's degree in nursing from a regionally accredited college or university, or an Associate of Science degree in nursing in addition to a non-nursing bachelor's degree
- A cumulative GPA of 3.0 in all previous college coursework
- Experience as a registered nurse
- Three letters of recommendation
- A current, unencumbered nursing license
- All required immunizations
- Transcripts from all colleges and universities attended
- A Criminal Background check
- A college level statistics course within the last 7 years is required for progression in the program, but is not necessary for admission
- A written statement describing professional and educational goals
- The following items must be sent to the Office of Admissions:
- Completed application form—www.augsburg.edu/ma_nursing
- \$35 non-refundable application fee (fee waived if completed online)
- A 2-3 page typed statement describing the applicant's professional and educational goals
- Three letters of recommendation 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, 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. For more information, refer to the additional requirements outlined in Admission of International Students in the Graduate Admissions section.

(www.augsburg.edu/grad/international)

Academic Policies

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 in the Academic Programs and Policies

Attendance Policy

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Instructors may lower grades if attendance and participation is lacking. Individual syllabi will contain individual instructors' requirements. Because classes are held in Rochester and Minneapolis, students must prepare to drive to class at least once per semester.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the MAN program. 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 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 regionally accredited colleges and universities, whose course content is comparable to course content in the Master of Arts in Nursing program. No more than nine semester credits will be accepted for transfer credit.

Schedules for Classes

Master's classes are taught in a hybrid format combining in-class and web-based instruction to meet the needs of working adults. Fall and spring classes meet 6 times per semester for 5 hour periods. Summer classes meet weekly for 7-8 hours for 7 weeks. Video conferencing is used to connect students in Rochester, MN, with students in Minneapolis. Some driving for class is required, as students from Rochester will travel to Minneapolis one time per semester and students from Minneapolis will travel to Rochester one time per semester. If weather is inclement, video conferencing is used. Classes in Rochester meet at Bethel Lutheran Church at 810 3rd Ave SE, Rochester, MN.

Practica are additional to courses. Students enroll in practica concurrently with enrollment in courses.

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 the listing in the Accreditation Approvals, and Memberships section.

Faculty

Katherine Baumgartner, Assistant Professor of Nursing. BSN, Minnesota State University; MAN, Augsburg College; DNP, Augsburg College.

Kathleen Clark, Instructor and Director of the Augsburg Central Health Commons and Health Commons at Cedar-Riverside, BSN University of Wisconsin-Eau Claire; MAN, Augsburg College; DNP, Augsburg College.

Kaija Freborg, Assistant Professor of Nursing. BSN, University of Wisconsin- Eau Claire; MAN, Augsburg College; DNP, Augsburg College.

Cheryl Leuning, Professor of Nursing, BA, Augustana College; MS-PHN, University of Minnesota; PhD, University of Utah.

Joyce Miller, Assistant Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate MAN and DNP-TCN Programs. ADN, Rochester State Junior College; BSN, Augsburg College; MAN, Augsburg College; DNP, Augsburg College.

Deborah Schuhmacher, Assistant Professor of Nursing. BSN, University of North Dakota, MAN, Augsburg College; DNP, Augsburg College.

Lisa Van Getson, Assistant Professor, Director, DNP-FNP Program, BSN, College of St. Teresa, Winona, MN; MA, St. Catherine University, St. Paul, MN; MAN, FNP, Winona State University; DNP, Augsburg College.

Gail Van Kanegan, Lecturer & Clinical Director, DNP-FNP Program, Diploma of Nursing, Blessing Hospital School of Nursing; ADN, John Wood Community College; MA, FNP, GNP, University of Missouri-Columbia; DNP, Augsburg College.

Staff

Sharon Wade, Nursing Programs Coordinator. BA, Augsburg College.

Linden Gawboy, Nursing Programs Administrative Assistant.

Doctor of Nursing Practice – Transcultural Nursing (TCN) Leadership Track

Mission

Within the framework of liberal arts education and guided by the values of the Lutheran Church, the post-master's Doctor of Nursing Practice program, TCN Leadership track of study prepares nurses for advanced transcultural nursing leadership in communities in order to maximize health through peaceful, just, and collaborative actions that uphold and improve human potential across care settings and care systems, with emphasis on eliminating health inequities locally and globally.

As a post-master's program, the DNP-TCN track of study builds upon the strengths of the Master of Arts in Nursing (MAN) program and prepares nurses for advanced leadership and practice roles in Transcultural Nursing (TCN).

Program Goals

Graduates of the Doctor of Nursing Practice program are prepared 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 program is structured in a modified cohort model. One cohort a year will be admitted to begin in the fall term. Students can choose to take full or part-time study. Students taking full-time study take two didactic offerings, two seminars, and a practicum each semester. Students in full-time study can complete the post-master's DNP-TCN curriculum in 20 months, including completion of the DNP project. Students selecting part-time study take one didactic offering, one seminar and a practicum each semester. As a part-time student, completion of the program is expected to take 32 months, including completion of the DNP project.

The DNP curriculum is organized into 33 semester credits comprised of didactic classes, experiential practica, and seminars, with a DNP project completing the degree. As a practice doctorate, the emphasis is on building leadership and practice skills in knowledge application among diverse population groups. The goal is to improve health and decrease health inequities that lead to unnecessary morbidity and mortality in communities.

Students graduating from the DNP-TCN track are eligible to apply to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Didactic

A total of six didactic courses (18 semester credits) constitute the DNP program. One course equals three semester credits. The DNP courses (NUR 800 level), are taught in a variety of immersion models: one format is two days a month - eight hours of class time each day, followed by a half-day morning seminar. Other courses are offered in an immersion format of 3-4 days of class per semester with 3 half-day seminars.

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Classes are held on Augsburg's campus in Minneapolis and an additional learning site in Rochester, MN, at Bethel Lutheran Church (810 3rd Ave SE). Video conferencing or Zoom is used for some of the classes and for distant students. However, students must be prepared to drive to Rochester and/or Minneapolis for class at least once per semester. If weather is inclement, video conferencing or Zoom is used.

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 are student initiated and individually directed experiences mentored by nursing faculty.

In a 15-week semester, practicum hours are computed as follows:

- 1 semester credit hour = 45 clock hours of practicum time per semester
- 2 semester credit hours = 90 clock hours of practicum time per semester
- 3 semester credit hours = 135 clock hours of practicum time per semester

To earn the DNP, students must complete a total of 1,000 practicum hours in their Master's and DNP programs. Students will be allowed to transfer up to 600 practicum hours from their master's in nursing into the Augsburg DNP. As such, all students will register for at least nine semester credits of practica in the post-master's DNP-TCN.

Seminars

Seminars focus on integration of conceptual learning with field practice, developing the student's particular practice interests. Students are required to participate in a doctoral seminar every semester—fall and spring—until completion of the DNP degree. Cohorts of students who enter the DNP program together usually progress as a group in the seminars in which they enroll each semester, depending on whether they are studying full-time or part-time. The final seminar (NUR 841) culminates in the DNP project presentation and completion of the requirements for the DNP degree.

Final DNP Project

Final DNP 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 leadership in synthesizing and applying scientific knowledge to practice challenges in local and/or system wide contexts of care. Students should begin working on their DNP projects in the early stages of the DNP program and continue throughout the program. The student's scholarly project is planned in collaboration with a major faculty advisor.

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

Admission to the DNP-TCN

Applicants to the Doctor of Nursing Practice TCN program must have:

- An earned master's degree in nursing from a regionally-accredited institution
- A 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 US.
- 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:
- Three page typed double spaced essay responding to the following excerpt from Wendell Berry's essay, *"Health in Membership."* "I believe that the community—in the fullest sense: a place and all its creatures—is the smallest unit of health and that to speak of the health of an isolated individual is a contradiction in terms."
- 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
- A non-refundable deposit will be used to hold a place in the DNP/FNP program. The deposit will be applied to the orientation practicum.
- A successful, personal interview with Augsburg Nursing 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) or the National Association of Credential Evaluators (NACES) and have the reports sent directly to Augsburg College. Additionally, internationally-educated applicants may request the Commission on Graduates of Foreign Nursing Schools (CGFNS) (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 score evidence from TOEFL (Test of English as a Foreign Language) score report of 80 on the Internet Based TOEFL (iBT) with a subscore of 20 on the written and 20 on the speaking sections. See Graduate Admissions for more information. (www.augsburg.edu/grad/international)

Accreditation

The Doctor of Nursing Practice program is 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 the listing in the Accreditation, Approvals, and Memberships section.

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Deborah Schuhmacher, Assistant Professor of Nursing. BSN, University of North Dakota, MAN, Augsburg College; DNP, Augsburg College.

