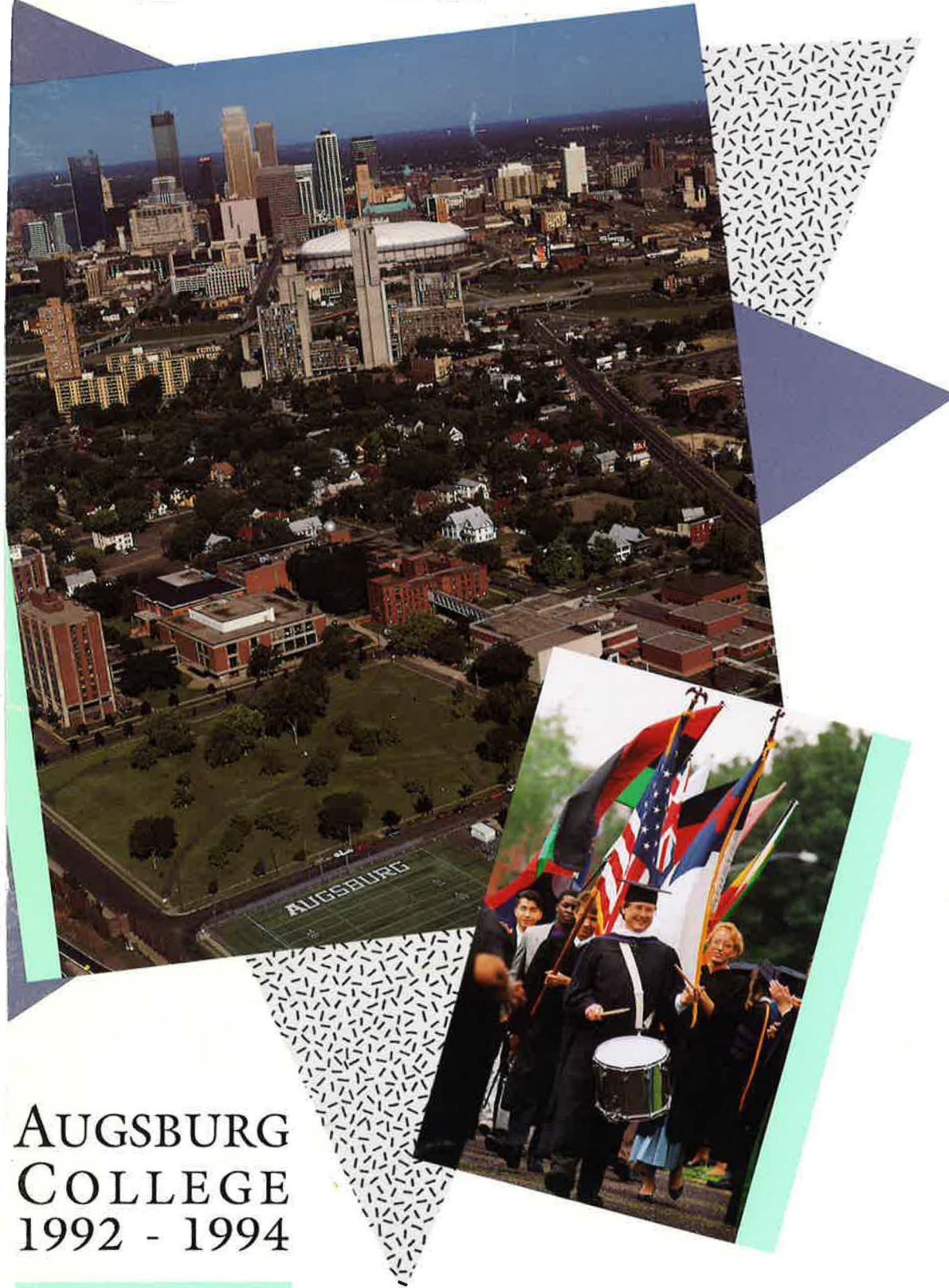


MASTER OF ARTS IN EDUCATION- LEADERSHIP



AUGSBURG
COLLEGE
1992 - 1994

Master of Arts in Education - Leadership
Audit Policy Proposal
September 13, 1994

- Students wanting Continuing Education units (CEU's) rather than credit for Focus I graduate level courses at Augsburg College should register for an audit of each course.
 - Courses taken as audit cannot be converted to graduate credit in the future.
 - MEL degree-seeking or non-degree seeking students can audit Focus I, MEL courses.
 - Students wanting CEU's for courses successfully completed will be granted a certificate of attendance by the Graduate Programs Office and posted on the official transcript by the Registrar's Office as an audited graduate course. Audited courses that are not successfully completed will be indicated by a grade of 'W'.
-

"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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Introduction to the Master of Arts in Education-Leadership

Developing Leaders for Education

The Master 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 roles educators can play as leaders in 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.

