

AUGSBURG'S DEPARTMENT OF SOCIAL WORK WELCOMES YOU!

Welcome to the Master of Social Work program at Augsburg! You are embarking on an educational journey during which you will not only build knowledge and skills in a meaningful profession, but also potentially grow in deeply personal ways. You can expect there to be challenges, opportunities, and transformations. Among the challenges is the stretching that comes with learning. Among the opportunities are new friends and professional colleagues. Among the transformations is the new lens through which you will view the world. We are excited to help guide you through your journey!

In addition, you are now part of the Augsburg community! The “service to community” orientation of Augsburg, reflected in the Mission Statement of the College, provides a firm foundation for the Master of Social Work Program. The Augsburg College Mission Statement is:

To nurture future leaders in service to the world by providing high quality educational opportunities, which are based in the liberal arts and shaped by the faith and values of the Christian church, by the context of a vital metropolitan setting, and by an intentionally diverse campus community.

This handbook explains the philosophy and structure of the Master of Social Work program. It also describes the requirements for the Master of Social Work degree at Augsburg College.

You are likely to have other questions as you proceed through the program. Your academic adviser and professors are available to help answer those questions. Lois Bosch, the Program Director, and Holley Locher, the Program Coordinator, are resources available to you as well. Again, welcome to the MSW program!

- Social Work department faculty and staff

Augsburg Faculty Directory



Anthony Bibus III, Ph.D.
Professor, Department Chair
612-330-1746 bibus@augzburg.edu
Memorial Hall, Room 10A

BA, College of St. Thomas
MA, University of Virginia
Ph.D., University of Minnesota

Interests: Child welfare, family-based services, work with involuntary clients, supervision, social policy, social work ethics, international models of practice, peace and justice, social work education and regulation.

"I approach learning as something shared between the teacher and the student. The role of the teacher is to make the environment safe for learning, safe to make mistakes, and to evaluate how much learning did in fact happen. Students and teachers are partners in the process of learning, with clearly defined roles."



Laura Boisen, Ph.D.
Associate Professor, MSW Field Coordinator
612-330-1439 boisen@augzburg.edu
Memorial Hall, Room 24

BS, PSY & SWK, Wartburg College
MSSW, University of Wisconsin
MPA, Iowa State University
Ph.D., University of Minnesota

Interests: Child protection, at risk families, kinship foster care, delivery of child welfare services, family policy, social work in health care settings, social policy, management and supervision in human service organizations.

Laura helps her students achieve success by developing a personal relationship that fosters the development of critical thinking.



Lois Bosch, Ph.D.
Associate Professor, MSW Program Director
612-330-1633 bosch@augzburg.edu
Memorial Hall, Room 15

BA, Northwestern College
MSW, University of Iowa
Ph.D., University of Illinois

Interests: Children and families, developmental disabilities, social work in schools, social policy, welfare reform, empowerment/strengths perspective, interagency collaboration, parent participation.

"I focus on student learning, which means equifinality of learning, holistic learning, which includes multiple relationships as well as dispensing information and transformative education, education that transforms students to understand their role as a reflective practitioner."



FRANCINE CHAKOLIS

Assistant Professor

612-330-1156 chakolis@augsborg.edu

Memorial Hall, Room 115A

BS, Augsburg College

MSW, University of Minnesota

Interests: Family issues, African American and biracial issues, multi-cultural education, public schools, race relations, diversity training in the workplace, leadership, cross-cultural adoption issues.



Christina Erickson, Ph.D.

Assistant Professor

612-330-1704 ericksoc@augsborg.edu

Memorial Hall, Room 14

BS, University of Minnesota

MSW, University of Minnesota, Duluth

Ph.D., University of Illinois, Chicago

Interests: Elderly prescription drug coverage, medication use, aging and neurology, youth violence prevention, radical social work, illness and coping disabilities.

