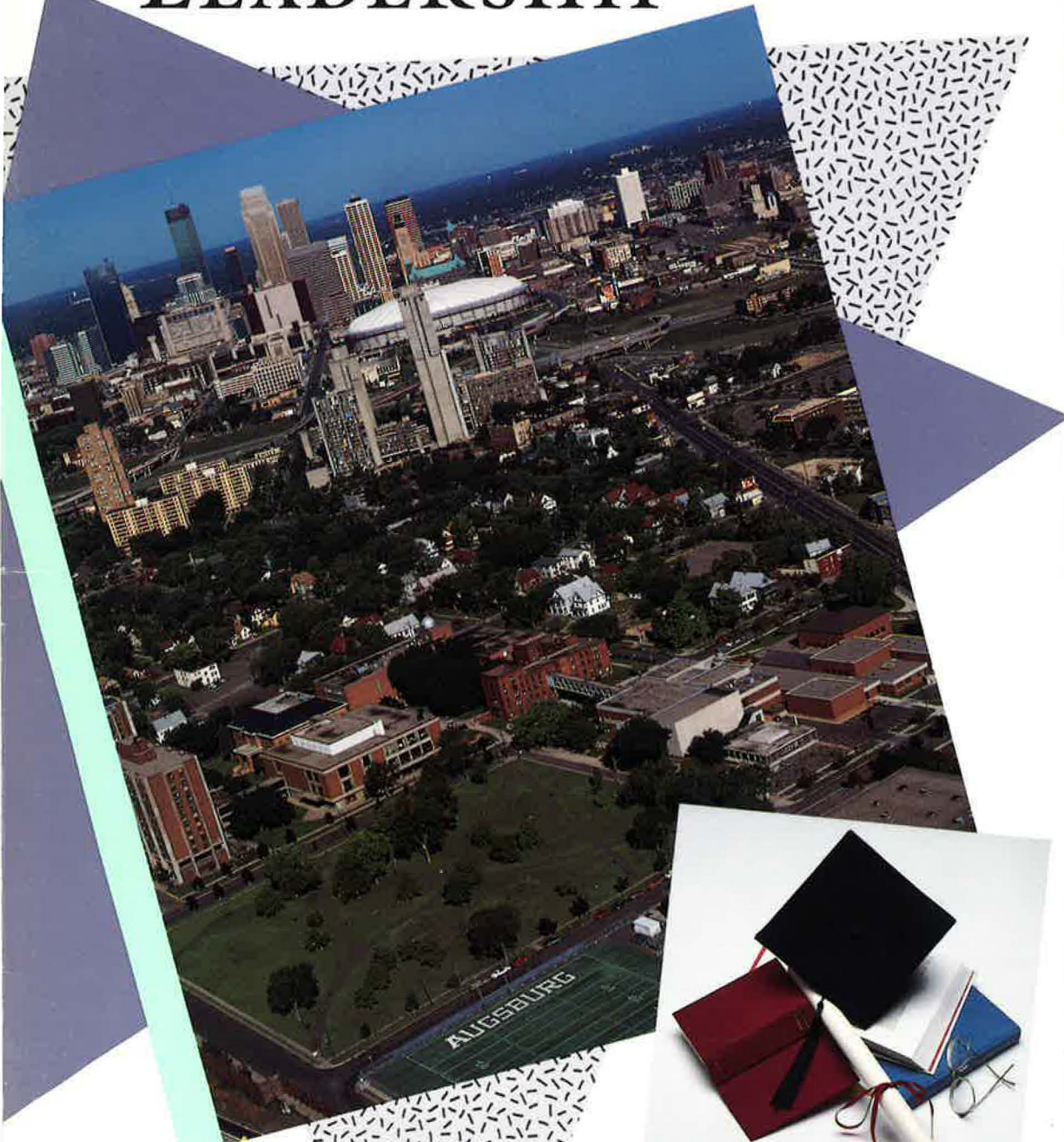


# MASTER OF ARTS IN EDUCATION- LEADERSHIP



**AUGSBURG  
COLLEGE  
1990 - 1992**



## Information Sessions

### MASTER OF ARTS IN EDUCATION—LEADERSHIP

Individuals interested in the Master of Arts in Education-Leadership program at Augsburg College are encouraged to attend an information session. These free, two-hour sessions are scheduled at various times prior to the beginning of each trimester. Please call the Master of Arts in Education-Leadership Office (330-1786) for details or to register for one of these information sessions:

Thursday, May 9, 1991	7:00 - 8:00p.m.
Tuesday, June 18, 1991	10:00 a.m. - noon
Thursday, July 18, 1991	10:00 a.m. - noon
Saturday, October 26, 1991	9:00 - 11:00 a.m.
Saturday, February 1, 1992	10:00 a.m. - noon
Tuesday, May 12, 1992	10:00 a.m. - noon
Tuesday, June 16, 1992	10:00 a.m. - noon
Thursday, July 16, 1992	10:00 a.m. - noon

**For more information write or call:**

Master of Arts in Education-Leadership Office  
Augsburg College  
731 21st Avenue South  
Minneapolis, MN 55454

612/330-1786



*Augsburg College*

731 21ST AVENUE SOUTH  
MINNEAPOLIS, MN 55454

SUPPLEMENT

## **F**ee and Payment Schedule

Application Fee (payable once, non-refundable)	\$25.00
Tuition (per trimester course) (one course = 6 quarter credits or 4 semester credits)	\$884.00
Enrollment Reservation Deposit (non-refundable, applicable to first semester's tuition)	\$100.00
Leadership Practicum Fee (per term for six terms) Thesis Continuation Fee \$100.00	\$125.00
Late Fee, per day (charged to any student registering after the scheduled registration date). Late registration includes incomplete registration as defined: a) Unsigned Registration Form or b) Unapproved Payment Plan	\$50.00
Registration Change after First Class Meeting (cancel/add/change grade option, or combination at one time)	\$5.00
Transcript Fee (per copy after first, which is free)	\$2.00
Finance Charge: A finance charge is applied at a simple rate of 1% per month on any account with an open balance of 30 days or more.	

