Introduction

Graduate Catalog

2024-2025

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

The Augsburg University Graduate Catalog contains information about academic program requirements and academic and student policies and procedures for Fall Semester 2024–Summer Semester 2025. It is subject to change without notice.

The catalog is intended to complement other university publications including the Student Guide and university website. It is important for students to be familiar with all university 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

Greeting from the President

I am pleased to know of your interest in Augsburg University'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 University's graduate-level programs in business administration, creative writing, education, leadership, music therapy, nursing, physician assistant studies, social work, and clinical psychology are distinguished by the opportunities they provide students to expand decision-making and strategic skills.

Augsburg University is characterized by a strong mission: Augsburg University 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 initiatives, and environmental sustainability.

At Augsburg University, 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, PhD
President

Welcome from the Provost and Senior Vice President of Academic and Student Affairs

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

When you join the Augsburg community, you become part of the Augsburg story—a story of academic achievement, preparation for professional practice, experiential learning deepened by reflection, demonstrated commitment to equity and inclusion, and preparation for lifelong learning. We are an institution committed to place, and our locations—whether in the Twin Cities or beyond—offer opportunities to apply what you learn in the classroom to the neighborhood, to 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 are a community of diverse cultures and faiths. Indeed, the diversity of our community helps ensure that our graduates are uniquely prepared to meet the challenges and opportunities of the 21st century. Our commitment to interdisciplinary thinking is embodied in our newest academic building on the Minneapolis campus—the Hagfors Center for Science, Business, and Religion. We ground learning in the best of the liberal arts tradition, ensuring that our students are prepared not only for their first job but for mid- and late-career success.

While connected through these common commitments, each graduate program has its own distinctive identity and curriculum. Your program offers a disciplinary home from which 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 in the future.

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

Sincerely,

Paula O'Loughlin
Provost and Senior Vice President of Academic and Student Affairs

About Augsburg University

At Augsburg University, 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. Our programs also look to the world through international courses and cultural exchanges.

Campus Location

Minneapolis Campus

Augsburg University 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—Twin Cities 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 Transit Green and Blue light rail lines, which provide easy access to destinations in Minneapolis and St. Paul, as well as the Minneapolis-St. Paul International Airport.

International Locations

Augsburg is enhanced by its global centers in Southern Africa and Latin America. Students can perform research, take courses, or consult with faculty in those locations to gain new perspectives on their disciplines.

Mission Statement

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

Augsburg University 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 in 1872. A short history of Augsburg University can be found at 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 university'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 Teaching
- 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)
- Doctor of Psychology in Clinical Psychology

Augsburg offers the following dual degrees:

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

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 fellow students with a variety of work and life experiences. To facilitate this kind of community interaction, Augsburg encourages students to make use of all university facilities—whether in Minneapolis or one of Augsburg's international locations—and to participate in university activities such as music and dramatic presentations and lecture/speaker events.

Graduate Faculty

The heart of any educational institution is its faculty, and Augsburg University is particularly proud of the excellence and commitment of its professors. Most faculty hold a doctorate or other terminal degree, and all consider teaching and service to be the focus of their activity at the university. 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 class sizes encourage its tradition of close involvement between professors and students. Faculty act as academic advisors and participate regularly in campus activities.

Minneapolis Campus Facilities

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

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

Anderson Residence Hall (1993)—Named in honor of Oscar Anderson, president of Augsburg from 1963 to 1980, 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 Center for Wellness and Counseling, the Sabo Center for Democracy and Citizenship, and the Office of Marketing and Communication.

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

Christensen Center (1966)—The university center includes the Admissions Office, a student lounge, the Strommen Center for Meaningful Work, the Commons dining facility and Einstein Bros. Bagels, two art galleries, the copy center and mailroom, University Events, Latinx Student Services, American Indian Student Services, Pan-Afrikan Student Services, Pan-Asian Student Services, Campus Life, LGBTQIA+ Student Services, and the Auggie's Nest, a meeting place for student organizations.

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 departments of Theater and Communication Studies, Film, and New Media; classrooms; and administrative offices (Facilities Management and the Enterprise Information Systems and Systems and Networking teams in IT).

Hagfors Center (2017) - The Norman and Evangeline Hagfors Center for Science, Business, and Religion houses eight academic departments (Biology, Business, Chemistry, Physics, Psychology, Religion, and Mathematics, Statistics, and Computer Science), the Master of Business Administration Program, the office of Undergraduate Research and Graduate Opportunities, and the McNair Scholars Program. The Hagfors Center is the largest academic building on the Augsburg campus and contains 139,000 square feet of collaborative learning space, including 24 labs and 6,000 square feet of student-faculty research facilities.

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 Si 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 is located on the corner of 22nd Avenue and 7th Street. It houses the TechDesk and User Support team in IT and the Gage Center for Student Success: the Deidre Middleton Office of Academic Advising, the Center for Learning and Accessible Student Services (CLASS), and TRIO/Student Support Services.

Luther Residence 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.

Si 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 Patricia Piepenburg Women's Locker Room, the Claudia Murray Women's Soccer Locker Room,

the Donny Wichmann Weight Room, the Olivia Dahl/Hoyt Messerer Sport Medicine Center, and general auditorium purposes. The Ernie Anderson Center Court was dedicated in 2001.

Mortensen Residence 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 department 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® collegiate recovery program, Institutional Advancement offices, the Master of Arts in Leadership program, and substance-free student housing. It also houses the Barnes & Noble Augsburg Bookstore, Nabo Café, Gage Family Art Gallery, interfaith offices, and the Johnson Conference Center.

Science Hall (1949)—Houses the department of Nursing, International Student and Scholar Services, and Administrative Accounting.

Sverdrup Hall (1955)—Named in honor of Augsburg's fourth president, it contains the Enrollment Center (Registrar's Office and Student Financial Services), the Women's Resource Center, classrooms and computer labs, and the departments of Education and Clinical Psychology.

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, Norway Hub, the Academic Affairs Office, the Dean of Students Office, the Christensen Center for Vocation (CCV), the Master of Fine Arts in Creative Writing program, and faculty offices for Political Science, History, Philosophy, American Indian Studies, English, and Sociology.

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

Accreditation is a process by which colleges and universities are regularly evaluated by third-party agencies to ensure they are meeting standards for educational quality for the degrees they offer.

Augsburg University has been continuously accredited since 1954 by the Higher Learning Commission. The Higher Learning Commission is an institutional accreditation agency that accredits colleges and universities in the United States. HLC conducts periodic reviews of accredited institutions to ensure they are meeting their standards of quality.

Several degree programs at Augsburg are also eligible for accreditation or approval by specialized agencies that ensure the quality of those programs in meeting their professional standards. The following Augsburg programs are accredited or approved by the appropriate agencies.

Agency	Description	Degree Programs
Accreditation Council for Business Schools and Programs (ACBSP)	Global accreditor for business education	MBA BA Accounting, Business Administration (Music Business), Business Administration/Economics, Finance, International Business, Management, Management Information Systems, Marketing
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Accredits physician assistant programs in the United States	MS Physician Assistant Studies
American Music Therapy Association (AMTA)	Advances the music therapy profession and approves music therapy degree programs	BS Music Therapy Master of Music Therapy
American Chemical Society (ACS)	Scientific organization for advancing chemistry practice, approves baccalaureate chemistry programs	BS Chemistry
American Psychological Association Commission on Accreditation (APA-CoA)	Scientific and professional organization for psychology in the United States, accrediting doctoral programs in clinical, counseling, and school psychology	Doctor of Psychology

Commission on Collegiate Nursing Education (CCNE)	National accreditor for baccalaureate, graduate, and residency/fellowship programs in nursing	BS Nursing MA Nursing Doctor of Nursing Practice
Council on Social Work Education (CSWE)	National accrediting agency for social work education in the United States	Bachelor of Social Work Master of Social Work
Minnesota Board of Nursing	State board that approves nursing programs and regulates licensure	DNP – Family Nurse Practitioner
National Association of Schools of Music (NASM)	National accreditor for undergraduate, graduate, and other credentials for music and music-related disciplines	BA Music BS Music Therapy Bachelor of Music Master of Music Therapy
Professional Educator Licensing and Standards Board (PELSB)	Approves programs in Minnesota that prepare candidates for teacher licensure	BA/BS Elementary Education BA English as a Second Language BA Special Education: Academic Behavioral Strategist (See Education Department for full list of approved programs for licensure and endorsements)

Augsburg University is also an institutional member of the following associations:

Agency	Description
American Association of Colleges and Universities (AAC&U)	Advances the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education
American Association of Colleges of Teacher Education (AACTE)	Represents institutions dedicated to high-quality evidence-based preparation of educators who are ready to teach all learners
American Association of Higher Education (AAHE)	Dedicated to the advancement of higher education

Associated Colleges of the Twin Cities (ACTC)	Consortium of private liberal arts colleges in the Twin Cities of Minnesota that shares academic programs and promotes student exchange
Campus Compact	National coalition of colleges and universities committed to building democracy through civic engagement and community development
Council of Independent Colleges (CIC)	Association of independent nonprofit colleges and universities that provides services to improve the quality of education, administrative, and financial performance
Lutheran Education Conference of North America (LECNA)	Promotes cooperation among Lutheran colleges and universities in the United States and Canada
Minnesota Private College Council	Represents the private liberal arts colleges of Minnesota
National Council of Schools of Professional Psychology (NCSPP)	Advances the development of the highest quality of graduate training in professional psychology
Physician Assistant Education Association (PAEA)	Works to ensure quality physician assistant education

Augsburg University 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.

State Authorization Reciprocity Agreement (SARA)

Federal regulations require institutions that provide distance education to students residing outside of the institution's home state to seek state authorization with the states from which they enroll students or participate in the State Authorization Reciprocity Agreements (SARA). SARA is a voluntary agreement among the 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands that permits certain types of educational activities without requiring institutions to seek state-by-state authorization. Information can be found on the SARA website.

Augsburg University is approved by the Minnesota Office of Higher Education to participate in SARA. Currently, all states except for California are members of SARA. Although California is not part of SARA, California does not regulate out-of-state, non-profit accredited institutions and Augsburg is able to provide distance education to students who are in that state with the caveat that students and institutions are not bound to SARA regulations.

Policies

Non-Discrimination Policy

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, Augsburg does not discriminate on the basis of sex, race, color, national or ethnic origin, religious belief, age, disability, gender, sexual orientation, gender identity or expression, marital status, familial status, pregnancy, citizenship, creed, genetic information, veteran status, status with regard to public assistance, membership in a local human rights commission, or any other legally protected status in its education programs and activities, employment policies and practices, or any other areas of the university, except in those instances where there is a bona fide occupational qualification or to comply with state or federal law. Augsburg University is committed to providing reasonable accommodations to its employees and students with disabilities. (Approved by Board of Regents January 2021)

Title IX

Title IX refers to Title IX of the Educational Amendments of 1972, and it prohibits discrimination on the basis of gender by institutions receiving federal money. Generally, the Title IX Coordinator is responsible for the development, implementation, and monitoring of meaningful efforts to comply with Title IX law. This includes overseeing the Title IX complaint process as well as identifying and addressing any patterns or systemic problems that arise.

For further information, please contact the university's Title IX Coordinator:

Marah Jacobson, Associate Provost
Memorial Hall, Room 118D| 612-330-1034| jacobsm@augsburg.edu

Additionally, the university has Deputy Officers:

Deputy Officer for Students:
Mike Grewe, Dean of Students
Memorial Hall, Room 118F| 612-330-1499| grewe@augsburg.edu

Deputy Officer for Employees:
Dawn Miller, Director and Chief Human Resources Officer
Memorial Hall, Room 19| 612-330-1216| millerd1@augsburg.edu

Deputy Officer for Athletics:
Melissa Lee, Associate Athletic Director
Si Melby Hall 205C | 612-330-1654 | leem3@augsburg.edu

Deputy Officer:
Leif Anderson | Vice President and Chief Strategy Officer
Memorial Hall, Room 124| 612-330-1497| andersol@augsburg.edu

Deputy Officer:
Noah Greenfield, Program Coordinator, Dean of Students Office
Memorial Hall 118 | 612-330-1160 | greenfin@augsburg.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.

Discrimination and Bias Reporting

Augsburg University strives to create a welcoming and inclusive environment for all students, staff, faculty, and guests. However, like any community, there are times when inappropriate, hurtful, and/or harmful incidents take place. Please

let us know if you, someone you know, or a group within our campus community, has experienced discrimination, bias, and/or hostility.

Full details of Augsburg's [Discrimination and Bias Policy](#) and related reporting process can be found in the [Augsburg Student Guide](#).

For more information, contact:

Joanne K. Reeck
Vice President for Equity and Inclusion | ADA/504 Compliance Officer
612-330-1126 | reeck@augsburg.edu

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 University 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 University. The student must request to review their education records in writing with their signature. The university 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 university 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 university 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 University 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 University not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg University will be refused.

"Directory information" includes the following:

- The student's name
- The student's address
- The student's telephone number
- The student's email 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 University 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 [Student Privacy Policy Office](), US Department of Education, 400 Maryland Ave SW, Washington, DC, 20202, in the event that Augsburg fails 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 University 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 University Graduate Programs follows the terms 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 works, to disseminate them to the public, and to perform and display them publicly. This excludes all proprietary information.

Professional Licensure Standards Disclosure

For all programs at Augsburg University which have the potential to lead to professional licensure, students are responsible for contacting the appropriate agency or board to confirm requirements and ensure program compatibility prior to beginning any course of study. Only licensing agencies or boards can determine whether a student's program of study has met requirements. Augsburg University cannot guarantee an individual's attainment of any professional licensure or certification, in any field, in any jurisdiction.

Completing an academic program is typically only one aspect of meeting professional licensure requirements. Many states require that individuals meet additional requirements in order to qualify for licensure, including but not limited to additional coursework and training, supervised clinical experiences, and successful passage of state or national exams. Other licensure requirements may include background checks, years of work experience, fingerprinting requirements, etc. State laws, regulations, and policies governing professional licensure may change at any time.

For more information on your program's state licensing board and requirements for licensure, please visit the [Augsburg University Professional Licensure Disclosure website]().

As a reminder, students are responsible for updating Augsburg University of any changes in address or phone numbers through Inside Augsburg Records and Registration, or by submitting an Address Change form to the Registrar's Office.

Children in Academic Settings

Absent exigent circumstances, students are not allowed to bring minor children into the classroom, laboratory, or fieldwork setting.

Student Rights

The university 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.

Student Complaints Regarding Distance Education

Students enrolled in distance education courses through Augsburg University may submit initial complaints concerning their courses or programs to Augsburg University for resolution. If the complaint is not resolved through contact with the Augsburg University program, a complaint may be forwarded to the National Council for State Authorization Reciprocity Agreement representative at the Minnesota Office of Higher Education – kate.mccartan@state.mn.us or 651-259-3912. Students from California can file a complaint online or call toll-free 833-942-1120.

Official Notices

A university-provided email account shall be an official means of communication with students, faculty, and staff of Augsburg University. Students, faculty, and staff are responsible for all information sent to them via the university-provided email account. Students should regularly check their email 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 email 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 hold a bachelor's degree. Augsburg recognizes degrees from colleges and universities accredited by institutional accrediting agencies historically known as regional accreditors. Equivalent degrees from outside the US are also accepted.

All graduate students must submit completed applications. Each graduate program also has additional program requirements, which may include coursework, professional experience, testing, etc. An admissions representative is available to assist interested applicants complete any portion of their application. 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.

Augsburg is committed to ensuring the admissions process is accessible for all prospective students. Augsburg admissions counselors are here to assist students in completing the application process.

Augsburg University asks all applicants for admission and readmission whether they have been convicted of a felony. A felony conviction does not automatically preclude an applicant from being accepted to Augsburg University. The full process and policy can be found in the [Augsburg Student Guide](#).

Readmission

Graduate students who have not registered for courses at Augsburg University 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.

The last day to receive approval for readmission to the university 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 university must have their readmission application and file reviewed by the program director. (Please consult with individual programs for information regarding the readmission process).

Non-degree Students

Individuals may take coursework at Augsburg University as a non-degree-seeking student. Non-degree students can enroll on a space-available basis. Registration dates are included in the university's Academic Calendar. Admission requires program director approval, and the student must be in good standing at all previously attended institutions. Some graduate programs have additional requirements beyond those listed here.

A bachelor's degree is the minimum requirement for admission. Students who have earned a bachelor's degree outside of the United States may need to submit a copy of a foreign credential evaluation from World Education Services (WES), a member of the National Association of Credential Evaluators (NACES), or an equivalent service that performs a foreign credit evaluation in order to confirm it is equivalent to a United States bachelor's degree or greater.

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

Non-degree status is conferred for only one term of enrollment. Additional terms require re-application through Admissions 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 University 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 and official transcript from the bachelor's degree granting institution, and any additional materials required by the program.

International Students

Augsburg University 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 Applicants

To fulfill Augsburg University's English Language Proficiency Requirement, all applicants must provide evidence of a sufficient command of both written and spoken English. Non-native English language speakers may be exempt from this requirement and request a waiver based on the successful demonstration of one of the following (applicants may be asked to provide official documentation):

● Completion of a previous undergraduate or graduate degree at a college or university within the United States.
● Completion of a previous undergraduate or graduate degree at an English-speaking college or university in any country where English is the sole or dominant language.
● Completion of one academic year of transferable college level English courses (e.g.: English 101 and English 102) at a college or university within the United States, with equivalent grades of a B or higher.
● Completion of at least level 4 of the Minnesota English Language Program (MELP) at the University of Minnesota.

Outside of the waiverable exemptions listed above, prospective international graduate students may demonstrate English language proficiency through one of the following:

● Test of English as a Foreign Language (TOEFL)
   o Minimum score 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 University TOEFL code is 6014.)
   o Score of 8.5 or better on the TOEFL Essentials exam.
● International English Language Testing System (IELTS)
   o Score report of 6.5.
● Duolingo English Exam
● Score of 105.

Score reports must be sent to Augsburg directly from the testing center. Score reports must be for exams completed within the last two years. Please contact your Admissions representative to inquire about any tests not reflected here.

Foreign Credential Evaluation (including transcripts from all institutions outside of the United States)

Students who have attended a college or university outside of the United States are typically required to submit international transcript(s) accompanied by a professional credit evaluation.

● Analysis of credentials to determine if the degree is equivalent to a US bachelor's degree
● Verification that 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. Preferred evaluation services are World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org), though Augsburg will accept evaluations from any member of the National Association of Credential Evaluators (www.naces.org).

Augsburg may waive the foreign credential evaluation if an official transcript provides sufficient information to determine credit and degree equivalency. This includes but is not limited to students who have earned a Master's level degree or higher in the United States and those who have completed coursework as part of a study abroad experience.

Non-degree seeking students may submit an unofficial transcript as part of their non-degree application. However, depending on the course of study, Augsburg may request an official transcript and 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 (F-1 Applicants Only)

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 must be enrolled in 3 credits to be considered half-time and 6 credits to be considered full-time. Exceptions exist for students in the Clinical Psychology program. See the [Doctor of Psychology catalog section](#) for details.

Tuition and Fees

- Doctor of Nursing Practice (DNP) $1,035 per 1.0 credit
- Doctor of Psychology (PSYD) $1,220 per 1.0 credit + $40 per term program fee
- Master of Arts in Nursing (MAN) $813 per 1.0 credit
- Master's-level Education (MAE/MAT) $576 per 1.0 credit
- Master of Arts in Leadership (MAL) $834 per 1.0 credit
- Master of Fine Arts (MFA) $774 per 1.0 credit
- Master of Social Work (MSW) $773 per 1.0 credit
- Master of Business Administration (MBA) $658 per 1.0 credit
- Master of Music Therapy (MMT) $957 per 1.0 credit
- Master of Science in Physician Assistant (MPA) $922 per 1.0 credit

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.

Payments

Semester Charges

Prior to the start of each semester, an estimated billing statement showing charges and financial aid based on credits designated by the Student Financial Services Office is sent to the student via email. 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 University 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 University 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 University 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 Transact, a vendor contracted by Augsburg.

Because Transact charges Augsburg for their services, a credit card service fee of $3.00 or 2.95 percent (whichever is greater) will be associated with any domestic credit card payment, greater than $20, made to the University. International credit cards will be charged a service fee of $3.00 or 4.25 percent (whichever is greater) for any international credit card payment greater than $20. Augsburg does not receive any part of the service fee and does not profit from it. The service fee is non-refundable.

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 university 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, 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 augsburg.edu/studentfinancial/financial-aid/graduate-financial-aid/.

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 Direct 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 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 3.00 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 A – D- or P. Credits earned and completed will include accepted cumulative transfer credits as defined by the Registrar's Office. Unsatisfactory grades "W (withdrawn)," "I (Incomplete)," "F/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 (varies per 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.

GPA Calculation

Refer to the Evaluation and Grading section of this catalog.

Minimum Credits Completed

Students must earn a cumulative 66.67% of the credits attempted based on the entire academic record. A completed credit is any credit with a grade of A to D-, or P. Credits earned and completed will include accepted transfer credits as defined by the Registrar's Office.