"Social work has a knowledge base that helps us all navigate through life more easily. If we take the time to delve into the knowledge our discipline has gained, imagine ourselves contributing to advancing that knowledge, then put it to use in society, the exciting work that lays before us is endless!"



Annette Gerten, Ph.D.

Assistant Professor

612-330-1506 gerten@augsborg.edu

Memorial Hall, Room 8

BA, College of St. Catherine

MSW, University of Michigan

Ph.D., University of Minnesota

Interests: Clinical social work, family policy, creativity and social work education.

During a typical class session, students in her classes are likely to be engaged in class discussion, small group projects, and experiential exercises. Students describe her as a "teacher who cares about how we are doing in our personal lives."



Barbara Lehmann, Ph.D.

Assistant Professor

612-330-1375 lehmann@augsborg.edu

Memorial Hall, Room 116A

BA, Knox College

MSW, Tulane University

Ph.D., Case Western Reserve University

Interests: Clinical Social Work, Child and Family Mental Health, Play therapy, Expressive Therapies, Consequences of Trauma, Stigmatization of Visible Differences, Discrimination

"Learning is a growth experience, it can be fun and painful. Not only is it critical to be supportive of the students, but you need to accept all of your own peculiarities."



Curt Paulsen, Ph.D.
Associate Professor
 612-330-1621 paulsen@augsborg.edu
 Memorial Hall, Room 7

BA, St. Olaf College
 MSW, University of Minnesota
 Ph.D., The Fielding Institute
Interests: The relationship of family systems with individual freedom, responsibility, loneliness, identity, and spirituality.

And, just as our study is extended by way of imagination, our work with clients is enchanted if we can invite them to entertain new possibilities by way of freedom, responsibility and identity in the context of empathy. To engage in this work, it seems to me, is to be blessed with meaning and potential, two important dimensions of vocation and my own research interests.



Nancy Rodenberg, Ph.D.
BSW Field Coordinator
 612-330-1430 rodenbor@augsborg.edu
 Memorial Hall, Room 11

BA, Indiana University, Bloomington
 MSW, University of MN, Minneapolis
 MIA, School of International Training, Brattleboro, VT
 (Master of International Administration)
 Ph.D., University of Arizona, Tempe

Interests: Multi-cultural issues in social service and social work education, racism, institutional discrimination, poverty, and child welfare.

"I am committed to increasing our students' cultural competence so they do not perpetuate systemic discrimination and are prepared to join with others to promote long term structural change. I see this as a challenging, exciting, life-long and global endeavor!"



Glenda Dewberry Rooney, Ph.D.
Professor
 612-330-1338 dewroon@augsborg.edu
 Memorial Hall, Room 6

BS, University of North Texas
 MSW, University of Illinois, Chicago
 Ph.D., University of Minnesota

Interests: Ethics, occupational social work practice, employee assistance programs, organizational development, trust and justice in social relations, practice research, social work licensure.

As a social work practitioner, educator, consultant and administrator, Glenda Dewberry Rooney's experience spans over twenty years in human service and higher education organizations.



Michael D. Schock, Ph.D.
Associate Professor
 612-330-1725 schock@augsborg.edu
 Memorial Hall, Room 116B

BA, University of Washington
 MSW, University of Minnesota
 Ph.D., University of Washington

Interests: Woman battering, adolescent sexual behavior, adolescence and social policy, community organization, behavioral research and program development, group work, and administration.

"As faculty, we often discuss best teaching practices and the learning needs of our students. We collaborate with each other in both teaching and in research. We pay close attention to individual students, their well-being and their personal development as they become professional social workers."



Maryann Syers, Ph.D.
Associate Professor, Field Education Coordinator
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Memorial Hall, Room 16

BA, Arizona State University
MSW, University of Minnesota
Ph.D., University of Minnesota

Interests: Domestic violence, women's issues, social work practice with trauma survivors, mental health, gay and lesbian issues.