Lisa Van Getson, Assistant Professor, Director, DNP-FNP Program, BSN, College of St. Teresa, Winona, MN; MA, St. Catherine University, St. Paul, MN; MAN, FNP, Winona State University; DNP, Augsburg College.

Gail Van Kanegan, Lecturer & Clinical Director, DNP-FNP Program, Diploma of Nursing, Blessing Hospital School of Nursing; ADN, John Wood Community College; MA, FNP, GNP, University of Missouri-Columbia; DNP, Augsburg College.

Staff

Sharon Wade, Nursing Programs Coordinator, BA, Augsburg College.

Linden Gawboy, Nursing Programs Administrative Assistant.

Doctor of Nursing Practice – Family Nurse Practitioner (FNP) Track

Mission

Within the framework of liberal arts education and guided by the values of the Lutheran Church, the post-BSN (Bachelor of Science in Nursing) to DNP/FNP track of study prepares nurses for advanced nursing leadership and integrative primary care of families across cultures and care settings. Emphasis is on eliminating health inequities through peaceful, just, and collaborative actions that uphold and improve human potential.

The curriculum emphasizes knowledge, skills and values that foster one's ability to lead change, while addressing health needs and concerns of families and communities. Nursing scholarship and advanced autonomous practice as a primary care Nurse Practitioner, frames the critical exploration of knowledge in transcultural nursing, integrative healthcare practices, transformational leadership, and health assessment.

Program Goals

Graduates of the Doctor of Nursing Practice/Family Nurse Practitioner program are prepared 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.
- Provide primary care to persons, families and communities with particular consideration for those who are underserved and/or marginalized by dominant societal structures.
- Integrate scientific evidence based guidelines into clinical practice.

Program Structure

The program is structured to admit students beginning each fall semester. Students may take courses on a part-time or full-time basis during the completion of their 500 level courses and the pre-FNP 800 level courses. Full-time study is required during the didactic and clinical courses in the FNP course sequence during the last two years of the program.

Length of program: The Post-BSN to DNP/FNP track of study leads to eligibility for certification as a Family Nurse Practitioner (FNP) through the American Nurses Credentialing Center (ANCC) and requires a minimum of 84 semester credit hours, including 57 didactic credit hours and 23 clinical credit hours.

Didactic

A total of 19 didactic courses (57 semester credits) constitute the DNP/FNP program. Didactic classes, structured practica, and clinical experiences are taught in a variety of flexible schedules that are responsive to student needs. 500 level courses consist of six classes a semester - five hours of class time, in addition to taking a one credit practicum course associated with the didactic course. The DNP courses (NUR 800 level), are taught in a variety of immersion models: one format is two days a month - eight hours of class time for the first day and four hours the subsequent morning, followed by an afternoon seminar. Other courses are offered in an immersion format of 3-4 days of class per semester with 3 half-day seminars. The FNP courses (final two years of study) are offered on Mondays approximately five times a semester, class time hours will vary from 8 to 12 hours. Web-based assignments are integrated into all classes through *Moodle*.

Community practicum experiences may be scheduled during the class meeting days as well. Additionally, some courses may be taught in an immersion format, where students and faculty are "immersed" in a unique socio-cultural context and course content and a set number of practicum hours are condensed into seven to fourteen days.

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Classes are held on Augsburg's campus in Minneapolis and in Rochester, MN, at Bethel Lutheran Church (810 3rd Ave SE) the location of Augsburg's learning site or at Hermitage Farm Center for

Healing, 6415 West River Road NW, Rochester, MN. Video conferencing is used for some of the classes. However, students must be prepared to drive to Rochester and/or Minneapolis for class at least once per semester. If weather is inclement, video conferencing is used.

Practica (for DNP courses) / Clinicals (for FNP courses)

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. FNP clinical sites will be arranged by clinical faculty.

In a 15-week semester, practicum hours are computed as follows:

- 1 semester credit hour = 45 clock hours of practicum time per semester
- 2 semester credit hours = 90 clock hours of practicum time per semester
- 3 semester credit hours = 135 clock hours of practicum time per semester

To earn the DNP/FNP, students must complete a total of 1,035 practicum hours. Students will be allowed to transfer up to 400 practicum hours from their master's in nursing. To complete the DNP/FNP, students must complete 630 clinical hours (530 hours of primary care of the adult and 100 hours of primary care of children and women's health and 35 clinical for integrative health). As such, all students will register for at least 23 semester credits of practica.

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 total of four one-semester-credit doctoral seminars during the DNP/FNP program. The final seminar culminates in the project presentation and completion of the requirements for the DNP degree.

Final DNP/FNP Project

Final DNP/FNP 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 leadership in synthesizing and applying scientific knowledge to practice challenges in local and/or system wide contexts of care. Students should begin working on their DNP/FNP projects in the early stages of the program and continue throughout. The student's scholarly project is planned in collaboration with a major faculty advisor.

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

Admission to the DNP/FNP

Applicants to the Doctor of Nursing Practice FNP program must have:

- A completed application form and payment of application fee (\$50 fee waived if apply on-line).
- An earned baccalaureate degree in nursing (BSN or BAN), master's degree in nursing, or a doctor of nursing practice (DNP), from a nationally accredited institution and a nationally accredited nursing program.
- A minimum of five years active and current clinical practice as a Registered Nurse.
- Evidence of current unencumbered license as a Registered Nurse. MN license required. Other state licenses will be required for clinical rotations.
- 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. All costs related to document translations and evaluations are applicants' responsibility).
- GPA of 3.0 from previous baccalaureate nursing program; GPA of 3.2 from previous masters in nursing program or DNP program.
- Three professional letters of recommendation.

- A 2-3 page professional essay responding to the following: Explain why transcultural, holistic and integrative health education as a Doctorate of Nursing Practice/Family Nurse Practitioner is important in shaping the future of healthcare.
- Documentation verifying the number of practice hours completed in a nationally accredited graduate nursing program, if applicable. (A maximum of 400 practice hours may be transferred into the DNP/FNP tract of study from a nationally accredited master's in nursing program.)
- A current Curriculum Vitae.
- Successful personal interview with Augsburg Nursing Faculty.
- Evidence of a completed undergraduate statistics course (within the last 5 years) on an official transcript before enrolling in the Nursing Research course (NUR520) & the associated practicum (NUR520P).
- Evidence of up to date immunizations per Department/College requirements
- A valid passport or proof of application is encouraged.
- Evidence of HIPAA training within the last 2 years.
- Satisfactory results of a certified federal criminal background check at time of admission and annually thereafter; additional testing may be required for clinical placement, e.g., alcohol, drug testing, HIV testing, etc.
- A non-refundable deposit will be used to hold a place in the DNP/FNP program. The deposit will be applied to the orientation practicum.

The number of applicants admitted to the DNP/FNP program will be limited and based on availability of faculty members that 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.

The above Admission Criteria are current as of April 2015 and are subject to change.

Applicants who have graduated from a foreign nursing program, should submit their coursework for validation to the World Education Service (WES) or the National Association of Credential Evaluators (NACES) and have the reports sent directly to Augsburg College. Additionally, internationally-educated applicants may request the Commission on Graduates of Foreign Nursing Schools (CGFNS) (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).

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Accreditation

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Joyce Miller, Assistant Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate MAN and DNP-TCN Programs. ADN, Rochester State Junior College; BSN, Augsburg College; MAN, Augsburg College; DNP, Augsburg College.

Deborah Schuhmacher, Assistant Professor of Nursing. BSN, University of North Dakota, MAN, Augsburg College; DNP, Augsburg College.

Lisa Van Getson, Assistant Professor, Director, DNP-FNP Program, BSN, College of St. Teresa, Winona, MN; MA, St. Catherine University, St. Paul, MN; MAN, FNP, Winona State University; DNP, Augsburg College.

Gail Van Kanegan, Lecturer & Clinical Director, DNP-FNP Program, Diploma of Nursing, Blessing Hospital School of Nursing; ADN, John Wood Community College; MA, FNP, GNP, University of Missouri-Columbia; DNP, Augsburg College.

Staff

Sharon Wade, Nursing Programs Coordinator. BA, Augsburg College.

Linden Gawboy, Nursing Programs Administrative Assistant.

Master of Business Administration

Embarking on a graduate degree program is an exciting and challenging decision. The Augsburg MBA is a rigorous and intensive educational experience. The Augsburg MBA is practical and “hands-on,” focusing on applicable skills and knowledge designed to increase your ability to think, analyze and act. Augsburg MBA students all work on a consulting project with a local business where they apply what they’ve learned in the classroom to a real-world business problem. The Augsburg MBA also 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 proven accelerated cohort-based program focused on three learning modules; Personal and Professional Development, Quantitative Decision Making and Value Creation, all built on a foundation of ethical decision-making. We encourage our students to challenge themselves, their classmates and professors to bring a new and expanded focus of the world 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. Our MBA graduates make a difference. We invite you to become part of a growing community of Augsburg MBA alumni.

