

"If we are not for our children, who shall we be for?"
—Paul Wellstone



MASTER OF ARTS IN EDUCATION

AUGSBURG
COLLEGE

Transforming Education

MAE EDUCATION

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AUGSBURG Transforming Education
COLLEGE

MASTER OF ARTS IN EDUCATION
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WELCOME TO THE AUGSBURG COLLEGE EDUCATION DEPARTMENT



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

OUR PHILOSOPHY. The Education Department program theme—**Teacher as developing professional from classroom decision-maker to educational leader**—suggests the expectations we have that our students will leave our programs prepared to exercise leadership in the classroom and, eventually, the institution. Our department mission statement goes beyond leadership to also lay out our expectations for fostering “student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.”

Our urban setting provides yet another dimension to our programs through course content, field experiences, and classroom instructors. Our goal is that students leave our programs prepared to be knowledgeable, collaborative, capable beginning teachers who imbue their practice with ethics, tolerance, and compassion.

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

OUR ACCESSIBILITY. We realize that though teaching is your dream, your reality likely includes work, family, and personal responsibilities. Because we understand the demands adult students face, we offer flexible scheduling. A majority of licensure and graduate-level courses are taught in the evenings and weekends to allow you to manage these responsibilities while pursuing your goals.

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

A handwritten signature in cursive script that reads "Vicki L. Olson". The signature is written in dark ink on a white background.

Vicki Olson, Ph.D.
Program Director

EDUCATION DEPARTMENT MISSION

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

PROGRAM THEME

Teacher as developing professional, from competent classroom decision-maker to educational leader.

PROGRAM DIMENSIONS

What we do—concepts and strategies of teaching (being competent in pedagogy; building relationships)

- How to assess and evaluate student ability and performance (MSEP 8: Assessment).
- How to plan instruction to meet student needs (MSEP 7: Planning Instruction)
- How to implement instruction to promote student learning (MSEP 4: Instructional Strategies)
- How to manage children and classroom life effectively (MSEP 5: Learning Environment)
- How to help students develop emotionally and socially (MSEP 2: Student Learning; MSEP Standard 5: Learning Environment)
- How to integrate technology and service learning into a learning environment.

Who we teach—knowledge of children and youth (embracing diversity)

- How students develop and learn (MSEP 2: Student Learning)
- Similarities/differences across communities, cultures, learning styles, abilities, special needs, and lifestyles (MSEP 3: Diverse Learners)
- Current issues affecting children and youth (MSEP 9: Reflection and Professional Development; MSEP 10 Collaboration, Ethics, and Relationships)

Where we work—contexts of schools (collaborating effectively; being knowledgeable in content)

- Foundational knowledge of schools and education in the U.S. (MSEP 9: Reflection and Professional Development)
- Collaboration and teaming skills (MSEP 10: Collaboration, Ethics, and Relationships)

Who we are as individuals and teachers—personal stance and knowledge base (reflecting critically; being knowledgeable in content; being ethical in practice; developing future educational leaders)

- Leadership skills (MSEP 9: Reflection and Professional Development; MSEP 10 Collaboration, Ethics, and Relationships)
- I know and how I learn (MSEP 1: Subject Matter)
- How I think: critically, creatively, ethically, reflectively (MSEP Subject Matter; MSEP 9: Reflection and Professional Development)
- What I believe to be true about education and people; personal philosophy of education (MSEP 9: Reflection and Professional Development)
- What I can do to develop as a professional (MSEP 9: Reflection and Professional Development)
- How I communicate and understand the communication of others (MSEP 6: Communication; MS 10: Collaboration, Ethics, and Relationships)



WHEN TEACHING IS A DREAM AND WORKING A REALITY

At Augsburg College you can pursue your dreams of becoming a teacher while continuing to work. We offer you an opportunity to earn your education licensure as a component of a Master of Arts in Education (MAE) degree through classes that primarily meet every other weekend and limited weekday evenings.

Augsburg's MAE degree is flexible, for people who:

- have a baccalaureate degree already and are seeking teaching licensure with an option to complete a master's degree;
- are licensed teachers seeking a master's degree;
- are seeking a master's degree in education without teaching licensure.

Through weekend and weekday evening classes, students can earn licensure in:

- **Elementary education with a middle school specialty.** Specialty areas in communication arts, math, and social studies are available through this program. The science specialty is available through a combination of weekday, weekday evening, and weekend courses. All education courses are available through weekend and weekday evening courses.
- **Secondary and K-12 education.** Undergraduate majors in licensable content areas serve as the foundation for secondary and K-12 education licensure. These majors are evaluated by Augsburg's content area departments to determine remaining content area courses necessary for licensure. In general, a minimum of two courses within the licensure major must be completed at Augsburg. Social studies, art, and communication arts/literature are available entirely through weekend and weekday evening classes. Other licensure majors are offered primarily through weekday courses, including biology, chemistry, health education, mathematics, music education, physical education, physics, and theatre arts. All education courses are available through weekend and weekday evening courses.
- **Special education.** Licensure areas in special education include emotional/behavioral disabilities and learning disabilities.

These programs, **designed primarily for people who have already earned a baccalaureate degree and now want a teaching license**, are comprised of two distinct parts.

First is the licensure component. If you are seeking licensure and qualify for admission into the MAE program, you can take a portion of the licensure courses at the graduate level. While these courses do not fulfill all MAE degree requirements, they form the core of the master's degree.

Second is the graduate degree completion component. Between four to six licensure courses completed at the graduate level with a 3.0 or better cumulative GPA can be applied towards the MAE degree. Once licensure is achieved, you can continue to take graduate classes in education and leadership to complete the MAE degree.



WHEN TEACHING IS A DREAM AND WORKING A REALITY (CONTINUED)

Already licensed teachers can work towards the MAE degree through the following options:

- Special education E/BD and LD
- Reading licensure

People seeking an education-related master's degree who do not want licensure can pursue an MAE degree, as well. These programs are made up of a core of graduate level education courses plus additional courses in leadership.

Whether seeking licensure and/or a master's degree, this program allows you to change or enhance your career while fulfilling your family and professional commitments in the company of adults with similar goals.