### Fees

The application fee (\$25) is due on or before the application deadline for a given term. The \$100 non-refundable deposit (applied to first semester's tuition) reserves a place in the program in a given term, once a person is accepted. Tuition is due at the time of registration.

### Payment Options\*

- 1) Payment in Full: Due day of registration.
- 2) Payment Plan: Upon application and after college approval, a 3-pay plan is available each trimester. Payment plans will be offered only if previous plans have been adhered to.
- 3) Company Reimbursement: Full courses, or equivalent, which are company reimbursed require a deposit of \$150 per course reimbursed, with full payment due within 50 days after the end of the term.

Tuition is set on an annual basis, payable in three equal installments at the beginning of each trimester. Registration is permitted only if the student's account for a previous term is paid in full as agreed. Augsburg College will not release diplomas or academic transcripts until all student accounts are paid in full. This also applies for student loan funds administered by the college (Perkins Student Loan); they must be current according to established repayment schedules.

*\*A non-sufficient-funds check will declare your registration invalid and could affect further credit extended by the college.*

## Information Sessions

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MINNEAPOLIS, MN 55454

SUPPLEMENT

Calendar**1991 - '92**

Saturday Schedule: 8:30 a.m. – Noon and 1:15 – 4:45 p.m.

Thursday Schedule: 6:00 – 7:30 p.m. and 8:00 – 9:30 p.m.

**Fall Trimester 1991**

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**Class Dates**

Thursday, September 5

Saturday, September 14

Thursday, September 19

Saturday, September 28

Thursday, October 3

Saturday, October 12

Thursday, October 17

Saturday, October 26

Thursday, October 31

Saturday, November 9

Thursday, November 14

Saturday, November 23

Thursday, December 5

**Leadership Practicum Dates**

Saturday, September 7: Workshop for returning students

Saturday, September 21: Assessment Center for new students

Saturday, October 5: Assessment Center for new students

**Other Important Dates**

Monday, August 19: Application deadline

Wednesday, September 4: Orientation

Monday, September 9: Last day to register and/or drop

Saturday, November 23: Last day to withdraw from class

Monday, December 16: Final grades due

**Winter Trimester 1992**

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**Class Dates**

Thursday, January 9

Saturday, January 18

Thursday, January 23

Saturday, February 1

Thursday, February 6

Saturday, February 15

Thursday, February 20

Saturday, February 29

Thursday, March 5

Saturday, March 14

Thursday, March 19

Saturday, March 28

### **Leadership Practicum Dates**

Saturday, January 11: Workshop for returning students  
Saturday, January 25: Assessment Center for new students

### **Other Important Dates**

Monday, December 2: Application deadline  
Wednesday, January 8: Orientation  
Monday, January 13: Last day to register and/or drop class  
without record notation  
Saturday, March 14: Last day to withdraw from class  
Monday, April 6: Final grades due

### **Spring Trimester 1992**

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#### **Class Dates**

Thursday, April 2  
Saturday, April 11  
Thursday, April 16  
Saturday, April 25  
Thursday, April 30  
Saturday, May 9  
Thursday, May 14  
Thursday, May 21  
Saturday, May 30  
Thursday, June 4  
Saturday, June 13  
Thursday, June 18  
Saturday, June 27

#### **Leadership Practicum Dates**

Saturday, April 4: Workshop for returning students

#### **Other Important Dates**

Monday, March 9: Application Deadline  
Wednesday, April 1: Orientation  
Monday, April 6: Last day to register and/or drop without notation  
Saturday, May 30: Last day to withdraw from class  
Monday, July 6: Final grades due

## **Fee and Payment Schedule**

Application Fee (payable once, non-refundable)	\$25.00
Tuition (per trimester course) (one course = 6 quarter credits or 4 semester credits)	\$884.00
Enrollment Reservation Deposit (non-refundable, applicable to first semester's tuition)	\$100.00
Leadership Practicum Fee (per term for six terms) Thesis Continuation Fee \$100.00	\$125.00
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### Fees

The application fee (\$25) is due on or before the application deadline for a given term. The \$100 non-refundable deposit (applied to first semester's tuition) reserves a place in the program in a given term, once a person is accepted. Tuition is due at the time of registration.

### Payment Options\*

- 1) Payment in Full: Due day of registration.
- 2) Payment Plan: Upon application and after college approval, a 3-pay plan is available each trimester. Payment plans will be offered only if previous plans have been adhered to.
- 3) Company Reimbursement: Full courses, or equivalent, which are company reimbursed require a deposit of \$150 per course reimbursed, with full payment due within 50 days after the end of the term.