Grades of "W (Withdrawn)", "I (Incomplete)", "X (Extension)", "F", "FN (Failed for Non-Attendance)", and "N (Not Passing)" are counted towards the cumulative attempted credits. The credits associated with grades that have not been submitted when SAP is run will count against completion rate.

Repeat courses are not counted towards the cumulative attempted credits.

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 are placed on Financial Aid Suspension and are no longer eligible for financial aid.

[1] Include all degree seeking students in both the Undergraduate Day and Augsburg for Adults, and all Graduate programs.
[2] 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 University 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 University Tuition Refund Policy. Statements and account history are available online through AugNet Records and Registration.

Augsburg University 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, 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 University, or its agents, the fees of any collection agency, which may be based on a percentage at a maximum of 40% of the debt, and all costs and expenses, including reasonable attorneys' fees, we incur in such collection efforts. **Please note that, due to the Bankruptcy Reform Act, educational benefits are generally exempt from discharge under bankruptcy. The terms of this agreement remain in effect until all Term Fees and other charges are paid in full.**

Tuition Refund

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 canceling 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 university 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 the university. 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.

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 Title IV Funds Policy

Students must earn the financial aid they are awarded each semester. A student can earn their aid by attending classes. Augsburg must always return any unearned Title IV funds it is responsible for returning within 45 days of the date the school determined the student withdrew.

The withdrawal date used in the return to title IV calculation of a student's federal financial aid is the actual date indicated on the official withdraw record. If a student stops attending classes without notifying the university, the withdrawal date will be the last date of academic activity determined by the university.

Federal Aid Adjustments

Augsburg is required to return unearned federal aid for students who fully withdraw from their courses. The Return to Title IV calculation is based on the total number of days in the semester compared to the total number of days that a student attended classes before the last date of attendance. If the student receives more aid than they 'earned', then the 'unearned portion' of the student's aid must be returned to the U.S. Department of Education. After 60% of the term has passed, students are eligible to keep all of their federal 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.

Financial aid will be returned to the aid program from which it came. If returned to a loan program, your outstanding balance will be reduced by the amount of the return. Aid will be returned in the following order:

1. Unsubsidized Direct Loan
2. Direct Graduate PLUS Loans
3. TEACH Grant

MN State Aid Adjustments

Augsburg may need to return state aid for students who partially withdraw or fully withdraw. If students withdraw from all of their courses and receive a tuition refund, a portion of their state financial aid may need to be returned. If a student does not receive a tuition refund from a withdrawal, there will be no adjustment to their state financial aid.

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.

Post-Withdrawal Disbursement

If a student earned more aid than was disbursed to him/her, the student may be eligible for a post-withdrawal disbursement. Augsburg's financial aid office will notify the student in writing if he/she is eligible for a post-withdrawal disbursement of Title IV loan funds.

A student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a post-withdrawal disbursement. A post-withdrawal disbursement of Federal grant funds does not require student acceptance or approval. The university will seek the student's authorization to use a post-withdrawal disbursement for all other educationally related charges in addition to tuition and fees.

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 disbursement of their financial aid to their student accounts. Financial aid needs to be finalized and applied to a student's account before the credit refund can be issued. (You can verify your financial aid status online through Track Your Financial Aid. You can check your transaction history online to verify that all of your financial aid has been applied to your account and nothing is left pending.)

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 throughout the term 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 45 days to be processed.

Bookstore

Students who are registered for the upcoming term will be allowed to charge up to $750 to their student account. Students do not need to request a bookstore account.

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 $750 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@augsburg.edu). All requests need to be in writing.

Subject: Request for additional funds

Full Name:
Student ID number:
Additional request:

Students will receive an email 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.

Student Resources/Academic and Support Services

Lindell Library

The James G. Lindell Family Library (library.augsburg.edu) is home to a large collection of ebooks that can be read online or downloaded at your convenience as well as a small collection of print books. Students have access to academic research articles, streaming videos, and databases. Lindell also houses the university's archives and special collections, available online at archives.augsburg.edu.

In addition to these resources, Lindell Library offers a free interlibrary loan (ILL) service. Augsburg students can borrow books, journal articles, videos, and sometimes textbooks - from other libraries and these materials will be delivered directly to Lindell Library.

Research Support

Homework help and research support are always available, either online or in person. Our research guides, available on the library's website, provide access to key research materials on topics taught at Augsburg. Students can set up individual research consultations with a librarian through the library website , or chat with an expert 24/7 through our chat service at library.augsburg.edu.

At Lindell Library, you have many options for where you can study. Ten group study rooms are available on the top floor and can be reserved ahead of time. The lower level is a designated quiet study space for those who prefer to work alone. Augsburg students can check out all sorts of equipment from the Library's Service Desk, including laptops and other equipment, near the building's front entrance.

The staff at Lindell Library are eager to help you with all your research needs! Contact us at:

library.augsburg.edu
refdesk@augsburg.edu

Information Technology Services

Augsburg University 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, https://sites.augsburg.edu/techdesk/, for more on Information Technology at Augsburg.

Computing

Students have access to more than 200 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 university has four computer classrooms, 40+ technology-enhanced classrooms and eight video conferencing-enabled classrooms. The circulation desk in Lindell Library has over 100 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) is Augsburg's Disability Resources office and provides individualized accommodations and support for students with documented learning disabilities, autism, ADHD, mental health conditions, traumatic brain injury, sensory and physical disabilities, as well as those with temporary disabilities. Some examples of accommodations include the use of note taking technology, testing accommodations, e-text for audio books, and priority registration.

CLASS has been recognized as a leader in its field, ensuring students with disabilities and neurodiversity have equal access to Augsburg's programs and services. Its mission reflects Augsburg's commitment to providing a rigorous and challenging, yet supportive, liberal arts education to students with diverse backgrounds, abilities, preparations, and experiences.

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

- Accommodations for testing and coursework (e.g., extended time, audio books)
- 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 Lab
- 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 faculty, staff, or administration as they work to facilitate equal access for each student. 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.

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 Augsburg's courses or programs.

The services and technology provided by CLASS are enhanced by the generous support of the Gage, Groves, and Klas families. For further information, call 612-330-1053, visit www.augsburg.edu/class, or email class@augsburg.edu.

International Student and Scholar Services (ISSS)

ISSS is responsible for advising degree-seeking international students and exchange students. Members of the ISSS team serve as Designated School Officials (DSO) for the university's F-1 student visa program and as Responsible Officer (RO) for the university'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 ensures 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, as well as providing support for international students in adjusting to life in the U.S. and in achieving their academic goals.

Examples of ISSS responsibilities include:

- Advising students in all areas related to F and J immigration regulations
- Advocating on policy matters affecting international students
- Advising the International Student Organization
- Making referrals and providing guidance on issues related to health insurance, taxes, banking, and acquiring a driver's license, MN State ID or social security card

Academic Policies and Procedures

Academic Calendars

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

Academic Policies

The university 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 university is a community of learners whose relationship relies on trust. Honesty is necessary for the functioning of the Augsburg University community. Academic dishonesty destroys the trust necessary to the functioning of this community and is, therefore, abhorred and prohibited.

In its 1990 "Statement on Plagiarism," The American Association of University Professors (AAUP) Committee B on Professional Ethics notes that one form of academic dishonesty, plagiarism, "is theft of a special kind [in which] a fraud is committed upon the audience that believes those ideas and words originated with the deceiver. Plagiarism is not limited to the academic community but has perhaps its most pernicious effect in that setting. It is the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible."

It is, of course, necessary that academic dishonesty be defined so that all concerned will know their responsibilities. The following guidelines are intended to help define academic honesty policies and describe the process involved in ensuring adherence to these policies.

These policies and definitions are included in the Augsburg University Student Guide and the Augsburg University Faculty Handbook. Faculty members are encouraged to call attention to the policy in their syllabi and introductions to their courses and to note in their syllabi any specific concerns, additions, or sanctions particular to their courses. Nevertheless, it remains the responsibility of students to have read and understood these definitions and policies. Students who do not understand these definitions and policies should seek assistance from their professors, Office of the Provost, School irectors, or Dean of Students.

Definitions

1. **Plagiarism.** Plagiarism is probably the most common and obvious form of academic dishonesty. Plagiarism can be defined as follows (adapted from the Student's Book of College English by Skwire and Chitwood [Encino California: Glencoe Publishing Co., 1975]):

   Plagiarism is the use of facts, opinions, and language taken from another source without acknowledgment. In its most sordid form, plagiarism is outright theft or cheating; a person has another person write the paper, relies on artificial intelligence to write all or some of the paper (unless expressly allowed), or simply steals the content from another source and pretends to have produced a piece of original work. Far more common is plagiarism in dribs and drabs; a sentence here and there, a paragraph here and there. Unfortunately, small-time theft is still theft, and small-time plagiarism is still plagiarism. For your own safety and self-respect, remember the following rules - not guidelines, rules:

   a. The language in your paper [or oral presentation] must either be your own or a direct quote from the original author or source. If a direct quote, the original author or source must be properly cited.
   b. Changing a few words or phrases from another's work is not enough to make the writing "your own." (See "a" above.) The writing is either your own or it is not; there are no in-betweens.

    c.   Footnotes or citations acknowledge that the fact or opinion expressed comes from another source. If the language comes from another source, quotation marks are necessary in addition to a footnote or citation. Other methods of indicating use of a direct quotation such as indentation are acceptable if they are commonly recognized.

    d.   A writer may not avoid a charge of plagiarism simply because the work from which material has been used is included in a citation somewhere in the writing. Each occurrence of the use of another person's work must be cited.

2. **Other Forms of Academic Dishonesty.** Other forms of academic dishonesty include the following:

    a.   Using external assistance in the completion of course assignments and exams unless such assistance has been specifically authorized by the instructor. Such activities as the use of "cheat sheets," looking at another student's answers during a test, and using unapproved resources are forbidden. Assistance requiring instructor authorization might include but is not limited to use of technology (e.g., a calculator, phone, the internet, or forms of artificial intelligence), use of unauthorized books or notes during an exam, using professionally prepared materials, or having another person make specific suggestions for changes and corrections on an assignment. It is, for example, acceptable for a reader to suggest that a paragraph is unclear or needs more detail; it is unacceptable to offer specific rewording or details for inclusion. Use of official University tutors, TutorMe, or the Writing Lab for assistance is not ruled out by this section unless specifically forbidden by the instructor.

    b.   Handing in material for course assignments that has been, in large part, used to meet requirements in other courses without gaining permission from the instructor.

    c.   Presenting as one's own work that has been done wholly or in part by another person or entity without gaining the permission of the instructor. This prohibition includes but is not limited to allowing another person to conduct research or select written materials that will be used to complete an assignment, using a paper or assignment prepared by another student, using papers prepared by other individuals (found on the internet or elsewhere) or generated through the use of artificial intelligence that may be submitted in whole or in part or used as the basis of a rewritten paper.

    d.   Failing to acknowledge that work has been done collaboratively. It is dishonest to work with another student or several students on a single project that will be multiplied and turned in separately as if it were the work of each individual alone.

    e.   All collaborators on a project must be explicitly identified. This prohibition is not intended to discourage appropriate collaborative work but to emphasize that collaboration must be acknowledged.

    f.   Fabricating research in the completion of assignments. This prohibition includes but is not limited to entirely or partially fabricating scientific research results or inventing information or citations for use in completing assignments.

    g.   Interfering with the work of another student. It constitutes academic dishonesty to hinder the work of another student by stealing, destroying, changing, or otherwise interfering with that student's accomplishment of academic assignments. This prohibition involves but is not limited to such things as stealing or mutilating library materials or other academic resources.

    h.   Knowingly assisting another student to engage in academic dishonesty constitutes itself a form of academic dishonesty. Assisting in academic dishonesty includes but is not limited to such things as permitting another student to complete an assignment where such assistance is not authorized by the instructor, giving another access to a completed assignment which that student will submit as her or his own work, allowing another student to copy during an exam, or offering information to another during an exam.

    i.   Obtaining or distributing an unapproved copy of an exam or completed assignment. This includes gaining unauthorized access to exams or assignments that an instructor normally does not circulate.

Reporting Process

Step 1: Determination of Academic Dishonesty

Once a faculty member makes a determination of academic dishonesty, they should meet privately with the student involved to discuss the charge and the sanction. It is important the instructor explains the incident to the student and how they violated the academic honesty policy. This meeting is intended to give the student the opportunity to understand the reason for the determination and to learn from the experience. It is also intended to give the instructor the opportunity to gain information that may be useful in understanding the student's behavior and in deciding upon the sanction.

In the event that such behavior occurs after the completion of a course (e.g., a term paper handed in near the end of classes), the instructor may notify the student in writing. It is recommended that the instructor keep notes about the incident and follow-up conversation(s).

Step 2: Reporting to Provost's Office

[Any incident of academic dishonesty that is discovered should be reported to the Provost's Office.](#) If punitive action is taken against the student, then the incident must be reported.

This report will include the name of the student involved; a brief description of the event, including supporting documentation, such as a research paper with plagiarized passages; and a description of action taken and any sanction imposed. This material will be kept on file in the Provost's Office under the student's name and the appropriate School Director will be notified.

Step 3: Notifying Student of Sanctions

The student will receive a letter from a member in the Provost's Office informing them that a determination of academic dishonesty was reported by their faculty, relevant sanctions, and information on how to appeal the decision and/or sanctions.

Even the first occurrence of academic dishonesty by a student may result in a severe sanction. The definitions above rather than any consideration of the student's intentions will be the determining factor in a judgment of academic dishonesty. Intention may be considered in determining the sanction.

Sanctions imposed by the instructor may include a "zero" or failing grade on the assignment or examination which involved dishonesty, other academic sanctions as outlined in the course syllabus or other statement of policies distributed by the professor, forced withdrawal from the course, or failure in the course.

If it has been determined that a student has violated the Academic Honesty Policy, the student may not drop or withdraw from the course. If a student drops or withdraws from a course before an academic honesty decision has been adjudicated, the course will be reinstated to allow for the decided disciplinary action to take place.

A single serious infringement of academic honesty or recurrent incidents of dishonesty may result in temporary or permanent dismissal from the University or withholding of the degree. *Permanent dismissal may be notated on the student's transcript.* Students may be asked to meet with the faculty member(s) involved, Dean of Students, School Director, and/or Associate Provost to provide additional information about the incident. If a student fails to attend this meeting, a decision on sanctions will be made without the student's input. Such sanctions will be determined by the School Director and/or Associate Provost and the Dean of Students.

Step 4: Appeals Process (if applicable)

A student who thinks that a determination of academic dishonesty has been made incorrectly or that a sanction has been too severe may appeal the decision or the sanction.

The student will appeal first to the chair of the department in which the course is taught (or with the Division Chair if the Department Chair is also the instructor). If the issue is not resolved, the student can appeal the decision to the appropriate School Director. This appeal is considered final. In the rare case where the instructor is also the School Director, the student may make a final appeal to the Associate Provost by completing the [General Student Concerns Form](#).

Best Practice

At the beginning of each course, instructors may spend class time explaining any areas of the Augsburg University Academic Honesty Policy which have particular relevance to a specific application in the course, or the policy will be

detailed in the syllabus. It is assumed that students know and understand the Academic Honesty Policy. If you have questions, it is your responsibility to get information from the faculty member. Instructors may have you sign a statement acknowledging your understanding of the statement at one or more times during the term. The statement reads: *I have read and understand the policies of Augsburg University regarding academic honesty. I understand how they apply to this course, and I pledge myself to abide by the policies and work to create an atmosphere of academic integrity on the campus.*

Evaluation and Grading

Evaluation of academic performance is based on letter grades using an A - F scale. Grading option cannot be changed from traditional (A - F) to Pass/No Credit.

Explanation of grades:

Grade	Grade Points	Description
A	4.00	
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F / FN	0.00	Failure
P	0.00	Pass*
N	0.00	No Pass

*The letter equivalent of a P grade is a B / 3.0 or higher for graduate courses.

Pass/No Pass Grades

In graduate courses, the grading option cannot be changed from the traditional A - F grading scale to the Pass/No Pass grading system.

Some graduate courses only use the Pass/No Pass grading system. In order to receive a grade of P, students must achieve at least a grade of B.

Incomplete (I) Grades

Incomplete grades (I) are to be given only in the case of extreme emergency (e.g., illness, family emergency, death in the family, military commitment). If you have any questions regarding the qualifying emergency please contact your instructor 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 and program director's signatures. 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 (including summer) 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 an F.

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 semester of registration. A grade of X (extension) is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructor and demonstrate that satisfactory progress is being maintained. A final grade will be issued at the end of the semester in which the work is completed and evaluated (but not longer than one year). An instructor has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not completed, a grade of F will be assigned.

Withdrawal (W) Grade

A course is given a grade of W (withdrawn) when a student withdraws from the course after the deadline for dropping classes without a W grade and before the last day to withdraw. Withdrawals negatively impact credit completion rate but do not negatively impact the grade point average.

Repeated Courses

A course in which a grade of F, FN, D-, D, D+, C-, C, C+, B-, 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 (exceptions are made for academic programs with minimum grade requirements of a B+ or higher or other catalog policies that require a course to be retaken). All courses taken each semester and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned for the most recent attempt, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg University must be repeated at Augsburg to be included in the repeat policy.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V) on a space-available basis. Graduate students will be charged an audit fee of $1,000. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance, and any other requirements. If expectations have been met, the course will be listed on the transcript 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.

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 institutions.

The formula for calculating the GPA is as follows:

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

The following grading symbols are not included in the GPA calculation:

Symbol	Explanation
P	Fall 2017 to Present: Pass, C- or higher undergraduate or B or higher graduate work; Prior to Fall 2017: Pass, 2.0 or higher undergraduate or 3.0 or higher graduate work
S	Satisfactory
N	No pass, no credit
V	Audit, no credit
W	Withdrawn
I	Incomplete
X	Extension, incomplete

IP	In progress
R	Repeat
GRT	Credit granted
L	Required lab component (a credit-bearing grade was earned in the corresponding lecture course)
NG	Not graded, no credit

Final Grade Appeal Procedure

Students are entitled to full and clear explanations of their grades. The instructor of each course has authority over all academic matters pertaining to that course, including (but not limited to) establishing requirements, assigning grades, and communicating the reasons for those grades to the student.

A student who believes that a final course grade is incorrect or has been inappropriately influenced by nonacademic factors has the right to appeal that course grade. Ordinarily, the student will appeal first to the instructor; then, if the grievance is not resolved, to the chair of the department in which the course is taught. If a student does not feel comfortable approaching the faculty member directly, they may discuss their concerns and potential interest in appealing with the chair of the department (or with the Division Chair if they are uncomfortable with the Department Chair). If the grievance is not resolved, the student may appeal to the appropriate school director through the formal appeal process. To the extent possible, grade appeals should adhere to the timelines and steps detailed in the procedures below.

Augsburg University is committed to addressing concerns about student grades fairly and without significant delay. Whenever possible, we hope that grade appeals can be resolved informally. As such, the informal appeal should be completed before moving to a formal appeal.

Step 1: Informal Grade Appeal / Initial Consultation with Faculty Member

The student should send an email to the instructor requesting an explanation of the grade within 5 business days of the posting deadline or the grade being posted (whichever is later). In submitting this request, the student should be as specific as possible about why the final grade is being questioned (e.g., inquiries about grades on specific assignments). The instructor should be prepared to discuss and show records relating to the disputed grade to both the course assignment(s) and grading scale as defined in the course syllabus. This disclosure should not include information pertaining to grades of other students in the course, unless it is done so in a way that other students cannot be identified (e.g., reporting in the aggregate). Under normal circumstances, the faculty member is expected to respond to student requests for information within 5 business days of receiving the request.

If, after receiving the information, the student thinks that a complete or satisfactory explanation has not been provided, the student may gather information to support their grade appeal and, within 5 business days after the start of the following term (including summer terms), communicate with the instructor their specific concerns about the grade that has been submitted. If the instructor is not available to discuss the appeal, the student should contact the chair of the instructor's department.

The instructor determines if a grade change is warranted and will notify the student of the decision. If it is determined that a grade change is warranted, the instructor will submit the change, and explanation for the change, to the Registrar's Office. It is expected that a decision will be made within 10 business days of the instructor receiving the grade appeal from the student.

If the instructor determines that a grade change is not warranted or files a grade change that the student does not believe is appropriate, the student should consult with the chair of the department in which the course is offered. This should occur within 5 business days following the instructor's notification of their decision to the student. If the instructor is the department chair, the student should contact the appropriate division chair. In the rare circumstance where the instructor is also the department chair and division chair, the student should move directly to the formal grade appeal process.

The department chair (or division chair), in consultation with the student and instructor (if available) will determine if a grade change is warranted. If so, the department chair will submit a grade change, and explanation for the change, to the Registrar's Office. If the division chair is hearing the appeal and determines that a change is warranted they will submit a recommendation and rationale to the director of the appropriate school. The school director will then submit a grade change and explanation to the Registrar's Office.

If the student is not satisfied with the resolution of the appeal, they can move to the formal grade appeal.

Step 2: Formal Grade Appeal / Consultation with School Director

Within 5 business days of completing the informal appeal process, the student should complete the Formal Grade Appeal Form and submit it to the Associate Provost (Office of Academic Affairs). The Form will be forwarded to the appropriate school director for consideration. The formal grade appeal should clearly detail the appeal, include a summary of the informal appeal process, and include materials/documentation to support the appeal.