"I conceive of learning as a collaborative endeavor. Both parties, the teacher and the student, are involved in the learning process and each have their own responsibilities."



Ngho-Tiong Tan, Ph.D.
Professor
612-330-1289 tan@augsborg.edu
Memorial Hall, Room 116A

BA, University of Singapore
MSW, University of Pennsylvania
Ph.D., University of Minnesota

Interests: Counseling, family therapy, international social work and social development, conflict resolution and mediation.

"I am excited to be back at Augsburg contributing to diversity to the college and bringing an international dimension to social work practice and education. It is important to have a global perspective as what happens in the macro affects the micro and vice versa in a dynamic interaction. Students would appreciate the richness of cross cultural exchanges and expanding social worldviews."

Augsburg Adjunct Faculty & Staff

Adjunct Faculty

Julie Aikoriegie
Maria Brown
Joseph Clubb
Susan Conlin
Lee Furman
Sarah Johansen
Jeanette Milgrom
Mike O'Brien
Clayton Pharr
Paula Watts Zehringer

Marit Appeldoorn
Paula Childers
Cherie Collins
Liz Dodge
Bard Hanson
Rosemary Merrigan
Sheile Moriarty
Michael Pattison
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ACCREDITATION

The Social Work Program at Augsburg College has a long history. The first undergraduate social work majors graduated from Augsburg in 1972. In 1980, the College was accredited for its BSW program by the Council on Social Work Education (CSWE) and was most recently reaccredited in 2001.

The Master's degree in Social Work has developed over many years in response to requests from our communities. It has been approved by the Minnesota Higher Education Coordinating Board (June, 1989) and accredited by the North Central Association of American Colleges and Universities (February, 1990). Application for candidacy status was granted by the Council on Social Work Education (October 1990) and the program was granted full accreditation status in October, 1994. The Master's program was recently re-accredited by the Council through 2006.

The Master of Social Work Program must be congruent with the policies of the Council on Social Work Education:

"The content relating to the professional foundation is directed toward preparing the student for concentration. Students who graduate from MSW programs are to have advanced analytic and practice skills sufficient for self-critical, accountable and ultimately autonomous practice."

- Curriculum Policy Statement/Council on Social Work Education

The Council on Social Work Education Curriculum Policy Statement for Master's Degree Programs can be found at <http://www.cswe.org/CSWE/accreditation>.

NON-DISCRIMINATION POLICY OF THE SOCIAL WORK DEPARTMENT

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

DEPARTMENT OF SOCIAL WORK

MISSION AND GOALS

Mission

The mission statement for the Department of Social Work is: “To develop social work professionals for practice which promotes social justice and empowerment towards the well-being of people in a diverse and global society.”

Goals

1. Students will demonstrate social work practice competencies applying holistic, multicultural, local and global perspectives to their professional practice.
2. Students will demonstrate social work practice competencies that encourage personal, social, political and economic empowerment with systems of all sizes.
3. Students will demonstrate policy practice competencies promoting human rights and well-being in addition to social and economic justice in the local, national, and global context.
4. Students will demonstrate systematic application of professional ethics, commitment to social work values, and applied knowledge of other national codes of social work ethics and declarations of values.
5. Students will integrate liberal arts values, knowledge and skills with social work professional values, knowledge, and skills.
6. Provide students with traditional and non-traditional access to social work education and to prepare students for continuing advanced education, graduate and post-graduate in social work or related fields.

MSW Foundation curriculum objectives

The foundation curriculum prepares students who can:

F1 Demonstrate advanced ability to understand social work practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

F2 Demonstrate advanced ability to apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across

the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

F3 Demonstrate advanced understanding of the theoretical framework of systems theory, strengths perspective, and the problem-solving model for practice.

F4 Demonstrate advanced ability to apply the knowledge and skills of generalist social work practice with systems of all sizes.