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*“The most important key to developing a collective will to overcome many of our commonplace problems is leadership. Certainly leadership is characterized by more than knowing. It is also more than acting. It is ultimately defined in coalescing others to act when they otherwise might not have. Leadership, including teacher leadership, is ultimately proven in the efforts of others to attempt to scale heights of human achievement and plunge depths of human caring not otherwise envisioned.”*

*– Ken Howey*

Augsburg College  
731 21st Avenue South  
Minneapolis, MN 55454

612/330-1786





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# Calendar

## 1990-'91 Calendar

Saturday Schedule: 8:30 AM - Noon and 1:15 - 4:45 PM

Thursday Schedule: 6:00 - 7:30 PM and 8:00 - 9:30 PM

## Fall Trimester 1990

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### Class Dates

Thursday, September 6  
Thursday, September 13  
Saturday, September 22  
Thursday, September 27  
Saturday, October 6  
Thursday, October 11  
Saturday, October 20

Thursday, October 25  
Saturday, November 3  
Thursday, November 8  
Saturday, November 17  
Thursday, November 29  
Saturday, December 1

### Leadership Practicum Dates

Saturday, September 8  
Saturday, September 15

### Other Important Dates

Monday, August 20: Application Deadline  
Wednesday, September 5: Orientation  
Monday, September 10: Last day to register and/or drop  
class without record notation  
Saturday, November 17: Last day to withdraw from class  
Monday, December 17: Final Grades Due

## Attendance Policy

Because leadership issues are presented, discussed and analyzed in the classroom, regular attendance is highly important and should be considered a responsibility, not only to one's self, but to one's classmates and the course instructor. Irregular attendance may, at the discretion of the instructor, adversely affect one's grade.

## Winter Trimester, 1991

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### Class Dates

Thursday, January 3	Saturday, February 23*
Saturday, January 12	Thursday, February 28
Thursday, January 17	Saturday, March 9
Saturday, January 26	Thursday, March 14
Thursday, January 31	Saturday, March 23
Saturday, February 9	Thursday, March 28
Thursday, February 14	

### Leadership Practicum

Saturday, January 5

\**One* week between classes

### Other Important Dates

Monday, December 3: Application Deadline

Wednesday, January 2: Orientation

Monday, January 7: Last day to register and/or drop  
class without record notation

Saturday, March 16: Last day to withdraw from class

Monday, April 1: Final Grades Due

## Spring Trimester 1991

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### Class Dates

Thursday, April 11	Saturday, June 1
Saturday, April 20	Thursday, June 6
Thursday, April 25	Saturday, June 15*
Saturday, May 4	Thursday, June 20
Thursday, May 9	Saturday, June 22
Saturday, May 18	Thursday, June 27
Thursday, May 23	

### Leadership Practicum

Saturday, April 6

\**One* week between classes

### Other Important Dates

Monday, March 4: Application Deadline

Wednesday, April 10: Orientation

Monday, April 15: Last day to register and/or drop  
class without record notation

Saturday, June 1: Last day to withdraw from class

Monday, July 8: Final Grades Due

# **I**ntroduction to the *Master of Arts in Education–Leadership*

## **Developing Leaders for Education**

The Masters of Arts in Education–Leadership is a program for educators who value and enjoy their direct contact with students and want to retain that focus in their careers. It is a program that at the outset promotes the importance of teaching. It is also a program that values the role educators can play as leaders within their places of work.

People who become part of this Master of Arts program will have opportunities to:

- ◆ Examine what “leadership” is and who leads;
- ◆ Explore who they are as leaders, both within an educational setting and outside of it;
- ◆ Gain specific knowledge of education and leadership that can support their development; and
- ◆ Develop skills that can increase the effectiveness of their leadership.

This program values the role that good educators play in the lives of students and operates from the belief that educators need to exercise leadership within the workplace without relinquishing the role of teacher.

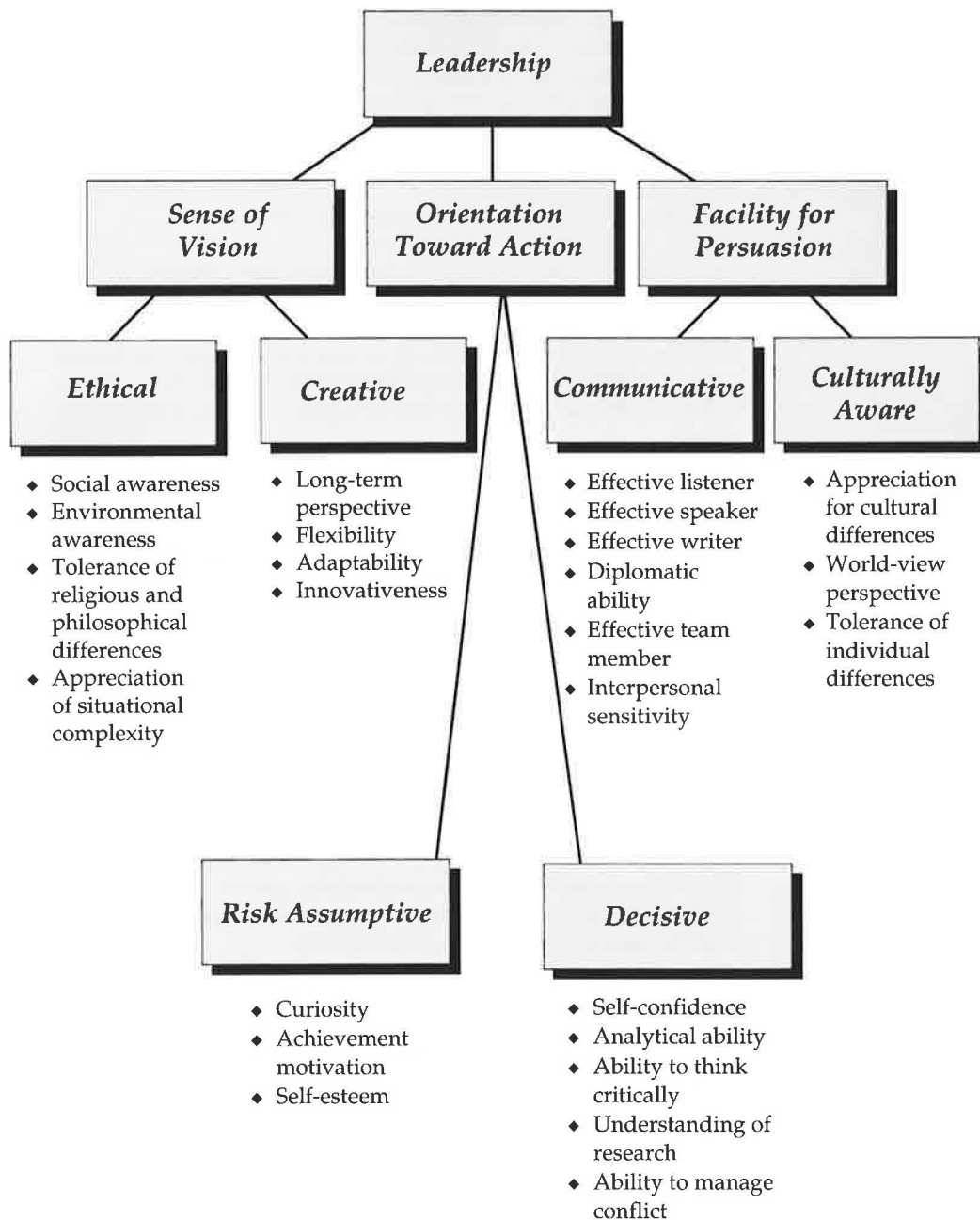
## **Accommodating the Full-Time Work Schedule**