Bruce E. Batten, Ph.D.

Director, Master of Business Administration Program

MBA Mission - “Prepare Students for Meaningful Work”

Our mission is to prepare students for meaningful work by developing their decision-making skills, critical thinking and by transforming them into effective managers and leaders in service to others. 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.

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 the listing in the Accreditation, Approvals, and Memberships section.

MBA Program Overview

Today’s business leader must be able to quickly analyze situations and information and critically analyze alternatives and courses of action. The purpose of the Augsburg MBA is to prepare students to accept greater responsibility in organizations facing this dynamic and 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.

Plan of Study

The Augsburg MBA is an accelerated, evening program that allows working professionals to complete an MBA degree in approximately 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.

Program Requirements

The Augsburg MBA requires 42 semester credits for degree completion. Augsburg MBA courses are either one and a half or three semester credits. Each three semester credit course consists of 28-32 hours of in-class instruction and 5 ½ - 9 ½ hours of online instruction through our web-based electronic course management system.

Up to nine credits may be waived through prior business coursework (with director/faculty approval) or certain professional credentials (with appropriate documentation).

Courses that can be waived with equivalencies:

- MBA 510 (3 semester credits)
- MBA 520 (3 semester credits)
- MBA 530 (3 semester credits)
- MBA 550 (3 semester credits)
- MBA 565 (3 semester credits)

Professional Credentials

Students who have passed the Certified Public Accountants (CPA) or Certified Management Accountants (CMA) exam may be waived from MBA 520, Accounting for Managers.

Prior Academic Coursework Guideline

- Students with prior academic coursework that meets the following criteria may be waived from eligible core courses.
- Completion of at least two undergraduate courses covering corresponding Augsburg MBA core course material (See department for Equivalency details).
- The most recent of the undergraduate courses was taken within the past five years and a second course within seven years.
- A grade of B (or 3.0 on 4 point scale) or higher was earned in any course considered for a course waiver.
- Course(s) must be taken at an approved, regionally-accredited institution.
- Acceptance of core course waivers implies the student accepts the responsibility for having the essential knowledge and understanding of the core course material, and is properly prepared for any future core or elective course for which the waived course was a prerequisite. Academic credit is not awarded for any waived course, nor will the course appear on academic transcripts.

Academic Calendar

The Augsburg MBA is designed as a year-round program. Courses are offered during fall, spring, and summer semesters. 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 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 schedules for each cohort. These schedules are provided by the MBA department.

The Faculty-Led International Experience

Each year, all current MBA students are offered the opportunity to participate in a faculty-led international experience. This trip is taken in conjunction with either of these courses: MBA 565 - Managing in a Global Environment or MBA 595 - Strategic Management. Students will travel as a group to an international location, visit businesses, participate in faculty lectures, and learn about the culture and traditions of the countries visited. Each MBA student should have two opportunities during their matriculation in the program to participate. Costs can vary; but as a minimum, trips normally include tuition (for the course selected), lodging, and travel in-country, as well as some meals.

The Augsburg MBA

The 16 required courses of the Augsburg MBA are as follows:

MBA 592 - Leadership: Ethics, Vision and Transformation
MBA 540 - Business and Professional Ethics
MBA 560 - Communication Issues in Management
MBA 545 - Organizational Behavior
MBA 585 - Student Learning Experience 1: Personal and Professional Development
MBA 570 - Quantitative Decision-Making for Managers
MBA 520 - Accounting for Business Managers
MBA 530 - Managerial Finance
MBA 510 - Applied Managerial Economics
MBA 586 - Student Learning Experience 2: Simulation/Decision Making
MBA 550 - Marketing Management
MBA 565 - Managing in a Global Environment
MBA 515 - Operations Management
MBA 594 - Innovation and Entrepreneurship
MBA 595 - Strategic Management
MBA 580 - Management Consulting Project

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

Locations and Schedules

MBA classes are offered at two locations: Augsburg's Minneapolis campus and Augsburg's Rochester campus. Cohorts begin three times per academic year at Augsburg's Minneapolis campus: September, January, and May. In Rochester, cohorts begin in September and May.

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 Office of Admissions at 612-330-1101.

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 Office of Admissions 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 Office of Admissions:

- Completed application—Apply online at www.augsburg.edu/mba
- \$35 application fee
- Two personal statements
- Official undergraduate/graduate transcripts sent directly to the Augsburg Office of Admissions
- Current résumé of work history
- Two confidential letters of recommendation
- MBA Math (needs to be completed before by the end of the second semester)

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 in the Graduate Admissions section.

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 9 semester credits in transfer. (See Evaluation of Transfer Credit in Academic Programs and policies.) Students must complete no fewer than 21 semester credits at Augsburg in order to receive their MBA degree from Augsburg College. All students must complete the Management Consulting project (MBA 580) to graduate. Eligible coursework must be approved by the MBA program director before transfer credit will be granted.

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 semester 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 Academic Programs and Policies.

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 academic calendar at www.augsburg.edu/registrar.

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, excused or unexcused, may be grounds for directing the student to withdraw from the course. More than two absences, excused or unexcused, require that a student withdraw 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 at the completion of the program
- Successful completion and submission of the management consulting project (capstone)
- Students who successfully complete Augsburg's MBA program will receive a Master of Business Administration degree.

MBA Faculty

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.

David Conrad, Assistant Professor of Business Administration. BA, Winona State University; MA, Ed.D, St. Mary's University

George Dierberger, Assistant Professor of Business Administration. BS, University of Minnesota; MA, International Studies, University of St. Thomas; MBA, Fairleigh Dickinson University; Ed.D, Organization Development, University of St Thomas.

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.

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

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

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

Steven M. Zitnick, Assistant Professor of Business Administration, BA, Shimer College; MS, Economics, University of Utah.

Master of Fine Arts in Creative Writing

MFA Mission

The Master of Fine Arts in Creative Writing is a two-year, low-residency program designed for those who wish to deepen and broaden their artistic sensibilities, discover a close-knit community of fellow writers, enjoy individual attention from an accomplished and forward-thinking faculty, and prepare themselves for the future of creative writing.

Program Overview

Summer Residencies

The Augsburg Low-Residency MFA includes 10-day summer residencies on the Augsburg campus in Minneapolis, offering daily workshops, readings, and panels that focus on literary craft as well as career skills in teaching, editing, publishing, book arts, marketing, translation, and adaptation. The full degree program includes three summer residencies, featuring visits by distinguished writers in each genre as well as editors, agents, publishers, and literary entrepreneurs.

Fall and Spring Semesters

The first two residencies are followed each year by fall and spring off-campus semesters. During those terms, students work with faculty mentors in virtual classrooms that make use of online and other technologies. Each semester, MFA candidates enroll in one Mentorship section and one section of Critical and Creative Reading. Although MFA learning objectives call for demonstrated expertise in at least one genre by graduation, twenty-first century writers compose their work in an environment in which genre has permeable boundaries and lines between genres are often erased. With this in mind, cross-genre work will be encouraged, with students working in a genre other than the declared specialty, usually during the second off-campus semester.

Owing to a revision in the curriculum, those students beginning the program in Summer of 2016 will take a combined mentorship and reading course during each fall and spring semester. During their final year of long-distance study, they will also take two two-unit courses: in one they will write a paper on some element of the craft of writing; in the other they will work on and complete their thesis.

Semester Mentorships

The Mentorship is a one-on-one experience with a faculty mentor who guides the student's production of work and study of craft. This one-on-one creative studio experience is focused on the MFA candidate's own writing and growth as a writer.

Critical and Creative Reading in an Online Classroom

This is a reading-as-writers course that provides an opportunity to work with your professor and a community of peers, considering craft, criticism and aesthetics. Meetings are online in the electronic classroom. The format may include online discussion boards, Skype or video chats, and teleconferences with mentors and fellow learners. The online classroom offers an opportunity to continue conversations begun during the residency with members of the MFA community.

Students may repeat mentorship courses (ENL 511, 513, 521, and 523) and critical and creative readings courses (ENL 512, 514, 522, and 524), subject to the permission of the program director.

Genres and Concentrations

Genres include Fiction, Creative Nonfiction, Poetry, Screenwriting and Playwriting.

The program also includes concentrations in teaching, translation, and publishing. Concentrations require additional coursework. With the program director's consent, students may enroll in concentration courses simultaneously with

MFA studies. Candidates enrolled in the publishing concentration will be the staff of the publishing house Howling Bird Press and will select and publish one book each year. The book prize is open to submissions nationally.