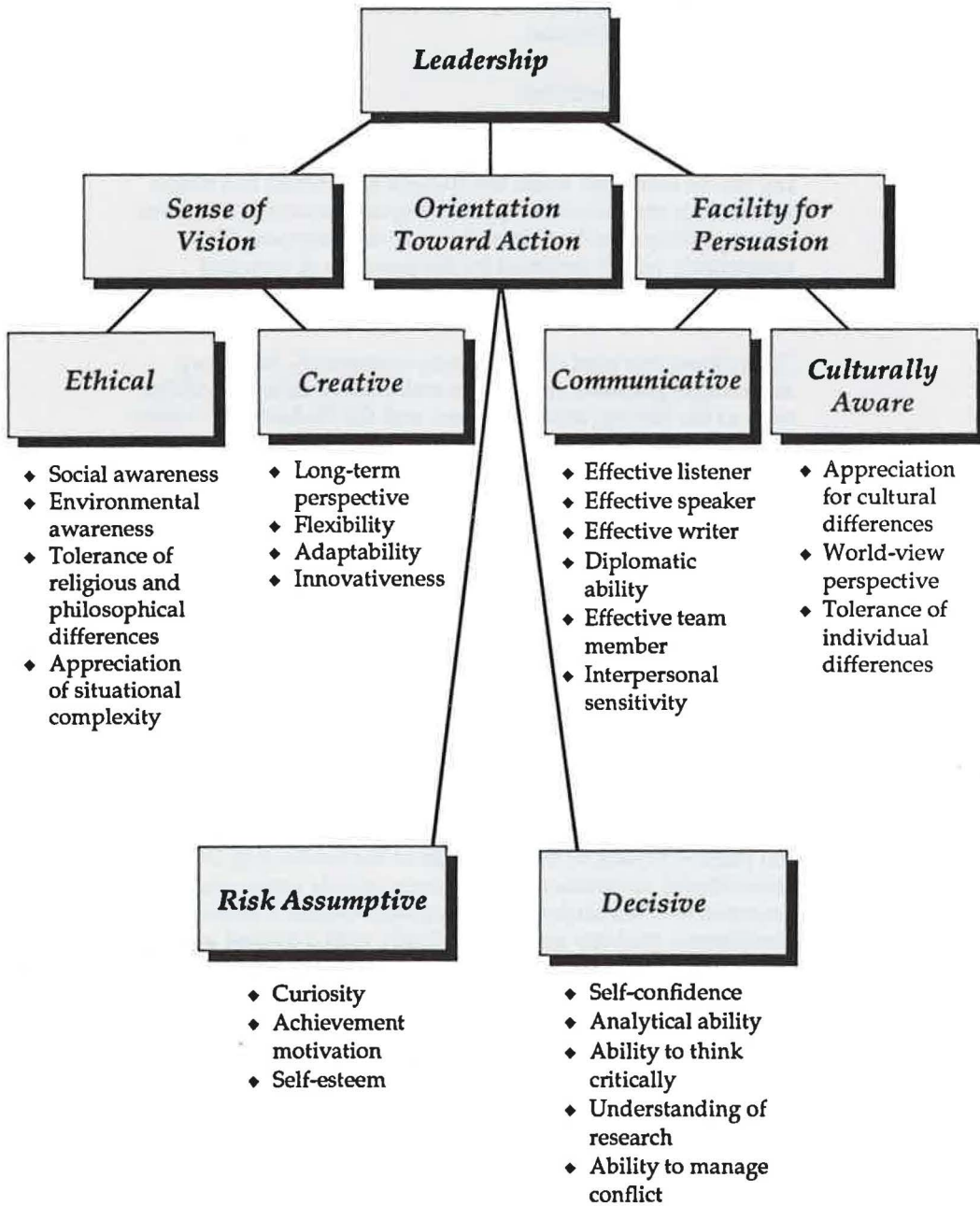
Accommodating the Full-Time Work Schedule

The Master of Arts in Education-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 educational organization, and 3) works toward progress within the educational community. 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. These abilities and awarenesses, outlined in the diagram on page 5,

Leadership Development Model



serve as specific outcomes for the 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 life and work 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 sequence, students receive a half-course credit.