PROGRAM CONCEPTUAL FRAMEWORK

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

The leadership focus plays out in two ways. First, the additional work required in the graduate versions of the "slash" courses focuses on providing graduate students the chance to exercise leadership as well as extend their knowledge beyond the basic requirements. Second, in the degree completion component, students are required to include at least two graduate-level courses from our Master of Arts in Leadership (MAL) program. This provides the students the chance to focus on some aspects of leadership as part of their degree program.

	WEEKEND & EVENING	WEEKEND, EVENING, & DAY
ELEMENTARY	Communication Arts Social Studies Mathematics	Science
SECONDARY & K-12	Art Communication Arts/Literature Social Studies	Biology Chemistry Health Education Mathematics Music Physical Education Physics Theatre Arts/Dance
SPECIAL EDUCATION	Emotional/Behavioral Disorders Learning Disabilities	

ELEMENTARY EDUCATION

LICENSURE COMPONENT

The K-6 elementary with a middle school specialty license allows you to teach in grades K-6 and in your specialty area of math, science, social studies, or language arts in middle school. Augsburg Weekend College offers this license to people who already hold a bachelor's degree and meet admissions requirements, as well as to people seeking a bachelor's degree.

Licensure requirements are offered at undergraduate/graduate level. That means classes will consist of both undergraduate and graduate students, with graduate students having additional course responsibilities. The graduate course numbers are taken at the 500 level.

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

EDC 200/522	Orientation to Education (1.0) *
EDC 206/566	Diversity/Minnesota American Indians (1.0)
EDC 310/533	Learning and Development (1.0) *
EDC 410/544	Special Needs Learner (1.0) *
EDC 480/580	School and Society (1.0)
EED 320/520	K-6 Methods: Reading (1.0) *

To complete the license, you will also need to complete certain requirements at the undergraduate level:

HPE 115	Chemical Dependency (.5)
EDC 220	Educational Technology (.5)
EED 310	K-6 Methods: Health/PE (.5)
EED 330	K-6 Methods: Children's Lit./Lit. Arts (1.0)
EED 341	K-6 Methods: Art (.25)
EED 342	K-6 Methods: Music (.25)
EED 350	K-6 Methods: Math (1.0)*
EED 360	K-6 Methods: Science (1.0)
EED 370	K-6 Methods: Social Studies (.5)
EED 380	Kindergarten Methods (.5) *
Middle School methods in specialty *	(.5-1.5)
EED 481,483	Student Teaching (2.0)

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



UNDERGRADUATE LIBERAL ARTS REQUIREMENTS

The number of supporting liberal arts courses required for licensure depends upon the courses taken previously as part of the bachelor's degree. Requirements are determined by:

- Minnesota licensure standards for specific college level coursework in math, biology, physics, and earth science for all students seeking elementary licensure.
- Minnesota licensure standards in a specialty area for middle school. Subject area specialties are offered in language arts, social studies, math, and science.

Previous coursework can be accepted into the licensure program if it meets Minnesota standards and if a grade of C or better was achieved. The Education Department determines the courses that are accepted. Transcripts, course descriptions, and course syllabi are used to make these determinations.

In limited cases, life experience can be considered as a substitute for specific program requirements. In such cases students must provide significant evidence of competency in the affected standards. The College's Application of Prior Learning (APL) process is used as a framework. The Education Department determines what is accepted.

SECONDARY EDUCATION

K-12 and 5-12 licensures in several content areas are offered in Weekend College through a combination of graduate and undergraduate coursework. Education requirements are offered primarily on a weekend schedule (along with a limited number of weekday evening courses). Graduate-level licensure coursework is available to people who already hold a bachelor's degree and meet admissions criteria.

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

EDC 200/522	Orientation to Education (1.0) *
EDC 206/566	Diversity/Minnesota American Indians (1.0)
EDC 310/533	Learning and Development (1.0) *
EDC 410/544	Special Needs Learner (1.0) *
EDC 480/580	School and Society (1.0)
ESE 300/500	Reading and Writing in Content Area (1.0)

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

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

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

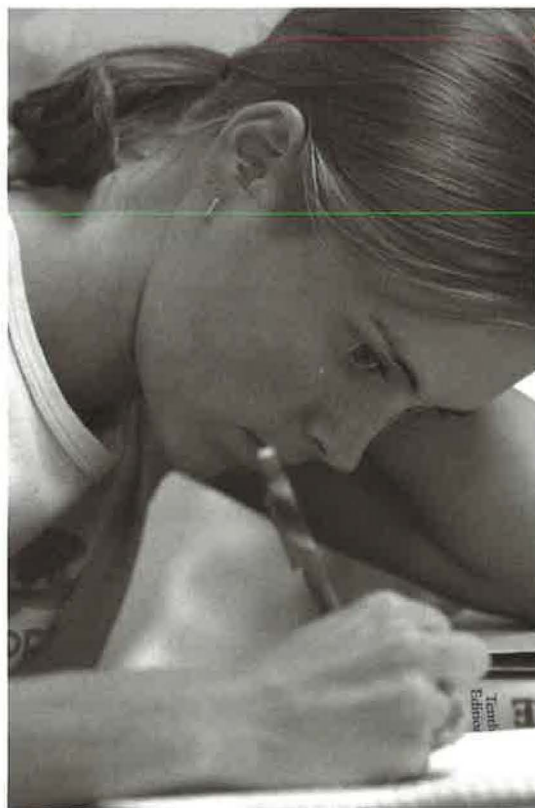
UNDERGRADUATE LIBERAL ARTS REQUIREMENTS

The equivalent of a major in a content area is required for K-12 and 5-12 licensure. Students who have majored in a field in which we offer licensure must have their previous coursework evaluated by the major department at Augsburg. Additional coursework tied to licensure standards is generally required.

The following majors are offered almost entirely through Weekend College: communication arts/literature, history or economics or psychology or sociology (all for social studies), studio art.

The following majors are offered primarily or entirely through the weekday program: biology, chemistry, physics, health and physical education, theatre/dance, mathematics.

People seeking 5–12 licensure in social studies and biology, chemistry, or physics must complete a broad-based core of courses in their selected field in addition to the major. Previous coursework is accepted when appropriate. This is part of the evaluation of major coursework.