Plan of Study

Students may select a completion plan for the MFA:

- **The Traditional plan.** Students choose one genre as the designated field of study but are encouraged to work outside the designated field of study for one term.
- **Extended Study.** Designed for students who wish to prolong their studies in a single genre, this option has students completing at least five mentored and reading terms instead of the standard four. At least four of these terms should be used to study the student's declared genre.
- **Mixed Genre.** Designed for students who want to more deeply immerse themselves in a secondary genre, this option has students completing at least five mentored and reading terms, including three in the student's primary declared genre and two in a different genre.
- **Post-MFA.** Designed for students who already have an MFA, this option allows students to drop into the program for a single residency or semester of study — or longer. Students seeking this option should contact the program director, as his approval is required.
- **Career Concentration.** Designed for students who wish to better prepare themselves for the job market, this option allows students to enroll in electives in teaching, translation and/or publishing. This work is completed alongside a traditional or extended/mixed genre course of study, or pursued immediately after completing the MFA.

Accommodating Writers Who Work Full-Time and Those Who Live Outside of Minnesota

Augsburg's Traditional MFA in Creative Writing can be completed in eleven courses (three summer residencies and four off-campus electronic semesters of two courses each). Those students beginning summer of 2016 can complete the program in nine courses (three summer residencies, four long-distance mentorship and reading courses, a craft paper course, and a thesis course.) A typical plan of study in the Traditional Low-Residency MFA, will work like this:

First Year

Summer Residency I, including genre workshops, writing seminars, readings and lectures, ten days on the Minneapolis campus, with assignments before and after residency.

Fall Semester I, a combined Mentorship studio and Creative and Critical Reading course.

Spring Semester I, a combined Mentorship studio and Creative and Critical Reading course (generally the "out-of-genre" term).

Second Year

Summer Residency II, including genre workshops, writing seminars, readings and lectures, ten days on the Minneapolis campus, with assignments before and after residency.

Fall Semester II, a combined Mentorship studio and Creative and Critical Reading course and a craft paper course. Students complete a craft paper at this point.

Spring Semester II, a combined Mentorship studio and Creative and Critical Reading course and a thesis units course. This is the semester during which students complete a thesis and prepare a lecture/presentation for their final residency.

Third Year – Residency Only

Summer Residency III, including genre workshop, writing seminars, readings and lectures. Final term for graduating MFA candidates. Graduates give a public lecture/presentation and a reading from thesis work. Ten days on the Minneapolis campus, with assignments before and after residency.

Coursework:

ENL 531 Residency in Creative Writing: Fiction
ENL 532 Residency in Creative Writing: Nonfiction
ENL 533 Residency in Creative Writing: Poetry
ENL 534 Residency in Creative Writing: Screenwriting
ENL 535 Residency in Creative Writing: Playwriting
ENL 536 Residency in Creative Writing: Multi-Genre
ENL 541 Mentorship and Critical and Creative Reading: Fiction
ENL 542 Mentorship and Critical and Creative Reading: Nonfiction
ENL 543 Mentorship and Critical and Creative Reading: Poetry
ENL 544 Mentorship and Critical and Creative Reading: Screenwriting
ENL 545 Mentorship and Critical and Creative Reading: Playwriting
ENL 546 Mentorship and Critical and Creative Reading: Multi-Genre
ENL 547 Craft Paper: Fiction
ENL 548 Craft Paper: Nonfiction
ENL 549 Craft Paper: Poetry
ENL 550 Craft Paper: Screenwriting
ENL 551 Craft Paper: Playwriting
ENL 552 Craft Paper: Multi-Genre
ENL 553 Thesis: Fiction
ENL 554 Thesis: Nonfiction
ENL 555 Thesis: Poetry
ENL 556 Thesis: Screenwriting
ENL 557 Thesis: Playwriting
ENL 558 Thesis: Multi-Genre
ENL 561 Mentorship and Critical and Creative Reading - Half-time: Fiction
ENL 562 Mentorship and Critical and Creative Reading - Half-time: Nonfiction
ENL 563 Mentorship and Critical and Creative Reading - Half-time: Poetry
ENL 564 Mentorship and Critical and Creative Reading - Half-time: Screenwriting
ENL 565 Mentorship and Critical and Creative Reading - Half-time: Playwriting
ENL 566 Mentorship and Critical and Creative Reading - Half-time: Multi-Genre

Concentrations:

ENL 525 - Teaching Writing: Practice and Theory
ENL 526 - Literary Translation Practicum
ENL 527 - Publishing I
ENL 528 - Publishing II

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

Admission to MFA**Admission Requirements**

Qualified applicants must hold a bachelor's degree from a regionally-accredited college or university with a cumulative GPA of 3.0 or higher for all undergraduate coursework. Students with a GPA of 2.5-3.0 may be admitted conditionally into the program based on the strength of their writing samples.

Applications Must Include

- Completed online application
- One letter of recommendation
- A personal essay

- A writing sample:
- Fiction or Creative Non-Fiction, 20 pages, double-spaced
- Poetry, 15-20 pages, single-spaced
- Screenwriting or Playwriting, up to 30 pages in script/playwriting format

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 in the Graduate Admissions section.

Academic Policies

Credit

To earn the MFA, candidates must complete 44 semester credits, write a critical/creative paper, deliver a public lecture/presentation, give a public reading/staging, and complete a book length manuscript of publishable quality (fiction, nonfiction and poetry), a screenplay/calling card script (screenwriting), or a full-length play of producible quality (playwriting).

The residencies and the combined mentorship and critical and creative reading courses carry six semester credits. Craft paper and thesis courses carry two semester credits. To earn the MFA, candidates must complete 46 semester credits, write a critical/creative paper, deliver a public lecture/presentation, give a public reading/staging, and complete a book length manuscript of publishable quality (fiction, nonfiction and poetry), a screenplay/calling card script (screenwriting), or a full-length play of producible quality (playwriting).

To include a concentration in Teaching or in Translation/Adaptation in the MFA, students must complete 12 courses or 48 credits. For the MFA with a concentration in Publishing, students must complete 13 courses or 52 credits.

Transfer

Augsburg's low-residency MFA includes in-person and online elements that help us maintain a strong community and create a culture in which our writers thrive.

This studio degree is the terminal degree in writing and because of the unique features of a terminal, low-residency, studio degree, the final decision on transfer credit will depend on review by the Augsburg College MFA Program. A maximum of eight semester credits from traditional residency MFA programs and from MA programs in creative writing or English literature may be accepted. The MFA Program Director will review and may offer up to four additional credits in transfer for equivalent residency or workshop experience completed in another program. The maximum transfer credits allowed is 12 credits.

Academic Evaluation

Grading

The MFA Program uses fine arts studio grading practices, formative in nature and designed to be an element of the teaching curriculum. A narrative transcript composed of comments on those elements that the particular student writer is working on during a particular term will be used to assess progress in the mentorship courses. These are formative and qualitative assessment elements and professors' responses will vary as professor/artists and student/artists approach student work with the student's individual artistic aims in mind. In addition to the fine arts formative and qualitative assessment, students will be assessed in light of their success in meeting learning objectives of the course while completing work assigned.

MFA in Creative Writing Courses are graded on a Pass/No Credit basis, using the Augsburg graduate grading model scale as described below:

P – Represents work at 3.0 or higher and meets acceptable standards.

N – No credit, not counted in grade point average.

Alignment of Course Outcomes

MFA courses are aligned with the Program Hallmarks of the Association of Writers and Writing Programs (AWP), the national professional organization for writing programs and the writers who teach in those programs.

Participation

Students are expected to fully participate in Summer Residencies, attending workshop sessions and scheduled meetings with mentors as well as a majority of readings, lectures and other scheduled sessions. Participation in off-campus coursework is expected to occur during the designated time for each Mentorship studio critique session and “time away” for creative work. Students are also expected to take part in synchronous and asynchronous sessions with mentors and demonstrate “presence” in the Creative and Critical Reading courses through regularly scheduled exchanges with faculty and peers.

Academic Honesty

Augsburg’s high expectations for academic honesty will be applied to this class. Please refer to the Student Guide at inside.augsburg.edu/studentaffairs/studentguide/academic-honest-policies if you have any questions.

Affiliation

The Augsburg College MFA Program is a member of the Association of Writers and Writing Programs (AWP) and curriculum is based on the AWP Hallmarks of an Effective Low Residency MFA Program in Creative Writing.

A complete list of Augsburg’s accreditation, approvals, and memberships, is available in the Accreditation, Approvals, and Memberships section.

