Master of Arts in Education-Leadership

AUGSBURG
COLLEGE

1994-1996

A Master's Degree for Today's Schools

"Teacher leadership means that a teacher is able to have the power to influence policy, curriculum and procedures within the individual school and the school district. It means teachers having responsibility for instruction of children, ...evaluation of their peers and of administrators [in order to] influence what happens in schools."

"...a leader [is] someone who has the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader...[T]eacher leadership [is] the ability of the teacher leader to engage colleagues in experimentation and then examination of more powerful instructional practices in the service of more engaged student learning."

Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice
by Patricia A. Wasley. Teachers College Press, 1991.

"There is no question that as a leader you have responsibilities to teach...'Teachership and leadership go hand-in-glove. The leader must be willing to teach skills, to share insights and experiences, and to work very closely with people to help them mature and be creative'..."

The Art of the Leader by William A. Cohen. Prentice-Hall, 1990

Master of Arts in Education-Leadership

AUGSBURG
C • O • L • L • E • G • E

Graduate Programs Office
2211 Riverside Avenue
Minneapolis, MN 55454
612/330-1786

Education Department Mission Statement

The Augsburg College Education Department commits itself to developing educational leaders who foster student learning by being knowledgeable in their fields, being capable in pedagogy, valuing learning, thinking critically, nurturing self-esteem, embracing diversity, and being ethical in their practice.

An educational leader believes in the worth of self and others.

An educational leader believes him/herself to be a life-long learner.

An educational leader views students as individuals with varying needs who all possess the potential to learn.

An educational leader believes learning is a constructive process in which students actively participate and find personal reward. This learning process is affected by students' learning styles, motivations, abilities and self-concepts.

An educational leader believes that the act of teaching needs to be informed by research, practice and personal reflection.

An educational leader believes in the value of knowledge as an essential tool for thinking critically and participating effectively as a world citizen.

An educational leader believes that teaching is a multifaceted endeavor, governed by a code of ethics, which requires personal involvement in the areas of classroom, school, profession and community.

An educational leader believes that s/he contributes significantly to the culture and environment of the institutions in which children learn.

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INTRODUCTION

Features of the Master of Arts in Education - Leadership Program:

- A Masters Degree with a dual focus on classroom practice *and* educational leadership.
- A welcoming academic environment respectful of your knowledge and experience.
- Students from various locations and backgrounds learning together in a supportive campus community.
- High quality courses taught by Augsburg professors and qualified adjunct faculty.
- Individualized pacing; two courses each trimester makes it possible to complete the degree in as little as 24 months or students have up to five years to complete the degree program.
- Class sizes typically no more than 15 students.
- Convenient course schedule for working adults.
- Campus services (computer labs, library, financial aid, bookstore, etc.) accommodate the schedule of working adults.
- Small college, personalized atmosphere.
- Accessible campus in the heart of the Twin Cities with free parking.

As practitioners, teachers are concerned with enhancing their teaching skills and their students' learning. As professionals, teachers are increasingly responsible for and concerned about educational decision-making. Augsburg College offers a program that addresses this dual focus of classroom practitioner and teacher leader. The Master of Arts in Education-Leadership (MEL) program offers opportunities to increase knowledge and skills (1) for teaching today and (2) for leading education into the future. This program values the role that good teachers play in the lives of students and operates from the belief that teachers can exercise leadership, inside and outside the classroom, without relinquishing the role of teacher.