SPECIAL EDUCATION

EMOTIONAL/BEHAVIORAL DISABILITIES, LEARNING DISABILITIES

LICENSURE COMPONENT

There are two licensure options in the K-12 Special Education program: emotional/behavioral disabilities, and learning disabilities. Both of these programs qualify you to teach in special education programs and positions. Many students get licensure in both emotional/behavioral and learning disabilities.

Emotional/Behavioral Disabilities Core

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

EDC 200/522	Orientation to Education (1.0) *
EDC 206/566	Diversity/Minnesota American Indians (1.0)
EDC 310/533	Learning and Development (1.0) *
EDC 410/544	Special Needs Learner (1.0) *
EED 320/520	K-6 Methods: Reading (1.0)*
SPE 400/500	Teaching Students with Emot./Behavioral Disabilities (1.0)**
SPE 410/510	Implementing Assessment Strategies (1.0)**
SPE 420/520	Planning, Design, and Delivery (1.0) **
SPE 430/530	Instructional and Behavioral Practices (1.0)**
SPE 440/540	Parent and Professional Planning (1.0)**

Learning Disabilities Core

Students wishing to earn a Learning Disabilities licensure in addition to a Emotional/Behavioral licensure will take the above courses in the Emotional/Behavioral core, and two additional specialty courses.

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

A student wishing to earn only a Learning Disabilities licensure would take all of the Emotional/Behavioral Disabilities core class as well, with the exception of SPE 430/530 Instructional and Behavioral Practices.



SPECIAL EDUCATION

EMOTIONAL/BEHAVIORAL DISABILITIES, LEARNING DISABILITIES

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

HPE 115	Chemical Dependency (.5)
EDC 220	Educational Technology (.5)
EED 330	K-6 Methods: Children's Lit./L.Arts (1.0)
EED 350	K-6 Methods: Math (1.0)*
EED 360	K-6 Methods: Science (1.0)* Student Teaching (1.0-2.0)

**10-20 hours of field experience are required as part of this course. Students currently working in schools can often use their school employment for their field experience.*

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

Previous coursework can be accepted into the licensure program if it meets Minnesota standards and if a grade of C or better was achieved. The Education Department determines the courses that are accepted. Transcripts, course descriptions, and course syllabi are used to make these determinations.

Eligibility

To be eligible to apply to the Special Education program, students must:

- have college credits, an associate degree, or degree and/or licensure in another field; and
- be currently employed in a K-12 setting as a paraprofessional or licensed teacher; and/or
- have experience working with students who are labeled with emotional, behavioral, or learning disabilities, as well as considerable time available for volunteer field placements.

Innovative Model

This program is based on an internship model that allows coursework and experience to occur simultaneously. In addition to student teaching, students must complete two 40-hour field placements where they will gain experience working with students from age groups different from their internship site.

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



READING ENDORSEMENT

Augsburg College also offers a K-12 Reading Endorsement program. This endorsement has been established to provide teachers with existing teaching licenses an opportunity to expand their knowledge and practices in the area of reading instruction.

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

These courses include:

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

EED 320/520 and ESE 300/500 are offered to both undergraduate and graduate students. EED 320/520 is part of the elementary and special education initial licensure programs, and ESE 300/500 is part of the secondary initial licensure program. The rigor of the course is increased for those taking it at the graduate level. The following policies apply for licensed teachers seeking the reading endorsement:

- Reading license candidates who have already received their initial teaching license and who are graduates of Augsburg College or completers of Augsburg licensure programs within the past seven years will not be required to retake the entire version of EED 520 or ESE 500. However, they will be expected to complete the requirement for the graduate portion of the course that they may have taken at the undergraduate level (EED 320 or ESE 300) within the context of a half-credit graduate level independent study. If the graduate level of the course was taken as part of the initial license (EED 520 or ESE 500) within the past seven years, students do not need to repeat it or do the independent study.
- Reading license candidates who have already received their initial teaching license and who are graduate/completers of Augsburg College, but not within the past seven years, will be required to take EED 520 and/or ESE 500 at the graduate level.
- Reading license candidates who have already received their initial teaching license and who are not graduates of Augsburg College will be expected to take EED 520 and ESE 500 at the graduate level as part of the endorsement program.

STUDENT TEACHING

All education students are required to complete student teaching in their content area. In the MAE program, student teaching is completed after the core education classes are completed, but before the master's completion electives and final project.

Student teaching generally lasts for 12 weeks; however, it may vary slightly for some specific content areas. During that time, students work full time as student teachers and are supervised by an Augsburg faculty member. Students register for two credits of student teaching, and meet at Augsburg College for a student teaching seminar three times during the term.

Most placements are in the Minneapolis/St. Paul metropolitan area. However, students do have the opportunity to teach abroad, where students do half of the student teaching experience in the metro area, and the remaining portion in another country. Opportunities to teach abroad are available around the world, and it is a wonderful opportunity to build a global perspective in education.

GRADUATE DEGREE COMPLETION

Students progress in graduate coursework during the licensure program. The licensure coursework forms the Master of Arts in Education core, with up to six Augsburg graduate-level licensure courses fulfilling the master's requirements.

Declaration of Intent to Complete

Students who have been admitted into the MAE program must formally declare their intent to complete the master's degree beyond licensure. This can be done any time during coursework, and up to one year after completing student teaching. Students have seven years to complete the degree after filing the intent to complete form

The declaration of intent is made to the MAE program coordinator. Graduate-level courses in which a 3.0 or better is achieved will be accepted into the degree program. If a graduate course is graded 2.5 it can be accepted into the MAE degree completion program as long as the cumulative GPA remains at 3.0 or higher. A maximum of two courses at 2.5 can be used to complete the MAE degree. Students need nine graduate-level courses to complete the MAE. Between four and six courses can be drawn from the appropriate core; the remaining courses will be education or leadership requirements and electives.

Once graduate-level students have declared their intent to complete the master's degree, they are eligible to take Master of Arts in Leadership and other education graduate courses. If education graduate courses are used as electives in the degree completion component, they must be drawn from a pool of education non-licensure courses offered at the graduate level. In most cases students will complete the licensure component prior to the graduate degree.