The Master of Arts in Leadership program is designed to meet the needs and preferences of working adults. The program is based on the assumption that the men and women who enroll are employed, self-disciplined and well-motivated individuals who seek a balance of classroom experience, group interaction and individual study. Each course is, therefore, divided into periods of study, group efforts and class preparation. To accommodate this format for learning, each class meets on alternate Saturdays for three-and-one-half hours and alternate Thursday evenings for one-and-one-half hours.

## **Leadership Development Model**

The Master of Arts in Education–Leadership program promotes leadership as a process which 1) inspires cooperation among people who must compete for limited resources, 2) promotes productivity within and beyond the organization, and 3) works toward progress. To accomplish this, individuals aspiring to positions of leadership must possess three key attributes: a sense of vision, the ability to persuade and the ability to direct action. Underlying these attributes is a broad range of abilities and awarenesses. These abilities and awarenesses, outlined in the diagram on page 7, serve as specific outcomes for the

## Leadership Development Model



Master of Arts in Education–Leadership. Augsburg’s model of leadership development is designed to assess, promote, enhance and refine these capabilities within the individual.

### **Community of Learners**

Essential to the goals of the Master of Arts in Education–Leadership is participation in a community of learners. Learning can be enhanced when the student is involved in a stable community that provides opportunity and encouragement for active participation both in and out of the classroom. This community will be enriched by the presence of men and women who bring to the program a variety of work and life experiences.

To facilitate this kind of community interaction, Augsburg encourages graduate students to make use of college facilities such as the library, meeting rooms and the Christensen Center; to take the opportunity to share meals and coffee breaks; to participate in optional lunchtime seminars; and to attend other college activities such as music and dramatic presentations and athletic events.

### **Leadership Practicum**

Master of Arts in Education–Leadership students enroll in a half course called “Leadership Practicum.” Students are required to enroll in this professional assessment and development course for six terms during their graduate work at Augsburg. Upon completion of the entire practicum, students receive a half-course credit.

Early in the program a major component of this practicum is a full day professional assessment to determine students’ abilities and potential relative to each of the outcomes of the Leadership Development Model (see page 3). Assessment instruments include paper and pencil exercises and simulation and group experiences. Following the assessment, students meet individually with a trained assessor who provides guidance in personal goal setting and in the creation of a professional development plan focused on dimensions of leadership.

In subsequent terms “Leadership Practicum” includes workshops designed to meet the needs of students in the following areas: communication skills, self-assessment measures, group processes, and other professional development topics identified by graduate students and staff. These workshops are developed by students enrolled in the course “Creativity and Problem Framing.” The Assessment and Leadership Practicum also asks students to focus on leadership opportunity within their workplace, or in an appropriate volunteer setting. Students will develop a learning agreement which outlines the scope of their project and what they hope to accomplish and learn through that project. Students will be supported throughout this project by peer and faculty coaching sessions which meet as an ongoing part of the Assessment and Leadership Practicum.





## Curriculum Design

The Master of Arts in Education–Leadership program is composed of 12 courses. Each course uses a variety of learning techniques appropriate to adult learners including case study, debate, written and oral seminar presentations and small group activity. These courses develop targeted leadership abilities and understandings as a boundary crossing endeavor in need of the leadership skills and visions of people from all levels of an organization.