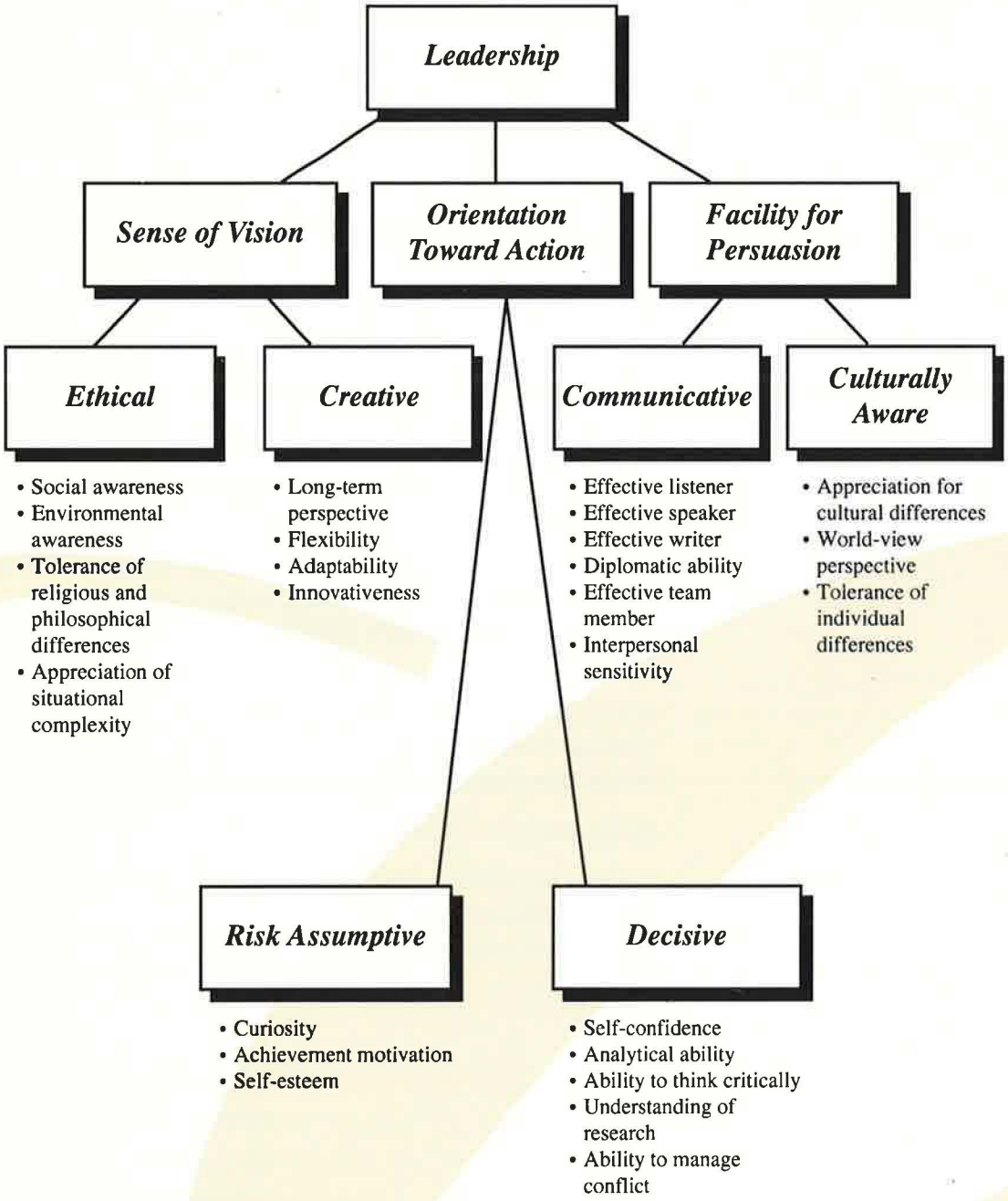
The Minnesota Board of Teaching, in its requirements for teacher licensure programs, acknowledges the importance of developing teachers who have the knowledge and skill to act as leaders, or change agents. Beginning teachers, however, often feel overwhelmed with issues of classroom practice; thus, it is logical to offer a program which includes a "change agent" focus at the degree level sought by veteran teachers. The MEL program incorporates an educational leadership focus alongside the more traditional classroom practice focus to address the expanded role teachers play in today's schools.

As a part of this program you will:

- Study issues of classroom practice, including teaching and learning, creativity, and multi-culturalism;
- Gain specific knowledge of educational institutions and processes;
- Examine who and what leadership is about and explore ways to exercise leadership within your workplace;
- Develop expertise in an area of personal interest through an individualized, capstone research project.

Leadership Development Model

The MEL program promotes leadership as a process which 1) inspires cooperation among people, 2) promotes productivity within and beyond the educational organization, and 3) works toward growth and change within the educational organization. Individuals in leadership roles identify three key attributes of leadership: a sense of vision, the ability to persuade, and the ability to direct action. These attributes form the framework for the Leadership Development Model incorporated into the MEL program philosophy.