After reviewing the formal grade appeal, the school director may seek additional information by communicating with the student, instructor, and/or department/division chair.

The school director will then determine if a change is warranted. If the school director determines that a change is warranted, they will notify the instructor and submit the grade change to the Registrar's Office along with an explanation for the change. Typically, the school director will only change a grade to P, NP, or W. If the school director determines that a change is not warranted they may end the appeal process.

It is expected that the formal grade appeal process will conclude within 15 business days.

Other processes exist for petitioning for retroactive or late withdrawals and petitioning to change a traditional grading option to a P/NP. In addition, when personal matters such as illness or family emergencies interfere with a student's ability to complete a course, the student may file a request for an incomplete. These processes are managed by the Registrar and the Student Standing Committee. Student/Faculty grievances that do not specifically pertain to a final grade should be pursued through the Discrimination and Bias Incident Reporting Process. Additional University policies and procedures that do not fall within the scope of this appeal procedure are the Sexual Misconduct Policy, the Standards of Conduct Accountability Process, and the Student Standing Committee.

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 an 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 and billed a Failure to Withdraw Fee of up to $300. Students are ultimately responsible for dropping classes if they no longer plan to attend/participate. Students who have been dropped and wish to re-enroll must submit an Academic/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 university 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 university, 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 university 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 Hour Definition

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

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.

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 University.

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. Graduate students in the Clinical Psychology program must consult the PsyD student manual for the Academic Warning and Reasons for Dismissal 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 university.

Dismissal Appeals Process

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

Appeal Process

1. The student writes a statement of appeal and sends it to the School Director. 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 for the appeal. The statement must be received within 10 business days of the date on the written notification of dismissal.

2. The School Director 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 5 business days of receiving the statement from the dean.

3. The School Director will send a copy of the department's response to the student.

4. The School Director will consult with the Provost and assign one of the following individuals as an appeal officer (Associate Provost for Academic Affairs; Associate Provost for Academic Administration). The appeal officer will consider the appeal and provide a written decision within 10 business days of receiving the final documentation from the School Director. The decision of the appeal officer is final.

5. Copies of the final appeal decision will be sent to the student and the program.

Dropping or Withdrawing

Courses may be dropped or withdrawn online through AugNet Records and Registration or with a Registration Form. For drop and withdrawal deadlines see the [Academic Calendar](#).

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 [Directed/Independent Study Registration form](#) is required.

Term Off

Students may take up to two semesters off and have continued access to Augsburg email and AugNet Services. If a student is not registered after the add/drop period of the third semester, the student's file will be deactivated and the student must 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. Augsburg considers credit from colleges and universities accredited by institutional accrediting agencies historically known as regional accreditors. 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 Teaching (6)
- Master of Arts in Leadership (6)
- Master of Arts in Nursing (9)
- Master of Business Administration (9)

- 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 (24)
- Doctor of Nursing Practice (Contact program director)
- Doctor of Psychology (30)

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.

The number of credits transferred is equal to the number of credits earned at the transfer institution, not the number of credits that would have been earned had the equivalent course(s) been completed at Augsburg.

Transferred coursework with Augsburg equivalents is captured on the Transfer Evaluation and the degree audit, both of which are accessed from Records and Registration. 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.

Definition of Official Transcript

Official transcripts are marked with institutional security features, date, and appropriate signature. Augsburg University accepts official transcripts directly from another institution's Office of the Registrar or a secure authenticated designated party. The transcript must arrive at Augsburg University in an envelope sealed by the issuing institution or via an encrypted electronic method (adapted from AACRAO, 2018).

Veterans Education Benefits

Augsburg University proudly supports military veterans, those who actively serve in the U.S. Armed Forces, and their families. Our faculty and staff are committed to helping veterans and active military succeed in their academic and professional endeavors.

Augsburg is approved by the state approving agency for VA education benefits. Veterans and eligible spouses and dependents should consult with the VA School Certifying Officials in the Registrar's Office and Student Financial Services about completion of enrollment verification and the forwarding of other information to the Department of Veterans Affairs.

An individual who qualifies for VA education benefits will be asked to provide a Certificate of Eligibility, Statement of Benefits, or documentation from a vocational rehabilitation counselor to confirm eligibility for their benefit.

For students who qualify for and are currently utilizing Chapter 31 or Chapter 33 VA education benefits, Augsburg will not impose financial penalties or restrict access to registration or other campus services based solely on delayed payments from the VA. Please note that students are responsible for expenses beyond those covered by their VA education benefit; fees or other penalties may be assessed for failure to pay charges not covered by the VA. Students should contact the VA School Certifying Official in the Registrar's Office if they have questions about what expenses are covered by their benefit.

Additional information about veterans' education benefits can be found at [va.gov](va.gov).

Graduation

Requirements

See the applicable program section of this catalog for the program's graduation requirements.

The responsibility for ensuring that all degree requirements are satisfied rests with the student. Students should regularly review their degree audits and follow up with their program advisor about any questions or concerns. Students should consult their degree audits when preparing for registration. Program advisors are available to assist with registration planning.

Each student is required to file an Intent to Graduate Form within the last 12 months of their program. This graduation application is available on the Registrar's Office webpage. Submission of a complete Intent to Graduate Form is what makes a student eligible for commencement ceremony communications and the conferral of their degree upon program completion. Students who have not submitted an Intent to Graduate risk not being conferred a degree (i.e. graduating) or losing the opportunity to specify how their name should appear on the diploma.

Commencement

Though the terms are often confused, the words "graduation" and "commencement" carry different meanings. Graduation refers to the completion of all degree requirements. Students graduate when all requirements for their degree have been fulfilled, meaning that one can graduate at any point during the academic year provided that all requirements are complete.

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

Augsburg University holds one commencement ceremony in the spring for all students – undergraduate and graduate.

Students who have submitted an Intent to Graduate application for one ceremony may later defer to a future ceremony. The deadline for deferring to a future commencement ceremony is the day prior to the commencement ceremony selected on the Intent to Graduation application.

Diploma

Each graduate will receive their diploma in the mail 6-8 weeks upon completion of their final degree requirement. This mailing will be sent to the address that displays in their Records & Registration record. Graduates are responsible for ensuring the accuracy of this mailing address. Incorrect mailing addresses will result in the student paying for reshipment or being required to pick up the mailing at the Registrar's Office.

Augsburg University diplomas note the degree earned and the date of conferral. Diplomas do not list the program or major(s) completed. Augsburg offers the following graduate degrees: Master of Arts, Master of Business Administration, Master of Fine Arts, Master of Music Therapy, Master of Science, Master of Social Work, Doctor of Nursing Practice, and Doctor of Psychology.

Religious Holiday Policy

As an academic community, Augsburg University embraces the [Network of ELCA Colleges & Universities' (NECU) mission to be "rooted" and "open"](#) so that all may flourish. This necessitates that we regularly reassess the familiar and consider new options. A community of caring mentors and colleagues makes possible each student's intellectual growth, personal maturation, and vocational discernment. The following policy and procedure for the observance of recognized holy days is consistent with the university's mission.

Overview

In recognition that observance of recognized religious holidays may affect students' classroom attendance and the submission of graded work in courses, Augsburg University accommodates religious observances and holidays of diverse religious traditions. This policy reflects the university's commitment to being responsive to our students' diverse religious beliefs and to encourage students' spiritual development. In accordance with the policy, students who miss class to observe a religious holiday are required to make prior arrangements with individual instructors for how any work missed during an absence will be completed. Absence from class due to observance of a religious holiday is normally excused according to university policy; however, students are expected to make up the work they miss, and the University understands that there may be extenuating circumstances, specific to a particular course, that make it difficult or impossible for a faculty member to grant such a request.

Faculty are encouraged to consider recognized religious holidays when establishing course deadlines and assigning course work and to support students in their religious practices by observing this policy. To support faculty in accommodating the religious practices and commitments of our students, Augsburg has established procedures to be followed by students: students are responsible for notifying their instructors of a planned absence due to an observance and/or holiday.

Procedure

The religious holiday observance notification procedure is based on the assumption and expectation that students will act in accordance with the University's Standards of Conduct. The procedure and subsequent guidelines for students missing class to observe religious holidays are as follows:

● Students are expected to formally notify their instructors at least two weeks in advance that they will miss class in order to observe a religious holiday. Students are to complete the Religious Observance Notification Form.

● The Religious Observance Notification Form must be submitted online. It is routed to the faculty member and the University Pastors in the Campus Ministry Office. Should either of these parties raise questions about the request, they will contact the student or the faculty member's school director.

● This procedure can only be used to notify an instructor of an absence from class necessitated by observance on a religious holiday.

● Students are required to make prior arrangements with individual instructors for completion of any work missed during an absence.

● Students are encouraged to file their Religious Observance Notification Form as early in the semester or term as possible, but must submit it no later than two weeks prior to the religious holiday to ensure that instructors make every effort to accommodate the request. Instructors have no obligation to honor requests made within two weeks of a planned absence as a result of a religious holiday. Absences may be considered "unexcused" if the form is not filed in accordance with this provision.

● If a student has a question regarding the Religious Holiday Observance Policy, they should contact Babette Chatman, University Pastor, Director of Campus Ministry or John Schwehn, University Pastor.

● Students may wish to consult with the Vice President of Equity and Inclusion or the faculty member's school director if an instructor is unable or unwilling to grant their request.

Working with Instructors

Because students are required to make prior arrangements with individual instructors for completion of any work missed during an absence and instructors may want to use the same exercise that the rest of the class has completed, students are obligated to avoid obtaining any information about that graded exercise that would give an unfair advantage over other students taking the course.

In the event that a religious holiday should fall during exam week, students should contact their instructor during the first week of the course to make sure a work around is possible. If one is not possible, or there is a special circumstance like a performance or a concert that cannot be made up, the student may be advised to take that specific course during a different semester.

Doctor of Psychology (PsyD)

The primary purpose of the Doctor of Psychology (PsyD) in clinical psychology degree program is to educate and train students in the major aspects of clinical practice. It is a full-time, year-round, in person program that can be completed in five or six years. To help ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (PhD) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree program combines relevant research, applied theory, and provisionfield experience and is designed to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The PsyD program will accept students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation courses), and some experience in psychological services is desirable.

The PsyD program uses a practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all PsyD students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

The curriculum to be offered within the doctoral degree program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment, basic intervention skills and various theory and therapy approaches. Students are also required to participate in two years of practicum field experience in assessment and psychotherapy and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process for the doctoral degree.

Included among the basic objectives of the PsyD program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach
- Assisting practitioners to assume leadership positions within the healthcare delivery system
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team
- Preparing practitioners to evaluate and use clinical research applications of psychology

Program Aims and Competencies

The Doctor of Psychology (PsyD) in Clinical Psychology program aims to educate and train students following the practitioner-scholar model, so that they will be able to function effectively as health service psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for meaningful integration of psychological research, theory, and clinical practice with diverse individuals within a broad spectrum of contexts. The program emphasizes the development of knowledge, skills, and attitudes essential for psychologists who are committed to the ethical provision of quality, evidence-based psychological services, including therapy, assessment, consultation, and supervision. Interpersonal and multicultural competency are foundational elements of our program.

Students who complete the clinical psychology program will earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association. Coursework is designed to meet coursework requirements for licensure as a psychologist in the state of Minnesota.

Program Competencies

The following are the program competencies expected of students upon graduation from this PsyD Clinical Psychology program.

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics
2. Students will demonstrate knowledge of ethical and legal standards, and conduct themselves in an ethical manner
3. Students will demonstrate competency in individual and cultural diversity, including knowledge of the theoretical and empirical knowledge base and the ability to apply it
4. Students will demonstrate knowledge of professional values and attitudes, as well as self-reflective practice and an openness to supervision and feedback
5. Students will demonstrate professional skills to communicate clearly and effectively in oral and written domains
6. Students will demonstrate effective interpersonal skills in professional interactions and relationships
7. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process
8. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans, and evaluating treatment effectiveness
9. Students will evidence knowledge of supervision models and practices
10. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills
11. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology

Effective October 20, 2019, the Doctor of Psychology in Clinical Psychology degree program is accredited, inactive by the Commission on Accreditation (CoA) of the American Psychological Association (APA) as a teachout program for the APA-accredited PsyD in Clinical Psychology Program at Argosy University Twin Cities. This accreditation status designates an accredited program that is no longer admitting students. This status was granted to accommodate teach-out students from Argosy University. Persons who were not enrolled in accredited Argosy programs are not to be admitted to the Augsburg University/Argosy Teach-out accredited, inactive program.

Effective December 8, 2021, the program is also APA-accredited on contingency for non-teachout, non-Argosy University students in the Clinical Psychology PsyD program. The Program is accredited, on contingency, through the following date: December 8, 2026. Questions related to the program's APA accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation

For both Argosy teach-out and newly enrolled students, Augsburg University is accredited by the Higher Learning Commission (as of October 21, 2019) to offer the Doctor of Psychology in Clinical Psychology. Matriculation through the

PsyD in Clinical Psychology degree program curriculum is designed to help prepare students to sit for the national licensure examination and to meet licensure requirements in the state of Minnesota. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards
P.O. Box 4389
Montgomery, Alabama 36103
332.832.4580
www.asppb.org

Academic Requirements and Policies

Graduation Requirements

Students who are admitted into the Doctor of Psychology (PsyD) in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. To be eligible for graduation, students must meet the following requirements.

- The satisfactory completion of 98 semester credit hours. The total credit hours must include:
  - 69 credit hours of core courses
  - 2 credit hours of Professionalization Group
  - 12 credit hours (two years) of practicum and practicum seminar groups
  - A minimum of 9 credit hours of general electives
  - 6 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a 2,000-hour internship, in not less than 12 and not more than 24 months
- GPA of at least 3.00 (B average)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate approved by program administration and submitted to Augsburg's registrar.
- The Clinical Research Project is approved by all committee members as final, and submitted and accepted into IDUN.

All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below "B-." and a course cannot be used as a prerequisite for another course if the student received a grade below B-. The course must be retaken no later than the end of the next calendar year with an earned grade of "B-" or better.

The date of graduation listed on your transcript will be the university's set conferral date following either (1) completion of internship, or (2) completion of the Clinical Research Project, whichever is later.

Additional Requirements for Academic Progress for the PsyD

Students are expected to complete the PsyD in Clinical Psychology degree program in five or six years. Students must complete the program within seven years after matriculation, with the required practica typically completed by the end of the fourth year. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training that typically occurs during the second and the third academic years. Students typically maintain full-time enrollment in the program until all course requirements have been completed. Continuous registration in the program is typical for all students prior to internship.

Extensions allowing enrollment beyond the seven-year limit may only be granted by the program director. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional requirements for academic progress are described in the PsyD Program Student Handbook.

Clinical Training Overview

Clinical trainings are supervised, out-of-class experiences in clinical settings. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Clinical Psychology program students are expected to possess effective assessment and intervention skills, demonstrate cultural competence, relational competence, and practice in an ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum, and demonstrate competency in specific clinical tasks.

Practicum and Practicum Seminar Requirements

Completion of two practica, the first focusing on psychological assessment and the second focusing on psychological interventions, must be completed for the PsyD in Clinical Psychology degree program. Students are not required, but strongly encouraged, to take a third advanced practicum. Details of Practicum and Practicum Seminar eligibility and requirements may be found in the PsyD Program Student Handbook.

Clinical Competency Evaluation (CCE) Requirements

The Clinical Competency Examination (CCE) is a series of competency-based tasks required for PsyD students in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. Detailed requirements for the CCE are contained in the PsyD Program Student Handbook.

Comprehensive Examination Requirements

Students in the PsyD in Clinical Psychology degree program are required to successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist.

The Comprehensive Examination covers material from required courses and training activities during the first three years of study in the Clinical Psychology Program. Procedures for the Comprehensive Examination are described in the PsyD Program Student Handbook.

Clinical Research Project Requirements

The Clinical Psychology program requires each PsyD student to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions. Detailed requirements for completing the Clinical Research Project are found in the CRP Manual section of the PsyD Program Student Handbook.

Internship Requirements

The internship is typically completed during the fifth or sixth year of graduate studies for PsyD students, after all PsyD coursework is finished. All students applying for internship are required to fully participate in the national matching

process through the Association of Psychology Postdoctoral and Internship Centers (APPIC; www.appic.org). APPIC matches graduate students with intern training sites. Students are required to apply to a minimum of 15 APA Accredited internship match sites (unless an exception is approved by the Director of Training). The Director and Associate Director of Clinical Training help students identify appropriate locations to apply for internship and prepare the documentation necessary for internship application. During the course of the internship, the Training Department continues to monitor the progress of the student and maintain contact with the student and his or her supervisor.

While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment.

The internship must be completed within the overall seven-year time limit for completing the doctoral degree program. Internships normally require a full-time commitment for 12 months. A student may not apply for an internship without the approval of the Director of Training. All internship application materials must be approved by the Director of Training. Detailed requirements for internship are described in the PsyD Program Student Handbook.

Additional Academic Standards and Student Evaluation

Students in the PsyD in Clinical Psychology degree program are in training to fill the professional role of a licensed health service psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Transferring Courses from Other Institutions (Apart from Argosy University Twin Cities Clinical Psychology PsyD Program)

Once students are accepted into the program, students who have completed graduate coursework at another institution may petition the program director(s) for transfer of courses in the PsyD in Clinical Psychology degree program up to a maximum of 30 credit hours (10 courses). Detailed information about eligibility for transferring courses is contained on the PsyD website. Students are strongly encouraged to submit transfer requests before or during the first semester of enrollment in the program. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. No transfer credit will be given for courses taken elsewhere after matriculation into the Clinical Psychology degree program. For teachout students, all courses that were taken in the PsyD Clinical Psychology Program at Argosy University Twin Cities campus will generally be transferred to Augsburg in full, provided grade minimum and other course requirements were met. Course credits transferred to Augsburg from Argosy as part of the Argosy teachout program do not count towards the total number of transfer credits allowed when transferring to Augsburg from an institution other than Argosy's PsyD Clinical Psychology program.

Criteria for Academic Warning and Program Dismissal

The PsyD Program Student Handbook lists reasons for and criteria under which students may receive an academic warning or be dismissed from the PsyD programs.

Residency Requirements

PsyD students are required to complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to being awarded the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof).

Attendance Policy

The PsyD program will follow Augsburg attendance policies. Any exceptions must be approved by the program director. More than two absences in a class can be grounds for not passing that class; students should notify faculty of any anticipated absences.

Criteria for Enrollment Load

Students in the Doctor of Psychology program are considered to be enrolled full-time in the program if any of the following conditions apply:

- The student is registered in at least six credits during a semester.
- The student is registered in at least 3 credits and is also concurrently enrolled in a Clinical Research Project credit (PRP850, 851, 852, 853, 854, 855, or 859) or Advanced Practicum (PRP831 or 832).
- The student is registered in a Clinical Research Project credit (PRP850, 851, 852, 853, 854, 855, or 859) and is also concurrently enrolled in Advanced Practicum (PRP831 or 832).
- The student is registered in a Clinical Research Project credit (PRP850, 851, 852, 853, 854, 855, or 859) and is also concurrently enrolled in a half time internship (PRP890 or 891).
- The student is currently completing a full-time, 2,000 hour, 1-year internship, and is registered in PRP890 or PRP891, Predoctoral Internship.

Students in the Doctor of Psychology program are considered to be enrolled half-time in the program if any of the following conditions apply:

- The student is registered in at least three credits during a semester.
- The student is currently completing their Clinical Research Project, and is enrolled in a Clinical Research Project credit (PRP850, 851, 852, 853, 854, 855, or 859).
- The student is currently completing a half-time Advanced Practicum and is enrolled in Advanced Practicum (PRP831 or 832).
- The student is currently completing a half-time 2,000 hour, 2-year internship, and is registered in PRP890 or PRP891, Predoctoral Internship.

Admission Requirements to the PsyD Program

Requirements

Students admitted into the PsyD program must have:

- Bachelor's degree from an accredited institution or an appropriately certified foreign institution
- Undergraduate degree grade point average of at least 3.0 (on a scale of 4.0)
  -or-
- Graduate grade point average of 3.25 (on a scale of 4.0)
- To meet Augsburg University admission requirements, you must provide evidence of a sufficient command of both written and spoken English to study college courses conducted entirely in English. See the Admission section of this catalog for information about English language proficiency requirements.

On rare occasions, an applicant with a grade point average lower than the stated admission requirements may be considered for admission if the applicant provides documented evidence of interest, ability, and aptitude for doctoral study in clinical psychology. All admission exceptions must be documented, recommended by the program admissions committee, and approved by the Program Director.

Application Checklist
- Completed Application for Admission Form
- Admission Application Fee through PSYCAS (see information about PSYCAS below)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current Curriculum Vitae (CV) or resume (or career summary)
- Three completed Applicant Recommendation Forms
- Official academic transcripts from all degree granting institutions. Additional transcripts may be requested to review relevant coursework
- Completion of an interview with a member of the program Admissions Committee.

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](#).

Readmission to the PsyD

If students withdraw from the program, students must file a Readmission form through the Registrar's Office to be readmitted. Students in this position should also make sure to contact the Program Director during this process.