The Master of Arts in Education–Leadership will provide opportunities for students to:

- Study**
  - ◆ conceptual frameworks of leadership
  - ◆ issues of leadership
  - ◆ history of education
  - ◆ current issues in education
  - ◆ conceptual models of teaching and learning
- Reflect**
  - ◆ on the various natures of leadership
  - ◆ on themselves as leaders
  - ◆ options and opportunities for leadership in education
  - ◆ on ethics and values in leadership
- Assess**
  - ◆ themselves as leaders
  - ◆ situations in which they lead
  - ◆ programs, projects and ideas
- Exercise**
  - ◆ creative leadership both individual and collective
  - ◆ a variety of thought processes
- Integrate**
  - ◆ viewpoints on leadership with personal experiences
  - ◆ viewpoints on education from a variety of disciplines

### Required Courses Include:

- EDU 510 Ethics and Leadership
- EDU 511 Legacy of Education
- EDU 512 Models of Teaching and Learning
- EDU 513 Diversity and Education
- EDU 514 Evaluation and Documentation
- EDU 515 Creativity and Problem Framing
- EDU 516 Models of Educational Process
- EDU 517 Politics and Public Policy of School Offerings
- EDU 500 Assessment and Leadership Practicum
- EDU 590 Thesis Research Seminar I
- EDU 591 Thesis Research Seminar II
- EDU 592 Thesis Consultation



## **C**ourse Descriptions

### **EDU 510 Ethics and Leadership**

Study of leadership within the context of personal and professional ethics, values and faith. Weighing and balancing competing values within an ethical framework will be explored as a part of experiential exercises. Leadership issues of gender, ethnic origins, and culture will be explored. Leaders of past and present, recognized and unrecognized, will be studied. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

### **EDU 511 Legacy of Education**

Comparative study of education through political, historical, economic and sociological perspectives. This course will provide a knowledge base for students to discharge their leadership responsibilities with wisdom gained from knowing the past.

### **EDU 512 Models for Teaching and Learning**

Study of the teaching and learning processes. Recent research findings about teaching and learning will be examined. Interpretation of the research findings in light of prejudgments concerning teaching and learning will be explored. Technological applications to the field of teaching and learning will be included.

### **EDU 513 Diversity and Education**

An exploration of the interrelatedness of world concerns and cultural diversity as they impact on the field of education.

### **EDU 514 Evaluation and Documentation**

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

### **EDU 515 Creativity and Problem Framing**

Study and application of the thinking processes as they affect problem solving and decision making. Models of goal formation, program planning and implementation will be included. Students will create seminars, to be conducted for peers in the program.

**EDU 516 Models of Educational Process**

Exploration of supervisory and consultative models, both within and outside the field of education. Major topics include mentoring, peer collaboration, varieties of administrative processes and procedures and observational techniques. Developing partnerships and collaborative ventures among programs and institutions within the community will be a part of this course. An underlying focus of this course is that of change: identifying where it's needed, initiating the process, and adapting to the outcomes.

**EDU 517 Politics and Public Policy of School Offerings**

Study of school curriculum; selection of curricular offerings, society's impact on school offerings, politics of curricular change and offerings, curriculum development and research in content areas.

**EDU 500 Assessment and Leadership Practicum**

A professional assessment and practicum which spans six terms. This course includes a full-day professional assessment; subsequent seminars designed by the students in the course, "Creativity and Problem Framing"; and opportunity to design and implement a leadership project within the workplace with the support of peer and faculty coaching. Half course. Graded on a P/N basis.

**EDU 590 Thesis – Research Seminar I**

This course provides each individual the opportunity to develop a research topic and to synthesize previous study and work experience. Graded on P/N basis.

**EDU 591 Thesis – Research Seminar II: Synthesis of Findings**

This seminar focuses on the results of individual projects developed in Research Seminar I. At the completion of the seminar, students present their final results orally and submit written theses. Graded on P/N basis.

**EDU 592 Thesis Consultation**

A series of meetings with a faculty thesis advisor simultaneous with EDU 591 and during the term in which the thesis is being prepared for final submission. Half course. Graded P/N. (Students not completing the thesis during the same term in which they enrolled in EDU 591 are required to pay a thesis continuation fee during each subsequent term until the thesis is completed.)



## Graduate Faculty

Faculty who teach in the Master of Arts in Education–Leadership program are full-time senior faculty with doctorates or appropriate professional degrees. Some courses are team taught by bringing together faculty from different disciplines or combining a faculty member with professionals from relevant fields. In these situations, at least one member of the team has a Ph.D. and substantial teaching experience. All of the program faculty have extensive experience teaching adult learners.

## Library

The Augsburg library houses over 160,000 books, periodicals, records, tapes and films. Music, chemistry and art history libraries are located within the departmental areas. Access to over 1,000,000 volumes is available via daily interloan and courier service among seven private liberal arts colleges and the Hill Reference Library. Through Minitex, the statewide network, the additional resources of the Minnesota and Wisconsin libraries are accessible to Augsburg faculty and students.

## Accreditation and Affiliations

Students who successfully complete Augsburg's Education–Leadership program will receive a Master of Arts Degree. Augsburg is accredited by the North Central Association of Colleges and Schools. The college is a member of the Associated Colleges of the Twin Cities (ACTC), Lutheran Education Council in North America and Minnesota Private College Council.

Augsburg College is registered with the Minnesota Higher Education Coordinating Board. Registration is not an endorsement of the institution. Registration does not (necessarily) mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

## Student Support Services

The Augsburg Master of Arts in Education–Leadership Program assists students in making education and career plans, in working on their personal development, and in participating in activities beyond the classroom. Some of these services are listed below.

### **Academic Planning**

In addition to the faculty who provide consultation and advice, academic planning is guided by the Leadership Practicum assessors, thesis advisers, and Master of Arts in Education–Leadership staff.