Early in the program, a major component of the practicum is a full day assessment to determine students' abilities and potential relative to each of the outcomes of the Leadership Development Model. 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 as identified and designed by participants. Also included is the opportunity for participants to develop and monitor a leadership project within their workplace.



Curriculum Design

The Master of Arts in Education-Leadership is composed of ten course credits composed of eight full credit and four half credit 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

Core Courses (4 course credits)

The following core courses are required of all students in the Master of Arts in Education-Leadership program:

- EDU 500 Assessment and Leadership (.5 credit course)
- EDU 513 Diversity and Education OR
ML 560 Developing a Multi-Cultural Perspective
- EDU 514 Evaluation and Documentation OR
ML 514 Research Methods
- EDU 593 Thesis-Research Seminar I (.5 credit course)*
- EDU 594 Thesis-Research Seminar II (.5 credit course)*
- EDU 592 Thesis Consultation (.5 credit course)

Elective Courses (4-6 course credits)

The Master of Arts in Education-Leadership program requires, at a minimum, that four of the six required elective courses be selected from the following list:

- EDU 510 Ethics and Leadership
- EDU 511 Legacy of Education
- EDU 512 Models of Teaching and Learning
- EDU 515 Creativity and Problem Framing OR
ML 511 Creativity and the Problem-Solving Process
- EDU 516 Models of Educational Process
- EDU 517 Politics and Public Policy of School Offerings
- EDU 599 Special Topics (.5 or 1 credit course)

**Master of Arts in Leadership Elective Courses
(0-2 course credits)**

The Master of Arts in Education-Leadership program will allow up to two electives from the Master of Arts in Leadership program to be selected from the following list:

- ML 510 Foundations of Leadership
- ML 520 Self-Identity, Values, and Personal Growth
- ML 521 Methods of Critical Thought
- ML 530 Ethics in Communication
- ML 531 The Dynamics of Change
- ML 540 Politics, History, and Leadership
- ML 545 Decision Making I: Qualitative Process and
Application
- ML 550 Decision Making and Technology
- ML 599 Special Topics

Please see the Master of Arts in Leadership program bulletin for detailed descriptions of these courses.

*EDU 590 and EDU 591 are now known as EDU 593 and EDU 594, respectively. During program updating, EDU 591 was listed as having a 0 course credit on student transcripts instead of 1 course credit.

Course Descriptions

EDU 500 Assessment and Leadership Practicum

A professional assessment and practicum which spans six terms. Includes a full-day assessment, seminars designed by the participants in the practicum and opportunities to develop and monitor a leadership project within the workplace with the support of peer and faculty coaching. Half credit course. Graded on a P/N basis.

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. Students generally take this course near the end of their graduate program, but before taking Thesis-Research Seminar I.

EDU 515 Creativity and Problem Framing

Study and application of the thinking processes as they influence problem solving and decision making will be explored. Theories and myths of creativity will be investigated. Framing and examining challenges from a variety of perspectives will be experienced.

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 592 Thesis Consultation

A series of meetings with a faculty thesis advisor simultaneous with EDU 594 and during the term in which the thesis is being prepared for final submission. Half credit course. Graded on a P/N basis. (Students not completing their thesis during the same term in which they are enrolled in EDU 594 are required to pay a thesis continuation fee during each subsequent term until the thesis is completed.)

EDU 593 Thesis-Research Seminar I: Research in Leadership

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

EDU 594 Thesis-Research Seminar II: Synthesis of Findings

This seminar focuses on the results of individual projects developed in Research Seminar I. Students will develop, write and discuss the thesis work during the class. Half credit course. Graded on a P/N basis.

EDU 599 Special Topics

Study of selected topics in educational leadership that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

518 1/2 cr?

EDU 538 1/4

540
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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 million 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:

Academic Planning

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

Career Services Available Include:

- Professional assessment through 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 when 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.