The MAE program is also open to students seeking a master's degree without licensure. Students taking this path file Intent to Complete forms with the MAE program director prior to taking their first graduate-level course. The same GPA standards apply (3.0 or better on coursework) and the core of the graduate program is made up of four to six graduate-level licensure courses, plus the degree completion options outlined for those seeking licensure. The difference is that these students are not required to complete the undergraduate courses in education and liberal arts that are required for licensure.

Graduate Degree Completion

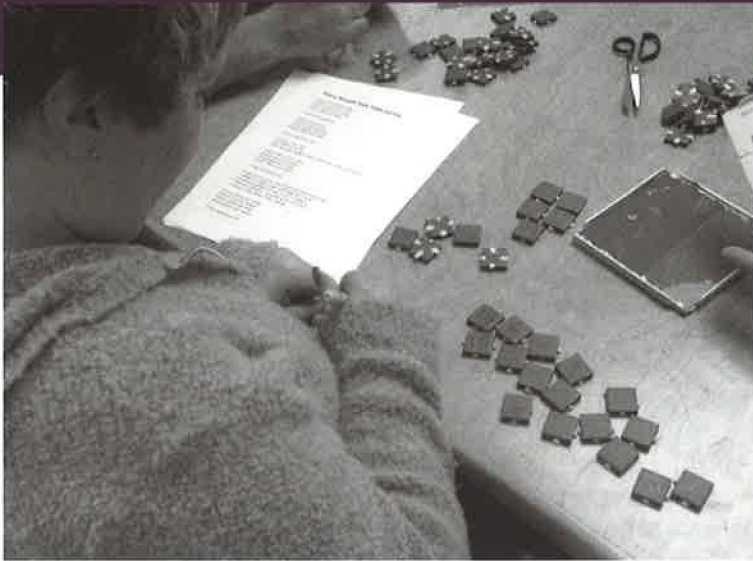
To earn a master's degree beyond the core of education classes, students will need to successfully complete a minimum of three additional graduate-level courses. They are:

- A research methods course, typically ML 514
- An elective course, chosen from leadership-focused courses in the Master of Arts in Leadership (MAL) program (see page 11)
- A research- or leadership-based final project

Students bringing fewer than six graduate-level licensure courses into the degree program must complete additional leadership or education graduate courses to reach the total of nine required courses.

The research methods course will help prepare students to evaluate and document research for use in their final project or paper. In this course, both qualitative and quantitative research methods will be examined. The leadership elective courses allow students to examine issues of leadership at a personal or institutional level. The goal for the graduate degree completion component is to foster the development of teachers as leaders within the institution and community as is in line with our program theme and department mission statement.





FINAL PROJECT OPTIONS

Students have two options for fulfilling their Master of Arts in Education final project, which serves as the capstone of the master's program: a Leadership Application Project or action research.

The Leadership Application Project is a research-based study that links issues of leadership and education with the degree candidate's personal interests. The character of the project will vary with the nature of the investigation and the materials involved, but will always be application oriented. The central component of the Leadership Application Project is the demonstration of leadership ability through a concrete research-based project appropriate to the candidate's workplace or place of service. Students taking this option will register for EDC 585 Independent Study and work closely with a project adviser from Augsburg College.

The second option is action research in education. Action research is a collaborative, self-reflective research method designed to be used in real situations, and is aimed at solving real problems. The goal of action research is to gain better knowledge of one's practice while improving the situation in which the practice is conducted. This option is composed of two half-credit courses taken in sequential terms. The first course, EDC 586, introduces students to action research, a form of research that simultaneously contributes to the practical concerns of people while furthering the goals of social science. The second course, EDC 587, is focused on collecting and analyzing data. It culminates in a symposium where students present their research in a public forum.

LEADERSHIP ELECTIVE OPTIONS

- ML 510** **Visions of Leadership**
- ML 511** **Creativity and Problem-Solving**
- ML 520** **Self Identity, Values, and Personal Growth**
- ML 525** **Personality and Systems Theories**
- ML 530** **Ethics in Communication**
- ML 531** **The Dynamics of Change**
- ML 545** **Decision Making and Leadership**
- ML 550** **Communication, Decision Making, and Technology**
- ML 560** **Developing a Multicultural Perspective**
- ML 565** **Women and Leadership**

COURSE DESCRIPTIONS

Many education courses in the Master of Arts in Education program are offered at both the undergraduate and graduate level. Both undergraduate and graduate students take courses together, with graduate students having additional responsibilities and expectations. Graduate courses are offered at the 500 level. All courses are 1.0 credit unless noted otherwise.

EDUCATION COURSES

EDC 200/522

Orientation to Education in an Urban Setting

Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience. (Undergraduate prereq.: ENG 111, sophomore standing)

EDC 206/566

Diversity/Minnesota American Indians

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

EDC 220

Educational Technology (.5 course)

Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio and/or visual technology for teaching/learning situations.

EDC 310/533

Learning and Development in an Educational Setting

A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: PPST and admission to department)

EDC 410/544

The Special Needs Learner

The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes and special focus on needs of urban students. Fieldwork experience. (Prereq.: PPST and admission to department or special permission of instructor)

EDC 480/580

School and Society

Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. (Prereq.: PPST and admission to department)

EDC 505

Literature in the Classroom (.5 course)

The study and use of literature in the K-12 classroom.

EDC 508

K-12 Reading Assessment and Evaluation

The study of student reading development, the knowledge and use of gathering and analyzing data of students' reading, and designing and applying appropriate reading curriculum based on this information.

EDC 510

Clinical and Reading Program Leadership

The study of effective leadership and professional development strategies for individual schools and school districts, reading standards, state and federal reading legislation, and fiscal and budgetary operations. The focused implementation of knowledge and skills gained in reading licensure coursework.

ELEMENTARY EDUCATION COURSES

EED 310

K-6 Methods: Health/Physical Education (.5 course)

Examination and preparation of materials and resources for physical education and health at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 320/520

K-6 Methods: Reading

The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Fieldwork experience. (Prereq.: PPST and admissions to department)

EED 330

K-6 Methods: Language Arts/Children's Literature

Examination and preparation of materials and resources for children's literature and language arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 331

Middle School Methods: Communication Arts/Literature—Writing (.5 course)

Introduction to the teaching of writing at the middle school level. (Prereq.: PPST and admission to department)



EED 341

K-6: Methods: Visual Arts (.25 course)

Examination and preparation of materials and resources for visual arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 342

K-6: Methods: Music (.25 course)

Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 350

K-6 Methods: Mathematics

Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 360

K-6 Methods: Science

Examination and preparation of materials and resources for science at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 370

K-6 Methods: Social Studies/Thematic Studies (.5 course)

Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 380

Kindergarten Methods (.5 course)

Study and use of a variety of techniques and resources for teaching kindergarten. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 481, 483, 485

Student Teaching

Two to three courses of full-time, supervised classroom experience. Required for licensure. Occurs upon satisfactory completion of licensure program and program portfolio.