### **Career Services available include:**

- ◆ Professional assessment through the Leadership Practicum
- ◆ Self/career assessment counseling through the Career Services Office (330-1162)
- ◆ Development of a resume and a career-search plan through the Career Services Office
- ◆ Work experience related to a student's field of specialization through the Cooperative Education Office (330-1148)

## Student Rights

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matters of disciplinary action, grievances and grade appeal. Students who wish to identify appropriate procedures for complaints should contact the Vice President for Student Affairs (330-1160).

The College operates in compliance with the Family Rights and Privacy Act and Title IX. Students have the right to inspect all official records which pertain to them and which are maintained in the Registrar's Office and the Placement Office (except where a waiver of access has been signed) and to challenge inaccurate or misleading information. Students have a right to experience education free from discrimination based on sex, race, ethnic or cultural background, handicap, creed, marital status or age.

## Admissions Requirements

Applicants to the programs must hold a baccalaureate degree from an accredited four-year college or university.

Applicants to the program are expected to have a minimum undergraduate grade point average of 3.0 on a 4.0 scale in an accredited master's program or demonstration of 3.0 course work beyond the bachelor's plus a probationary term.

Applicants to the program must have two years of experience (or equivalent) in a position demonstrating leadership potential in an educational setting.

Decisions about admission to the program will be made on an individual basis. Admission to each entering graduate class will be given to the most highly qualified individuals. Selection of candidates will be made on the basis of an evaluation of each applicant's:

- ◆ previous college record
- ◆ letters of recommendation
- ◆ experience and organizational background
- ◆ Miller Analogies Test scores
- ◆ written statement and possible interview

## Application Procedures

To apply, students must submit the following materials to the Master of Arts in Leadership Office:

- ◆ Completed application form with \$25 (non-refundable) application fee.
- ◆ Written statement relating the applicant's career and life goals focusing on leadership aspirations.
- ◆ Letter of recommendation from an immediate supervisor, assessing leadership potential.
- ◆ Letter of recommendation from a co-worker (at the same level) describing applicant's work style and potential as a leader.
- ◆ Official transcripts of undergraduate and graduate work from each institution attended indicating degrees conferred.
- ◆ Official set of results on the Miller Analogies Test, or for applicants whose native language is not English, a minimum score of 600 on the Test of English as a Foreign Language (TOEFL).
- ◆ Possible interview with a graduate program staff member.



## *Evaluation Standards*

Evaluation of academic performance for the Master of Arts in Education–Leadership will be based on number grades using a 4.0 point scale with these definitions:

- 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
- 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 course is dropped
- I** Incomplete grade given when student is unable to complete course requirements for reasons beyond the student's control (to receive an incomplete, a student must file a petition with the Graduate Program staff stating reasons for the request, the plan and date for removing the incomplete grade, the signature of the instructor, and any other necessary documentation).

No more than two courses with a grade below 3.0 will count toward the degree. No more than two courses with a grade below 2.0 can be repeated. Only the credits and grades earned the second time are counted in the grade point average.



## **A**cademic Policies

### **Academic Probation and Dismissal**

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 in a course, the student must petition successfully with the Graduate Program Committee before being permitted to continue in the program. A plan for the student to follow would be outlined at that time. If the cumulative grade point average again falls below 3.0, the student may be dismissed from the program by the Graduate Program Committee. Students also may be dismissed by the Graduate Program Committee for behavior detrimental to the program such as a gross violation of college policy (as published in the Student Guide). Dismissal would occur only after established procedures were followed.

### **Credit for Prior Education, Training and Experience**

Transfer credits will be evaluated on an individual basis. No more than three courses will be accepted for transfer into the Masters of Leadership-Education program.

### **Credit and Contact Hours**

Each graduate course in the Master of Arts in Education-Leadership program is the equivalent of four semester credits or six quarter credits. Students meet in class a total of 30 hours and are responsible for a significant amount of individual study and preparation.

### **Enrollment Policy/Leaves of Absence**

Students may take either one or two courses each trimester. Enrolling in two courses per trimester enables a student to complete the program in two years. All students are required to complete the program within four years. Extensions beyond four years will be considered on the basis of petition to the Graduate Program Committee. Students who leave the program for more than one term must request a leave of absence in writing from the Graduate Program Committee.

### **Last Date to Withdraw from Class**

The last date on which students may withdraw from a class and receive a "W" on their records is noted on pp. 4 and 5.



## Fee and Payment Schedule

Application Fee (payable once, non-refundable)	\$25.00
Tuition (per trimester course) (one course = 6 quarter credits or 4 semester credits)	\$815.00
Enrollment Reservation Deposit (non-refundable, applicable to first semester's tuition)	\$100.00
Leadership Practicum Fee (per term for six terms)	\$125.00
Thesis Continuation Fee	\$100.00
Late Fee (charged to any student registering after the scheduled registration date.)	\$50.00 per day
Late registration includes incomplete registration as defined: a) Unsigned Registration Form or b) Unapproved Payment Plan	
Registration Change after First Class Meeting (cancel/add/change grade option, or combination at one time)	\$5.00
Transcript Fee (per copy after first, which is free)	\$2.00

Finance Charge: A finance charge is applied at a simple rate of 1% per month on any account with an open balance of 30 days or more.

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### Payment Options\*

- 1) Payment in Full: Due day of registration.
- 2) Payment Plan: Upon application and after college approval, a 3-pay plan is available each trimester. Payment plans will be offered only if previous plans have been adhered to.
- 3) Company Reimbursement: Full courses, or equivalent, which are company reimbursed require a deposit of \$150 per course reimbursed, with full payment due within 50 days after the end of the term.