Admission Requirements

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

Applicants are expected to have a minimum cumulative undergraduate grade point average of 3.0 (on a 4.0 scale) OR a minimum cumulative grade point average of 3.0 for graduate courses completed at an accredited college or university, with a possible probationary term. Applicants holding a master's or other advanced degree from an accredited college or university are academically admissible.

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

Admissions are handled on a "rolling" basis, with students admitted at the beginning of the fall, winter, spring and summer terms. Selection of candidates will be made on the basis of an evaluation of each applicant's:

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

Application Procedures

To apply, the following materials must be submitted to the Graduate Programs Office:

- Completed application form
- \$25.00 application fee (non-refundable)
- A brief (1-3 page) statement relating the applicant's career and life goals to his or her leadership aspirations
- Letter of recommendation from an immediate supervisor, assessing leadership potential
- Letter of recommendation from a co-worker (at the same level) describing the applicant's work style and potential as a leader
- Official transcripts from all undergraduate institutions attended listing all courses taken and any degree(s) conferred
- Official transcripts from all graduate institutions attended listing courses taken and degree(s) conferred, if any
- Official set of results on the Miller Analogies Test, or for students whose native language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL)
- Possible interview with graduate programs faculty and/or staff member.

Evaluation Standards

Evaluation of academic performance in 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 a student withdraws from a course after the registration period.
- I Incomplete grade given when a 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 Programs Office 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. Students who receive an N in a course must successfully petition the Master of Arts in Education-Leadership Committee before being allowed to continue in their program. If a second grade of N is received, the student may be dismissed from the program.

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.

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 course instructor. Irregular attendance may, at the discretion of the instructor, adversely affect one's grade.

Academic Policies

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 in a course, the student must petition successfully with the Master of Arts in Education-Leadership Program Committee before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of N is received, the student may be dismissed from the program by the Master of Arts in Education-Leadership Program Committee. Students may also be dismissed by the Master of Arts in Education-Leadership 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

Transfer credits will be evaluated on an individual basis. The only courses that will be considered for transfer credit are those whose course content is comparable to those in the Master of Arts in Education-Leadership program. No more than two courses will be accepted for transfer credit.

Credit and Contact Hours

Each full credit 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 31.5 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 per term plus Leadership Practicum. Enrolling in two courses per term enables a student to complete the program in under two years. All students are required to complete all components of the program within five years. Extensions beyond five years will be considered on the basis of petition to the Master of Arts in Education-Leadership Program Committee.

Students who leave the program for more than one term must request a leave of absence in writing from the Associate Dean of Graduate and Non-Traditional Programs. A leave of absence may be granted for up to one calendar year. Time spent on an official leave of absence will not count toward the five year deadline for degree completion.

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 Master of Arts in Education-Leadership Program Supplement.

Fee and Payment Information

A schedule of fees is published separately in the Master of Arts in Education – Leadership Program Supplement. Tuition is set on an annual basis. EDU 592, EDU 593 and EDU 594 are half credit courses and are charged half of the current full credit tuition. EDU 500 Assessment and Leadership Practicum is a separate charge. Please refer to the current supplement.

Various Payment Plans are Available: *

- 1) Payment in Full: Due day of registration.
- 2) Three-Pay Plan: Upon application and after college approval, a three – pay plan is available each trimester. Payment plans will be offered only if the student has adhered to previous plans.
- 3) Company Reimbursement: Full courses or equivalent, which are company reimbursed, require a deposit of \$150 per course reimbursed, with full payment due within 45 days after the end of the term. A letter from the employer stating the company's reimbursement policy must be annually filed with the Business Office.

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 students loan funds administered by the college (Federal 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

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

- 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 who work for volunteer agencies and other organizations that are 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 offers 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