If students are dismissed by the program, it is important to note that readmission to Augsburg University's PsyD program following dismissal is extremely rare, and requires exceptional circumstances. Dismissed students should not assume that they will return to Augsburg University's PsyD program, and should instead pursue goals outside of the PsyD Program. If choosing to reapply, students need to follow the same process application process as new applicants, as outlined on our PsyD Program's website: https://www.augsburg.edu/psyd/admission/

Re-applying students are expected to address, in a separate essay, (1) reasons for dismissal and (2) the steps taken to address and change behaviors that led to the dismissal in their application. A fourth letter of recommendation from someone who is familiar with the circumstances surrounding the dismissal is also required. In a personal statement, we expect an explanation for why returning to Augsburg's PsyD Program (rather than pursuing a degree in another doctoral psychology program) is necessary to meet career goals. Simply waiting and reapplying is not sufficient to warrant readmission.

If admitted following a dismissal, it is not guaranteed that courses previously taken in Augsburg's PsyD Program will apply to the degree upon readmission. Courses from the previous tenure in Augsburg's PsyD program will be evaluated on an individual basis.

Foundation Courses

The Clinical Psychology program at Augsburg University requires applicants to successfully complete, with a "B-" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Clinical Psychology program graduate courses. The following three courses are required:

- Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in the field of psychology must also be completed.

Students must complete these foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

Application Process

Augsburg University uses the Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: https://psycas.liaisoncas.com/.

Students interested in applying should create an account on the [PSYCAS web site](#). Creating an account is free; however, there is a fee to PSYCAS for the first application. If a student is applying to other programs using PSYCAS for the admissions process, additional fees are charged for each additional application.

Non-Degree-Seeking Students in the PsyD Program

The PsyD program allows non-degree-seeking students to take no more than two courses (and no more than 6 semester credits) without being admitted to the PsyD program. See the [Augsburg University Non-Degree-Seeking Students Policy](#) for details. Non-degree-seeking students are admitted on a case-by-case, space-available basis and must have completed all course prerequisites.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and are not subject to appeal.

Clinical Psychology Faculty

Sarah Addicks, PhD, MPH (2022). Associate Director of Training and Clinical Assistant Professor of Clinical Psychology. BA, New York University. MS, MPH, Ph.D., West Virginia University.

Christopher Anders, PhD (2024). Clinical Assistant Professor, BA, St. Olaf College, MA, University of Minnesota, PhD, University of Iowa.

Marcia Bennett, PhD (2019). Clinical Professor of Clinical Psychology. BA, University of South Dakota; MA, PhD, University of Nebraska-Lincoln.

Margit Berman, PhD (2019). Associate Professor of Clinical Psychology. BA, PhD, University of Minnesota.

Laurie Helgoe, PhD (2023). Clinical Associate Professor of Clinical Psychology. BA, Gustavus Adolphus College; PhD, University of Nevada-Reno.

Patricia Hopkins, PhD (2021). Assistant Professor of Clinical Psychology. BA, Minnesota State University, Mankato. MS, PhD, West Virginia University.

Abigail Hughes-Scalise, PhD (2020). Program Director and Assistant Professor of Clinical Psychology. BA, St. Olaf College. MA, PhD, Case Western Reserve University.

James Theisen, PhD (2020). Director of Training and Clinical Assistant Professor of Clinical Psychology. BS, Saint John's University. MA, PhD, Fuller Graduate School of Psychology.

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) degree includes all the required coursework to obtain your Minnesota teaching license in your area of expertise. The MAT program is designed for students seeking their initial license. Students who already possess a teaching license who are interested in a second license should look at the MAE program. Our program is unique in that it integrates an Early Career Teacher Seminar as a capstone experience that is designed to help you be successful in your career as a teacher. Our licensure concentrations are offered through a mix of undergraduate and graduate courses.

We offer the following concentrations for the MAT Degree: Elementary Education, Secondary Education, Special Education, English as a Second Language.

MAT with a concentration in Elementary Education

33 Graduate Credit Hours / 78 Total Credit Hours

Minimum of 100 Out of Class Field Hours Required for initial license.

Minimum of 12 weeks of Student Teaching Required for initial license.

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.

Program Requirements
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Dis/abilities* (3 CH)
- EDC 580 - School and Society (3 CH)
- EED 524 - Transcultural Literacies: An Introduction to Language and Literacy (3 CH)
- EED 525 - K-6 Language and Literacy Methods: Critical Applications for the Elementary Classroom* (3 CH)
- EED 550 - K-6 Methods: Math* (3 CH)
- EED 560 - K-6 Methods: Science (3 CH)
- EDC 596 - Early Career Teacher Seminar (3 CH)

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 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 Social Studies Methods: Decolonizing Curriculum and Classrooms
- EED 380 - Kindergarten Methods*
- EED 386 - K-6 Methods: Children's Literature
- EDC 485 - Student Teaching: Initial License for Graduate Students
- EED 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience hours are required in these courses. Please see the Field Experience section for more information.

MAT with a concentration in Secondary Education

30 Graduate Credit Hours / 68 – 107 Total Credit Hours**

Minimum of 100 Out of Class Field Experience Hours Required for initial license.

Minimum of 12 weeks of Student Teaching required for the teaching license.

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.

K-12 Licenses are available in the following areas: Music, Physical Education, Visual Arts

5-12 Licenses are available in the following areas: Communication Arts, Math, Social Studies

9-12 Licenses are available in the following subject areas: Biology, Chemistry, Physics

Middle School Endorsements (5-8) are available in the following licensure areas: Social Studies, Communication Arts, Visual Arts, Music, and Physical Education (must seek or hold a license to be eligible for endorsement).

A 5-8 General Science license is also available.

**Total Credit Hours vary depending on content area and the addition of a middle school endorsement.

Program Requirements

Please note that additional courses in content area may also be required.

- EDC 511 - Tools of Inquiry (3 CH)
- EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Dis/abilities* (3 CH)
- EDC 580 - School and Society (3 CH)
- ESE 525 - Creating Learning Environments (3 CH)
- ESE 500 - Reading and Writing in Content Area* (3 CH)
- EDC 596 - Early Career Teacher Seminar (3 CH)

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)*
- EDC 485 - Student Teaching: Initial License for Graduate Students
- ESE 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience hours are required in these courses.

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. Coursework must meet Minnesota licensure standards and have recorded a grade of C or better. Coursework older than seven years is judged on a case-by-case basis. If a student is missing requirements, specific undergraduate coursework will be required in order for the license to be attained.

MAT with a concentration in Special Education

48 Graduate Credit Hours / 73 Total Credit Hours

Minimum of 100 Out of Class Field hours required for licensure.

The MAT in Special Education at Augsburg University corresponds with an Academic Behavioral Strategist (ABS), K-12 teaching license. 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 general education classroom.

Program Requirements
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Dis/abilities* (3 CH)
- EED 524 - Transcultural Literacies: An Introduction to Language and Literacy (3 CH)
- EED 525 - K-6 Language and Literacy Methods: Critical Applications for the Elementary Classroom* (3 CH)
- EED 550 - K–6 Methods: Math* (3 CH)
- EED 560 - K–6 Methods: Science (3 CH)
- SPE 510 - Implementing Assessment Strategies* (3 CH)
- SPE 511 - Etiology and Theory of Mild to Moderate Disabilities (3 CH)
- SPE 515 - Theory to Practice* (3 CH)
- SPE 525 - Transition and Community (3 CH)
- SPE 530 - Instructional and Behavioral Practices* (3 CH)
- SPE 540 - Parent and Professional Planning (3 CH)
- EDC 596 - Early Career Teacher Seminar (3 CH)

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

- HPE 115 - Chemical Dependency Education
- MAT 204 - Mathematics for Elementary Teachers I
- EDC 220 - Education Technology
- EDC 485 - Student Teaching: Initial License for Graduate Students (minimum 12 weeks)
- SPE 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience required as part of this course.

MAT with a concentration in English as a Second Language (ESL)

36 Graduate Credit Hours / 69 Total Credit Hours

Minimum of 100 Out of Class Field hours required for licensure.

Minimum of 12 weeks of Student Teaching Required for initial license

The K-12 English as a Second Language license is available as an initial license or as a second license. This license qualifies teachers to work with K-12 students for whom English is a second language across a range of subject areas. A prerequisite to program admissions is two years of high school level or one year of college level language instruction.

Program Requirements
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
- EDC 566 - Diversity/MN American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Dis/abilities* (3 CH)
- EED 525 - K-6 Language and Literacy Methods: Critical Applications for the Elementary Classroom* (3 CH)
- ESE 525 - Creating Learning Environments (3 CH)
- ESL 510 - History and Structure of the English Language (3 CH)
- ESL 520 - ESL Literacy* (3 CH)
- ESL 530 - Language, Culture, and Schools (3 CH)
- ESL 540 - ESL Methods* (3 CH)

- EDC 596 - Early Career Teacher Seminar (3 CH)

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
- ESL 310 - Second Language Acquisition
- ESL 320 - Introduction to Linguistics
- ESL 410 - ESL Testing and Evaluation
- EDC 485 - Student Teaching: Initial License for Graduate Students
- ESL 489 - Teacher Performance Assessment and Student Teaching Seminar

*This course has a field experience requirement.

Field Experience

An important part of preparing to be a teacher resides in meaningful experiences in the field. For courses with a field experience, you should plan on a minimum of 20 hours spent in a classroom or other relevant learning environment during the week. Most field experiences are intended to be completed in a classroom or grade level that corresponds with your licensure type (e.g. K-6 classrooms for an elementary license). 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).

Graduate Elective Courses

Depending on the licensure area, students may be required to take one or two graduate elective courses. Other students may wish to enroll in additional graduate coursework based on interest. MAT students may take any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

Graduate students may petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Students may alternatively petition to have up to six (6) graduate credits taken at another institution be accepted in transfer.

Admission to the MAT Program

Admission Requirements

Students admitted into the MAT licensure and degree programs must have:

- Bachelor's degree from an accredited four-year institution or an appropriately certified foreign institution.
- Cumulative grade point average of 2.5 or higher. Applicants whose cumulative undergraduate GPA is below 2.5 can request an admission committee be formed by written petition to the Graduate Director.

Application Checklist

- Completed application form – augsburg.edu/gpe/
- Official academic transcripts from the Bachelor's degree granting institution.

  o Additional transcripts will be requested to review relevant coursework that could be used to fulfill education licensure coursework. A student may request to have transcripts waived but this could extend the length of study at Augsburg. If a transcript is provided after admission, the initial course plan may no longer be accurate.

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](#).

Course Exceptions and Graduate Course Transfer Credit

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants. Some coursework required for licensure may be met through a course exception granted upon admission to the program. Previous coursework taken at other universities is evaluated by the Department Chair during the admission process. Some content area courses for secondary education students are evaluated by the content area department. This degree audit may reveal that fewer courses are required for licensure. In some circumstances, additional courses may be required in a secondary content area. When graduate coursework is met with a course exception, additional graduate credits will only be required if the total graduate credit hours to be earned is less than 30 CH.

Graduate coursework accepted into the licensure program is not automatically accepted into the MAT degree program. Previous graduate coursework must have received a grade of B or better to be considered. See the graduate program director for approval to use graduate level transfer courses in the degree program. Students may transfer in no more than six (6) graduate credit hours from another institution.

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 faculty advisor in the first semester of courses.

Academic Policies

Cumulative GPA Requirement

To complete the MAT program and maintain good academic standing, students must maintain a 3.0 or better Augsburg cumulative GPA.

Graduation and Licensure/ Endorsement Requirements

A minimum GPA of 3.00 overall and grades of P in student teaching courses are required for licensure as well as C- or better in all required core, specialty, and education major courses.

Dismissal from Licensure and Degree Program

Students may be dismissed from the MAT program for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of university policy, and/or for conduct in violation of professional ethics. Dismissal occurs within the context of established department procedures described in the MAT/MAE Handbook. Students have the right to appeal dismissal from the program on the grounds of procedural error, using the university'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 MAT program may have the option to finish their graduate degree in the MAE program (without a license).

Readmission and Withdrawal

Students in good standing who fail to register for courses for two terms (not including summer) are automatically withdrawn from the MAT program. To be readmitted to the university and the MAT 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.

Program Petition Process

A student may petition to amend program requirements by written petition to the Graduate Program Director. Please note that changes to state licensure requirements cannot be granted.

Accreditation and Approvals

Augsburg University Teacher Education programs are approved by:

- Minnesota Professional Educator Licensing and Standards Board (PELSB)

Augsburg University is accredited by the Higher Learning Commission.

Credit

Most MAT 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 of Classes

The majority of the education courses in the MAT programs are offered on weekday evenings. Courses typically meet face to face every other week with online instruction during the alternate weeks (hybrid). 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. Summer session courses are offered primarily on weekday evenings. Summer courses are offered in a mix of formats from hybrid, face-to-face, to one-week intensives.

Master of Arts in Education (MAE)

For those interested in developing their professional capacity, taking graduate coursework in educational studies, or obtaining a second teaching license, Augsburg University offers a Master of Arts in Education (MAE) degree. The Master of Arts in Education (MAE) program offers professional educators and community workers the opportunity to develop their skills and understanding in curriculum and pedagogy. Our program prepares educators to serve students effectively and to nurture healthy change within schools, school systems and society.

Program Requirements

30 Graduate Credit Hours

The MAE at Augsburg is premised by two assumptions: first, that we learn through a series of experiences, embodied through a lived curriculum or "currere" (Grumet & Pinar, 2014) and, second, that graduate inquiry entails an ongoing cycle of critical questioning and a commitment to continuous improvement, of ourselves and our world.

This program invites students to engage in critical discourse relevant and pertinent to their own socio-cultural context, integrating relevant knowledge to address the problems they identify and wish to address. As we are all life-long learners, our faculty partner with students in collective searches and re-searches for insight and shared meaning. Our faculty bring their expert knowledge, both disciplinary and interdisciplinary, to help students gain access to the tools of scholarly and pragmatic inquiry, in order to critique, deconstruct our world as it is and envisage our schools and communities as we would like them to be. In other words, we co-construct curriculum with students, a collaborative effort to facilitate emergent intellectual and material journeys. This process entails studies of agency and self-politicization, understanding of different experiences and interactions with broken systems, and articulations of alternative ways of knowing and organizing our social relationships.

Required Core Courses (9 CH)
EDC 511 – Tools of Inquiry (3 CH)
EDC 560 – Issues In/equity (3 CH)
EDC 571 – Connecting Advocacy, Policy, and Practice for Educational Equity (3 CH)

Concentration Coursework (12 CH)

*Note: Concentration Coursework may consist of any education coursework. The following concentrations are recommended clusters of courses.

Culture & Curriculum Concentration Options
EDC 552 - Culturally Responsive Pedagogy (3 CH)
EDC 534 - Paideia Theory, Research, and Practice (3 CH)
EDC 512 - Foundations of Curriculum and Instruction (3 CH)
EDC 5xx - Out of School Pedagogies (3 CH)
EDC 566 - Diversity/MN American Indians (3 CH)
EDC 543 - Critical Geography, Culture, and EcoJustice Education (3 CH)
ESE 500 - Reading and Writing in the Content Area (3 CH)
ESL 530 - Language, Culture and Schools (3 CH)
SPE 530 - Instructional and Behavioral Practices (3 CH)
SPE 510 - Implementing Assessment Strategies (3 CH)

Community Engaged Learning Concentration Options
EDC 552 - Culturally Responsive Pedagogy (3 CH)
EDC 512 - Foundations of Curriculum and Instruction (3 CH)
EDC 543 - Critical Geography, Culture, and EcoJustice Education (3 CH)
EDC 541 - Experiential Education
EDC 542 - Outdoor Education
ESL 530 - Language, Culture, and Schools (3 CH)
SPE 525 - Transition and Community (3 CH)
SPE 540 - Parent and Professional Planning (3 CH)

Non-Education Elective Coursework

Up to nine (9) credit hours can be taken from other graduate programs at Augsburg. They may also be taken as professional development workshops and institutes that offer graduate credit. Please contact the Graduate Programs in Education office or consult the Handbook for more information about these opportunities.

Additional Degree Requirements

Students in the MAE are required to complete an Inquiry Project in partial fulfillment of their degree. Details regarding the Inquiry Project are found below. Additional information can be found in the Graduate Programs in Education Handbook. Alternatively, students may petition to complete a thesis in lieu of the Inquiry Project. Please consult the Thesis Completion section below for details about doing a thesis in the MAE program.

MAE Inquiry Project

Students elect to complete the inquiry project in the graduate course of their choosing with the consent of the instructor. Since most courses have a culminating graduate assignment, students would notify their instructor that they wish to complete the inquiry project in their course. The instructor of the course serves as evaluator/facilitator of the inquiry project.

An inquiry project should integrate and synthesize the course topic, student experience and insight, and the questions that underpin student inquiry throughout the program. An inquiry project may be classroom or community-based in nature. The inquiry project is a contextualized project designed by graduate students that facilitates:

• professional development within the context of a discipline.
• participation in and contribution to our broader communities.

Mazzeo et al (Perin, 2011, p. 6) define contextualization as instructional strategies intended to link academic content with its application in a specific context relevant to the students. Additionally, community-based instruction is defined as systematic instruction that integrates community settings with meaningful learning and it is age-appropriate to the

students. Drawing from the literature of experiential learning, the project will be designed with a focus on the relevance of presenting problems and societal issues, so that students can apply what they learn to their work in the world.

The inquiry project is left to be intentionally open so that graduate students may design school or community based projects that are relevant to the context in which they work. This allows graduate students to explore a compelling project in which they are allowed to design an effective tool to be used in authentic settings and for authentic purposes. The form and content of the project will be proposed by the graduate students and guided within the content of one graduate course. Projects should demonstrate relevance and applicability to educational contexts. The project will include a synthesis of relevant literature, and inquiry and professional development activities undertaken by the student either alone or in collaboration with faculty, other graduate students, or community members.

Support for Students

After 12 credit hours, the Graduate Program will audit progress with each student to determine their progress towards developing an inquiry project. For students who require additional support in developing their projects, they may be advised toward particular coursework to better prepare their project work.

Perin, D. (2011). Facilitating Student Learning Through Contextualization.
Community College Research Center, Working Paper No. 29: New York, NY Columbia University.

MAE with an additional teaching license

Coursework

For students who are seeking an additional teaching license as part of their graduate degree, required licensure courses are determined based on a transcript evaluation upon acceptance into the program. Additional courses at the undergraduate level may be required to satisfy state licensure requirements.

Field Work

All candidates seeking additional licensure recommendation from the Augsburg University Education Department must have completed Augsburg University coursework, the appropriate content methods course(s), and a supervised 80-hour practicum aligned to the scope and content of the license sought.

Previous experience will be reviewed for additional licensure candidates to determine whether field experience hours are needed for any of these licensure areas. Candidates adding a license will register for a 4-credit practicum course to complete the 80 supervised classroom hours.

Completing the master's degree

When seeking an additional license with a master's degree, you may be required to take additional coursework to reach the required minimum of 30 Graduate Credit Hours. This additional coursework may be any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

MAE students seeking an additional license may also petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Up to nine (9) graduate credit hours outside of education may be applied to the degree. Students may alternatively petition to have up to six (6) graduate credits taken at another institution be accepted in transfer.

MAE: Additional License in English as a Second Language (ESL)
EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
EDC 566 - Diversity/MN American Indians (3 CH)
EDC 533 - Learning and Development in an Educational Setting (3 CH)
EDC 544 - Learners with Dis/abilities* (3 CH)

EED 525 - K-6 Language and Literacy Methods: Critical Applications for the Elementary Classroom* (3 CH)
ESE 525 - Creating Learning Environments* (3 CH)
ESL 510 - History and Structure of the English Language (3 CH)
ESL 520 - ESL Literacy* (3 CH)
ESL 530 - Language, Culture, and Schools (3 CH)
ESL 540 - ESL Methods* (3 CH)

To complete the license, students also will need to complete the following requirements at the undergraduate level (some of these courses may be met through substitutions from prior undergraduate coursework):

HPE 115 - Chemical Dependency Education
EDC 220 - Educational Technology
ESL 310 - Second Language Acquisition
ESL 320 - Introduction to Linguistics
ESL 410 - ESL Testing and Evaluation

*This course has a field experience requirement.

MAE: Additional License in Special Education

190 Field Experience Hours

EDC 502 - Critical Histories and Philosophies of Education* (3 CH)
EDC 566 - Diversity/Minnesota American Indians (3 CH)
EDC 533 - Learning and Development in an Educational Setting (3 CH)
EDC 544 - Learners with Special Needs* (3 CH)
EED 524 - Transcultural Literacies: An Introduction to Language and Literacy (3 CH)
EED 525 - K-6 Language and Literacy Methods: Critical Applications for the Elementary Classroom* (3 CH)
EED 550 - K–6 Methods: Math* (3 CH)
EED 560 - K–6 Methods: Science* (3 CH)
SPE 510 - Implementing Assessment Strategies* (3 CH)
SPE 511 - Etiology and Theory of Mild to Moderate Disabilities (3 CH)
SPE 515 - Theory to Practice* (3 CH)
SPE 525 - Transition and Community* (3 CH)
SPE 530 - Instructional and Behavioral Practices* (3 CH)
SPE 540 - Parent and Professional Planning (3 CH)

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

HPE 115 - Chemical Dependency Education
MAT 204 - Mathematics for Elementary Teachers I
EDC 220 - Education Technology

*Field experience required as part of this course.