Tuition is set on an annual basis, payable in 3 equal installments at the beginning of each trimester. Registration is permitted only if the student's account for a previous term is paid in full as agreed. Augsburg College will not release diplomas or academic transcripts until all student accounts are paid in full. This also applies for student loan funds administered by the college (Perkins Student Loan); they must be current according to established repayment schedules.

\*A non-sufficient-funds check will declare your registration invalid and could affect further credit extended by the college.

### **Refund Schedule**

A per-course tuition refund will be made on the following basis: (In order to be eligible for the refund, students are responsible for cancelling courses with the Registrar's Office.)

- Prior to the first scheduled class meeting—100%
- Prior to the second scheduled class meeting—90%
- Prior to the third scheduled class meeting—80%
- Prior to the fourth scheduled class meeting—70%
- Prior to the fifth scheduled class meeting—60%
- Prior to the sixth scheduled class meeting—50%

## *Financial Aid*

In a number of ways, students may receive assistance in meeting Graduate Program costs. Enrollment in two courses per trimester allows the student to be classified as full-time. One course is considered half-time enrollment. The Office of Student Financial Services (330-1046) assists students in assessing financial aid eligibility and offers financial aid from available alternatives, including the following:

### **Augsburg Tuition Grant**

Augsburg College may provide grants and scholarships to graduate students who show academic potential and have financial need.

### **Funded Scholarships**

Augsburg actively pursues outside funding for special scholarships. The availability of such scholarships enables the participation of individuals of limited financial means as well as individuals working for volunteer agencies and other organizations not likely to provide tuition reimbursement.

### **Company Tuition Assistance Programs**

Many companies, agencies and corporations offer full or partial tuition assistance to employees who participate in work-related or degree-related college programs. Augsburg College provides several payment plans by which employees may handle tuition reimbursement.

### **Bureau of Indian Affairs, Tribal and State Indian Scholarships**

American Indian students who meet federal, state or tribal requirements may apply for these scholarships. Indian grants generally supplement other sources of financial aid. For assistance in application please contact Augsburg's American Indian Support Program Director at 330-1138 or your tribal agency.

## Federal and State Aid Programs

The Office of Student Financial Services determines eligibility for any Federal or State financial aid programs available to graduate students. Determination of eligibility is based on standard, nationally accepted methodology.

◆ **Perkins Student Loan**—Joint Augsburg College-federally funded program administered through the College for students who demonstrate financial eligibility. No interest accrues nor do payments have to be made on the principal at any time while you are enrolled at least half-time. Simple interest of 5% and repayment of the principal (at the minimum of \$30 a month) begin six months after you leave school (nine months for new borrowers after 7-1-87). Repayment may extend up to 10 years. The maximum which may be borrowed for combined undergraduate and graduate study is \$18,000.

◆ **SLS (Supplemental Loans for Students)**—A Federal loan program. Independent students may borrow up to \$4,000 per year to a maximum of \$20,000 and must be enrolled at least half-time. Variable interest rate is set annually with a cap of 12%; payment usually begins within 60 days after disbursement. Principal may be deferred until the student ceases half-time enrollment. Interest may, at the lender's option, accumulate until the in-school deferment ends. Students must apply for financial aid.

◆ **SELF (Student Educational Loan Fund)**—A Minnesota State loan program. Students may borrow up to \$4,000 per year (\$16,000 cumulative) as undergraduates with a \$25,000 aggregate maximum when graduate study is included (\$1,000 minimum). Interest rate is variable, paid by the borrower quarterly while in school. Principal payments begin 13 months after leaving school. Students must apply for financial aid and be enrolled at least half-time.

◆ **Stafford Student Loan (formerly the Guaranteed Student Loan)**—Loan funds are obtained directly from a local lender or state agency in certain states. While the student is attending at least half-time, there is no interest charge. Simple annual interest of 8% on the loan balance and repayment of the principal begin six months after leaving school. Repayment may extend up to 10 years. The maximum loan is \$2,625 for the first two years and \$4,000 for the remaining years of undergraduate study and \$7,500 per year for graduate study. The cumulative undergraduate and graduate maximum is \$54,750.

### **To Apply for Financial Aid:**

- 1) Complete the Application for Admission and indicate your desire to also apply for financial aid.
- 2) The Office of Student Financial Services will send you the necessary application and financial statement form (or you may pick them up in the Office of Student Financial Services, 152 Science Hall, or the Master of Arts in Education–Leadership Program Office, 2222 Murphy Place).
- 3) All students must have a Financial Aid Transcript on file with Augsburg from each previously attended institution even if they did not receive aid. Forms are available from the College.
- 4) Complete and return the financial aid forms by the deadlines indicated.
- 5) Accept the financial aid offered, in whole or in part, within the deadline stated.





## 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 oldest of 155 parks in the "City of Lakes." Adjacent to the campus are Fairview and St. Mary's Hospitals, the West Bank campus of the University of Minnesota and Mississippi River parkways.

### 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 between nine of the 14 major buildings—student housing towers, Christensen Center, main academic and administrative halls, the library and music building. In addition, there are programs for students with learning and physical disabilities.