COURSE DESCRIPTIONS (CONTINUED)

SECONDARY EDUCATION COURSES

ESE 300/500

Reading/Writing in the Content Areas

The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. (Prereq.: PPST and admission to department)

ESE 325

Creating Learning Environments

An introduction to assessment, lesson planning, and classroom organization based in the Minnesota Graduation Rule, state testing, and national standards. Emphasis on creating environments conducive to learning. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 310

5-12 Methods: Social Studies

Introduction to the teaching of the social sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in social studies taught concurrently as ESE 311 Middle School Methods: Social Studies (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 320

5-12 Methods: Theatre/Dance

Introduction to the teaching of theatre and dance in schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: PPST and admission to the department)

ESE 330

5-12 Methods: Mathematics

Introduction to the teaching of mathematics in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in mathematics taught concurrently as ESE 331 Middle School Methods: Mathematics (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 340

5-12 Methods: Science

Introduction to the teaching of the natural sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in science taught concurrently as ESE 341 Middle School Methods: Science (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 350

5-12 Methods: Literature and Reading

Introduction to the teaching of literature and reading in the middle and high schools. Emphasis on instructional strategies and curriculum development. Required for elementary concentration in communication arts/literature and for communication arts/literature license. Fieldwork experience. (Prereq.: PPST and admission to department. NOTE: Students seeking 5-12 communication arts/literature license do not need to take ESE 300.)

ESE 351

5-12 Methods: Speaking and Listening (.5 course)

Introduction to the teaching of speaking and listening in middle and high schools. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)

ESE 352

5-12 Methods: Media Literacy (.5 course)

Introduction to the teaching of media literacy in middle school and high school. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)

ESE 360

K-12 Methods: Visual Arts

Introduction to the teaching of visual arts in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 370**K-12 Methods: Music**

Introduction to the teaching of music in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 481, 483, 485**Student Teaching**

Two to three courses of full-time, supervised student teaching required for licensure. Occurs upon satisfactory completion of licensure program and program portfolio.

SPECIAL EDUCATION COURSES**SPE 315****Critical Issues: Special Education Seminar (.5)**

This course is designed to support students seeking special education licensure throughout their internship year. Issues related to special education and their specific settings are the focus of the course. The department portfolio is completed as a part of this course.

SPE 400/500**Teaching Students with Emotional/Behavioral Disabilities**

This course presents an overview of learners with emotional and behavioral disabilities and learning disabilities. It addresses the historical and philosophical aspects of the EBD category, examines origins of student behavior and student learning styles, and addresses theoretical perspectives and conceptual models as they relate to this category of disability. (Prereq: PPST and admission to the department)

SPE 410/510**Implementing Assessment Strategies**

This course examines the assessment process from the pre-referral to the recommendation stage. Students gain understanding of key assessment tools and how they influence student placement and programming. A qualitative and person-centered assessment process is emphasized. (Prereq: PPST and admission to the department)

SPE 420/520**Planning, Design, and Delivery**

This course provides students with skills to write and implement individual program plans and to create effective learning environments for students labeled EBD. Particular attention is paid to inclusion models, diversity of student need, and forming partnerships with key school personnel. (Prereq: PPST and admission to the department)

SPE 424/524**Etiology and Origins of Learning Disabilities**

This course will focus on the history and context of learning disabilities, which includes the medical and sociological aspects specific to learning disabilities. It will also teach students how to access information relevant to the field.

SPE 430/530**Instructional and Behavioral Practices**

This course examines behavioral support options used with students who are labeled EBD. It emphasizes the use of reflective, pro-active, and non-aversive approaches drawn from current best practices and including positive behavioral supports, person centered planning, and functional assessment. (Prereq: PPST and admission to the department)

SPE 434/534**Teaching Content Areas to Students with Learning Disabilities**

This course will teach students how to identify, adapt, and implement developmentally appropriate instruction and strategies that support the learning of students identified as having learning disabilities. The specific focus will be on the areas of reading, writing, and listening comprehension; and math, reasoning, and problem solving skills.

SPE 440/540**Parent and Professional Planning**

This course examines the role of families of students with special needs, specifically those families of students labeled EBD. A family systems perspective is introduced and applied. The need to form strong connections with community agencies is emphasized. (Prereq: ENG 111, PPST and admission to department).

COURSE DESCRIPTIONS (CONTINUED)

GRADUATE-LEVEL RESEARCH REQUIREMENT— DEGREE COMPLETION

ML 514

Research Methods

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

GRADUATE-LEVEL ELECTIVES

At least one elective must be taken from the following Master of Arts in Leadership courses.

ML 510

Visions of Leadership: A Historical and Literary Journey

Introduction to selected concepts of leadership, providing a historical and philosophical framework for the program. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

ML 511

Creativity and the Problem-Solving Process

Exploration of creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. This course uses creativity as a method, and it examines techniques for solving problems in organizations, for enhancing innovation, and for seeking an integrative world-view.

ML 520

Self-Identity, Values, and Personal Growth

Study of the concepts of self-identity, value formation, and personal growth as they relate to professional life; factors that influence the development of self-identity and personal values; and the effect of personal values of learning and leadership strategies.

ML 525

Personality and Systems Theories

Study of leadership in the dual context of personality theory and systems theory. Contributions of Jung, Fromm, Maslow, May, and others to personality theory are considered as are the systems' theories of von Bertalanffy and Bateson. The theories are applied to the concrete realities of leadership in a variety of settings.