Elective Coursework

Education Graduate Students may take any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

Graduate students may also petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Students may alternatively petition to have up to 6 graduate credits taken at another institution be accepted in transfer.

Admission to the MAE program

Admission Requirements

Students admitted into the MAE programs must have:

- A Bachelor's degree from an accredited four-year institution
- Cumulative grade point average of 2.5 or higher. Admitted applicants with a 3.0 or higher GPA are granted full admission to the program. Admitted applicants with a cumulative grade point average of 2.5-2.99 are granted a provisional admission to the graduate program. If a student admitted provisionally fails to maintain a 3.0 Augsburg cumulative GPA over their first two terms, they may be dismissed from the graduate program.

Application Checklist

- Completed application form – augsburg.edu/gpe/
- Official academic transcripts from the Bachelor's degree granting institution.
- Additional transcripts will be requested to review relevant coursework that could be used to fulfill education licensure coursework. A student may request to have transcripts waived but this could extend the length of study at Augsburg. If a transcript is provided after admission, the initial course plan may no longer be accurate.

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.

Course Exceptions and Graduate Course Transfer Credit

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants. Some coursework required for licensure may be met through a course exception granted upon admission to the program. Previous coursework taken at other universities is evaluated by the Department Chair during the admission process. Some content area courses for secondary education students are evaluated by the content area department. This degree audit may reveal that fewer courses are required for licensure. In some circumstances, additional courses may be required in a secondary content area. Should a graduate level course be met through course exception, those graduate credit hours may need to be made up through the use of a graduate elective.

Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree program. Previous graduate coursework must have received a grade of B or better to be considered. See the graduate program director for approval to use graduate level transfer courses in the degree program. Students may transfer in no more than six (6) graduate credit hours from another institution.

Acceptance into the MAE Program

Application files are reviewed by the graduate program coordinator. Applicants are notified of the admission decision by the Office of Admissions, usually within one to two weeks after the application file is complete.

Academic Policies

Thesis Completion

Some students may wish to complete a thesis. Theses may include traditional research projects, academic journal manuscripts/submissions, original creative projects across media (visual, audio, performance). Students who wish to complete a thesis for the MAE will go through the following process:

1. Identify a thesis advisor (and secure two additional faculty committee members) and draft a problem statement within their first 12 credit hours.
    a. Problem Statement Form
    b. Committee Recommendation Form
2. Enroll in elective coursework based on guidance from thesis advisor

3. Enroll in Independent Study (3 CH) at the end of the program to complete thesis. This counts as Elective Coursework.
4. Thesis Defense - Results in Pass/No Pass for Independent Study.

Cumulative GPA Requirement

To complete the MAT or MAE programs, students must maintain a 3.0 or better Augsburg cumulative GPA.

Graduation and Licensure/ Endorsement Requirements

A minimum GPA of 3.00 overall and grades of P in student teaching courses are required for licensure as well as C- or better in all required core, specialty, and education major courses.

Dismissal from Licensure and Degree Program

Students may be dismissed from the MAT program prior to and during student teaching for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of university policy, and/or for conduct in violation of professional ethics. Dismissal occurs within the context of established department procedures described in the MAT/MAE Handbook. Students have the right to appeal dismissal from the program on the grounds of procedural error, using the university'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 MAT program may have the option to finish their graduate degree in the MAE program (without a license).

Readmission and Withdrawal

Students in good standing who fail to register for courses for two terms (not including summer) are automatically withdrawn from the MAE program. To be readmitted to the university and the MAT program, students file a Readmission form through the Registrar's Office.

Field Experience

Some education coursework requires field experience. Courses with field experience contain a minimum requirement of 20 hours spent in a classroom or other relevant learning environment. If you are a teacher seeking a second license, you may be able to complete your field experience in your own classroom. 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).

Students who are not seeking a second license may be able to petition to waive or modify the field experience requirement in a course to better suit the needs and interest of the student. Consult the petition process found in the Academic Policies below.

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.

Licensure Tests

Students seeking a second license through Augsburg must take and pass all tests required by the state of Minnesota for licensure. These include tests in pedagogy and content area knowledge.

Program Petition Process

A student may petition to amend program requirements by written petition to the Graduate Program Director. Please note that changes to state licensure requirements cannot be granted.

Accreditation and Approvals

Augsburg University Teacher Education programs are approved by:

● Minnesota Professional Educator Licensing and Standards Board (PELSB)

Augsburg University is accredited by the Higher Learning Commission.

Credit

Most 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 of Classes

The majority of the education courses in the MAE program are offered on weekday evenings. Courses typically 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. Summer session courses are offered primarily on weekday evenings. Summer courses are offered in a mix of formats from all online to all face-to-face.

Our Faculty

Mallory Alekna, Assistant Professor of Music Education. BA, Illinois State University; MA, Indiana University; PhD, Arizona State University.

Yacoub Aljaffrey, Assistant Professor of Education. BA, MA, St. Cloud State University; PhD, DePaul University.

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

Terrance Kwame-Ross, Associate Professor of Education. BAE, National-Louis University; MEd, PhD, University of Minnesota.

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

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

Jason Michael Lukasik, Associate Professor of Education and Program Director, MA in Teaching, MA in Education. BA, MEd, PhD. University of Illinois at Chicago.

Sergio Madrid-Aranda, Assistant Professor of Education. BA, Chihuahua Autonomous University; MA, Juarez Autonomous University; PhD, New Mexico State University.

Master of Arts in Leadership

MA in Leadership Mission

Leadership Development at Augsburg University At the core of the Augsburg Master of Arts in Leadership is a view of leadership as an interactive process between leaders and followers working together to accomplish desired outcomes. The MAL program explores both the nature and practice of leadership in a wide variety of organizational and community settings. To be effective, a leader should possess an understanding of the contexts in which leadership occurs as well as an array of competencies. The program is designed to help individuals formulate and communicate a shared vision, navigate changing environments, understand the impact of cultural competence on leaders and followers, and enhance self-awareness and the capacity to be reflective practitioners.

Program Learning Outcomes

Graduates should be able to:

- Identify and analyze multiple theories of leadership in dynamic organizational and community settings;
- Analyze and navigate complex changing environments in which leaders and followers function;
- Enhance the capacity to be reflective practitioners;
- Develop a personal understanding of one's philosophy of leadership;
- Articulate an understanding of cultural competence and its impact on effective leadership and followership; and
- Formulate and communicate a shared vision to inspire achieving desired goals.

Curriculum

Foundational Courses

The study of leadership requires an understanding of 1) a basic body of knowledge in leadership studies, 2) competence in understanding qualitative and quantitative research for the purpose of informing evidence-based practice, and 3) an ability to function and lead in an environment that is diverse and inclusive. To this end, the following three required courses are intended to lay a consistent foundation for the program:

ML 505 – Foundations of Leadership
Learning Outcome: Demonstrate comprehensive knowledge of multiple theories of leadership and their strengths and weaknesses in contexts.

ML 514 – Evaluating Empirical Research
Learning Outcome: Demonstrate skills in assessing the reliability, validity and value of qualitative and quantitative research.

ML 560 – Cultural Competence and Effective Leadership
Learning Outcome: Explain different approaches needed for inclusive leadership in diverse contexts.

Requisite Courses

Choose at least one course from each requisite category: *Personal Growth and Interpersonal Dynamics* and *Organizational and Community Context*.

Personal Growth and Interpersonal Dynamics

Courses in this arena focus on individuals' self-knowledge and well developed interpersonal skills enable a person to successfully work with a wide range of individuals at varying levels of an organization.

Learning Outcomes: Articulate self-knowledge of leadership strengths and weaknesses. Demonstrate interpersonal skills in interactions with peers and instructors that reflect understanding of leader follower dynamics.

ML 520 - Self-Identity and Values: Keys to Authentic Leadership

ML 538 - Communication Skills for Leadership
ML 548 - Coaching and Consulting
ML 575 - Constructive Conflict Resolution
Or a department-approved substitute

Organizational and Community Context

Leadership involves an ability to understand the nature of, and respond effectively to, the context of organizations as well as the environment that surrounds them in order to operate effectively.

Learning Outcomes: Articulate the key factors of organizational and community contexts and their impact on leadership. Incorporate these contexts in their analysis and evaluation of leaders and leadership.

ML 512 - Leadership in the Community
ML 531 - Dynamics of Change
ML 535 - Organization Theory and Leadership
ML 536 - Facilitating Organizational Change
Or a department-approved substitute

Elective Courses

The leadership process involves well developed skills in communication, problem-solving, and critical thinking, as well as increasing students' self-confidence and risk-taking. Based on their interests and background, students will choose 5 elective courses that focus on their own professional development.

Learning Outcomes: Course specific outcomes that link to MA in Leadership model should be on each syllabus.

ML 511 - Creativity and the Problem-Solving Process
ML 530 - Ethics in Communication
ML 545 - Decision Making and Leadership
ML 563 - Leadership in a Global Society
ML 565 - Women and Leadership
ML 574 - Strategic Leadership
ML 577 - Universal Responsibility and Leadership: A Central American Experience
ML 598 - Independent Study
ML 599 - Topics

Integrative Course

This seminar provides a culminating learning experience for participants in the program who have completed all other degree requirements. Students will deepen their understanding of the major leadership theories, advance their critical analysis skills, and synthesize their comprehension of the nature of leadership, how leadership is known, and how leadership manifests itself in practice.

ML 585 - Leadership Capstone: Integrating Theory and Practice

MBA/MA in Leadership Dual Degree

The dual degree program gives students the benefits of studying business administration and leadership in a coordinated program. This dual degree program leverages Augsburg's long-standing tradition of graduate leadership training via the Master of Arts (MA) in Leadership with the demand for business education through our Master of Business Administration (MBA) program. This unique credential equips students with the skills to lead and manage an organization, preparing them to thrive in today's interconnected world.

Admission to the Dual Degree Program

Applicants apply to a home program—either MA in Leadership or MBA. Once a student is admitted to their home program, the student will have an initial advising meeting and is required to meet with an adviser at least once per year.

As the student approaches degree completion in their home program, the student will submit an application for their second degree. The student must be finished with either the MA in Leadership or the MBA before starting the second program.

Master of Arts in Leadership Home

Primary Program: MA in Leadership

11 courses

Students take the following leadership courses to complete the Master of Arts in Leadership degree:

● ML 505 - Foundations of Leadership
● ML 514 - Evaluating Empirical Research
● ML 560 - Cultural Competence and Effective Leadership
● Complete one course from requisite category 1: Personal Growth and Interpersonal Dynamics
    o ML 520 - Self-Identity and Values: Keys to Authentic Leadership
    o ML 538 - Communication Skills for Leadership
    o ML 548 - Coaching and Consulting
    o ML 575 - Constructive Conflict Resolution
● Complete ML 535 from requisite category 2: Organizational and Community Context
    o ML 535 - Organization Theory and Leadership
● Elective courses - select five additional Master of Arts in Leadership electives
● ML 585 - Leadership Capstone: Integrating Theory and Practice

Secondary Program: Master of Business Administration

8 course required; 2 additional courses optional for a concentration area

Once a Master of Arts in Leadership degree has been granted, the dual degree student may apply to the MBA program. The student will then take these MBA courses to receive their MBA degree:

● MBA 570 - Quantitative Decision-Making for Managers
● MBA 571 - Business Analytics
● MBA 520 - Accounting for Business Managers
● MBA 510 - Applied Managerial Economics
● MBA 530 - Managerial Finance
● MBA 595 - Strategic Management
● MBA 550 - Marketing Management
● MBA 580 - Management Consulting Project

Concentration Areas (optional; choose one concentration and take both courses)

● Data Analytics
    o MBA 572 - Data Programming
    o MBA 573 - Predictive Analytics
● Entrepreneurship concentration
    o MBA 596 - Managing Innovation
    o MBA 583 - Entrepreneurship: Execution, Planning and Strategy
● Finance concentration
    o MBA 535 - International Finance
    o MBA 532 - Investment Theory and Portfolio Management

Master of Business Administration Home

14 courses required

Primary Program: Master of Business Administration

Students take the following courses to complete the Master of Business Administration degree:

- MBA 592 - Leadership: Ethics, Vision, and Transformation
- MBA 545 - Organizational Behavior
- MBA 570 - Quantitative Decision-Making for Managers
- MBA 540 - Business and Professional Ethics
- MBA 571 - Business Analytics
- MBA 520 - Accounting for Business Managers
- MBA 510 - Applied Managerial Economics
- MBA 530 - Managerial Finance
- MBA 595 - Strategic Management
- MBA 550 - Marketing Management
- MBA 565 - Managing in a Global Environment
- MBA 580 - Management Consulting Project
- Complete one of the following concentrations:
  - Data Analytics concentration: MBA 572 and MBA 573
  - Entrepreneurship concentration: MBA 596 and MBA 583
  - Finance concentration: MBA 535 and MBA 532
  - Leadership concentration: Two ML electives

Secondary Program: MA in Leadership

5-7 courses required

Once a Master of Business Administration degree has been granted, the dual degree student may start the MA in Leadership program. The student will then take the ML courses below to receive their Master of Arts in Leadership degree. Note that if the Leadership concentration was completed for the MBA degree, those two courses can be applied toward the MA in Leadership requirements.

- ML 514 - Evaluating Empirical Research
- ML 560 - Cultural Competence and Effective Leadership
- Complete one course from requisite category 1: Personal Growth and Interpersonal Dynamics
  - ML 520 - Self-Identity and Values: Keys to Authentic Leadership
  - ML 538 - Communication Skills for Leadership
  - ML 548 - Coaching and Consulting
  - ML 575 - Constructive Conflict Resolution
- Complete one course from requisite category 2: Organizational and Community Context
  - ML 512 - Leadership in the Community
  - ML 531 - Dynamics of Change
  - ML 536 - Facilitating Organizational Change
- Elective courses - select two Master of Arts in Leadership elective courses
- ML 585 - Leadership Capstone: Integrating Theory and Practice

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

Currently enrolled MBA or MA in Leadership students, or alumni who wish to return to Augsburg, may add the additional degree to their existing degree by completing the same requirements listed; Director's approval is required.

Returning students must complete an application form. Upon entering the MBA program, online quantitative skills modules are required in five areas and must be completed before beginning the quantitative courses:

- Statistics
- Excel Spreadsheets
- Accounting
- Economics

- Finance

These modules are used as an introduction to, or a review, in order to help enhance the student's skills and knowledge for the MBA quantitative coursework.

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 MA in Leadership 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. Students who previously completed the Augsburg MBA degree are exempted from ML 505. Applicants to the certificate program follow the same admission process as those seeking the Master of Arts degree.

Joint BA in Accounting and Master of Arts in Leadership

A BA in Accounting and an MA in Leadership 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 MA in Leadership program offers a large number of courses on a Saturday and weeknight schedule. Refer to the MA in Leadership 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 MA in Leadership director and an accounting advisor to create an effective plan for successful completion of the five-year program.

General Requirements for the Accounting/ MA in Leadership Program

Accounting students planning to pursue the five-year degree must apply for admission to the MA in Leadership 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 MA in Leadership 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 MA in Leadership program.

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

Admission to the Master of Arts in Leadership or Graduate Certificate in Leadership Studies

Admission Requirements

Applicants to the MAL program must have:

- Bachelor's degree from an accredited, four-year college or university, or an appropriately certified foreign institution.
- Minimum cumulative undergraduate grade point average of 3.0 is preferred.
- Two years of experience (or equivalent) with one or more organizations in a position of leadership or position demonstrating leadership potential is preferred.

Application Checklist
- Completed application form

- A 1-3 page statement relating the applicant's career and life goals to leadership aspirations
- Two letters of recommendation preferred
- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
  - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
  - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- Résumé

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](#).

Academic Policies

Academic Evaluation

No more than two courses with a grade below B- will count toward the degree. No more than two courses with a grade of or below B- can be repeated. However, students must achieve a minimum grade of B- or higher in the MA in Leadership Foundations and Capstone courses – ML 505, ML 514, ML 560, and ML 585.

In order to graduate, a student must have a cumulative graduate GPA of 3.00 or above with all required courses and the final projects successfully completed. A student registered for a final course may, with the approval of the program director, 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 3.00 cumulative grade point average. If a student falls below a 3.00 average, the student will be placed on probation for the following term. A 3.00 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 F in a course, the student must petition successfully with the MA in Leadership 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 F 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 university policy (as published in the Student Guide). Dismissal would occur only after established procedures were followed.

Class Attendance Policy

The nature of leadership development requires interpersonal engagement. Communication and interaction are an important part of the learning process. Interaction that is online as well as face-to-face is central to the Augsburg MA in Leadership. To miss a class in either the classic or hybrid format is to miss a significant portion of the course's content. Given the limited number of meeting times in both formats, our expectation is that students will be present at all class meetings. In the rare instance of a family or personal emergency, the absence will be handled on a case-by-case basis. Since every student is expected to engage in class discussion, reflection, and group presentation in all classes, not being present in a class will mean that part of the course's requirements cannot be met.

If a student feels they are going to miss a class, they must contact the faculty member prior to the absence to determine if 1) the course should be dropped or 2) it is possible to make up some of the missed material – and if so, how. The final decision will be made by the individual faculty member based on a discussion with the student and the student's overall performance in the class.

Readmission to the MAL Program

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. For a complete list of Augsburg's accreditation, approvals, and memberships, in the Accreditation, Approvals and Memberships section.

Master of Arts in Leadership Faculty

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

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 University; JD, University of Minnesota. Vice President and Advanced Practitioner, Erickson Mediation Institute.

Elaine Eschenbacher, Instructor of Leadership Studies. BA, University of Minnesota, MA, Augsburg University

Michael Grewe, Instructor, Leadership Studies. BS, University of Minnesota; MSW, Augsburg University; PhD, University of Minnesota.

Lori Brandt Hale, Associate Professor of Religion. BA, University of Iowa; MA, University of Chicago; PhD, University of Virginia.

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

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 University; MA, St. Mary's University; President and Advanced Practitioner, Erickson Mediation Institute, Mpls.

Deb Mitchell, Instructor of Leadership Studies. BA, Concordia College; MA, Augsburg University, Ed.D. Pepperdine University.

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

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

Joanne Reeck, Instructor of Leadership Studies. BS, MS, University of Minnesota

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

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

Master of Arts in Nursing

A master's degree in nursing focuses on health in community life and in health care systems, both locally and globally, and supports students to envision new models of care across practice settings. The transcultural nursing leadership focus prepares nurse leaders to assume a wide variety of roles and responsibilities throughout the health care system and in emerging care settings in communities. This master's degree is designed to develop nurses and nurse leaders to critically analyze, articulate, and develop effective strategies to address health care disparities and to work and lead in complex systems.

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.

Program Goals

Graduates of the Master of Art in Nursing Program are prepared to:

- Provide a foundation for the practice of transculturally competent nursing by synthesizing, integrating, and applying nursing research and theory in advanced nursing practice and leadership roles.
- Provide a sound scholarly foundation for transformative advanced nursing practice and leadership and further graduate study.
- Create and sustain a teaching-learning environment that promotes open scholarly exchange, personal growth, lifelong learning, leadership, and vocation of professional service in a global society.

Curriculum

The MAN curriculum is organized into 33 semester credits –15 semester credits of nursing core courses that integrate a social justice foundation, 8 semester credits that focus on leading in diverse and complex healthcare systems, and 10 semester credits dedicated to the development of a quality improvement project. 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 may study full-time (6-8 credits per semester) or part-time (4 credits per semester). Time to degree completion takes an average 24 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)
NUR520P - Practicum: Research Methods in Nursing (1 semester credit, **optional**)

Transcultural Nursing Leadership (8 semester credits)

The transcultural nursing leadership courses are designed to develop the nurses ability to lead in complex and diverse environments. 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.

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)

Graduate Field Project /Thesis Development (10 semester credits)

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—students will create and develop a quality improvement project that focuses on the application and integration of knowledge to a student selected issue or topic relevant to nursing practice. Students present their final projects in NUR 525.

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 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*.

Practica

Practice experience is emphasized 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 and focus 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. Examples of Faculty-led Practicum include: Dismantling White Supremacy and Soul Trauma Healing.

Augsburg Health Commons

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, the Health Commons in the Cedar-Riverside neighborhood, the Health Commons at the Living Room in the Harrison neighborhood of Minneapolis and Health Commons East, in East St. Paul. Each Health Commons is a nursing-led drop-in center 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, Redeemer Lutheran Church in Minneapolis, People's Center, the Sanneh Foundation, 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 and Experience is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, and Pine Ridge, SD. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

Graduate Certificate in Health Equity and Racial Justice in Healthcare

This course credit-seeking certificate program aims to create awareness for health, equity, and racial justice in health, healthcare systems, and communities. This certificate is designed for current graduate students and alumni in healthcare-focused disciplines at Augsburg University who desire a graduate certificate in Health Equity and Racial Justice in Healthcare.

The certificate courses are part of distinct graduate departments at Augsburg: Physician Assistants, Leadership, Social Work, and Business.