Mentor Faculty

James Cihlar, Publishing Mentor. BA, University of Iowa; MA, University of Nebraska, Lincoln; PhD, University of Nebraska, Lincoln.

Stephan Clark, Assistant Professor of English, MFA Mentor. BA, University of Southern California; MA, University of California, Davis; PhD, Literature and Creative Writing, the University of Southern California.

Cass Dalglish, Professor of English, MFA Mentor. BA, Spanish Language and Literature, St. Catherine University; MFA, Creative Writing, Vermont College of Fine Arts; PhD, Creative Writing, Archetypal and Ancient Women’s Writing, The Union Institute and University.

Heid E. Erdrich, MFA Mentor. BA, Dartmouth College; MA, The Johns Hopkins University Writing Seminars; PhD, Creative Writing and Native American Literature, The Union Institute and University.

Jack El-Hai, MFA Mentor. BA, Carleton College; MFA, Creative Writing and Literature, Nonfiction, Bennington College.

Neal Karlen, MFA Mentor. BA, Brown University; MA, University of Minnesota.

Carson Kreitzer, MFA Mentor. BA, Yale University; MFA, University of Texas, Austin.

Christina Lazaridi, MFA Mentor. BA, Princeton University; MFA, Screenwriting, Columbia University.

Sarah Myers, Assistant Professor of Theatre Arts, MFA Mentor. BS, Northwestern University; MFA, Playwriting and Drama and Theatre for Youth & Communities; PhD, Performance as Public Practice, the University of Texas, Austin.

Lindsay Starck, Assistant Professor of English, MFA Mentor. BA, Yale University; MFA, University of Notre Dame; PhD, University of North Carolina, Chapel Hill (anticipated).

Cary Waterman, Assistant Professor of English, MFA Mentor. BA, the University of Denver; MA, Poetry Thesis, Minnesota State University-Mankato.

Faculty Associates

Robert Cowgill, Associate Professor of English, Academic Writing Faculty. BA, MA, PhD, University of Minnesota.

D.E. Green, Professor of English. Academic Writing and Teaching Faculty. BA, Amherst College; MA, PhD, Brown University.

Michael Kidd, Associate Professor of Languages and Cross-Cultural Studies, Translation and Adaptation Faculty. BA, Pomona College; PhD, Cornell University.

John Schmit, Professor of English, Academic Writing and Teaching Faculty. BS, St. John's University; MA, University of New Orleans; PhD, The University of Texas.

Frankie Shackelford, Professor Emerita, Languages and Cross-Cultural Studies, Translation and Adaptation Faculty. BA, Texas Christian University; PhD, University of Texas.

Kathryn Swanson, Professor of English, Academic Writing and Teaching Faculty. BA, St. Olaf College; MA, PhD, University of Minnesota.

Visiting Writers

Ed Bok Lee, Poetry

Sue William Silverman, Creative Nonfiction

Ben Percy, Fiction

Alex Lemon, Poetry and Memoir

Deborah Blum, Creative Nonfiction

Pam Houston, Fiction

Kristoffer Diaz, Playwriting

Bill Wheeler, Screenwriting

Carson Kreitzer, Playwriting

Kenneth Rance, Screenwriting

Helene Wecker, Fiction

Staff

Kathleen Matthews, Administrative Assistant

Master of Music Therapy

MMT Mission

To prepare students to be leaders in the field, while fostering their passion to serve clients and families, and offer unique learning experiences that allow them to discover and realize their full potential. To engage students in life changing experiences, rich in experiential learning, collaborative in nature, fostering a holistic view of the use of music in health, healing and well-being. To advance the practice of music therapy by preparing students through a hybrid master's degree program that is innovative, flexible and possesses breadth and depth, designed to meet the changing demands of healthcare.

Program Overview

Degree requirements

The MMT degree program is designed for music therapists who are currently board certified and who wish to continue their education and advance their level of practice. The program is a 36 credit program with core music therapy courses, courses focused on the practice of music therapy in healthcare and medicine, and elective courses of interest.

Core Music Therapy Courses – 24 credits

MUS 510 - Advanced Music Therapy Theory (3 credits)
MUS 511 - Advanced Music Therapy Practicum (0 credit)
MUS 515 - Advanced Music Therapy Clinical Practice I (3 credits)
MUS 520 - Advanced Music Therapy Clinical Practice II (3 credits)
MUS 525 - Cross-Cultural Awareness in Music Therapy (3 credits)
MUS 530 - Music Therapy Ethics (2 credits)
MUS 535 - Music Therapy Supervision and Professional Development (2 credits)
MUS 540 - Music Therapy Research I (3 credits)
MUS 545 - Music Therapy Research II (3 credits)
MUS 595 – Thesis or Final Project (2 credits)

Music Therapy Electives– 12 credits

MUS 550 - Music Psychotherapy (2 credits)
MUS 555 - Music Therapy, Spirituality and Well-being (2 credits)
MUS 560 - Music and Imagery (2 credits)
MUS 565 - Advanced Music Therapy with Infants, Children and Family Centered Care (2 credits)
MUS 570 - Music, Neurology and Physiology (2 credits)
MUS 575 - Music Therapy in Palliative Care (2 credits)
MUS 576 - Music Therapy in Trauma Informed Care (2 credits)
MUS 580 - Transcultural Music Therapy I (4 credits) (global educational experience)
MUS 582 – Transcultural Music Therapy II (4 credits) (global educational experience)
MUS 585 - Advanced Music Therapy Group Work (3 credits)
MUS 590 - Interdisciplinary Practice & Research Methods in Music Therapy (3 credits)

Thesis or Final Project

Completion of a thesis or final project is required as a part of the degree program. The thesis and final project are both subject to approval by program director.

- **Thesis:** A scholarly paper utilizing historical, philosophical, descriptive, experimental or mixed methods research.
- **Final Project:** A supervised clinical project that is comprehensive and designed to develop and advance an area of one's clinical practice.

The **Equivalency Plus Master of Music Therapy** will complete the courses outlined above in addition to any courses needed to accomplish their equivalent status. The Equivalency Plus MMT is 64 credits plus the clinical internship and is designed to be completed in two and a half years. The equivalency courses include the following:

MUS 271 - Introduction to Music Therapy (2 credits)
MUS 274 - Music Therapy Practicum (0 credits)
MUS 340 - Music Therapy Methods I (2 credits)
MUS 345 - Music Therapy Methods II (2 credits)
MUS 374 - Music Therapy Practicum (0 credits)
MUS 372 - Psychological Foundations of Music I (4 credits)
BIO 103 - Human Anatomy & Physiology (3 credits)
PSY 105 - Principles of Psychology (4 credits)
PSY 262 - Abnormal Psychology (4 credits)
EDC 410 - Learners with Special Needs (4 credits)

The **Equivalency Plus+ Master of Music Therapy** will complete the courses outlined previous two sections (MMT and Equivalency Plus), as well as the course listed below.

MUS 101 Materials of Music I (2 credits)
MUS 111 Aural Skills I (2 credits)
MUP xxx Primary Lessons (minimum 4 semesters needed)
MUE xxx Chamber or Large Ensemble (minimum of 4 semesters needed)
MUS 102 Materials of Music II (2 credits)
MUS 112 Aural Skills II (2 credits)
MUS 201 Materials of Music III (2 credits)
MUS 211 Aural Skills III (2 credits)
MUS 231 History and Lit of Music I (4 credits)
MUS 232 History and Lit of Music II (4 credits)

Plan of Study

There are three tracks for the Master of Music Therapy program. The first is for individuals who hold a bachelor's degree in music therapy. They follow the master of music therapy track. The second track is for individuals that hold a bachelor's degree in music. They follow the Equivalency Plus Master of Music Therapy track. The third is for individuals that hold a bachelor's degree that is not in music, but have a strong music background. They follow the Equivalency Plus+ Master of Music Therapy track.

Admission to MMT

- [Online Application](#)
- All college transcripts
- 2 letters of recommendation (can be submitted online through the application-please have your recommenders email addresses when you begin the application).
- Proof of Board Certification
- An Audition (this can be taped or live) ten to fifteen minutes of your best instrument(s).
- Essay-(can be submitted as part of the online application) no longer than three pages addressing the following questions.
- Describe your goals as a music therapist and how an MMT degree will help you reach those goals.
- Tell about a moment that helped encourage you to begin a career in music therapy.
- As a music therapist you will help people from all walks of life and with a variety of needs and illnesses, how are you qualified (physically, mentally, and emotionally) to assist these people in improving their quality of life?

Please note that you can upload your essay directly into the online application. You may also input the names and emails of your recommenders and the system will send them a link to directions and the checklist we request they fill out for you.