### Church Affiliation

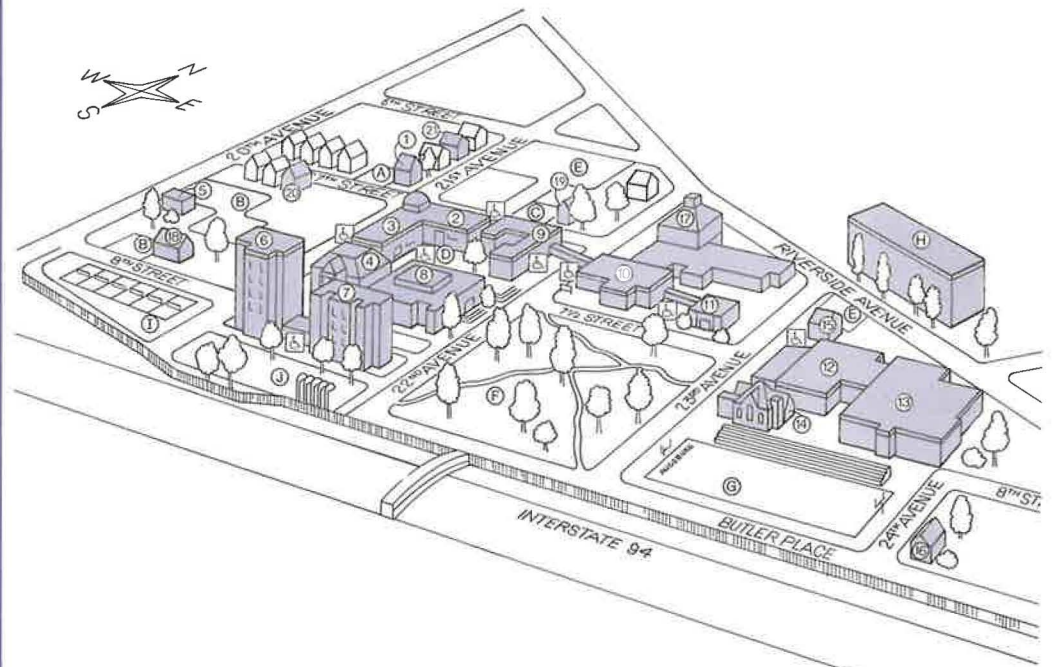
Augsburg is a college of The Evangelical Lutheran Church in America. About 59 percent of the students are Lutheran, 14 percent other Protestant and 19 percent Roman Catholic. Several other affiliations are represented among students and faculty.

### Non-Discrimination Policy

Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, marital status, sex or handicap as required by Title IX of the 1972 Educational Amendments of Section 504 of the Rehabilitation Act of 1973 as amended in its admission policies, educational programs, activities, and employment practices.



# Campus Map

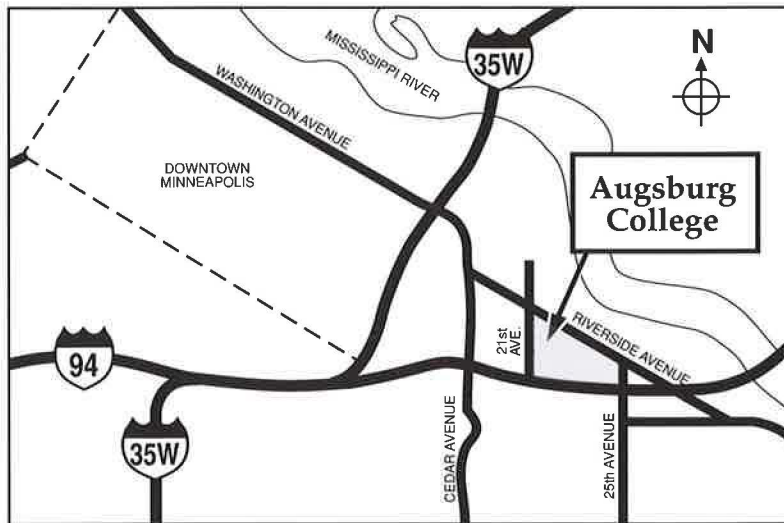


- |   |  |
|---|--|
| 1. Admissions House   | 19. Office Annex House   |
| 2. George Sverdrup Library  | 20. Tutor House  |
| 3. Science Hall   | 21. American Indian Support and Minority Education Partnership |
| 4. Old Main   |  |
| 5. West Hall  |  |
| 6. Mortensen Tower  | A. Admissions Parking  |
| 7. Urness Tower   | B. Student Parking   |
| 8. Christensen Center   | C. Visitor Parking   |
| 9. Sverdrup-Oftedal Memorial Hall                                   | D. The Quad  |
| 10. Music Hall  | E. Faculty/Staff Parking                                       |
| 11. 2222 Murphy Place   | F. Murphy Square   |
| 12. Melby Hall  | G. Anderson-Nelson Athletic Field                              |
| 13. Ice Arena   | H. Fairview/St. Mary's Parking Ramp                            |
| 14. Stage II Theatre  | I. Husby-Strommen Tennis Courts                                |
| 15. Center for Global Education                                     | J. Resident Parking Only                                       |
| 16. Scandinavian Center   |  |
| 17. Foss, Lobeck, Miles Center for Worship, Drama and Communication |  |
| 18. Youth and Family Institute                                      |  |



Accessible Entrance

## Campus Location



### From Minneapolis

Interstate 94 east to 25th Avenue exit, left to Riverside Avenue, left to 21st Avenue South, left at Augsburg sign.

### From St. Paul

Interstate 94 west to Riverside exit, right on Riverside Avenue to 21st Avenue South, left at Augsburg sign.

### Parking

All posted Augsburg College parking lots are free and open for student use from 4:30 p.m. Friday through Sunday evening. Lots are located on 7th Street between 21st and 22nd Avenues and north of 8th Street on 21st Avenue. Most street parking is two hour parking, seven days a week. Additional parking is available in the Riverside Medical Center ramp, or U of M parking lots on the north side of Riverside Avenue.









*Augsburg College*

731 21ST AVENUE SOUTH  
MINNEAPOLIS, MN 55454

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