Curriculum Design

The MEL program is composed of a minimum of 9 course credits consisting of 2.5 to 4.5 Classroom Issues and Practice courses (Focus I) and 4.5 to 6.5 Education Leadership courses (Focus II). Elective courses in both components allow students to build individual programs of study that address specific needs and interests.

Focus I: Classroom Issues and Practice Courses (2.5-4.5 course credits)

These courses are offered to degree and non-degree seeking students. A maximum of 4.5 courses may be selected from the list below. One of these must be EDU 513 or ML 560.

EDU 512 Models of Teaching and Learning (1.0)

EDU 513 Diversity and Education (or ML 560 Developing a Multi-Cultural Perspective) (1.0)

EDU 515 Creativity and Problem Framing (or ML 511 Creativity and the Problem Solving Process) (1.0)

EDU 516 Models of Educational Process (1.0)

EDU 518 Teaching and Learning: Service Learning in Your Classroom (.5)

EDU 519 Teaching and Learning: Teaching with the NCTM Math Standards (.5-1.0)

Paideia Institutes (.25-1.0)

New courses related to topics and issues of current interest in education are added to this list periodically.

Focus II: Education Leadership Courses (4.5-6.5 course credits)

These courses are required of students pursuing the MEL degree and are not available to students who are not enrolled in the degree program. Educational leadership courses provide students with a supportive framework within which to investigate leadership and the institution of education, to consider themselves as leaders, and to develop expertise in a topic of choice. Both thesis and applied project options are available as capstone research experiences.

At least one of these three courses is required for the MEL degree:

EDU 511 Legacy of Education (1.0)

EDU 517 Politics and Public Policy in Education (1.0)

EDU 599 Topics in Educational Leadership (.5-1.0)

All of the following courses are required for the MEL degree:

EDU 510 Ethics and Leadership in Education (or an approved MAL alternative) (1.0)

EDU 514 Evaluation and Documentation (or ML 514 Research Methods) (1.0)

EDU 592 Research Consultation (.5 credit course taken in conjunction with EDU 594)

EDU 593, 594 Research Seminar I, II (.5 credit each) (or ML 593, 594 Research Seminars I, II)

Leadership Electives (0-2 course credits)

These courses are available to degree seeking students but are not available to non-degree seeking students. For students wanting to explore issues of leadership and organizational change within a broader context, the MEL program will allow up to two electives from the Master of Arts in Leadership program. These courses become part of the Focus II component of the MEL program. See the Master of Arts in Leadership program bulletin for courses.

Thesis/Leadership Application Project

At, or near, the completion of the course work for the MEL program, students are required to develop and carry out a study or project related to education and leadership. The focus can be on an issue in education with opportunities for personal leadership, or it can focus on leadership itself within the context of education. This research-based capstone experience affords students the opportunity to become an expert in an area of personal interest as well as to "tie together" what has been learned throughout the MEL program. Students have the option to select either a Thesis or a Leadership Application Project. The decision as to which of these alternatives is selected depends on the interests and orientation of the student.

Some students express a theoretical and/or empirical interest in the study of education and/or leadership and identify topics which lend themselves to a more traditional thesis project. An example of a thesis project would be a comparison of the effects of two instructional strategies on student learning. The connection to leadership comes as the thesis writer considers how to share his/her expertise with others.

Other students express interest in an applied project which includes the development and implementation of an idea related to education. These students find the Leadership Application Project to be the appropriate culminating experience. An example of a leadership application project is one which includes the development and implementation of a peer mediation training program at the middle school level. Leadership issues emerge as part of the training of students and staff in the use of the program.

In both capstone experiences, research forms the foundation for decision-making and direction.

Course Descriptions

EDU 510 Ethics and Leadership (1.0 course)

Study of leadership within the context of personal and professional ethics and values. 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 (1.0 course)

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

EDU 512 Models of Teaching and Learning (1.0 course)

A focused study of the teaching and learning process. A variety of strategies for teaching and learning will be examined, discussed, and modeled. Technological applications to the field of teaching and learning will be included.

EDU 513 Diversity and Education (1.0 course)

The field of education is impacted significantly by diversity in and out of the classroom. This course broadens the definition of diversity to include gender, religion, ethnicity, abilities, lifestyle, and economic class. Examines issues related to diversity in the workplace, including classroom issues and teaching strategies. P/N grading optional. This course meets the Minnesota Human Relations requirement.