If not submitted with the online application, materials need to be sent to:

Augsburg College
Graduate Admissions, CB 65
2211 Riverside Ave S.
Minneapolis, MN 55454

or emailed to gradinfo@augsborg.edu

For Academic Policies, please See Academic Policies.

Accreditation and Affiliation

Augsburg is regionally accredited by:

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

National Council for the Accreditation of Teacher Education (NCATE)

The Master of Music Therapy Program is accredited by:

National Association Schools of Music (NASM)

American Music Therapy Association (AMTA)

MMT Faculty

Annie Heiderscheit, Assistant Professor, Director of Master of Music Therapy. BME-MT, Wartburg College; MS, Iowa State University; PhD, University of Minnesota.

Master of Science in Physician Assistant Studies

Mission

The mission of the Augsburg College Department of Physician Assistant Studies 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.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Continued Accreditation to the Physician Assistant Program sponsored by Augsburg College. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next comprehensive review of the program by ARC-PA will be Spring 2019.

About PA

As defined by the American Academy of Physician Assistants:

“PAs are health professionals licensed or, in the case of those employed by the federal government, credentialed to practice medicine in association with designated collaborating physicians. PAs are qualified by graduation from an accredited PA educational program and/or certification by the National Commission on Certification of Physician Assistants ... Within the physician-PA relationship, PAs provide patient-centered medical care services as a member of a healthcare team. PAs practice with defined levels of autonomy and exercise independent medical decision making within their scope of practice.”

In the state of Minnesota, a PA is licensed 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 delegation agreement with a licensed physician.

Curriculum

The Physician Assistant program at Augsburg is 28 months long with studies beginning each year in the summer semester (late May or early June). The program accepts up to 30 students for each new class. Graduates will receive a Master of Science in Physician Assistant Studies and a PA certificate.

Approximately the first 16 months of the program is didactic, or classroom work, including courses in human gross anatomy, pathophysiology, clinical medicine, pharmacotherapy, history and physical exam skills, research, and professional issues. The academic phase of the program also includes development of practical skills through the use of case studies, simulated patients, and technical skills workshops (ie. suturing, casting/splinting, etc.)

The clinical phase is completed in approximately 12 months. The clinical phase of the program is designed to effectively train students for practice by providing them with rotation experiences in different specialties and a variety of practice settings. To that end, each student will be required to complete rotations outside the metropolitan area. Each student is required to successfully complete clinical rotations in family medicine, pediatrics, women’s health, behavioral health, emergency medicine, internal medicine, surgery, and one elective rotation by choosing from various specialties. The clinical phase will culminate with a preceptorship that is designed to solidify the student’s skills and potentially place them in a setting that might be interested in recruiting a graduate PA. Clinical instructors include Physicians, Physician Assistants and other health care providers.

A student will be required to complete the clinical phase at site(s) determined by the Program to provide the student with the best educational experience. Clinical rotation sites will be located throughout the state of MN and other cities in the 5 state area.

The Augsburg PA program includes time away from the program at varying times which may or may not differ from the traditional breaks at Augsburg University; these breaks contribute to the overall 28 month length of the program.

PA Program Sample Calendar

YEAR 1

Summer

PA 501 - Human Anatomy and Neuroanatomy

PA 503 - Human Pathophysiology

Fall

PA 511 - History and Physical Exam Skills I

PA 521 - Pharmacotherapy I

PA 531 - Clinical Medicine I

PA 542 - Professional Issues

PA 546 - Clinical Practice Seminar I

Spring

PA 512 - History and Physical Exam Skills II

PA 522 - Pharmacotherapy II

PA 532 - Clinical Medicine II

PA 547 - Clinical Practice Seminar II

PA 555 - Research Tools for the Physician Assistant

YEAR 2

Summer

PA 533 - Clinical Medicine III

PA 545 - Clinical Phase Transition

Master's Project course, one of the following*:

PA 599 - Directed Study

ML 577 - International Experience

Fall

PA 6XX - Clinical Rotations 1, 2, 3

Spring

PA 6XX - Clinical Rotations 4, 5, 6

YEAR 3

Summer

PA 6XX - Clinical Rotations 7, 8

PA 62X - Preceptorship

PA 690 - Capstone

*Other program-approved options may be available

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

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.

Qualified applicants will have:

- Bachelor's degree (in any major) from a regionally-accredited four-year institution
- Minimum cumulative GPA of 3.0 as calculated by CASPA at the time of application
- Minimum science GPA of 3.0 as calculated by CASPA at the time of application
- 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 psychology
- 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.

The following are strongly recommended but not required:

- Direct patient care is the best type of experience to obtain in order to strengthen an application. We recommend at least 2000 hours to be competitive in this category.
- Additional science courses such as anatomy, genetics, immunology, other biology courses, and organic chemistry
- Demonstration of motivation for the PA profession by formally shadowing a PA or other health care provider.
- 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 portal.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 a minimum science 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 degree status.

Additional Application Details:

The Augsburg PA Program requires three letters of recommendation submitted through the CASPA process. We strongly recommend that one be from an employer/colleague (a professional reference), one letter be from a professor or adviser (an academic reference), and the third from a person of your choice. Be sure that your letter writers are able to tell the committee about you as well as his/her experiences with you and observations about you.

Your Supplemental Application must be submitted electronically on or before August 1 in order to be considered.

We use the CASPA “Complete Date” to determine if you have met the application deadline of August 1. The “Complete Date” on your application must be August 1 or prior in order to be considered meeting the deadline. CASPA assigns a “Complete Date” when they have received your electronic application, transcripts from all schools attended, 2 of your 3 letters of reference, and payment. Until those criteria are met, your application will not be given a “Complete Date.”

Your GPA (cumulative and science) is set at the time of your CASPA submission. The Augsburg PA Program will not recalculate GPAs as additional coursework is completed post CASPA submission. We will request grade reports for your prerequisite courses and add them to your file as they are completed, but your official GPA, as calculated by CASPA, will be the GPA of record for your application

Selection Process

All complete files (CASPA and Supplemental Applications that meet requirements) will be reviewed by the admissions committee.

The selection committee looks for a balanced application by reviewing key criteria such as cumulative GPA, science GPA, and direct patient care experience followed by overall academic record, service to underserved (meaning disadvantaged, minority, or underrepresented populations), essay responses, knowledge of the profession, fit with the program goals and mission, and recommendation letters.

As the committee completes file review, candidates are selected for an interview. The interviews are generally conducted during the months of October, November, and January. Candidates come to campus to meet program faculty, staff and current students, and to view the facilities.

As interviews are completed, seats in the incoming class are offered. The cohort class will be filled between the months of October and May. A list of alternates will be selected in January to fill seats that accepted candidates may not claim. All applicants are notified of their final status by mid-February.

Accepted candidates must complete and pass a background check prior to matriculation and annually through the program. Failure of the background check may result in dismissal from the program.

Academic Policies

Please see the PA program website at www.augsburg.edu/pa for further details about policies outlined here.

Technical Standards

The physician assistant 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 the Physician Assistant Studies Department at Augsburg College must have, with or without reasonable accommodation, multiple abilities and skills including: perception/observation, communication, motor/tactile function, cognition and professionalism.

Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

Perception/observation

Students must be able to perceive, by the use of senses and mental abilities, the presentation of information through:

- Small group discussions and presentations
- Large-group lectures
- One-on-one interactions,
- Demonstrations (physical exam maneuvers)
- Laboratory experiments (cadaver dissection)
- Patient encounters (at a distance and close at hand)
- Diagnostic findings (EKGs, laboratory results, x-rays and ultrasound)
- Procedures (suturing, casting/splinting, IV access))
- Written material (powerpoints, textbooks, and readings)
- Audiovisual material (slides, medical videos)

Communication

Students must be able to skillfully communicate (in English) verbally and in written form with faculty members, other members of the healthcare team, patients, families, and other students, in order to:

- Elicit information
- Convey information
- Clarify information
- Create rapport
- Develop therapeutic relationships
- Demonstrate competencies

Motor/tactile function

Students must have sufficient motor function and tactile ability to meet the competencies required for graduation and to:

- Attend (and participate in) classes, groups, and activities which are part of the curriculum
- Communicate in a written format
- Examine patients (including observation, auscultation, palpation, percussion, and other diagnostic maneuvers)
- Do basic laboratory procedures and tests
- Perform diagnostic procedures
- Provide general and emergency patient care (airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding)
- Function in outpatient, inpatient, and surgical venues (standing and actively assisting the surgical team)
- Perform in a reasonably independent and competent way in sometimes stressful clinical environments

Cognition

Students must be able to demonstrate higher-level cognitive abilities, which include:

- Rational thought
- Measurement
- Calculation
- Visual-spatial comprehension
- Conceptualization
- Analysis
- Synthesis

- Organization
- Representation (oral, written, diagrammatic, three dimensional)
- Memory
- Application
- Clinical reasoning
- Ethical reasoning
- Sound judgment

Professionalism

Students 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. In summary, PA students must be able to:

- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication
- Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients
- Develop mature, sensitive, and effective relationships, not only with patients but with all members of the Augsburg community and healthcare teams
- Tolerate physically, emotionally, and mentally demanding workloads
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health
- Take responsibility for themselves and their behaviors

Documentation of a Disability

The Augsburg College Department of Physician Assistant Studies is pledged to the admission and matriculation of qualified students and wishes to acknowledge awareness of laws which prohibit discrimination against anyone on the basis of race, color, national origin, religion, sex, age or disability.