ML 530

Ethics in Communication

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

ML 531

The Dynamics of Change

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

ML 545

Decision Making and Leadership

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

ML 550

Communication, Decision Making, and Technology

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



ML 560

Developing a Multicultural Perspective

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

ML 565

Women and Leadership

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

MAE FINAL PROJECT OPTIONS

EDC 585

Leadership Application Project

The Leadership Application Project is a research-based study that links issues of leadership and education with the degree candidate's personal interests. The character of the project will vary with the nature of the investigation and the materials involved, but will always be application oriented. The central component of the Leadership Application Project is the demonstration of leadership ability through a

concrete project appropriate to the candidate's workplace or place of service.

EDC 586

Action Research in Education (.5 course)

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

EDC 587

Action Research (.5 course)

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



ADMISSIONS REQUIREMENTS

Admission into the Master of Arts in Education program is a two-step process: admission into Augsburg College Graduate Studies, and admission into the Education Department.

AUGSBURG GRADUATE ADMISSION

Immediate graduate admission requires applicants to hold a baccalaureate degree from an accredited four-year college or university with a minimum undergraduate cumulative grade point average of 3.0 (on a scale of A = 4.0). Any graduate courses taken will also be factored into the cumulative grade point average. However, if an applicant holds a graduate degree with at least a 3.0 grade point average, he or she is waived from holding a minimum undergraduate cumulative grade point average.

Applicants with cumulative grade point averages between 2.5 – 3.0 will be admitted to the undergraduate-level licensure program until they achieve a 3.0 or better in 2.0 courses at Augsburg College.

Decisions about admission to the program will be made on an individual basis by the Education Department Admissions Committee. Admissions are handled on a rolling basis, with students being admitted at the beginning of the fall, winter, and spring terms.

To apply to the College, the following materials must be submitted to the Office of Graduate Admissions:

- Completed application form
- \$35 non-refundable application fee
- A one-to-three page statement about the applicant's teaching aspirations
- Official transcripts from all undergraduate institutions attended, listing all courses taken and any degree(s) conferred
- Official transcripts from all graduate institutions attended, listing all courses taken and degree(s) conferred, if any.

EDUCATION DEPARTMENT ADMISSION

Once accepted into the College, students may take lower division courses in education and required content areas. Prior to taking the upper division courses, students must be admitted to the Education Department. In order to be accepted into the Education Department, students must take the Pre-Professional Skills Test (PPST), have the required cumulative grade point average, and submit two letters of recommendation.

To obtain an Education Department admissions packet, go the Education Department office in Sverdrup Hall 11.



INTERNATIONAL APPLICANTS

Augsburg College encourages qualified applicants from other countries. See Admission Requirements for a description of the admission process and selection criteria.

Application materials required for international applicants are:

- Completed application form
- \$35 application fee (non-refundable) payable in U.S. dollars
- A one-to-three page statement relating the applicant's career and life goals to leadership aspirations
- Completed Declaration of Finances (see below for further information)
- Official mark-sheets with certified translations from all **undergraduate** institutions attended listing all courses taken, marks earned, dates attended, and degree(s) or diploma(s) conferred, if any; plus, a U.S. evaluation from an evaluation center
- Official mark-sheets with certified translations from all **graduate** institutions attended listing all courses taken, marks earned, dates attended, and degree(s) or diploma(s) conferred, if any; plus, a U.S. evaluation from an evaluation center
- Official results on the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 for the paper test, or 250 for the computer version

Applicants may be asked to participate in an interview, in person or over the phone, with graduate program faculty and/or staff members.

Students and their financial sponsor must complete a Declaration of Finances as part of the application for admission, along with appropriate certifications.

In accordance with federal regulations, applicants seeking an F-1 student visa or J-1 exchange visitor visa must provide documentation to the school that they have financial resources adequate to cover all expenses for the duration of the program. Once a student has been accepted into the program, the appropriate school official will issue the student an I-20 (if seeking an F-1) or DS-2019 (if seeking a J-1).



ACADEMIC POLICIES

EVALUATION STANDARDS

Evaluation of academic performance in the MAE program will be based on number grades using a 4.0 point scale and as defined below.

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

4.0 Achieves highest standards of excellence

3.5

3.0 Achieves above basic course standards

2.5

2.0 Achieves the minimum passing standard

1.5

1.0 Performance below basic course standards

0.5

0.0 Unacceptable performance (no credit for the course)

P Achieves at or above the 2.0 level (not computed in grade point average)

N Does not meet minimum course standards (no credit and non-punitive—not computed in grade point average)

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

I An incomplete grade (I) may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements.

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

ATTENDANCE POLICY

Attendance is highly important and should be considered a responsibility, not only to one's self, but to one's classmates and course instructor.



ACADEMIC PROBATION AND DISMISSAL POLICIES

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

CREDIT FOR PRIOR EDUCATION

Students may petition the MAE program director for approval of any variation in the curriculum including the transfer of credit. Transfer credits will be evaluated on an individual basis.

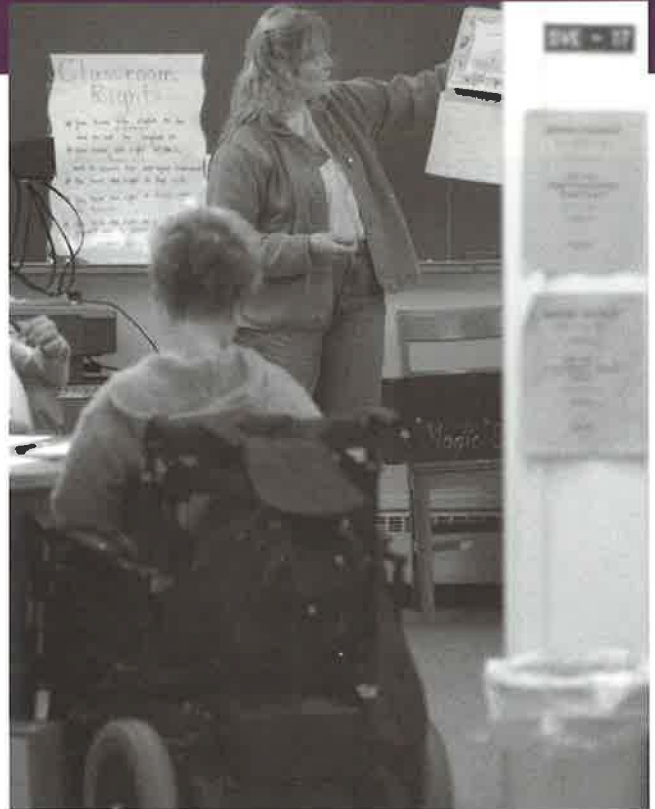
The only courses that will be considered for transfer credit are those earned from accredited colleges and universities, whose course content is comparable to those in the MAE program. No more than two courses will be accepted for transfer credit.