EDU 514 Evaluation and Documentation (1.0 course)

An introduction to basic concepts of research methodology. Serves as an introduction to the capstone research project and builds skills in formulating research questions, reviewing literature, selecting appropriate research methodology, conducting and interpreting basic data analysis, and developing research project proposals. Students generally take this course near the end of the program and just prior to EDU 593 Thesis/Leadership Project Seminar I.

EDU 515 Creativity and Problem Framing (1.0 course)

The 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. A variety of perspectives will be used to frame problems and examine challenges.

EDU 516 Models of Educational Process (1.0 course)

Exploration of supervisory and consultative models, both within and outside the field of education. Major topics include mentoring, peer collaboration, community collaboration and partnerships, varieties of administrative processes and procedures and observational techniques. An underlying focus of this course is that of change: identifying where it's needed, initiating the process, and directing and/or adapting to the outcomes.

EDU 517 Politics and Public Policy of Education (1.0 course)

Study of the politics of education and its impact on school curriculum. Examine society's impact on school offerings, the politics of school change, and the processes through which decisions and changes are made.

EDU 518
Service-Learning in Your Classroom (.5 course)

President Clinton talks about service-learning as an important means for providing community service and deepening academic learning. What is Service-Learning? How does it differ from community service and volunteerism and how can it be implemented in the classroom? By exploring these questions you will develop an understanding of the theory and process of service-learning and how to use it with your students.

EDU 538 Educational Processes: Supervision of Student Teachers (.25 course)

Offered in workshop format, this course will provide training for licensed teachers who want to increase their effectiveness as supervisors of student teachers. Many of the skills learned in the course will also be useful in peer coaching.

EDU 592
Thesis/Leadership Application Project Consultation (.5 course)

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 statement. Graded on a P/N basis. (Students not completing their thesis project during the term for which they register for EDU 592 must pay a thesis continuation fee of $125.00 for each additional term.)

EDU 593
Thesis/Leadership Project Seminar I (.5 course)

This course provides each individual with the capstone opportunity to conduct research in an area of interest related to education, using either a thesis or leadership application project framework. Support and guidance are provided by fellow students, course instructor, and faculty advisor. Graded on a P/N basis.

EDU 594
Thesis/Leadership Project Seminar II (.5 course)

This seminar focuses on the results of individual projects developed in Research Seminar I. Students will develop, write and discuss thesis/project work during the class. Graded on a P/N basis. (Students not completing the 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.)

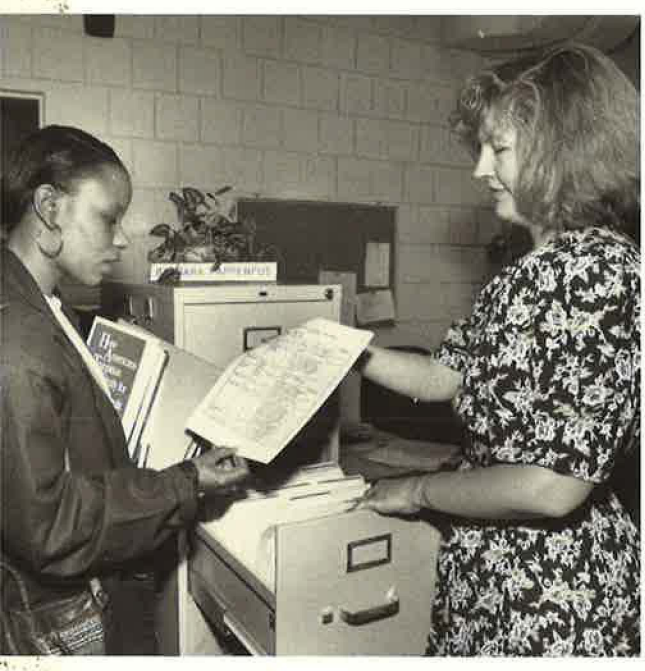
EDU 599 Special Topics (.5-1.0 course)

Study of selected topics in educational leadership that are not treated extensively through current course offerings.