F5 Demonstrate advanced social work practice skills in a culturally competent manner across client populations, colleagues, and communities.

F6 Demonstrate advanced ability to practice effectively within the structure of organizations and service delivery systems and seek necessary organizational change.

F7 Demonstrate advanced ability to evaluate research studies apply research findings to practice, and evaluate their own practice interventions.

F8 Demonstrate advanced ability to understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

F9 Demonstrate advanced ability to analyze, formulate, and influence social policies.

F10 Demonstrate advanced understanding of the value base of the profession and its ethical standards and principles, and practice accordingly.

F11 Demonstrate ability to use supervision and consultation appropriate to advanced social work practice.

F12 Demonstrate appropriate use of self in all phases of advanced practice.

F13 Demonstrate advanced ability to understand and interpret the history of the social work profession and its contemporary structures and issues.

F14 Demonstrate advanced critical thinking, writing, speaking, and quantitative and qualitative reasoning skills required for advanced social work practice.

PDPA concentration objectives

The Program Development, Policy and Administration concentration prepares students who can:

- PDPA1** Demonstrate an understanding of the theories of diversity, inequality and cultural competence in a global context, and their contribution to macro practice social work.
- PDPA2** Demonstrate an understanding of macro practice social work including: analysis, development, implementation, and evaluation of organizations, communities, and policies.
- PDPA3** Demonstrate an understanding of social, economic, health, political, demographic, educational, historical and legal systems as they impact upon macro practice social work within the local, national and global context.
- PDPA4** Demonstrate the understanding of theories, strategies and methods of effective leadership in organizations, communities and policy.
- PDPA5** Demonstrate skills in macro practice social work including: program planning, implementations and evaluation; community organization; and policy practice.
- PDPA6** Demonstrate an understanding and application of theories and principles of social and economic justice within macro practice social work.
- PDPA7** Demonstrate an understanding of organizational theories, ethics and values, and the implications and application of these on the internal structure and operation of social service agencies.
- PDPA8** Demonstrate advanced skills in program evaluation.
- PDPA9** Demonstrate cultural competency skills in macro practice social work.
- PDPA10** Demonstrate an understanding of and ability to apply theories, ethics and values, strategies and methods for working effectively within the external environment including other service agencies, legislative and policy making bodies, regulatory and advocacy agencies, community organizations and the public.
- PDPA11** Demonstrate an understanding and application of conflict resolution theories, strategies and methods in macro practice social work.
- PDPA12** Demonstrate knowledge and ability to use supervision effectively in macro practice social work.

PDPA13 Demonstrate the professional use of self in the application of the values and ethical base of the social work profession in macro practice social work.

PDPA14 Demonstrate an understanding of the problem-solving model, informed by the strengths, empowerment and social constructionist perspectives, and its application to macro practice social work.

Family Practice concentration objectives

The Family Practice concentration prepares students who can:

FP1 Demonstrate an understanding of the knowledge, values, ethics and skills necessary to intervene *collaboratively* with diverse families in their social context.

FP2 Demonstrate skills in all phases of practice with diverse families at micro, mezzo and macro levels with particular sensitivity to issues of social and economic justice and oppression.

FP3 Demonstrate the ability to apply a variety of family practice theories, models and perspectives in multiple practice settings.

FP4 Demonstrate the ability to apply research and evaluation findings to all phases or practice.

FP5 Demonstrate the ability to monitor client progress and evaluate practice efficacy with individuals, families and groups.

FP6 Demonstrate the appropriate use of self in all phases or practice.

FP7 Demonstrate knowledge of social welfare policy and the impact on families within a global context.

FP8 Demonstrate the ability to link the values of the social work profession to policy practice with families.

FP9 Demonstrate the skills to influence policy in order to advocate for families.

FP10 Students will demonstrate the ability to identify, understand and resolve ethical dilemmas as they arise within the context of social work family practice.

FP11 Demonstrate knowledge of supervision and consultation in family practice.