Students in the MAN program take NUR 541 course and the White Supremacy Practicum while in the nursing program. Students electing to obtain this certificate would apply in admissions and then choose from two additional identified courses from other graduate programs involved in the certificate program.

For a complete list of courses and descriptions, see the Course Description Search.

Admission to the MAN Program

Admission Requirements

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

- An earned Bachelor's degree in nursing from an 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 preferred
- A current, unencumbered nursing license

Application Checklist:

- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- Current resume

Admitted Student Requirements
Students are expected to complete the following as indicated below:
- Evidence of a completed undergraduate statistics course before enrolling in the Nursing Research course (NUR520) & the associated practicum (NUR520P).

Admission as a Bridge AD-RN to MAN Student
Students admitted to the BSN program, with a previous non-nursing bachelor's degree and associates of nursing may pursue this pathway by indicating so on their initial BSN application. Additional documentation is not required.

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

Admission as a Transfer Student

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

Readmission to the Program

To be readmitted to the university and the MAN program, students file a Readmission form through the Registrar's Office.

Academic Policies

Evaluation of academic performance in the Master of Arts in Nursing program will be based on letter grades. 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.

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 B- 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 B- 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 university policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Schedules for Classes

Master's classes are taught in a hybrid format using zoom technology, synchronous and asynchronous instruction to meet the needs of working adults. Classes typically meet 6 times per semester for 4 hour periods on either a Monday, Tuesday, or Thursday evening from 4:30pm to 8:30pm.

Practica are additional to courses. Students enroll in a practicum concurrently with enrollment in the courses. Practica options will vary for each course with choices of either independent practica or faculty-led practica.

Accreditation and Affiliations

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Augsburg University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Associate Professor, Chair of the Department of Nursing, and Executive Director of the Augsburg Health Commons.

Brooklyn Loxtercamp, DNP, , RN, Instructor

Katherine Martin, PhD. , CMN, RN, Assistant Professor of Nursing, Director of BSN program.

Amy Nelson, PhD, RN, Assistant Professor of Nursing, Director of MAN and DNP TCN programs and Coordinator of the Augsburg Health Commons.

Heather Nielson, DNP, APRN, CNP, FNP-BC Instructor

Anna Pirsch, PhD, PMHRN-BC, Assistant Professor

Staff

Colleen Hagerman, Nursing Programs Coordinator.

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

The Transcultural Nursing Leadership track is a post-masters doctoral degree with an emphasis on transcultural nursing leadership. As a post-master's program, the DNP-TCN track of study prepares nurses for advanced leadership and practice roles in Transcultural Nursing (TCN).

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.

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 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 didactic course equals three semester credits. The DNP courses (NUR 800 level) are taught in a hybrid format using zoom technology, synchronous and asynchronous instruction to meet the needs of working adults. Synchronous classes typically meet for four or five hours once a month.

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 DNP program. 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.

An orientation to the DNP program is typically scheduled in September that provides 45 hours of practica. This five day practicum immerses students in ways of knowing of the Lakota people and students spend time at Custer State Park, South Dakota.

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 and Experience is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala; Mexico; Namibia and Pine Ridge, SD. for example. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

Seminars

Seminars focus on integration of conceptual learning with field practice and 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 Track

Admission Requirements

Students admitted to the Doctor of Nursing Practice TCN program must have:

- An earned master's degree in nursing from an 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.
- Current nursing experience preferred
- Evidence of a completed graduate research course

Application Checklist:
- A brief one-page essay discussing your reason for applying to the program"
- Applicants must submit an official transcript(s) from each institution where a degree was earned, as well as from the most recently attended institution, if not the same.

- o   The Program Director may ask for additional transcripts if determined to be necessary.
- One professional reference, preferably from a Supervisor, Manager or Prior Faculty
- Resume/CV
- Personal interview with Augsburg Nursing faculty

International Students

In addition to the requirements noted in the international student admissions section, applicants who have graduated from a foreign nursing program 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).

Readmission to the Program

To be readmitted to the university and the DNP program, students file a Readmission form through the Registrar's Office.

Academic Policies

Evaluation of academic performance in the DNP program will be based on letter grades. 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.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the DNP 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 B- or less in a course, the student must petition successfully to the faculty of the DNP 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 B- 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 university policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation, Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Associate Professor, Chair of the Nursing Department and Executive Director of the Augsburg Health Commons.

Michelle Higgins, DNP, APRN, FNP-C, Instructor

Katherine Martin, Phd, CMN, RN, Assistant Professor of Nursing, Director of BSN program, Coordinator of the

Augsburg Health Commons.

Amy Nelson, PhD, RN Assistant Professor, Director of the MAN and DNP TCN programs and Coordinator of the Augsburg Health Commons.

Heather Nielson, DNP, APRN, CNP, FNP-BC Instructor

Anna Pirsch, PhD, PMHRN-BC, Assistant Professor

Andrea Simek, DNP, APRN, FNP-BC, Instructor

Staff

Colleen Hagerman, Nursing Programs Coordinator.

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

The Doctor of Nursing Practice - Family Nurse Practitioner is a post-BSN Doctor of Nursing Practice program focused on the primary care of families. 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.

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.

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 take courses on a full-time basis during the completion of their 500 level courses, pre-FNP 800 level courses, and during the didactic and clinical courses in the FNP 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 the American Academy of Nurse Practitioner (AANP). Thie DNP FNP track is 80 semester credit hours, including 53 didactic credit hours, 4 seminar credits, and 23 clinical credit hours.

Didactic

A total of 19 didactic courses (53 semester credits) constitute the DNP-FNP program. Didactic classes, seminars, clinical skills labs, 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 online synchronous classes a semester. In addition to the didactic course, students take a one credit practicum course associated with each 500-level didactic course. The DNP courses (NUR 800 level), are taught via synchronous online or hybrid in-person modalities, usually meeting synchronously six times per semester for three to six hours class sessions. 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. Face-to-face classes are held in the Riverside Park Plaza building near Augsburg's campus in Minneapolis, MN. Students must be prepared to drive to classes. If weather is inclement, class may shift to synchronous online.

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

To earn the DNP-FNP, a student must complete a total of 1080 practicum hours. This includes 270 practica hours for the DNP portion and 765 hours for the clinical portion.

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. Students with prior graduate practice hours will be allowed to transfer up to 270 practicum hours from their master's degree in nursing.

765 FNP clinical hours are required. FNP clinical sites will be arranged by clinical faculty. The FNP clinical hours are completed in a variety of health care settings with a focus on primary care for patients across the lifespan including the care of pediatrics patients and older adults.

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

Required Practica hours = 270 which equals 6 credits

Required Clinical hours=765 which equals 17 credits

The total credits for practica and clinicals are equal to 23.

Seminars & Final DNP Project

Seminars focus on the DNP Scholarly Project. 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.

Clinical Skills Labs

Two 0.5 credit elective skills labs are offered to teach hand-on skills to students. These clinical skills labs focus on women's health and musculoskeletal skills.

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 and Experience is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, Pine Ridge, SD, and England. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

Final DNP Project

Final DNP projects 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 and theory to practice challenges in local and/or system wide contexts of care. Students begin working on their DNP projects in the early stages of the program and continue throughout. The student's scholarly project is guided by a faculty reader

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

Admission to the DNP/FNP Program

Admission Requirements

Students admitted to the Doctor of Nursing Practice FNP program must have:

- An earned baccalaureate degree in nursing (BSN or BAN), or a master's degree in nursing from an accredited institution and a nationally accredited nursing program.
- 1 year of RN experience and current clinical practice highly recommended
- Cumulative GPA of 3.0 or higher from previous baccalaureate nursing program; Cumulative GPA of 3.2 or higher from previous masters in nursing program or DNP program.
- Evidence of current unencumbered license as a Registered Nurse. Ability to obtain a Minnesota RN license required. Other state licenses may be required for clinical rotations.

Application Checklist:
- Applicants must submit an official transcript(s) from each institution where a degree was earned, as well as from the most recently attended institution, if not the same.
  - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- One professional letter of recommendation, preferably from a supervisor, manager, prior faculty, or advanced practice provider (NP, PA, MD, etc.).
- A professional essay responding to a posted question on the admission application.
- Documentation verifying the number of practice hours completed in an accredited graduate nursing program, for students with prior graduate nursing coursework if applicable. (A maximum of 225 practice hours may be transferred into the DNP-FNP tract of study from a master's in nursing program.)
- Resume/CV
- Personal interview with Augsburg Nursing Faculty.

Admitted Student Requirements
Students are expected to complete the following requirements once admitted to the program:
- Evidence of a completed undergraduate statistics course before enrolling in the Nursing Research course (NUR520) & the associated practicum (NUR520P).
- Satisfactory results of a certified federal criminal background check for clinical placement. Additional testing may be required for clinical placement, e.g., alcohol, drug testing, HIV testing, etc.

Admission as an International Student

In addition to the requirements noted in the [international student admissions section](#), applicants who have graduated from a foreign nursing program 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). See Graduate Admissions for more information. (www.augsburg.edu/grad/international)

Transfer Credits and Transfer Students

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

Up to 9 post-baccalaureate graduate credits (9 semester credit hours) of appropriate didactic coursework may be transferred into the DNP program (See Evaluation of Transfer Credit in Academic Programs and Policies). Students may petition the Doctor of Nursing Practice - Family Nurse Practitioner 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 whose course content is comparable to course content in the Doctor of Nursing Practice - Family Nurse Practitioner program.

Readmission to the Program

To be readmitted to the university and the DNP program, students file a Readmission form through the Registrar's Office.

Academic Policies

Evaluation of academic performance in the DNP program will be based on letter grades. 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.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the DNP 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 a B- or less, the student must petition to the faculty of the DNP program before being allowed to continue in the program. If a second grade of a B- 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 University policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Augsburg is accredited by the Higher Learning Commission.

For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation, Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Associate Professor, Chair of the Nursing Department and Executive Director of the Augsburg Health Commons.

Michelle Higgins, DNP, APRN, FNP-C, Instructor.

Jill Oswald, DNP, APRN, FNP-C, Instructor, Clinical Director of the DNP-FNP Program

Katherine Martin, PhD, CMN, RN, Assistant Professor of Nursing, Director of BSN Completion program.

Heather Nielson, DNP, APRN, CNP, FNP-BC Instructor

Andrea Simek, DNP, APRN, FNP-BC, Instructor

Michelle Ullery, DNP, APRN, FNP-C, Assistant Professor, Director of DNP-FNP Program

Staff

Colleen Hagerman, Nursing Programs Coordinator.

Master of Business Administration

Embarking on a graduate degree program is an exciting and challenging decision. The Augsburg MBA is an ACBSP accredited program that is a rigorous and rewarding educational experience. The Augsburg MBA is practical and "hands-on," focusing on applicable skills and knowledge designed to increase your ability to think critically, analyze data, recognize trends and take the appropriate action. The MBA program utilizes 9 different business simulations in order to enhance experiential learning and critical thinking. Toward the end of the program, Augsburg MBA students work on a consulting project for a business organization or social enterprise. Students are divided into groups of four or five and write strategic, business and marketing plans for the organization or entrepreneur. In the past 20 years, students have written plans and made recommendations for facility expansions, new product introductions, strategic plans and new marketing programs. In the end, the MBA teams present their final recommendations to the CEO and the leadership team.

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

The Augsburg MBA is a 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. The students write their own personal development plan focusing on their core strengths, core convictions, personal mission statement, goals for the next five years and an action plan to accomplish those goals. 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 and are committed to diversity, equity and inclusion. We invite you to become part of a growing community of Augsburg MBA alumni.

George Dierberger, Ed.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 for their organization and the world.

Accreditation

The Augsburg MBA is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Augsburg is accredited by the Higher Learning Commission. 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 , highly competitive global economy. The curriculum has been designed to teach students the ability to analyze data, think critically, and apply innovative solutions to complex problems. 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 26 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 one another, mentor each other, and develop their own career development plan based on a series of self-assessments. You'll share diverse professional expertise and experience as you work in teams on projects, case studies, presentations, and Harvard Business Review simulations. 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.

MBA students 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.

Credit for Prior Learning

Up to nine credits (three courses) may be waived through prior business coursework that is comparable to the course curriculum and from an accredited business school (with director/faculty approval) or certain professional credentials (with appropriate documentation). Consult the MBA program office for details. Students who have passed the Certified Public Accountants (CPA) or Certified Management Accountants (CMA) exam may be waived from MBA 520, Accounting for Managers.

Students with prior academic coursework that meets the following criteria may be waived from eligible core courses.
- Course(s) must be taken at an 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 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 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 will 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. We have visited Germany, France, Poland, England, Ireland, Italy, Chile, Argentina and Brazil.

Program Requirements

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

A total of 14 courses are required for the Augsburg MBA. There are 12 core courses and 2 elective/concentration courses.

MBA Program Sequence

Semester 1:

MBA 592 - Leadership: Ethics, Vision and Transformation
MBA 545 - Organizational Behavior

Semester 2:
MBA 540 - Business and Professional Ethics
MBA 570 - Quantitative Decision-Making for Managers

Semester 3:
MBA 571 - Business Analytics
MBA 520 - Accounting for Business Managers

Semester 4:
MBA 530 - Managerial Finance
MBA 510 - Applied Managerial Economics

Semester 5:
MBA 550 - Marketing Management
MBA 595 - Strategic Management

Semester 6:
MBA 565 - Managing in a Global Environment
MBA 580 - Management Consulting Project
Concentration Course 1

Semester 7:
Concentration Course 2

Electives

Students are required to complete a concentration in either Finance, Leadership, Entrepreneurship, or Data Analytics.

Data Analytics Concentration
MBA 572 - Data Programming
MBA 573 - Predictive Analytics

Finance Concentration
MBA 532 - Investment Theory and Portfolio Management
MBA 535 - International Finance

Leadership Concentration
Any two MAL electives from the Master of Arts in Leadership program

Entrepreneurship Concentration
MBA 596 - Managing Innovation
MBA 583 - Entrepreneurship: Execution, Planning & Strategy

The entrepreneurship concentration teaches students how to perform the due diligence in developing and turning a business idea into reality by assessing the risks before product development. Our students learn how to collaborate and iterate in approaching the market opportunity and potential solution.

Student Learning Experience

Student Learning Experiences are meant to integrate the material from the three modules: Personal & Professional Development (SLE 1), Quantitative Analysis & Decision Making (SLE 2), and Value Creation (SLE 3). SLE 1 is embedded in MBA 540 Business Ethics, MBA 545 Organizational Behavior, and MBA 592 Leadership: Ethics, Vision and Transformation.

SLE 2 is embedded across the MBA curriculum and includes a global business simulation in the MBA 595 Strategic Management course. SLE 3 is a single course, the MBA 580 Management Consulting Project.

MBA/ MA in Leadership Dual Degree

Augsburg offers a coordinated program for students interested in both the Master of Business Administration and Master of Arts in Leadership degrees. See the Master of Arts in Leadership section of this catalog for program details.

For a complete list of courses and descriptions, see the Course Description Search.

Locations and Schedules

MBA classes are offered at the Augsburg Minneapolis campus. Cohorts begin three times per academic year at Augsburg's Minneapolis campus: September, January, and May. Orientation for new cohorts is generally scheduled 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.

MBA Graduate Certificates

Each certificate program is designed to be finished in six months, taking one course at a time and with each course lasting 7-8 weeks. Admission to the certificate follows the normal MBA application process. Certificate programs are not eligible for federal student aid. Students wishing to pursue the full MBA degree after certificate completion must contact Graduate Admissions.

Business Analytics Certificate

The certificate program is another attractive option for people who want to develop their analytical business skills without undertaking a full degree program. A certificate is awarded after completion of four Augsburg MBA courses in business analytics. The certificate courses are part of the MBA curriculum and would count toward the degree completion for the program.

Required Courses

- MBA570 - Quantitative Decision-Making for Managers
- MBA571 - Business Analytics
- MBA572 - Data Programming
- MBA573 - Predictive Analytics

Entrepreneurship Certificate

The certificate program is another attractive option for people who want to develop their entrepreneurial business skills without undertaking a full degree program. A certificate is awarded after completion of four Augsburg MBA courses in entrepreneurship. The certificate courses are part of the MBA curriculum and would count toward the degree completion for the program.

Required Courses

- MBA550 - Marketing Management
- MBA595 - Strategic Management
- MBA583 - Entrepreneurship: Execution, Planning and Strategy
- MBA596 - Managing Innovation

Finance Certificate

The certificate program is another attractive option for people who want to develop their financial skills without undertaking a full degree program. A certificate is awarded after completion of four Augsburg MBA courses in accounting and finance. The certificate courses are part of the MBA curriculum and would count toward the degree completion for the program.

Required Courses

- MBA520 - Accounting for Business Managers
- MBA530 - Managerial Finance
- MBA532 - Investment Theory and Portfolio Management
- MBA535 - International Finance

Admission to the Augsburg MBA Program

Admission Requirements

Students admitted to the MBA program must have:

- Bachelor's degree from an accredited four-year institution or an appropriately certified foreign institution
- Minimum of two years of relevant work experience is preferred
- Cumulative grade point average of 2.80 or higher is preferred

Admission Checklist:
- Completed application—Apply online at www.augsburg.edu/mba
- Personal Essay
- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
  - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
  - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- Resume/CV
- Two letters of recommendation preferred but not required
- Personal interview with Augsburg MBA Program Director.
- MBA Math replaces the need for the GMAT or GRE (optional for admission based on past experience; passing score required for the quantitative courses)

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.

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 33 semester credits at Augsburg in order to receive their MBA degree from Augsburg University. 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 and Readmission to the MBA Program

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

The grading scale used for the evaluation of academic performance in the MBA program is an A-F scale. For complete information on grading and evaluation, 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 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:

- Passing score on all modules of MBA math (http://mbamath.com/). MBA math contains modules in accounting, economics, finance, statistics, and spreadsheets (unless waived by the MBA Director)
- Successful completion of MBA courses with a cumulative GPA of 3.00 or higher at the completion of the program
- No more than two courses with a grade of B-

MBA Faculty

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

George Dierberger, Associate 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.

Cory Erickson, Instructor. BA, Ambassador University; MBA, Carlson School of Management, University of Minnesota.

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

Phyllis Kapetanakis, Associate Professor of Business Administration. BA, BS, Creighton University; MT, Arizona State University.

Ibrahim Keita, Instructor. BS, Arizona State University; MA, Duke University; PhD, University of Minnesota.

Kim, Won young, Associate Professor of Finance, MBA, Global FinanceThunderbird School of Global Management; PHD in Finance, Drexel University

Master of Fine Arts in Creative Writing

MFA Mission

The Master in Fine Arts in Creative Writing program broadens and deepens the artistic sensibilities of the student writers, creating a close-knit community with fellow writers within and outside of the program. Students receive individual attention from accomplished and forward-thinking faculty who help them prepare themselves for the future of creative writing.

Program Overview

The MFA at Augsburg University is designed to accommodate writers who work full-time, live outside of Minnesota, or simply desire the flexibility of a low-residency experience. This two-year program offers one-on-one work with mentors throughout the year, features an annual ten-day summer residency, and provides the opportunity to join a lifelong community of writers.

Genres

- Creative Nonfiction
- Fiction
- Playwriting
- Poetry
- Screenwriting

Concentrations

- Teaching
- Publishing

Features

- Two-year program
- Annual summer residency
- Online classrooms
- One-on-one mentor work
- Student to mentor ratio of 5:1

Summer Residency

Begin the program with a ten-day summer residency in the Twin Cities, participating in daily workshops, readings, and mini-courses that focus on literary craft as well as career skills in teaching, editing, publishing, book arts, and advertising. The program includes three summer residencies.

Fall and Spring Semesters Online

The first and second residencies are each followed by two off-campus semesters of work with faculty mentors in virtual classrooms that make use of online and other technologies. Each semester, MFA candidates enroll in a Mentorship and Critical and Creative Reading course, during which a faculty mentor guides the student's production of work and study of craft. In addition, students enroll in a craft paper course during their third off-campus semester and a thesis course in the fourth. Cross-genre work is allowed and encouraged.

Traditional Plan of Study

Augsburg's Traditional MFA in Creative Writing program can be completed in nine courses (46 credits) over two years by taking the three summer residencies, four long-distance mentorship and reading courses (fall and spring semesters), a craft paper course, and a thesis course.

- **First Year**
  - **Summer Residency I** (6 credits), held for ten days in the Twin Cities, includes a workshop in the student's declared genre, as well as readings and lectures. To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency (Summer Term 2).
  - **Fall Semester I** (6 credits), Mentorship and Creative and Critical Reading course. This work is conducted remotely, via computer, phone, and/or mail. Students work closely with their mentor and other writers in their declared genre.
  - **Spring Semester I** (6 credits), Mentorship and Creative and Critical Reading course — this time in a genre outside the student's chosen area of specialization. This work is conducted remotely, via computer, phone, and/or mail.
- **Second Year**
  - **Summer Residency II** (6 credits), held for ten days in the Twin Cities, and including a workshop in the declared genre, as well as readings and lectures. To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency.
  - **Fall Semester II**, Mentorship and Creative and Critical Reading course (6 credits) and a Craft Paper course (2 credits) in which students complete a craft paper examining some aspect of writing. This work is conducted remotely, via computer, phone, and/or mail.
  - **Spring Semester II**, Mentorship and Creative and Critical Reading course (6 credits) and a Thesis course (2 credits) in which students complete their thesis. This work is conducted remotely, via computer, phone, and/or mail.
- **Third Summer**
  - **Summer Residency III** (6 credits), held for ten days in the Twin Cities, and including a workshop in the declared genre, as well as readings and lectures. Graduating students give a public craft talk and a reading from their thesis (students should prepare for this work during their second year). To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency.