EDU 539
Paideia Institutes (.25-1.0 course)

Titles such as *Seeing with a Native Eye* and *Six Great Ideas for Teaching: Truth, Goodness, Beauty, Liberty, Equality, Justice* have been offered. Paideia Institutes are opportunities for education professionals to learn specific strategies related to Paideia program methodology (i.e., seminar leadership and coaching) to enlarge understanding of ideas, values and contemporary issues. Specific topics will be published prior to registration.

Admission Requirements & Procedures



Admission to the MEL Degree Program

Applicants must hold a baccalaureate degree from an accredited college or university and 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. Applicants holding other advanced degrees from accredited colleges or universities are academically admissible. Should an applicant not meet the minimum GPA requirements, a probationary term may be possible as decided on a case by case basis. Applicants to the program must have two years of full-time work experience (or equivalent part-time experience) 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

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;
- Applicant may be asked to participate in an interview with graduate program faculty and/or a staff member.

Admission to the Non-Degree Program

Applicants wanting to take any MEL course must hold a baccalaureate degree from an accredited college or university and be in good academic and financial standing with all previous academic institutions.

To apply, submit the following materials to the Graduate Programs Office:

- Completed course application/registration form
- $50.00 non-refundable deposit per course, each term, to be applied towards course tuition.

For additional information on application requirements, please call the Graduate Programs Office at (612) 330-1786.

International Applicants

Augsburg College Graduate Programs Office encourages qualified applicants from other countries and feels that these students contribute significantly to the program. Students typically take only two classes per trimester for a yearly total of six classes. With this schedule students can complete the required course work in two years. See the section under Admission Requirements for a general description of the admission process, selection criteria and work experience requirements.

Application materials required for international applicants are:

- Completed application form;
- $25.00 application fee (non-refundable) payable in U.S. dollars;
- A brief (1-3 page) statement relating the applicant's career and life goals to his or her leadership aspirations;
- Completed Declaration of Finances (see below for additional information);
- Letter of recommendation in English from an immediate supervisor, assessing leadership potential;
- Letter of recommendation in English from a co-worker (at the same level) describing the applicant's work style and potential as a leader;
- Official marksheets 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;
- Official marksheets 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;
- Official results on the Test of English as a Foreign Language (TOEFL) with a minimum score of 550; and
- Applicant may be asked to participate in an interview with graduate program faculty and/or a staff member, if applicant is in the United States.

Because limited financial aid from Augsburg College may or may not be available students and their sponsor must complete a Declaration of Finances as part of the application for admission, along with appropriate certifications. Students will need to provide proof of availability of funds for tuition, books and living costs. For the 1994-1995 academic year, we require students to provide proof of a minimum of $10,000 in U.S. funds for living expenses plus the cost of tuition must be added to this amount. Students wishing to have spouses and/or children accompany them, must plan on having additional funds available for their support.

NOTE: Additional information may be required, as requested by Augsburg College, to more accurately evaluate educational credentials. Furthermore, supplemental information may be needed to issue an I-20 or J-1 for students admitted to the Master of Arts in Education-Leadership program. Information requested for the I-20 or J-1 will not be used to make an admission decision.

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.
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).
V	Course was audited; student met expectations as agreed upon with the instructor.
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.
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 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.)

Courses not offered on the numbered grading system are noted in the course descriptions in this bulletin as being graded on a 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. Students who receive an N or 0.0 in a course must work with the MEL Director to devise a plan for academic improvement. This plan will be shared with the MEL Advisory Committee and placed in the student's file. If a second grade of N or 0.0 is received, the student may be dismissed from the program.

No more than two courses with a grade of 2.5 or below can be repeated. Only the credits and grades earned the second time are counted in the grade point average.

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.

Attendance Policy

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 or 0.0 in a course, the student must work with the MEL Director to develop an academic improvement plan. This plan will be shared with the MEL Advisory Committee and placed in the student's file. Students may be **dismissed** by the MEL Advisory Committee if a second grade of N or 0.0 is received or 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. No more than two courses will be accepted for transfer credit.

Credit and Contact Hours

Each full credit graduate course in the MEL program is the equivalent of four semester credits or six quarter credits. Students meet in class a minimum of 31.5 hours and are responsible for a significant amount of individual study and preparation.

Enrollment Policy/Leaves of Absence

Students may take up to two credits per trimester. Enrolling in two credits per trimester enables a student to complete the course work in the program in 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 MEL Advisory Committee.