CREDIT AND CONTACT HOURS

Each full-credit graduate course is the equivalent of four semester credits or six quarter credits. Students meet in class a total of 28 hours and are responsible for a significant amount of individual study and preparation.

LAST DAY TO WITHDRAW FROM CLASS

The last date on which students may withdraw from a class and receive a "W" on their records is published annually in the Weekend College class schedule and on the Weekend College Web site <www.augsburg.edu/wec-current> and on the registrar's Web page at <www.augsburg.edu/enroll/registrar>.



FINANCIAL AID (CONTINUED)

FEDERAL PERKINS LOAN PROGRAM

A joint Augsburg College-federally funded program administered through the College for students who demonstrate financial eligibility. A signed promissory note is required per term after which funds are credited to the student account. Awards are made based on available funds.

Borrowing Limits: You may borrow up to \$6,000 per year as a graduate student with a \$40,000 aggregate maximum.

Interest and Repayment: Simple interest of 5% and repayment of principal begin nine months after you graduate or leave school. Partial or total loan cancellation privileges exist for certain types of teaching, disability and, in certain circumstances, military service.

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

SELF (Student Educational Loan Fund)

The SELF is administered through the Minnesota Higher Education Services Offices. Applications are available from the Enrollment Center and should be completed by the borrower and co-signer and returned to the Enrollment Center for further processing. Loan proceeds are released through electronic funds transfer.

Borrowing Limits: Graduate students may borrow up to \$9,000 per year minus any other student loan indebtedness. Maximum graduate borrowing cannot exceed \$40,000 including undergraduate. The minimum annual loan is \$500.

Interest and Repayment: The interest rate is variable. Interest payments begin 90 days after the loan is disbursed and continue quarterly thereafter while the student is enrolled. Principal payments begin in the 13th month after you leave school.

Deferments: There are no deferments. Contact the Minnesota Higher Education Services Office regarding special circumstances and repayment.

TO APPLY FOR FINANCIAL AID

Financial aid application materials are available at <www.augsburg.edu/enroll>. Applicants must be admitted to Augsburg as regular students or be returning students in good academic standing.

The financial aid application will be processed when the following documents are received:

- 1) The Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA. Apply online at <www.fafsa.ed.gov>.
- 2) Federal income tax return(s).
- 3) Verification worksheet. Obtain a copy at <www.augsburg.edu/enroll> and return it to the Enrollment Center.

FOR FURTHER INFORMATION, CONTACT

Enrollment Center 612-330-1046, 1-800-458-1721, enroll@augburg.edu, or <www.augsburg.edu/enroll>.



ABOUT AUGSBURG

HISTORY

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.

CAMPUS LOCATION

Augsburg's campus is located in the heart of the Twin Cities, surrounding Murphy Square, the first of 155 parks in the "City of Lakes." The University of Minnesota West Bank campus and one of the city's largest medical complexes—Fairview University Medical Center—are adjacent to Augsburg, with the Mississippi River and the Seven Corners theatre district just a few blocks away.

ACCESSIBILITY

Augsburg College has made a major effort to become one of the most accessible campuses in the region. Skyways, tunnels, and elevators provide accessible connections among major buildings—student housing towers, the Christensen Center, main academic and administrative halls, the library, and the music building. In addition, there are programs for students with learning, physical, and psychiatric disabilities.

CHURCH AFFILIATION

Augsburg is a college of the Evangelical Lutheran Church in America. It has a diverse community with many strong religious traditions represented among the students, faculty, and staff, including Lutheran, Protestant, Roman Catholic, Jewish, American Indian spirituality and thought, Buddhist, and Islamic faiths.

NON-DISCRIMINATION POLICY

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

Any questions concerning Augsburg's compliance with federal or state regulations implementing equal access and opportunity can be directed to the Office of Human Resources, CB 79, Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454, or 612-330-1023.



MASTER OF ARTS IN EDUCATION FACULTY

JOY E. BARTLETT, Assistant Professor

B.A., West Virginia State College; M.A., University of Minnesota.

WILLIAM P. BIERDEN, Instructor, part-time

B.S., M.S., Mankato State University.

CHRIS BROWN, Instructor

B.S., Bemidji State University; M.Ed., University of Sydney, Sydney, Australia.

JOSEPH A. ERICKSON, Professor

B.A., University of St. Thomas; M.A., Luther Seminary; Ph.D., University of Minnesota.

JEANINE A. GREGOIRE, Assistant Professor

B.S., M.A., Ph.D., University of Minnesota.

RICHARD A. GRESCZYK, Instructor, part-time

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LISA L. HYLAND, Instructor, part-time

B.S., M.S., University of Wisconsin.

GRETCHEN K. IRVINE, Assistant Professor

B.A., College of St. Teresa; M.S., University of Wisconsin-River Falls; Ph.D., University of Minnesota.

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B.A., B.S., University of Minnesota; M.A., University of St. Thomas; Ph.D., University of Minnesota.

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B.S., University of Minnesota; M.S., Ph.D., Syracuse University.

VICKI L. OLSON, Associate Professor, Dept. Chair

B.S., M.A., Ph.D., University of Minnesota.

RICHARD W. PEARL, Instructor, part-time

B.A., M.A., University of St. Thomas.

RONALD W. PETRICH, Assistant Professor

B.A., Augsburg College; M.A., United Theological Seminary.