FP12 Demonstrate the ability to use supervision and consultation in family practice.

CENTRAL FOCUS ON DIVERSITY

The Social Work Department agreed on the following “Statement on Racial, Ethnic, and Cultural Diversity” in February 1993:

Our goal is to make this Department a place where cultural competence can grow and where racism and oppression will wither. We are committed to appreciating variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, and sexual orientation. We see the differences among ourselves--faculty, staff, and students--as strengths and resources for us to tap. Welcoming diversity and understanding how we differ and what we share in common are first steps in our lifelong pursuit of ethnically sensitive and culturally competent social work education and practice. We are committed, also, to increasing the diversity of department resources by:

- Promoting affirmative action in hiring;
- Actively seeking training and renewal in ethnically sensitive practice for faculty, staff and field supervisors and students;
- Expanding and enriching our BSW and MSW curricula with readings, media and guest presentations which reflect the broad spectrum of human cultures;
- Advocating on behalf of oppressed groups in our communities;
- Serving on committees and task forces working to solve the problems of racism, hatred, and discrimination;
- Lobbying for legislation and policies intended to make our society more just; treating each other with respect and holding each other accountable to challenge racism; and
- Supporting each other in our efforts to become more ethnically sensitive and culturally competent.

Thus, we recognize that appreciation of differences as strengths and creative resources is a necessary, but not sufficient step in building a just community. Onto our willingness to learn about and to understand other cultures and points of view, we consciously and vigorously add our determination to point out and to fight racism and other forms of oppression toward people. In our local region oppression has been especially evident in the disproportionate number of women and children who are poor, in the disproportionate number of children of color who are placed out of their homes, in the disproportionate number of older women of color who are without adequate housing or health care, in the disproportionate number of men of color in correctional facilities, in the recent rise in verbal harassment and violent attacks on women and gay and lesbian people, in the increase of anti-Semitic acts and cross-burnings, and in the still-limited number of staff and students of color serving in our social services agencies. To prepare faculty, staff and students to recognize oppression, discrimination, and both covert and overt racism on individual and institutional levels, we will include anti-racism content and skills in each course.

We are committed to address our own issues of racism through honest, direct dialogue with each other, through continuing scholarship, through reading, writing and participating in workshops, retreats, and cultural events and through listening to others--students, practitioners, representatives from community and users of social work services whose ethnic or cultural backgrounds differ from our own. Further, we are concentrating on increasing awareness of assumed or presumed privilege based on membership in a group that historically has oppressed others in Minnesota.

The goal of these initiatives is to offer each faculty member, staff member and student in our program a supportive climate and substantial information upon which to build ethnically sensitive and culturally competent practice so that we each can grow as human beings and combat racism effectively together. Each student is required to develop skills in helping clients from diverse backgrounds. The Department has traditional ties to global studies and some faculty and students have experience and knowledge in international social work. This skill development will join efforts to achieve social justice worldwide.

PROGRAM FORMAT

Academic calendar

The MSW program operates on a trimester calendar, 10 month academic year.

Fall Trimester	Winter Trimester	Spring Trimester
September -- December	January -- March	April -- June

The academic calendar is scheduled such that a majority of class weekends meet on alternate weekends. In the fall, classes generally meet on alternate weekends. In winter and spring there is a combination of alternate and back-to-back weekends. The Graduate Programs calendar can be found online at: <http://www.augsburg.edu/enroll/calendars/index.html>

Also, see Appendix A for a print version of the 06-07 MSW calendar.

Course time slots

All MSW courses are 4 hours in duration and take place at the following times:

Friday: 6-10 PM	Saturday AM: 8-12 Noon	Saturday PM: 1-5 PM
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These times are consistent each term. Students should check the trimester course schedule (made available at the beginning of each term) to determine in which time slot particular courses are offered.