Regarding disabled individuals, the Physician Assistant Studies department will not discriminate against such individuals who are otherwise qualified but will expect all applicants and students to meet certain minimal technical standards.

All Augsburg students have been accepted by the college based on their ability to succeed academically and are required to meet the same academic and technical standards. Disability Resources (CLASS Office) provides academic support and accommodations to students with disabilities or temporary conditions. Accessing accommodations is an ongoing and interactive process where information can be gathered from the student and from other relevant sources. We ask that students interview with a Disability Specialist to discuss their requests. We prefer students to present any documentation that describes their disability and the impact on educational experiences and in the educational environment early in the process. Each student's requests will be evaluated on an individual basis.

The purpose of documentation is to assist in providing information and understanding about how the courses or facilities might present barriers and to what degree the disability affects the student, and to plan for accommodations to facilitate access.

Some Examples of Disabilities

- Attention-Deficit/Hyperactivity Disorder (ADHD/ADD)
- Learning Disabilities
- Psychiatric Disabilities
- Autism Spectrum Disorders
- Head Injury/Traumatic Brain Injury
- Physical Disabilities and Systemic Illnesses

- Deafness/Hearing Impairment
- Blindness/Low Vision
- Disabilities that are sporadic or degenerative in nature
- Temporary conditions

The first step in accessing services is to call CLASS to schedule an appointment with a Disability Specialist, (612) 330-1053.

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 phase.

Employment while in the Program

Program faculty discourage outside employment while in the Physician Assistant Program. Faculty do 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. For information on withdrawal, see the Academic Policies section.

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.

For the full readmission policy and reapplication process, please contact the program.

Advanced Placement

The Department of PA Studies does not offer advanced placement to admitted students. All students admitted to the PA Program must complete the entire curriculum.

Transfer

The Department of PA studies does not accept student transfers from other PA programs.

Costs of the PA Program

For tuition information, go to www.augsburg.edu/pa.

For complete and current payment options go to the Student Financial Services website at www.augsburg.edu/studentfinancial.

PA Program Faculty

Beth Alexander, Associate Professor and Academic Coordinator; PharmD, University of Minnesota

Eric Barth, Assistant Professor; BS and PA Certificate, Trevecca Nazarene University; MPAS, University of Nebraska

Stephanie Elko, Director of Clinical Education; MPAS, PA-C University of New England

Jenny Kluznik, Assistant Professor; MPH, George Washington University; MPAS, Augsburg College

Holly Levine, Assistant Professor; MD, Loyola University Chicago Stritch School of Medicine

Skye Peltier, Instructor; MPH, University of Minnesota; MPAS, Augsburg College

Alicia Quella, Program Director, Clinical Associate Professor; PhD, PA-C, University of Iowa

Meredith Wold, Instructor; MPAS PA-C, Augsburg College

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, Multicultural Macro Practice (MCMP), 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 advanced 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 nonprofit 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 individuals live in and are affected by their 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 the eradication of oppression and discrimination
- 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 seek licensure with the social work board of your state. For more information on CSWE accreditation go to www.cswe.org.

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 the Accreditation, Approvals, and Memberships section of this catalog.

Plan of Study

Students entering Augsburg's MSW program with a bachelor's degree from a discipline other than social work are classified as foundation students. 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 are classified as advanced standing students. Advanced standing students are enrolled in a 16 month program. The part-time option is not generally available for advanced standing students.

All students must complete the MSW degree in no more than 4 years following matriculation.

Academic Calendar

The MSW program meets on a semester calendar, with classes offered 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. If a student lives outside the Twin Cities metro area, the field practicum hours can be completed at a placement near the student's place of residence. Hours per week vary depending on the agency placement and the student's availability. For academic calendars and schedules, go to www.augsburg.edu/registrar.

Class Periods

Classes meet in 4 hour blocks on Friday evenings, 6 to 10:00 pm; Saturday mornings, 8:00 am to 12 pm; and Saturday afternoons, 1:00 to 5:00 pm. Each class meets on campus for 8 sessions in a given semester and for 4 sessions on campus in a summer term (May-June), with the expectation that students engage in hybrid learning activities between on-campus class weekends.

Time Commitment

Although classes meet on weekends, students spend time on their studies during non-class weekends and weekdays in accordance with our hybrid learning format. Hybrid learning is a combination of face-to-face class sessions and online/experiential learning. 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 3 to 4 hours outside of class working on online activities, assignments, readings, or group projects. A student may also spend 15 to 20 hours per week in the field practicum during the fall and spring semesters (a span of 8 to 9 months for each practicum). In the final year of study, students complete a summative evaluation or a portfolio, 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.

Credit and Contact Hours

MSW courses range from 2 to 4 semester credits. Depending on the number of credits, students will spend 16 to 32 hours in the classroom per course. Students will also be expected to engage in activities and 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 Multicultural Macro Practice [MCMP]). 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, required 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 two semesters (fall and spring). These hours are completed concurrent with enrollment in the fieldwork seminars as well as other MSW courses.

MSW Curriculum Components

Foundation Curriculum

In the foundation courses and field practicum, 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 field 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

After completing the foundation requirements, you will enroll in the concentration curriculum that you selected at the time of your application to the program. You will also complete an advanced field practicum. Augsburg offers two concentrations: Multicultural Clinical Practice (MCCP) or Multicultural Macro Practice (MCMP). 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 field seminar courses. As a capstone to your MSW program, you will complete a portfolio project or a summative evaluation project.

Multicultural Clinical Practice (MCCP) Concentration

Multiculturalism is a process requiring practitioners to have a deep awareness of their social and cultural identities, as well as the ability to use 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.

Multicultural Macro Practice (MCMP) Concentration

In the tradition of Jane Addams, the heart of macro social work practice is directing 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 workers must actively seek equality and justice for clients within agencies, institutions and society. Social work leaders must advocate for social change where necessary to ensure social justice. Similar to the MCCP concentration, it is important to address macro level social work practice within the context of cultural understanding and awareness. The Multicultural Macro Practice concentration (formerly Program Development, Policy and Administration) responds to this demand for leadership.

The macro social work practitioner recognizes the strengths and abilities of individuals and communities to implement change. The social work macro practitioner works with these individuals to do so. In the MCMP concentration, you will learn the knowledge and skills necessary to work with others to achieve needed social change. You will also learn to develop, lead, guide, and administer programs that serve diverse people in a variety of settings.

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 a portfolio during their final year of study. Items in a portfolio might include videos, 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 (MCMP students)
- All social workers must evaluate their practice to determine whether they are helping or harming clients. While in the concentration practicum, MCMP students will design and implement a program evaluation for their summative project. This project 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 in both concentrations have the option of completing a thesis in addition to either the portfolio or summative evaluation project. Credit for the SWK 699 general elective is given for this option. Students work with a thesis advisor to develop more in-depth research skills contributing to social work knowledge. To pursue the thesis option, students should notify the MSW program director by the end of spring semester of the foundation year.

Degree requirements

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

- Successful completion of any admission conditions (see Admission to MSW)
- Successful completion of all required MSW courses
- 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 or 500 hours of approved field practicum for advanced standing students
- Successful completion and submission of the portfolio project (MCCP) or the summative evaluation project (MCMP)
- Successful completion of all degree requirements within 4 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 Association of Social Work Boards (ASWB) master's level national social work licensure examination 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, depending on the desired licensure. Upon completion of the supervision requirement, one may take the LISW or LICSW's Association of Social Work Boards (ASWB) national social work licensure examination. For the LICSW, there are additional requirements for 360 clinical clock hours in 6 specific categories. 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 (taken concurrent with first practicum)*

SPRING

SWK 506 - Practice Methods and Skills 2: Groups and Families*

SWK 535 - Integrative Field Seminar 2 (taken concurrent with first practicum)*

SWK 504 - Applied Research Methods (foundation students only)

SUMMER

SWK 501 - History of Social Welfare Policy*

SWK 516 - Practice Methods and Skills 3: Communities and Policies*

SWK 510 - Advanced Practice Methods (advanced standing students only)

SWK 509 - Human Behavior: Mental Health Assessment and Diagnosis (advanced standing students only)

SWK 504 - Applied Research Methods (advanced standing students only)

*Course potentially can be waived for advanced standing students (BSW holders).