Optional Courses of Study

- **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 semesters instead of the standard four. At least four of these semesters 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 semesters, including three in the student's primary declared genre and at least 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 the director's approval is required.
- **Career Concentration Option.** Designed for students who wish to better prepare themselves for the job market, this option allows students to enroll in electives in teaching, and/or publishing. This work is usually completed alongside a traditional or extended/mixed genre course of study. The career concentration courses are also available as post-MFA studies. Career concentrations includes:
  - **Teaching Practice and Theory** - The Concentration in Teaching is a one-semester program (4 credits) combining practical and theoretical pedagogy to better prepare students who intend to teach. Students work with accomplished writing faculty as they consider curriculum and syllabi development. Students gain teaching experience by completing an internship in the teaching of writing. Prerequisite: teaching practice and theory seminars during summer residencies.
  - **Publishing**: **Howling Bird Press Book Prize** - The Concentration in Publishing is a two-semester experience (8 credits total) designed to introduce students to various aspects of the trade, including acquisition, editing, graphic design production, marketing and distribution. Each year, students work with experienced faculty to

select and publish the winner of the Augsburg Howling Bird national competition. During the second semester, students work as the staff and editors of Howling Bird Press; in exchange for this workload, students pay a registration fee rather than full tuition for the semester. Prerequisite: seminars in publishing during summer residencies.

Course Listing

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 559 - Thesis
ENL 560 - Craft Paper
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

Concentration Courses:

ENL 525 - Teaching Writing: Practice and Theory
ENL 527 - Publishing I
ENL 528 - Publishing II

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

Admission to the MFA Program

Admission Requirements

Students admitted to the MFA program must have:

- Qualified applicants must hold a bachelor's degree from an accredited college or university, or an appropriately certified foreign institution
- 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.

Application Checklist:
- Completed online application
- A personal essay
- Applicants must submit an official transcript(s) from the institution granting the bachelor's degree and from the most recently attended institution, if not the same.
  - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
  - In the case where transfer credits or waivers are sought, official transcripts are required from institutions at which the equivalents were completed.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- A writing sample (page counts are meant to provide guidance but are not a requirement):
  - 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.

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 12 semester credits in transfer. (See Evaluation of Transfer Credit in Academic Programs and Policies). See Academic Policies: Credit for more information.

Readmission to the Program

To be readmitted to the university and the DNP program, students file a Readmission form through the Registrar's Office.

Academic Policies

Credit

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).

The residencies and the combined mentorship and critical and creative reading courses carry six credits each. Craft paper and thesis courses carry two credits each.

To include a concentration in Teaching in the MFA, students must complete 10 courses or 50 credits. For the MFA with a concentration in Publishing, students must complete 11 courses or 54 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 University 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 B 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 University 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.

Mentor Faculty

Stephan Clark, Associate 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.

Anika Fajardo, MFA Mentor. Bachelor of Science, Education & Spanish, University of Wisconsin-Madison. Master of Library & Information Science, San José State University, San José, CA.

Andy Froemke, MFA Mentor. B.S. in Film & Video Production, Montana State University.

Michael Kleber-Diggs, MFA Mentor. JD, University of Minnesota.

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

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

Nayt Rundquist, Publishing Mentor. BA, University of Indianapolis; MFA, Fiction, Minnesota State University Moorehead.

TyLie Shider, MFA Mentor. BA, Delaware State University; MFA New York University.

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

Faculty Associates

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

Administration

Stephan Clark, Co-Director
Lindsay Starck, Co-Director

Master of Music Therapy

MMT Mission

To prepare students to be leaders in the field, while fostering their passion to serve clients and families, the MMT program offers unique learning opportunities that foster discovery and help students 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 needs of clients and demands in clinical practice.

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 36-credit program includes core music therapy courses designed to advance clinical practice and a wide selection of elective courses to tailor the development of clinical expertise.

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 554 - Advanced Music Therapy Clinical Improvisation (3 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 (3 credits)
MUS 575 - Music Therapy in Palliative Care (2 credits)
MUS 576 - Music Therapy in Trauma Informed Care (3 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 the academic advisor and program director.

- **Thesis**: A scholarly paper utilizing historical, philosophical, descriptive, experimental, or mixed methods research.
- **Manuscript for publication:** A scholarly manuscript based on any type of research conducted or clinical case study.

- **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 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 315 - Psychology, Culture, and Community in Music (2 credits)
MUS 340 - Music Therapy Methods I (4 credits)
MUS 345 - Music Therapy Methods II (4 credits)
MUS 374 - Music Therapy Practicum (1 credit)
MUS 375 - Music Therapy Practicum (1 credit)
BIO 103 - Human Anatomy & Physiology (4 credits)
PSY 105 - Principles of Psychology (4 credits)
PSY 203 - Lifespan Development (4 credits)
PSY 262 - Psychopathology (4 credits)

In addition to all the graduate coursework, students must also complete the music therapy internship.

MUS 546 - Clinical Music Therapy Internship (2 credits)

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

MUS 113 - Music Theory and Aural Skills I (4 credits)
MUS 114 - Music Theory and Aural Skills II (4 credits)
MUS 213 - Music Theory and Aural Skills III (4 credits)
MUS 214 - Music Theory and Aural Skills IV (4 credits)
MUP xxx Primary Lessons (minimum 4 semesters needed)
MUE xxx Chamber or Large Ensemble (minimum of 4 semesters needed)
MUS 231 History and Literature of Music, Antiquity to 1750 (4 credits) OR music history course from another genre
MUS 232 History and Literature of Music, 1750 to Present (4 credits) OR music history course from another genre

After completing the graduate coursework, students must also complete the music therapy internship. 180 practicum hours need to be completed prior to the internship. The internship will consist of 1,040 supervised clinical hours to fulfill the requirement. Additionally, proficiency exams on piano, voice, and guitar must be passed prior to starting an internship.

MUS 546 - Clinical Music Therapy Internship (2 credits)

Plan of Study

There are three tracks in the Master of Music Therapy program. The first is for individuals who hold a bachelor's degree in music therapy and hold board certification as a music therapist (MT-BC). They follow the master of music therapy track (MMT). The second track is for individuals that hold a bachelor's degree in music. They follow the Equivalency Plus Master of Music Therapy track (E+MMT). 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 (E++MMT).

Thesis/Final Project

As an institution, Augsburg University honors the decisions of individual departments regarding assessments associated with the awarding of degrees. Given the diversity of our graduate programs at Augsburg University and programs required to adhere to specific accreditation standards, graduate programs are required to develop a comprehensive review process that ensures the integrity and rigor necessary for degree completion and to meet accreditation standards. The comprehensive review (or "examination") in music therapy consists of an oral response to questions regarding

course content that covers theory, research, and practice. This review is an aspect of the final oral exam that also includes the defense of the thesis.

Thesis/Final Project Requirements

The term thesis is used for the research and document required for the master's degree in many departments and programs. Students can opt to complete a thesis or a final project in the MMT program. The thesis and final project follow the same process outlined below. While the thesis includes a research component, the final project maintains the rigor of a thesis project but does not include the formal research component.

1. Once the research topic has been chosen, the student must submit a project proposal: a written formal statement of the topic and plan of execution for the research. Your academic advisor will let the student know what form the proposal should take.
2. The composition of the committee that will supervise the project should be determined in collaboration with the student and academic advisor. The number of members needed on a project committee may vary depending on areas of expertise but should include a minimum of three (thesis advisor and two reviewers). The academic advisor will provide final approval of the review committee and thesis topic.
3. Students will provide a 25-30 minute oral presentation of their thesis with their academic advisor, program director, and all reviewers present. The academic advisor, program director, and reviewers will ask questions of the student and then deliberate and vote when the student has been excused.
4. All committee members must approve the thesis. Students submit any final edits to the academic advisor that reviewers have required. When those have been received the final grade for the thesis will be submitted and the student will provide two bound copies of the thesis to the program director.

MMT Program Comprehensive Review

In the Master of Music Therapy program, the final integrating experience assesses the body of knowledge that has been acquired through a student's coursework and research. No degree is granted simply as the record of the accumulation of appropriate courses with adequate grades. The form of the final requirement includes either a thesis or final project but always includes an oral defense. In the oral defense, the examining committee discusses the thesis or final project and assesses the student's mastery of the several components of the degree course work. Students will demonstrate evidence of their cumulative knowledge from their coursework and thesis/final project. This includes but is not limited to:

- Theoretical foundations
- Assessment and evaluation
- Music therapy methods and method-variations
- Sociocultural considerations
- Reflective and reflexive practice
- Ethical considerations
- Evidence-based practice
- Professional development
- Research methodologies

Admission to the MMT Program

Admission Requirements

Students admitted to the MMT program must have:

- Bachelor's degree from an accredited, four-year college or university, or an appropriately certified foreign institution.
- Proof of Board Certification (if applicable)
  - Candidates applying for the MMT program also need to show proof of their Board Certification as a Music Therapist.
  - Candidates wishing to be considered for the Equivalency + and Equivalency ++ tracks do not need to be certified to gain admittance.

Application Checklist:
- [Online Application](#)
- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree, or an appropriately certified foreign institution, and from the most recently attended institution, if not the same.
  - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
  - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
  - The Program Director may ask for additional transcripts if determined to be necessary.
- 2 letters of recommendation).
- A music assessment of ten to fifteen minutes of your primary instrument(s) and any additional instrument(s) the applicant is proficient in; music from any genre can be a part of the music assessment.
- Essay no longer than three pages.

For Academic Policies, please see Academic Policies.

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](#).

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 petition the Master in Music Therapy program for transfer of credits. Transfer credits will be evaluated on an individual basis at the discretion of the program director.

Readmission to the Program

To be readmitted to the university and the MMT program, students file a Readmission form through the Registrar's Office.

Accreditation and Affiliation

The Master of Music Therapy program is accredited by the National Association of Schools of Music (NASM) and approved by the American Music Therapy Association (AMTA). Augsburg University is accredited by the Higher Learning Commission.

MMT Faculty

Debbie Bates, Ph.D., MT-BC, Instructor

Jessica De Villers, MA, MT-BC, Clinical Coordinator

Erin Fox, MMT, MA, MT-BC, Instructor

Lisa Gallagher, Ph.D., MT-BC, Instructor

Juyoung Lee, Ph.D., MT-BC, RMT, Program Director, Assistant Professor

Lindsay Markworth, MMT, MT-BC, Instructor

Master of Science in Physician Assistant Studies

Mission

The mission of the Augsburg PA program is to educate empathic, community-minded, and forward-thinking health care leaders to practice in primary care with a focus on underserved, underrepresented, and marginalized communities.

The Augsburg PA program values team-based learning for team-based patient care through connection, inclusion, and innovation.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued status** to the Augsburg University Physician Assistant Program sponsored by Augsburg University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. 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 validation review of the program by the ARC-PA will be 2029 June. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at
https://www.arc-pa.org/accreditation-history-augsburg-university/

The Physician Assistant program at Augsburg is approximately 27 months long with studies beginning each year in the summer semester. The program accepts up to 33 students for each new class. Graduates will receive a Master of Science in Physician Assistant Studies.

Approximately 15 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. In addition, the clinical practice seminar is a small-group, case-based course that offers the unique opportunity to integrate and apply material from each of the courses to real-world patient cases. There are also hands-on activities that promote the development of practical skills through the use of simulated patients, technical skills workshops and labs.

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 will gain clinical experience in family medicine, pediatrics, women's health, behavioral health, emergency medicine, internal medicine, surgery, and various specialties. Clinical instructors include Physicians, PAs and other health care providers.

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

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 27-month length of the program.

PA Program Sample Calendar

YEAR 1

Summer

PA 500 - Community Health and Evidence-Based Professional Practice 1
PA 501 - Human Anatomy and Neuroanatomy
PA 503 - Human Pathophysiology

Fall

PA 510 - Community Health and Evidence-Based Professional Practice 2
PA 511 - History and Physical Exam Skills I
PA 521 - Pharmacotherapy I
PA 531 - Clinical Medicine I
PA 546 - Clinical Practice Seminar I

Spring

PA 512 - History and Physical Exam Skills II
PA 520 - Community Health and Evidence-Based Professional Practice 3
PA 522 - Pharmacotherapy II
PA 532 - Clinical Medicine II
PA 547 - Clinical Practice Seminar II

YEAR 2

Summer

PA 530 - Community Health and Evidence-Based Professional Practice 4
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
      EDC 541 - Introduction to Experiential Education

Clinical Phase (12 Months)
Fall (12 credits)
Spring (12 credits)
Summer (16 credits)

Over the course of the clinical year, every student is required to successfully complete 7 core clinical experiences* and two additional electives. These include:
- Psychiatry and Behavioral Health*
- Emergency Medicine*
- Family Medicine*
- General Surgery*
- Internal Medicine*
- Pediatrics*
- Women's Health*
- 2 Electives
  Examples: urgent care, primary care, cardiology, pulmonary, orthopedics, emergency medicine, critical care, surgery, transgender care, pediatrics, infectious diseases, internal medicine, dermatology

PA 690 - Capstone Course (4 credits) - Required in the last semester of the program.

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

Admission to the PA Program

Admission Requirements
- Bachelor's degree from an accredited college or university or an appropriately certified foreign 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
- Minimum of 2000 hours of paid clinical experience

- Completed the Augsburg University PA Program Supplemental Application
- Completed the prerequisite courses listed below with a B or higher

Application Checklist
- Admission Application through CASPA. Details outlined below.
- Supplemental Application through Augsburg. Details outlined below.
- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree.
    - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
    - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
    - The program director may ask for additional transcripts if determined to be necessary.
- Completion of an interview with the program admissions committee.

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.

Prerequisite Courses

To be an eligible applicant for the PA 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.

The following six (6) prerequisite courses must be completed with grades of B or higher at an accredited two-year or four-year college or university (within the timeline specific to your degree status as defined below).

- 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 statistics
- One course of medical terminology

*Labs are recommended but not required.

- Online prerequisite courses from accredited institutions are also accepted.
- Prerequisites must have been completed within 10 years of the start date of the program and, in general, must be completed by May 1 of the year of matriculation.
- The Augsburg PA Program does NOT accept advanced placement (AP credit) or experiential learning in place of required prerequisite courses.
- GRE, PA-CAT and MCAT are not required for application to this program.

Strongly Recommended

Highly competitive applicants to the Augsburg PA Program will also have:

- Direct patient care experience. This is the best type of experience to obtain in order to strengthen an application. We require at least 2000 hours of paid, direct, hands-on clinical patient care 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

PA Program Application Process

The Augsburg PA Program has a two-step application process—first applying through CASPA and then through the Augsburg University PA Program supplemental application.

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. Application materials must all be submitted by August 1.

Selection Process

The Augsburg PA Program is a mission driven program that recruits caring individuals who are dedicated to providing and increasing access to competent health care. The Admissions Committee uses a holistic proccess and looks for a balanced application by reviewing key criteria such as a bachelor's degree, cumulative GPA, science GPA, prerequisite courses, essays and direct patient care experience. Applicants are reviewed holistically for their service to underserved populations, knowledge of the profession, leadership activities, compassion and respect for others, ethics and integrity, personal and professional development, and letters of recommendation.

We give preference to applicants who demonstrate a strong match to our mission and who meet any of the following characteristics:

- Minnesota residents
- Augsburg graduates (those who have completed an undergraduate degree)
- Re-applicants who have improved their science GPA (improved by at least 0.2 after meeting the minimum requirement of 3.0) and/or patient care experience (accrued at least 2000 hours of direct patient care at time of re-application)
- Military experience (honorably discharged veterans and active military)
- HRSA economic indicators from CASPA application:
  - I am the first generation in my family to attend college (neither my mother nor my father attended college)
  - I am from a family that lives in an area that is designated as a Health Professional Shortage Area, or a Medically Underserved Area [(https://data.hrsa.gov/tools/shortage-area/hpsa-find)](https://data.hrsa.gov/tools/shortage-area/hpsa-find).
  - Your parent's family income falls within the table's guidelines and you are considered to have met the criteria for economically disadvantaged [(https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html)](https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html)

Interviews (September-November)

As the committee completes file review, candidates are selected for an interview. The interviews are generally conducted from September-November. Candidates are invited to campus to meet program faculty, staff, current students, and to tour the facilities. The interviews focus on an applicant's professionalism, communication skills, knowledge of and dedication to the Augsburg PA mission, patient care experiences, teamwork skills, and questions asked by the applicant.

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 to fill seats that accepted candidates may not claim.

Academic Policies

To access additional information pertaining to program policies, please reference the current student handbook found on the PA program website.

Technical Standards

Technical Standards are defined as the nonacademic requirements for participation in an educational program or activity. They include physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.

All candidates and students for a master of physician assistant studies degree offered by the PA Program at Augsburg University must have, ***with or without reasonable accommodation***, multiple abilities and skills including:

Physical Technical Standards
- Functional use of the senses of vision, hearing, and equilibrium.
- Exteroceptive (touch, pain, temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) senses
- Perception/observation of demonstrations, exercises, and patients accurately at a distance and close at hand.
- Communicate (in English) effectively, efficiently and sensitively with faculty, fellow students, all members of the health care team, other professionals, patients and their families, including verbal, non-verbal, written and typed communication.
- Dissect cadavers and examine gross specimens in gross anatomy and pathology laboratories
- Use instruments such as, but not limited to, a stethoscope, an ophthalmoscope, an otoscope, and a sphygmomanometer
- Possess gross and fine motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures
- Execute motor movements reasonably required to provide basic medical care, such as airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, pelvic examination, genital examination, digital rectal examination, simple obstetric maneuvers, and extended standing and retraction in a sterile surgical environment and gown while actively assisting the surgical team for prolonged periods of time.

Cognitive Technical Standards

Students must have sufficient cognitive (mental) capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions, medical literature, individual teaching settings, and in clinical patient care settings.

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

- be able to independently access and interpret medical histories or files
- identify significant findings from history, physical examination, and laboratory data
- provide a reasoned explanation for likely diagnoses and prescribed medications and therapy
- recall and retain information in an efficient and timely manner and be able to see the relationship between this retained information and its application in clinical practice
- calculate, reason, analyze, and synthesize
- incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans

Behavioral and Social Technical Standards
- Demonstrate the emotional health, maturity and compassion required of a healthcare provider.
- Possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete responsibilities attendant to the diagnosis under potentially stressful circumstances, emergency situations, and extended hours
- Develop empathic, sensitive, and effective relationships with patients
- Adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine
- Respond to supervision appropriately and act within the scope of practice, when indicated
- Possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
- Take responsibility for themselves and their behaviors
- Positively represent the Augsburg University PA Program and the PA Profession

All PA students must meet the minimum technical standards at all times to successfully progress through the program. Inability to meet any of these requirements at any stage in the program will result in a formal review process with the student progression review committee (PRC) to support the student and identify reasonable accommodations. **It is the**

responsibility of the student to notify the PA Program Student Progression Committee, in writing, of any changes in ability to meet minimum technical standards. A stated intention to only practice in a narrow field of medicine does not alter the requirement that all students take and achieve full competence across the entire curriculum.

Documentation of a Disability

The Augsburg University PA Program is committed to the admission and matriculation of qualified students. Augsburg University does not discriminate 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.

The PA Program will not discriminate against such individuals who are otherwise qualified but will expect all applicants and students to meet the published 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 reasonable accommodations to students with disabilities or temporary conditions. If you have ADHD, a mental health disability, a learning disability, a physical/sensory impairment, a chronic health condition, are on the autism spectrum, or have another disability, the CLASS office can provide you with reasonable accommodations and support.

Disability Specialists provide:

- Determination of appropriate accommodations
- Individual support
- Instruction in learning strategies
- Help with time management and organizational skills
- Assistance with course selection

Accommodations may include:

- Alternative testing (extended time, limited distraction)
- Assistive technology
- Alternative format textbooks and course materials
- Note taking support
- Housing accommodations
- Classroom accommodations

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

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 directly to the CLASS office. We encourage students to seek support early. Each student's requests will be evaluated on an individual basis.

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

Advanced Placement and Experiential Learning Policy

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

The Augsburg PA Program does not award academic credit to an individual for experiential learning. Applicants desiring admission to the Augsburg 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

We **strongly discourage** outside employment while enrolled in the Physician Assistant Program. Faculty does recognize that employment may be an issue that some students will face. However, program obligations and academic expectations 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. Outside employment is *never* considered an excused absence. Employment will not be accepted as an excuse for academic failures. or assignments not completed on time.

Withdrawal Policy

A student may initiate voluntary withdrawal from the Augsburg University Physician Assistant Program 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. All students are further advised to follow the university catalog procedure for withdrawal from the University.