Cohorts

Upon application to the MSW program, students indicate a preferred concentration, i.e., Family Practice or Program Development, Policy & Administration (PDPA) and a rate of attendance, i.e., full-time or part-time (foundation only). Based on this information, you are placed in a particular cohort. There are 4 cohorts for Foundation students and 2 cohorts for Advanced Standing students. A specific sequence of courses is outlined for each cohort. The cohort numbers are:

Cohort	Description
1	Foundation, Family Practice, Full-time
2	Foundation, PDPA, Full-time
3	Foundation, Family Practice, Part-time
4	Foundation, PDPA, Part-time
5	Advanced Standing, Family Practice, Full-time
6	Advanced Standing, PDPA, Full-time

Chart of course sequences

Upon admission, students are given a chart outlining the sequence of courses they are to follow based on their cohort. (Also, see appendix B.) It is recommended that students keep this chart for the duration of attendance in the MSW program. The chart is used for course registration and to track academic progress.

Each cohort follows a particular sequence, so it is important that students “stay on track” and not deviate from this chart once class work begins. Students must remain with the cohort to which they are admitted. The MSW Director must approve any cohort changes.

MSW CURRICULUM

The MSW curriculum, which includes both academic coursework and field education, has two components: Foundation and Concentration.

Foundation curriculum

The Foundation curriculum is made up of nine full courses and a generalist field placement. In the foundation courses, you are introduced to social work as a profession. You will learn both historical and contemporary theories, issues, and practice methods, relating to both the individual and the environment. During the foundation year, you will study human behavior and the social environment, history of social welfare policy and services, research methods, practice methods, assessment frameworks, family and community diversity, and social work values and ethics.

In the foundation curriculum, you will apply this generalist knowledge of theories and practice methods in the foundation field placement. The field placement is completed concurrently with your enrollment in two integrative field seminars (Field I & II). The full foundation curriculum is required of all students, with the exception of those admitted with advanced standing. **Before beginning the concentration curriculum, all foundation coursework and field hours must be successfully completed.**

Foundation Courses:

- Human Behavior & the Social Environment
- Field Seminar I/Methods Skills Lab
- Practice Methods and Skills I: Individuals
- History of Social Welfare Policy
- Field Seminar II/Human Behavior and the Macro Social Environment
- Practice Methods and Skills II: Groups
- Assessment and Diagnosis in Mental Health Practice
- Research Methods I
- Community Development for Social Change
- Advanced Practice Methods (advanced standing only)

Concentration curriculum

The concentration curriculum is made up of nine full courses and an advanced field placement. After completing the foundation requirements, you will enroll in the concentration curriculum of your choice. Augsburg offers two concentrations: Family Practice and Program Development, Policy & Administration. In either concentration, you will deepen your knowledge of the primary issues affecting families and communities, develop a range of client-centered approaches to practice, gain a broader understanding of human diversity, develop competencies in practice based-research, and learn practice or program evaluation techniques.

Family Practice Concentration:

Family, in its diverse forms, is central to society. "Family," in this context, is interpreted broadly as the nurturing system surrounding people. It is inclusive of many areas of need. As a growing number of family-related challenges face society, there is an ever-increasing need for professionals who base their practice on in-depth study of the broad spectrum of issues that confront the family. The family practice concentration will prepare you to engage in practice with not only families, but also individuals within families and groups across a wide variety of settings.

Family Practice concentration courses:

- Field Work III: Integrative Seminar/Diversity & Inequality in Fam Prac I
- Research II: Practice Evaluation
- Family Practice I
- Field Work IV: Integrative Seminar/Diversity & Inequality in Family Practice II
- Family Social Policy
- Family Practice II
- Problem Solving in Supervision/Topics in Family Practice
- Family Practice III
- General Elective

Program Development, Policy & Administration Concentration

In the tradition of Jane Addams, the heart of macro social work practice is directing energy toward changing agency, government, and institutional policies that obscure or oppress people. While many social workers view their role as focused on individuals and families, social work must actively seek equality and justice for clients within agencies, institutions and society. Social work leaders must advocate for social change to ensure social justice. The Program Development, Policy and Administration (PDPA) concentration responds to this demand for leadership.