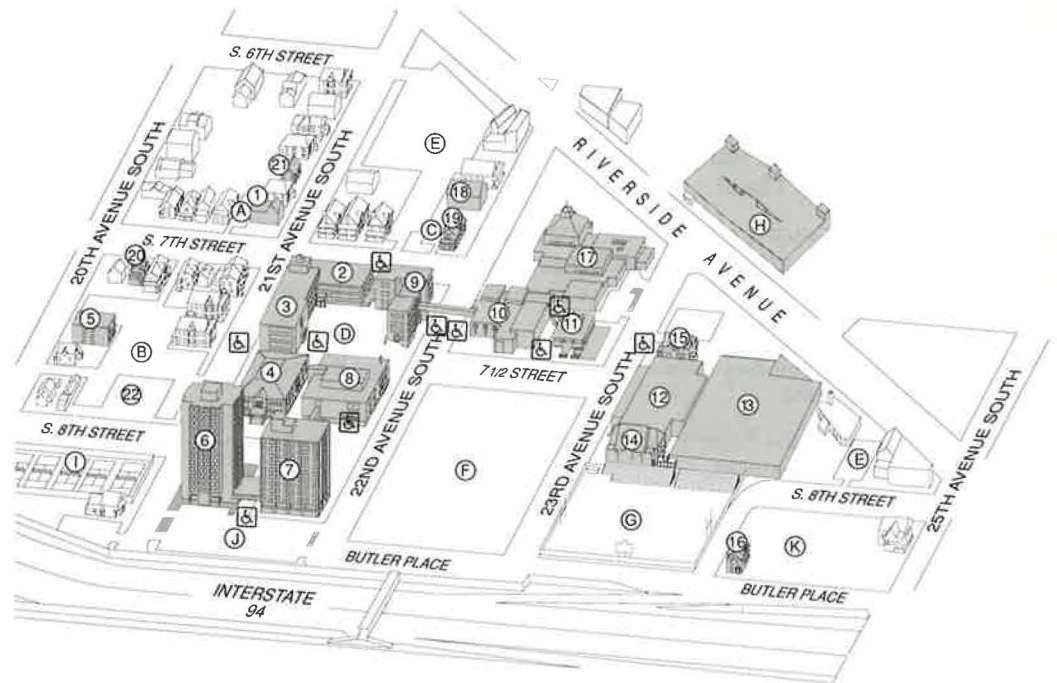
The Office of Student Financial Services determines eligibility for any federal or state financial aid programs available to graduate students. Determination is based on standard nationally accepted methodology.

- **Federal Perkins Loan Program** — 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 begin six months after you leave school (nine months for new borrowers after July 1, 1987). Repayment may extend up to ten years. The maximum which may be borrowed is \$15,000 for undergraduate study and \$15,000 for graduate, for a maximum cumulative amount of \$30,000.
- **Federal SLS (Supplemental Loans for Students)** – Independent students may borrow up to \$5,000 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% (11% beginning October 1, 1993). 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. Aggregate maximum borrowing for undergraduates is \$23,000 and for graduates is \$73,000.
- **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.
- **Federal Stafford Loan Program** – 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. Beginning October 1, 1992, the rate for new borrowers is a variable rate of T-bill plus 3.1% with a cap of 9%. Repayment may extend up to ten years. The maximum loan for graduate study is \$7,500 per year (\$8,500 after October 1, 1993). The cumulative undergraduate and graduate maximum is \$65,500.


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 at the Office of Student Financial Services, 152 Science Hall or at the Graduate Programs 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 financial 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, by the deadline stated.