Concentration Courses

Multicultural Clinical Practice (MCCP) Concentration:

FALL

SWK 610 - Integrative Field Seminar 3: Multicultural Clinical Practice (MCCP) (taken concurrent with second practicum)

SWK 615 - Diversity and Inequality 1: Multicultural Clinical Practice (MCCP)

SWK 628 - Multicultural Clinical Practice (MCCP) with Individuals

SWK 629 - Multicultural Clinical Practice (MCCP) with Families

SPRING

SWK 611 - Integrative Field Seminar 4: Multicultural Clinical Practice (MCCP) (taken concurrent with second practicum)

SWK 616 - Diversity and Inequality 2: Multicultural Clinical Practice (MCCP)

SWK 630 - Multicultural Clinical Practice (MCCP) Policy Practice

SWK 631 - Multicultural Clinical Practice (MCCP) with Groups

SUMMER 1

SWK 634 - Multicultural Clinical Practice (MCCP) Supervision

SWK 639 - Multicultural Clinical Practice (MCCP) Elective

SWK 640 - Multicultural Clinical Practice (MCCP) Capstone

SWK 699 - General Elective

Multicultural Macro Practice (MCMP) Concentration:

FALL

SWK 651 - Integrative Field Seminar 3: Multicultural Macro Practice (MCMP) (taken concurrent with second practicum)

SWK 657 - Diversity and Inequality 1: Multicultural Macro Practice (MCMP)

SWK 660 - Multicultural Macro Practice (MCMP) Research Methods

SWK 667 - Organizations/Social Administrative Practice 1

SPRING

SWK 652 - Integrative Field Seminar 4: Multicultural Macro Practice (MCMP) (taken concurrent with second practicum)
SWK 658 - Diversity and Inequality 2: Multicultural Macro Practice (MCMP)
SWK 668 - Organizations/Social Administrative Practice 2
SWK 670 - Multicultural Macro Practice Policy

SUMMER

SWK 669 - Organizations/Social Administrative Practice 3
SWK 699 - General Elective
SWK 671 – Multicultural Macro Practice (MCMP) Planning

Portfolio or Summative Evaluation Project

Completed and submitted in final year of study.

SWK 699 General Elective

Students in both concentrations complete at least one general elective course. The following are examples of elective offerings that rotate each year:

- Trauma, Theory, and Treatment in Multicultural Clinical Practice
- Cognitive Behavioral Therapy in Social Work Clinical Practice
- Spirituality and Social Work Practice
- Empowerment of Services Users in Mental Health
- Children's Mental Health

We also offer short-term electives abroad, typically two weeks in length: Exploring Human Services in International Settings (examples include Mexico, Slovenia, Namibia, South Africa, India, Bolivia, China, and Hong Kong)

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 (MCCP) or Multicultural Macro Practice (MCMP) 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
- 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. Both the foundation and concentration practica are spread over 2 semesters (fall and spring). Both practica are concurrent with enrollment in integrative field 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 spring semesters 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 and spring semesters in this practicum.

Process for Field Practicum Selection

Field practica begin in the fall, but the selection process begins the previous spring in collaboration with two other Twin Cities MSW programs. Students attend a field orientation before beginning their search. Augsburg College and the University of Minnesota - School of Social Work jointly host a field fair where students 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 three of the 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 who wish to do so 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 clinical and community practice 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 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 Multicultural Macro Practice (MCMP) concentration. In this concentration, students learn to effect 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 Multicultural Macro Practice (MCMP) coursework are eligible to return to complete the MBA portion of the dual degree. The MSW degree must be completed before 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—and students engage in hybrid learning activities between class weekends.

Year 3 (12–16 months)

MBA classes meet one night per week. The MBA program includes a summer term. See the MBA section for required courses for the dual degree.

Curriculum

- Foundation or advanced standing coursework
- 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 eight MBA courses for students who completed the MSW degree 2002 and beyond; complete a minimum of nine 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 the MBA section.

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.

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

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 online 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 application deadline is January 15 each year for matriculation in the following academic year. All application materials noted below are due by the application deadline. For more information go to www.augsburg.edu/msw or call 612-330-1101.

- Completed application form
- \$35 application fee
- One official transcript from each previously-attended postsecondary 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 recommendation checklist forms, with letters attached, submitted online
- Typed personal statement responding to the questions noted on the application form
- Results of the TOEFL language tests, if applicable
- 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 in the Graduate Admissions section.

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 22 transfer credits. (See Evaluation of Transfer Credit in the Academic Programs and Policies section of this catalog.) 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 30 credits at Augsburg in order to receive their MSW degree from Augsburg College.

We do not grant academic credit for work or life experience.

Admission with Advanced Standing

Advanced standing is an application category open to those with a bachelor's degree in social work from a program that is accredited by the Council on Social Work Education (CSWE). Advanced standing applicants may seek waivers for the following eligible MSW courses: Human Behavior and the Social Environment, History of Social Welfare Policy, Practice Methods and Skills 1 and 2, and Integrative Field 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 in the MSW program. If a student falls below a 3.0 average, the student will be placed on academic probation. 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 3 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 located on the MSW program Moodle page. The MSW Field Manual may be requested from the MSW Field Coordinator or MSW program staff.

Four-Year Limit

All students are required to finish the degree within four years of matriculation. See the Academic Programs and Policies section of this catalog 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 or via the student's Augsburg email account. 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 Student Handbook.

Program Costs

In addition to tuition fees, MSW students can expect to pay a facilities fee and a field program fee. Students can also expect to purchase textbooks and student liability insurance when in a field placement. There may also be additional fees associated with short-term study abroad electives.

Graduate Scholarship Search Tips

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 time doing your own independent research into graduate funding available locally, nationally, and internationally.

The simplest way to begin a search for graduate funding is to look online. There are many scholarship search engines online. 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.mnssa.org
www.fastweb.com
www.aauw.org
www.gradview.com
www.finaid.org
www.petersons.com
www.studentaid.ed.gov

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, LGBT, 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).

Augsburg Scholarships

Augsburg's Social Work Department offers several scholarships each year. Students who are enrolled in the first year of the program are eligible to apply. Awards range in amount from \$300 to \$1,500.

- 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. Suemnig 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 semester. This would apply to all semesters of the MSW program. Contact the Enrollment Center for more information.

Augsburg Partnership Grant

The Augsburg Partnership Grant applies to new enrolling students only and allows employees of partner institutions to receive a 10% tuition discount. Application fees of \$35 are also waived. If a student enrolls in an Employer Tuition Reimbursement Payment Plan, the \$20 processing fee is also waived. Contact the Enrollment Center for more information.

Military Discount

See description in the Financing Your Education section of the catalog.

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 departmental governance, curriculum development, and program improvements. As such, forum members are invited to attend Social Work Department meetings via representatives.

The forum has historically 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

Laura Boisen, 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, Professor of Social Work, MSW Program Director. BA, Northwestern College; MSW, University of Iowa; PhD, University of Illinois-Urbana-Champaign.

Ankita Deka, Associate Professor of Social Work. BA, Delhi University; MSW, Tata Institute of Social Sciences; PhD, Indiana University.

Christina Erickson, Associate Professor of Social Work, BSW Field Coordinator. BS, University of Minnesota; MSW, University of Minnesota-Duluth; PhD, University of Illinois-Chicago.

Melissa Hensley, Associate Professor of Social Work, Field Education Coordinator. BA, MSW, PhD, Washington University in St. Louis; MHA, University of Missouri-Columbia.

Bibiana Koh, Assistant Professor of Social Work, BSW Program Director. BA, Hartwick College; MA, Columbia University; MAT, School for International Training; MSW, Smith College; PhD, University of Minnesota.

Barbara Lehmann, Associate Professor of Social Work. BA, Knox College; MSW, Tulane University; PhD, Case Western Reserve University.

Nancy Rodenborg, Professor of Social Work. BA, Indiana University; MSW, University of Minnesota; MIA, School of International Training; PhD, University of Arizona.

Michael Schock, Associate Professor of Social Work, Department Chair. BA, University of Washington; MSW, University of Minnesota; PhD, University of Washington.

MSW Staff

Doran Edwards, BSW Program Assistant Director

Emily Glynn, MSW Program Coordinator

Augsburg College Board of Regents

For more details, go to www.augsburg.edu/about/leadership/regents.

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