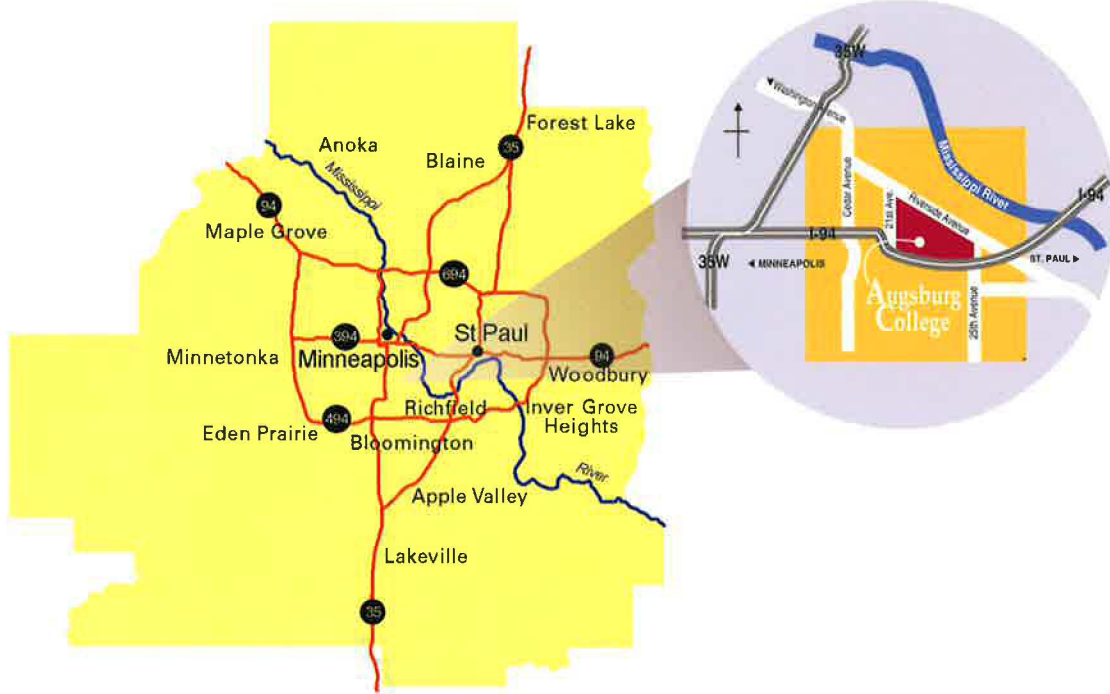
LINDA L. STEVENS, Assistant Professor

B.A., University of Northern Colorado; M.A., Mankato State University; Ph.D., University of Minnesota.

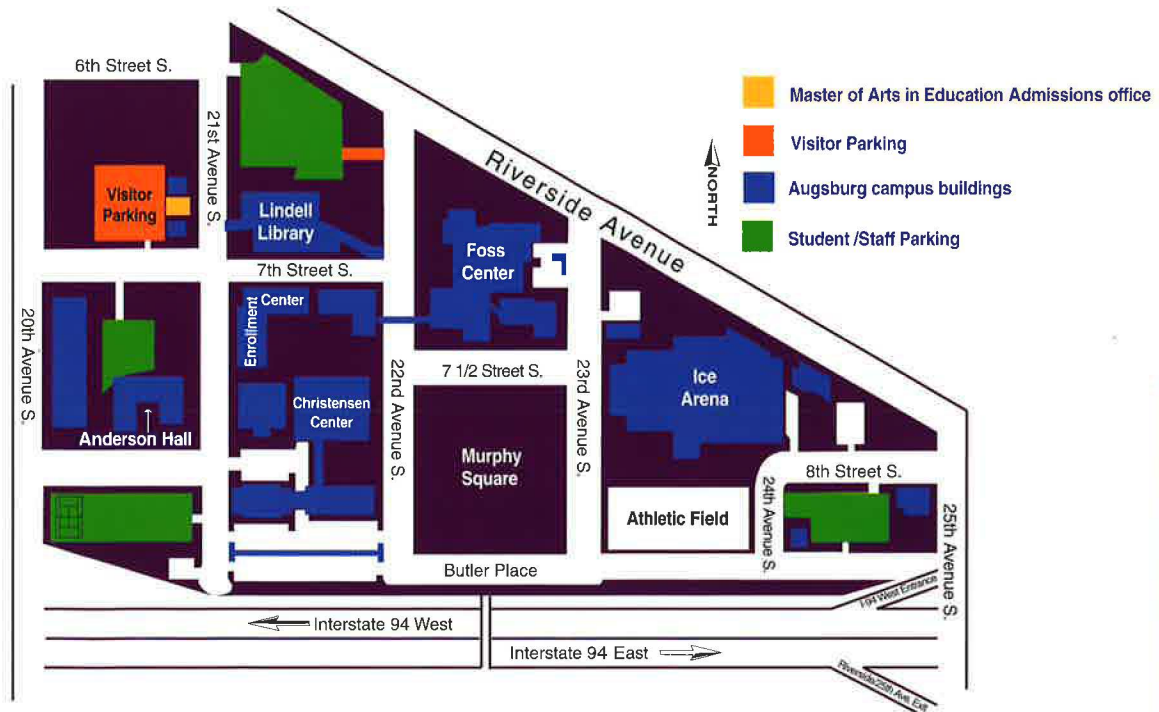
BARBARA A. WEST, Instructor/Director of Student Teaching Placement and Licensing

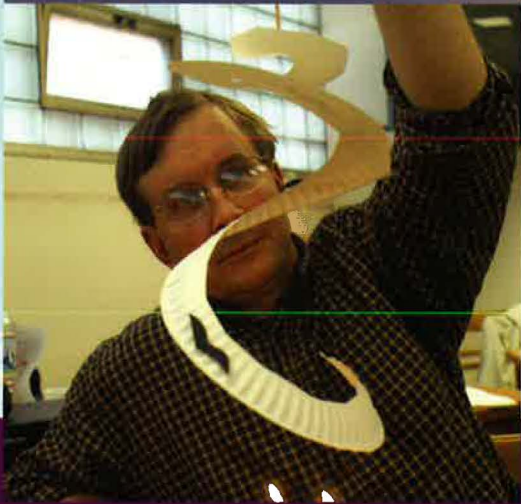
B.S., St. Cloud State University; M.S., Syracuse University.

AUGSBURG LOCATION MAP



AUGSBURG CAMPUS MAP





MASTER OF ARTS IN EDUCATION

AUGSBURG Transforming Education
COLLEGE

MASTER OF ARTS IN EDUCATION
Campus Box 144
2211 Riverside Avenue
Minneapolis, MN 55454

www.augsburg.edu/mae