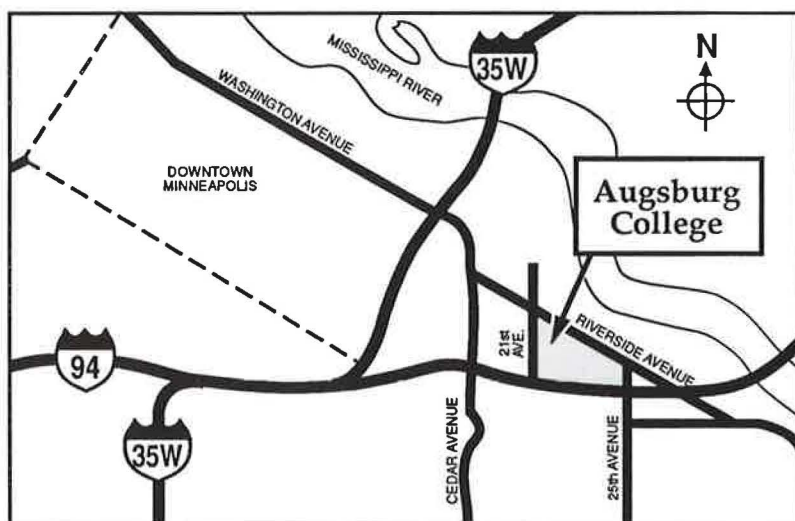
Campus Map



Douglas J. McLaughlin 1991 • Revised 9/92

- | | |
|---|---|
| 1. Admissions House | 20. Youth and Family Institute |
| 2. George Sverdrup Library | 21. American Indian Support and Minority Education Partnership |
| 3. Science Hall | 22. Site of new residence hall |
| 4. Old Main | |
| 5. West Hall | A. Admissions Parking |
| 6. Mortensen Tower | B. Student Parking |
| 7. Urness Tower | C. Visitor Parking |
| 8. Christensen Center | D. The Quad |
| 9. Sverdrup-Oftedal Memorial Hall | E. Faculty/Staff Parking |
| 10. Music Hall | F. Murphy Square |
| 11. 2222 Murphy Place | G. Anderson-Nelson Athletic Field |
| 12. Si Melby Hall | H. Fairview/St. Mary's Parking Ramp |
| 13. Ice Arena | I. Husby-Strommen Tennis Courts |
| 14. Stage II Theatre | J. Resident Parking Only |
| 15. College Relations | K. Student/Commuter Parking |
| 16. Nordic Center |  Accessible Entrance |
| 17. Foss, Lobeck, Miles Center for Worship, Drama and Communication | |
| 18. Center for Global Education | |
| 19. Jeroy C. Carlson Alumni Center | |

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, with the exception of resident parking lots in front and behind the residence halls, are free and open for student use from 4:30 p.m. Friday through Sunday evening and Monday through Thursday evenings after 4:30 p.m. until 8:00 a.m. Lots are located on 7th Street between 21st and 22nd Avenues, north of 8th Street on 21st Avenue and on Butler Place next door to the Nordic Center. Most street parking is four hour parking and available seven days a week, except for the parking meters on Riverside Avenue. The parking meters are as posted by the City of Minneapolis. Additional parking is available for a fee in the Riverside Medical Center ramp.

About Augsburg

History

Augsburg was the first seminary founded by Norwegian Lutherans in America. Named after the confession of faith presented by Lutherans in 1530 in Augsburg, Germany. 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 Riverside Medical Center, 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 14 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 and physical disabilities.

Church Affiliation

Augsburg is a college of the Evangelical Lutheran Church in America. We are a diverse community with many strong religious traditions represented among the students, faculty and staff, including Lutheran, Protestant, Roman Catholic, American Indian Spirituality and Thought, Buddhist and Islamic faiths.

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.

Faculty and Administration

Elizabeth Bruch, Associate Dean of Graduate and Non-traditional Programs. B.A., Elmhurst College; M.S., Indiana University; Ph.D., University of Wisconsin.

Mary G. Endorf, Assistant Professor of Education. B.A., Hamline University; M.S.A., SUNY-Cortland; Ph.D., University of Minnesota.

Laura L. Ericksen, Coordinator of Graduate Programs in Leadership. B.S., Illinois State University; M.A., University of Arkansas.

Joseph A. Erickson, Assistant Professor of Education. B.A., M.A., College of St. Thomas; M.A., Luther Northwestern Theological Seminary; Ph.D., University of Minnesota.

Ethelind K. Garetz, Assistant Professor, part-time. B.A., University of Minnesota; M.S., University of Nebraska; Ph.D., University of Minnesota.

Richard Germundsen, Assistant Professor of Education. B.S., Mankato State University; M.A., School of International Service, American University; Cand. Mag. Universitet i Bergen, Norway; Ph.D., University of Minnesota.

Ryan LaHurd, Vice President for Academic Affairs and Dean of the College. B.A., Mt. Carmel College; M.A., University of Chicago; Ph.D., University of Wisconsin.

Marie O. McNeff, Professor of Education, Director of Faculty Development. B.S., M.Ed., Ed.D., University of Nebraska.

Vicki B. Olson, Assistant Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

Jacqueline O. Richardson, Assistant Professor of Education. B.S., Morris Brown College; M.S., Fort Valley State College; Ph.D., University of Minnesota.

Barry Sullivan, Instructor, part-time. B.A., St. Cloud State University; M.A., University of North Dakota; Ph.D., University of Minnesota.

The provisions of this document are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to change any provisions or requirements at any time within the student's term of residence.



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