Students who leave the program for more than one trimester must request a leave of absence request in writing to the Faculty Director of the MEL program. A leave of absence may be granted for 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 record is published annually in the MEL Program Supplement.

Auditing Courses

- 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 issued an official transcript showing the audit by the Registrar's Office. Audited courses that are not successfully completed will be indicated by a grade of 'W'.

Student Support Services

- Academic advising from the MEL Director, for program planning is available. As students approach the capstone experience, they select thesis or project advisors to guide them throughout the completion of their programs. Graduate program staff are also available to help students with non-academic advising issues.
- Professional assessment experiences and opportunities through the Graduate Programs Office.
- Self/career assessment, counseling and resume development through the Career Services Office (330-1162)
- Work experience related to a student's field of specialization through the Cooperative Education Office (330-1148)

Library

The Augsburg library collection includes over 175,000 books, periodicals, films, audio and video cassette tapes, and microforms. Access to the collection is provided via a computerized library catalog that includes the holdings of Augsburg and six other private liberal arts college libraries in the metropolitan area. Daily courier services among these libraries facilitates the sharing of these resources. Additional library resources are accessible through MINITEX, a regional library network, and through OCLC, an international library network. Remote, off-campus computer access to all these services is provided via a telecommunications link.

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.

Fee and Payment Information

A schedule of fees is published separately in the MEL Program Supplement. Tuition is determined annually.

Various Payment Plans are Available: *

1) Payment in Full: Due day of registration.
2) Payment 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 $100 per course reimbursed, with full payment due within 50 days after the end of the final exam date. A letter from the employer, stating the company's reimbursement policy, must be filed annually 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 to student 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:

Focus I: Classroom Issues and Practice

Courses have varying refund schedules. Call the Graduate Program Office for the refund policy of a specific course.

Focus II: Education Leadership Courses

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

Financial assistance is available to degree seeking students enrolled in the MEL program. Non-degree seeking students are not eligible for any type of financial aid through Augsburg College. Two full-credit courses per trimester is considered 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.

Sponsored Scholarships

Augsburg actively pursues non-Augsburg funding for special scholarships. The availability of such scholarships may enable 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 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 Stafford Loan Program**

Common Loan Provisions:
BORROWING LIMITS: Effective with enrollment periods beginning after October 1, 1993, graduate student may borrow up to $18,500 per year with an aggregate of $128,500 (undergraduate and graduate). A student may borrow from either the unsubsidized or subsidized programs or a combination of both, but cannot exceed the annual loan limits.
INTEREST RATES: The annually variable interest rate is determined by the 91-day T-Bills +3.1%, capped at 8.25%, and changes each July 1st for **all borrowers**. The interest rate for enrollment periods beginning between July 1, 1994 and June 30, 1995 is 7.43%.
REPAYMENT TERMS: Repayment begins six months after you ceased to be enrolled at least half-time in an eligible program leading to a degree or certificate. Repayment may extend up to ten years.
DEFERMENTS: In most cases, deferments are granted for continued education, disability and unemployment. Contact your lender if you think you are eligible for a deferment.
Program Specific Provisions:
FEDERAL STAFFORD LOAN (SUBSIDIZED): The Office of Student Financial Services has determined that based on the financial information you submitted, you qualify for up to

the amount listed on your Award Notice.
INTEREST: No interest accrues during the time the student is enrolled at least half-time.
FEES: An origination fee of 3% and a guarantee fee of up to 1% will be deducted from the loan check before you receive it.
FEDERAL STAFFORD LOANS (UNSUBSIDIZED): You may borrow up to the amount listed on your Award Notice.
INTEREST: Interest accrues during the period of enrollment and may be capitalized.
FEES: An origination fee of 3% and a guarantee fee of 1% will be deducted from the loan check before your receive it.

- **Federal Perkins Loan Program —**

Joint Augsburg College-federally funded program administered through the College for students who demonstrate financial eligibility. No checks are issued, but the student is required to sign a promissory note at least once per term. Funds are put on the student account after the note is signed.
BORROWING LIMITS: You may borrow up to $3,000 per year as a graduate student with a $30,000 maximum.
INTEREST AND REPAYMENT: Simple interest of 5% and repayment of principal (at a minimum of $40 per month) begins 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 our student loan coordinator if you think you are eligible for a deferment.