Policies and Procedures for withdrawal from individual courses is based upon Augsburg University Registrar Policies. Please review official withdrawal deadlines on the registrar website for questions on tuition refunds.

Readmission Policy

Re-admission to the PA Program after withdrawal or dismissal from the program will be considered only under **extremely unusual circumstances**. Students may request readmission after voluntary withdrawal by reapplying to the PA Program through the Central Application Service for Physician Assistants (CASPA) and the Augsburg University Supplemental Application. Additionally, at the time of application, the applicant must submit a letter reflecting upon and outlining the reason for requesting readmission directly to the PA Program Director. Augsburg University PA Program does not offer advanced placement to any student.

To read about the PA program's Leave of Absence, Deceleration, and Parental Leave policies, please refer to the current student handbook found on the [PA program website](#).

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

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

Danielle Skoglund, MPAS, PA-C, Clinical Assistant Professor, PA Program Director

Vanessa Bester, EdD, MPAS, PA-C, Associate Professor, Director of the School of Health

Michael Butler, MPAS, PA-C, Clinical Assistant Professor

Rachel Elbing, MPH, PA-C, Clinical Assistant Professor

Miranda LaCroix, MSPAS, PA-C, Adjunct Instructor

Ryane Lester, MPAS, PA-C, Clinical Assistant Professor.

Kelsey Reif, MPAS, PA-C, Clinical Assistant Professor

Caroline Rowe, PhD, Instructor.

Mary Ruggeri, PhD, PA-C

James Young, MD, Medical Director.

Master of Social Work

The social work profession offers the rewarding prospect of joining with others to respond to social problems and develop opportunities that benefit individuals, families, groups, and communities. Social workers are foundational in many social systems including health care, education, non-profits, government entities, and others. The MSW degree prepares you for advanced-level professional practice in the field of social work, including all levels of social work licensure.

Augsburg's MSW program prepares you for advanced social work practice dedicated to reducing oppressive systems and discrimination. MSW students value our small class sizes, the cohort structure, and the opportunity to build meaningful relationships with each other and our faculty and staff. As a small hybrid program that meets on campus and asynchronously online, we have high expectations for our students and simultaneously offer flexibility to help each student meet their individual goals.

Attending Augsburg University will transform and develop your professional life in unexpected ways. The MSW program has two specializations. The first, Anti-Oppressive Clinical Practice, prepares students for clinical practice with individuals, families, and groups. The second, Anti-Oppressive Macro Practice, prepares students for macro social work practice with organizations, communities, and other large systems. Both programs focus on individual development of the social work practitioner and the multitude of social identities that shape our cultural and institutional 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.

MSW Mission

We strive to prepare exceptional social work professionals for anti-racist and anti-oppressive advanced social work practice that promotes intersectional racial and social justice in a diverse and global society.

Program Overview

The MSW program prepares social work students for professional practice in public and nonprofit settings. 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 University is accredited by the Higher Learning Commission. 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 generalist students. Full-time generalist students are enrolled in a two year program. Part-time generalist 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. Full-time advanced standing students are enrolled in a 13 month program. Part-time advanced standing students are enrolled in a 25 month program.

All students can complete the MSW degree within 4 years following matriculation.

Academic Calendar

The MSW program meets on a semester calendar, with classes offered September through August. 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

Courses in the MSW program are hybrid. Each class meets live on campus for 50% of the classes and asynchronously online for 50% of the classes. Classes meet on campus in 2-4 hour blocks on Friday evenings, 6 to 9:00 pm; Saturday mornings, 9;00 am to 12 pm; and Saturday afternoons, 1:00 to 5:00 pm. The weeknight option meets from 6:00 to 9:00 on Tuesday, Wednesday and Thursday. Each class meets on campus for eight sessions in a fall and spring semester and for four sessions on campus in a summer term (May-August), with the expectation that students engage in hybrid online learning activities between on-campus classes.

Time Commitment

Our hybrid program is a combination of on campus class sessions and online/experiential learning. During an on-campus class week, the typical student will spend 9-10 hours in class. For every hour spent in class, a student may expect to spend 3 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 Competency Based Learning Portfolio, which is reflective of their learning in an accredited master's of social work program.

Credit and Contact Hours

MSW courses range from two to three semester credits. Depending on the number of credits, students will spend 16 to 24 hours in the classroom per course. Students will also be expected to engage in learning activities outside of class.

Cohort Structure

MSW students are admitted to a particular cohort. Cohorts are distinguished by level of admission (generalist or advanced standing), rate of attendance (full-time or part-time), and chosen specialization (Anti-Oppressive Clinical Practice or Anti-Oppressive Macro Practice). Any changes to a student's cohort selection must be approved by the MSW Program Director.

Field Practicum

Generalist 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 generalist students, is a minimum of 420 hours. Successful completion of the second field practicum, required for both generalist 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 integrative field seminars as well as other MSW courses.

MSW Curriculum Components

Generalist Curriculum

In the generalist first year courses and field practicum, students are introduced to social work as a profession. Students learn both historical foundations and contemporary theories and practice methods relating to both the individual and the social environment. During the generalist year, students study human behavior and the social environment, history of social welfare policy, research methods, assessment and intervention methods, diversity, and social work values and ethics.

In the generalist curriculum students apply knowledge of theories and practice methods in the generalist field practicum. The field practicum is completed concurrently with enrollment in two field seminar courses. The full generalist curriculum is required of all students, with the exception of those admitted with advanced standing. Before beginning the specialization curriculum, all generalist coursework and field hours must be successfully completed.

Specialization Curriculum

After completing the generalist requirements, students enroll in the specialization curriculum that they selected at the time of their application to the program. Students also complete an advanced field practicum. Augsburg offers two specializations: Anti-Oppressive Clinical Practice or Anti-Oppressive Macro Practice . In either specialization, students deepen their 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 specialization curriculum, students apply this advanced knowledge of theories and practice methods in the specialization field practicum. The field practicum is relevant to their chosen specialization and is completed concurrently with enrollment in two field seminar courses. As a capstone to the MSW program, students complete a Competency Based Learning portfolio.

Anti-Oppressive Clinical Practice Specialization

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 and anti-oppressive approaches as organizing perspectives, anti-oppressive clinical social work practice addresses the biopsychosocial and spiritual well-being of individuals, families, and groups. To this end, graduates of this specialization develop competence in using relationship-based, culturally informed, anti-oppressive, and theoretically grounded interventions with persons facing challenges with their emotional, behavioral, and mental health.

Anti-Oppressive Macro Practice Specialization

The Anti-Oppressive Macro Practice specialization prepares social workers to develop leadership skills to work across system sizes, with a broad range of problems, while grounded in anti-oppressive and anti-racist social work practices.

Social workers who specialize in macro practice have a wide range of settings in which they practice their skills. Leadership, research and evaluation, community organizing, policy practice, program design and development are just some of the areas in which macro social workers find themselves. Building on the rich diversity inherent in the various practice settings, anti-oppressive macro practice social workers use their understanding of anti-oppressive systemic practices to guide their work. Settings include government agencies, nonprofit organizations, policy settings, and community development programs.

Portfolio Project
- The goal of the Competency Based Learning Portfolio is to enhance the reflective assessment 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 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.

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
- Maintain a cumulative GPA of 3.00 or higher
- Successful completion of 920 hours of approved field practica for generalist students or 500 hours of approved field practicum for advanced standing students
- Successful completion and submission of the Competency Based Learning Portfolio

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 six specific categories. For more information, go to the Minnesota Board of Social Work web page, www.socialwork.state.mn.us.

MSW Course Requirements

Generalist 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 509 - Human Behavior: Mental Health Assessment and Diagnosis

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 (generalist students only)

SUMMER

SWK 501 - History of Social Welfare Policy*
SWK 516 - Practice Methods and Skills 3: Communities and Policies*

Advanced Standing Student Generalist Courses

SUMMER

SWK 510 - Advanced Practice Methods
SWK 509 - Human Behavior: Mental Health Assessment and Diagnosis

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

Specialization Courses

Anti-Oppressive Clinical Practice Specialization:

FALL

SWK 610 - Integrative Field Seminar 3: Anti-Oppressive Clinical Practice (taken concurrent with second practicum)
SWK 615 - Diversity and Inequality 1
SWK 628 - Anti-Oppressive Clinical Practice with Individuals
SWK 629 - Anti-Oppressive Clinical Practice with Families

SPRING

SWK 611 - Integrative Field Seminar 4: Anti-Oppressive Clinical Practice (taken concurrent with second practicum)
SWK 616 - Diversity and Inequality 2
SWK 630 - Anti-Oppressive Policy Practice
SWK 631 - Anti-Oppressive Clinical Practice with Groups

SUMMER

SWK 634 - Anti-Oppressive Supervision
SWK 640 - Anti-Oppressive Capstone
SWK 599 - General Elective

Anti-Oppressive Macro Practice Specialization:

FALL

SWK 651 - Integrative Field Seminar 3: Anti-Oppressive Macro Practice (taken concurrent with second practicum)
SWK 615 - Diversity and Inequality 1
SWK 660 - Anti-Oppressive Macro Practice Research Methods
SWK 667 - Organizational Theory and Practice

SPRING

SWK 652 - Integrative Field Seminar 4: Anti-Oppressive Macro Practice (taken concurrent with second practicum)
SWK 616 - Diversity and Inequality 2
SWK 668 - Community Organizing and Social Movement Theory and Practice
SWK 630 - Anti-Oppressive Policy Practice

SUMMER

SWK 669 - Leadership for Change
SWK 599 - General Elective
SWK 640 - Anti-Oppressive Capstone

SWK 599 General Elective

Students complete at least one general elective course.

Field Practicum

Social work education goes beyond the classroom. Through the field practicum, 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 Anti-Oppressive Clinical Practice or Anti-Oppressive Macro Practice settings

- Evaluation of the effectiveness of program or practice activities
- An understanding of and respect for diverse human identities
- 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, generalist 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 generalist and specialization practica are spread over two semesters (fall and spring). Both practica are concurrent with enrollment in integrative field seminars, as well as other MSW coursework.

The field education of the MSW program is divided into two components:

Generalist Practicum
- The 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 generalist level. Students spend an average of 15 hours per week during the fall and spring semesters in this practicum.

Specialization Practicum
- The specialization practicum places emphasis on advanced practice skills and leadership qualities related to the chosen specialization. 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.

Field Practicum Settings and Field Practicum Identification

The field matching process begins the spring before classes start in collaboration with other Twin Cities MSW programs. Students attend a field orientation and a practicum interviewing event with a large number of agencies and potential field instructors. Practicum matching involves interviews at the approved practicum sites, arranged by the student, and a matching process conducted collaboratively by the field directors of the participating MSW programs in the Twin Cities. Students are notified of the agencies they are matched with a few weeks later.

Dual Degree in Social Work and Business Administration (MSW/MBA)

Augsburg University 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 organizations to serve diverse communities.

Purpose

Many social service agencies today require that leadership 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 social services with the knowledge and skills of administrative leadership.

Specialization

The MSW/MBA dual degree includes an accelerated third year of study for MSW students who elect the Anti-Oppressive Macro Practice specialization. In this specialization, 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 Anti-Oppressive Macro Practice 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 weekdays and weekends—and students engage in hybrid learning activities between class weekends.

Year 3 (12–16 months)

MBA courses meet on weeknights. The MBA program includes a summer term. See the MBA section for required courses for the dual degree.

Curriculum
- Generalist or advanced standing coursework
- Either 920 hours (generalist) or 500 hours (advanced standing) MSW field practicum experience
- Complete a minimum of ten MBA courses after completion of the MSW degree.
- 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 specialization year. The GMAT is waived for MSW/MBA dual degree applicants. However, all MSW students are required to complete the MBA math modules and achieve a score of 80% or higher before they begin the quantitative courses for the MBA program. Students must meet all admission criteria for the MBA program. Admission to one program does not guarantee admission to the other.

MSW/LADC License

The Augsburg University MSW program offers a pathway to qualify for the Licensed Alcohol and Drug Counseling credential while studying in the MSW program.

Purpose

The intent of the MSW/LADC credential is to expand the workforce qualified to work with clients who have substance use issues and/or co-occurring disorders. Additionally, offering this credential expands the capabilities and qualifications of our MSW graduates to pursue careers. Adding the LADC requirements and certification to the regular plan of study in the Anti-Oppressive Clinical Practice MSW program provides opportunities for dually licensed social workers (LICSW/LADC) to engage in the practice of alcohol and drug counseling once they are licensed (as per Minnesota state law) in addition to their ability to conduct diagnostic assessments, and individual, family and group treatment.

Plan of Study

The coursework required for the LADC credential includes the required coursework for the Anti-Oppressive Clinical Practice specialization. In addition, there are four courses and one additional fieldwork experience required. The four additional required courses are: SWK 518, Foundation of Addictions; SWK 519, Motivational Interviewing; SWK 699, General Elective – Co-Occurring Disorders; and SWK 622, LADC Field Seminar. There are 380 additional field practicum hours required in addition to the 500 required for MSW specialization field practicum for a total of 880 hours. Content in the LADC pathway covers the 10 core functions required of an LADC training plus the 880 field practicum hours. For further information about the requirements for the LADC credential, please refer to the MN Board of Behavioral Health and Therapy.

Admission to the MSW

Admission Requirements

Students admitted into the MSW program must have:

- Bachelor's degree from an accredited college or university or an appropriately certified foreign institution
- Cumulative undergraduate GPA of 3.0 or higher

Application Checklist
- Completed application form
- Applicants must submit an official transcript(s) from the institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
  - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
  - In the case where transfer credits or waivers are sought, official transcripts are required from institutions at which the equivalents were completed.
  - The program director may ask for additional transcripts if determined to be necessary.
- If applicants GPA is below a 3.0, a typed statement will be required addressing lower GPA. Specific questions to be addressed are outlined on the admission website. www.augsburg.edu/msw/admission-process/
- Two letters of recommendation. See website for preferred references at www.augsburg.edu/msw/admission-process/.
- Resume/CV
- Typed personal statement

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.

Admission as a transfer student

Students may apply to Augsburg as a transfer student.

In addition to providing the required application documents, transfer candidates must provide a letter of good academic and professional standing from the program director of the program they are transferring from. Additional reference letters from faculty are welcome but not required. Please refer to the MSW Student Handbook for additional requirements for transfer students.

Students may transfer up to 24 semester credits for generalist students and 8 for advanced standing students. Transfer credits will be evaluated for equivalency by the MSW program director in consultation with the Admissions Committee. Eligible courses must be from a CSWE accredited MSW Programs, and students must have earned a grade of B- or higher in the courses they wish to transfer. Additionally, the course content must be comparable to the MSW program requirements for core courses. Students will be asked to provide appropriate documentation regarding previous coursework, including, but not limited to, an official transcript, course description, and syllabus. 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 credit hour from an institution on the quarter system 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

Students must complete no fewer than 30 credits at Augsburg in order to receive their MSW degree from Augsburg University.

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

Readmission to the Program

To be readmitted to the university and the MSW program, students file a Readmission form through the Registrar's Office.

Admission with Advanced Standing

Applicants who have earned a bachelor's degree in social work from a program that is accredited by the Council on Social Work Education (CSWE) within the last 15 years are eligible for Advanced Standing status. Students with Advanced Standing status are waived a maximum of six MSW courses and the Generalist Field Internship. Advanced Standing students will be able to complete the MSW in a 12-month, full-time format.

Academic Policies

Academic Achievement

Students must maintain at least a 3.00 cumulative grade point average in the MSW program. If a student falls below a B average, the student will be placed on academic probation. A 3.00 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 3.00, the student may be dismissed from the program. Students are retained in the program who can:

- Maintain expected grade point average (3.00 or higher)
- Complete course requirements of the program and field placement in a timely manner
- Complete the program within four years
- Abide by the MSW Student Handbook and the NASW Code of Ethics

Courses with a grade below B- must be repeated. No more than two courses can be repeated. If a student receives a grade below B- in a field course, the MSW director will initiate a Level 3 review, as outlined in the MSW Student Handbook

Evaluation of Student Field Performance

The criteria for evaluating field performance is based on the Council on Social Work Education competencies and can be found in the MSW Field Manual, which is located on the MSW Program Internship Placement Tracking website and on the MSW Resource Board on Moodle.

Four-Year Limit

All students are able 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.

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 generalist courses are prerequisite to the specialization courses. Students may not enroll in the specialization courses until successfully completing all generalist 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, students can also expect to purchase textbooks and student liability insurance when in a field practicum. There may also be additional fees associated with short-term study abroad electives.

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

MSW Faculty

Alex Fink, Assistant Professor of Social Work. BA, MSW, PhD, University of Minnesota.

Melissa Hensley, Associate Professor of Social Work, BSW Program Director. BA, MSW, PhD, Washington University in St. Louis; MHA, University of Missouri–Columbia.

Vanessa Marr, PhD LMSW-C, Assistant Professor

Kao Nou Moua, Assistant Professor of Social Work, MSW Program Director, BA, MSW, University of Montana; PhD, University of Minnesota.

Erin Sugrue, Social Work Department Chair, BA, Grinnell College; MSW, MPP, PhD, University of Minnesota.

Christopher Thyberg, BASW, Calvin University; MSW, PhD, University of Pittsburgh.

Jin Young Seo, PhD, Assistant Professor of Social Work

Special Appointments

Susan Carlin, Visiting Professor. BA, University of Minnesota; MS, University of Wisconsin-Stout; MSSW, University of Wisconsin.

Genevieve Sabala, Visiting Professor. MSW Field Director, BA, Egerton University; MSW, MPA, Grand Valley State University; PhD (ABD) Nova Southeastern University

Richard Spratt, Visiting Professor. BSW, Augsburg University; MSW University of Minnesota.

Social Work Department Staff

Lydia Madden, Social Work Department Coordinator & MSW Field Assistant

Graduate Certificate in Health Equity and Racial Justice in Healthcare

This course credit-seeking certificate program is designed to create awareness for health, equity, and racial justice in health, healthcare systems, and communities. This certificate targets current graduate students and alumni in healthcare-focused disciplines at Augsburg University who desire a graduate certificate in Health Equity and Racial Justice in Healthcare, offering a flexible time to completion.

The certificate courses are part of distinct graduate departments with Augsburg: Nursing, Physician Assistant, Leadership, Social Work, and Business. The Doctor of Psychology program is a part of the collaborative and plans to be active in participation for the 2024-2025 academic year.

Certificate Learning Outcomes:

1. Integrate the social determinants of health into the context of professional practice and interdisciplinary collaboration.
2. Explore hegemonic norms, privilege, and bias in health care practices as structural barriers and systems of oppression are explored.
3. Demonstrate principles of transformative action through advocacy, praxis, and speaking truth to power.

Certificate Requirements

- NUR 541: Politics of Healthcare
- One of NUR 541P or NUR715
  - NUR 541P: Practicum: Politics of Healthcare
  - NUR 715: Practicum: Dismantling White Supremacy Culture
- Two additional courses, with one being from the student's primary graduate program and one from a different program. Nursing students must take both courses outside of the main program. These two classes are chosen from the following:
  - MBA 540: Business and Professional Ethics
  - ML 560: Cultural Competence and Effective Leadership
  - ML 599: Topics: Collaborative Leadership
  - SWK 509: Human Behavior: Mental Health Assessment and Diagnosis
  - SWK 630: Anti-Oppressive Policy Practice
  - PA 500/510/520/530: Community Health and Evidence-Based Professional Practice (must take 3 out of 4; PA students only)

Program Costs

The certificate program is intended for current Augsburg graduate students or alumni of the participating programs. Tuition for certificate program courses will be based on a student's main graduate program classification.

Graduate certificate programs are not financial aid-eligible. If a current degree-seeking student is pursuing the certificate alongside their regular graduate studies, courses required only for the certificate will not be factored into the financial aid eligibility for a semester.

Admission

Current Augsburg graduate students or **Augsburg Graduate Program Alumni** may apply to the Graduate Certificate in Health Equity and Racial Justice in Healthcare by completing an online form located at the following web address: https://admissions.augsburg.edu/register/healthequity. No further materials are required.

Augsburg University Board of Regents

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

Sylvia Bartley, PhD
Cyrus Batheja '08, '11 MBA, EdD
Cheryl T. Chatman, EdD
Karim El-Hibri '06
Ellen Ewald
Nicholas C. Gangestad '86, MBA
James Hereford
Pahoua Yang Hoffman
Kenneth Holmen '74, MD
Veena Iyer, JD
Diane L. Jacobson, PhD
Eric Jolly, PhD
Cyndi Jones '81, PhD
Wayne D. Jorgenson '71
Ethelind Kaba
Karolynn Lestrud '68
Terry Lindstrom '73, PhD
Michael C. Maxey
Dennis J. Meyer '78
Pamela Hanson Moksnes '79
Nancy Mueller '85
John O'Brien, PhD
Paul C. Pribbenow, PhD
John Schwartz '67
Bishop Laurie Skow-Anderson, ex officio
Dean A. Sundquist '81
Bishop Ann Svennungsen, ex officio
Jill N. Thomas, JD
Rev. Mark N. Wilhelm, PhD, *ELCA advisory member*
Noya Woodrich, '92, '94 MSW

ELCA Vocation and Education Program Unit

Program Director for Colleges and Universities

Rev. Mark N. Wilhelm, PhD