- **SELF (Student Educational Loan Fund) —**

The SELF is administered through the Minnesota Higher Education Coordinating Board. Applications are available from the Office of Student Financial Services and should be completed by the borrower and co-signer and returned to Student Financial Services for further processing. Loan checks arrive once per term and are made co-payable to the student and Augsburg College.
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 loan amount per year 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 Coordinating Board regarding special circumstances and repayment.

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.

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-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.

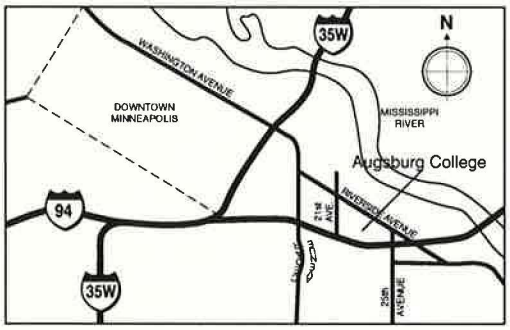
Church Affiliation

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 but not limited to Lutheran, Roman Catholic, American Indian Spirituality and Thought, Buddhist and Islamic faiths.

Non-Discrimination Policy

It is the policy of Augsburg College not to discriminate on the basis of race, color, creed, religion, sexual or affectional preference, national or ethnic origin, age, marital status, sex or status with regard to public assistance or disability as required by Title IX of the 1972 Educational Amendments of Section 504 of the Rehabilitation Act of 1973 as amended in its admissions policies, educational programs, activities and employment practices.

Campus Location Map



Directions to Campus

35W from the North—Take Washington Avenue exit and turn left off Washington (turns right onto Cedar Avenue), turn left at Riverside Avenue, right at 21st Avenue South.

I-94 East from Minneapolis—Take 25th Avenue exit, turn left at 25th Avenue, turn left at Riverside Avenue, turn left at 21st Avenue South.

I-94 West from St. Paul—Take Riverside exit, turn right at Riverside Avenue, turn left at 21st Avenue South.

35W from the South—Follow the I-94 St. Paul signs (move to right lane after each of two mergers). Take 25th Avenue exit and turn left at Riverside Avenue, turn left at 21st Avenue South.

Graduate Programs Location

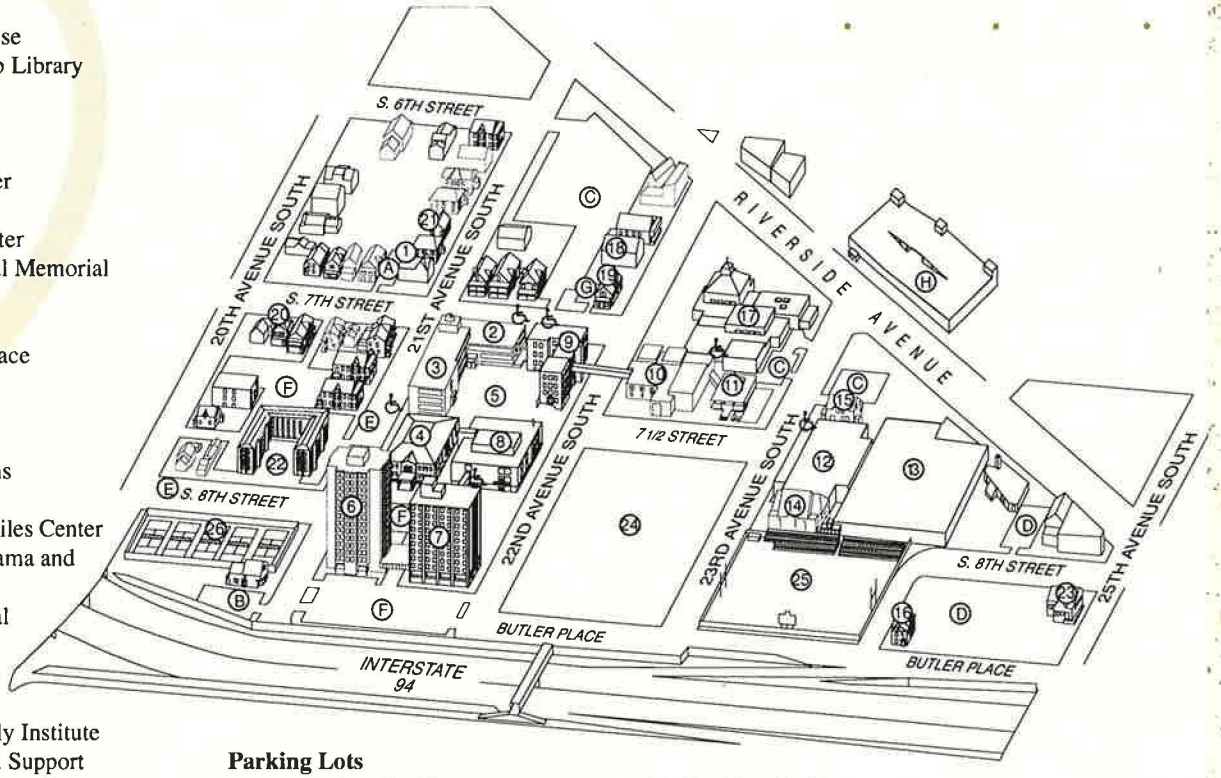
The Graduate Programs Office is in Murphy Place and is located on the corner of 23rd Avenue South and 71/2 Street.

Public Parking

All posted Augsburg College staff, faculty and commuter lots are free and open for use from 4:30 p.m. Monday through Sunday evening. Lots are located on 7th Street between 21st and 22nd Avenues and north or south of 8th Street between 24th and 25th Avenues. Additional parking is available in the Fairview-Riverside Medical Center ramp, or U of M parking lots on the north side of Riverside Avenue.

Campus Map

1. Admissions House
2. George Sverdrup Library
3. Science Hall
4. Old Main
5. Quad
6. Mortensen Tower
7. Urness Tower
8. Christensen Center
9. Sverdrup-Oftedal Memorial Hall
10. Music Hall
11. 2222 Murphy Place
12. Si Melby Hall
13. Ice Arena
14. Stage II Theatre
15. College Relations
16. Nordic Center
17. Foss, Lobeck, Miles Center for Worship, Drama and Communication
18. Center for Global Education
19. Jeroy C. Carlson Alumni Center
20. Youth and Family Institute
21. American Indian Support and Black Student Affairs
22. Oscar Anderson Hall
23. East Hall
24. Murphy Square
25. Anderson-Nelson Athletic Field
26. Husby-Strommen Tennis Courts



Parking Lots

A. Admissions Parking
B. Faculty/Staff/Commuter/ Residence Parking
C. Faculty/Staff Parking
D. Faculty/Staff/Commuter Parking
E. Commuter – Street Parking
F. Resident Parking
G. Visitor Parking
H. Fairview/St. Mary's Parking Ramp

Faculty and Administration

The majority of faculty who teach in the Master of Education-Leadership program are full-time Augsburg faculty members with doctorates or appropriate professional degrees. Adjunct faculty with specific expertise teach courses in their related fields. All faculty have experience teaching adult learners and value the opportunity to work with educators in a classroom setting.

Virginia Allery
Associate Professor of Education/Director of American Indian Studies Minor. B.S., Viterbo College; M.S., Eastern Montana College; Ph. D., University of Minnesota.

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

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.

Ann Fleener
Assistant Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

Ethelind K. Garetz
Assistant Professor of Education, 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.

Nancy Hall
Coordinator of Graduate Programs in Leadership. B.A., University of Kansas; MS.Ed., Southern Illinois University at Carbondale.

Vivian Johnson
Instructor. B.A., University of Colorado; M.A.T., Monmouth College; M.S., University of Oregon; Ph.D., University of Oregon.

Marie O. McNeff
Interim Vice-President for Academic Affairs and Dean of the College and Professor of Education. B.S., M.Ed., Ed.D., University of Nebraska.

Mildred Mueller
Assistant Professor of Education. B.A., M.A., Central Michigan University; Ed.D., University of Minnesota.

Vicki B. Olson
Director, Master of Arts in Education-Leadership and Associate Professor of Education. B.S., M.A., Ph.D., University of Minnesota.

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

Questions?

For additional information write or call:
Augsburg College
Graduate Programs Office
2211 Riverside Avenue
Minneapolis, MN 55454
612/330-1786
FAX: 612/330-1649

AUGSBURG
C•O•L•L•E•G•E

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