The macro social work practitioner recognizes the strengths and abilities of individuals and communities to implement change. The social work macro practitioner works with these individuals to do so. In the PDPA concentration, you will learn the knowledge and skills necessary to work with others to achieve needed social change. In this concentration you will also learn to develop, lead, guide, and administer programs that serve diverse people in a variety of settings. If you are interested in social work leadership, planning, or policy advocacy, this concentration helps you achieve that goal.

Examples of positions that our PDPA graduates have selected are as follows: school social workers; grant writers; program planners; policy and community advocates; organizational administrators.

Program Development, Policy & Administration Concentration Courses:

- Field Work III: Integrative Seminar/Diversity & Inequality in Macro Prac I
- Organizational/Social Admin Practice I
- Research II: Program Evaluation
- Field Work IV: Integrative Seminar/Diversity & Inequality in Macro Prac II
- Organizational/Social Admin Practice II
- Planning and Policy Practice I
- Organizational/Social Admin Practice III
- Planning and Policy Practice II
- General Elective

In the concentration curriculum, you will apply this advanced knowledge of theories and practice methods in the concentration field placement experience, which is relevant to your chosen concentration and which is completed concurrently with your enrollment in two field seminar courses (Field III & IV). As a capstone to your MSW program, you will complete a summative project in practice or program evaluation.

Field work education and field placement

Social work education is not merely classroom based. Through the field experience, we expect that you are able to demonstrate your aptitude in bridging theory and practice. See part 5 of this handbook for detailed information on the field placement component of the MSW program.

Summative evaluation project

All students will apply knowledge and skills from the foundation and concentration curriculum in a final program project designed to evaluate social work practice. Students will conduct and present this project during the final year of study. Further guidelines for this project are disseminated to students enrolled in Field Work III & IV. **Additional information is also included in the Field Work Manual, part five of this handbook, page 8.**

Master's thesis

Students have the option of completing a Master's thesis as an extension of their summative evaluation project. Building on the basic research skills employed in this project, students work with a thesis advisor to develop more in-depth research skills and further explore the linkages between research, theory and practice. The thesis is intended to provide the student with advanced research experience and the opportunity to add to the current knowledge of social work practice or policy. See the "Thesis Guidelines" (part three) for more details.

STUDENT RESOURCES

Accommodations for students with disabilities

The Access Center offers academic accommodations for students with learning and/or physical disabilities. It offers opportunities for extended time on tests, taped textbooks, as well as language and math alternatives. Qualified students can also receive assistance with proofreading and note taking arrangements, as well as adaptive equipment and technology. Please contact the Access Center (612-330-1350 or <http://www.augsburg.edu/accesscenter>) for further information.

Advising

Academic

Augsburg Social Work faculty recognize and respect the motivation and pressures of adults who have returned to further their professional education. Academic and professional advising is essential to supporting and promoting professional growth and development goals. Therefore, the Department of Social Work provides both academic and professional advisement. Upon acceptance into the program, all students are assigned a faculty advisor. MSW students are expected to initiate contact with their academic advisor if academic difficulties arise.

Thesis:

Thesis advising is another role assumed by the Social Work faculty. In the course Research I, students who elect to complete a Master's thesis may select a faculty member with whom they wish to work to complete the thesis. The thesis advisor may or may not be the same person as the regular academic/professional advisor.

AugNet

AugNet is Augsburg's intranet—a collection of online resources available only to those working or learning at the college. Students are given an AugNet account upon joining the College, which includes a personal e-mail account, and allows use of one password for accessing many services on the campus network. Upon registering in your first course, the college will set up an AugNet account for you and will mail your username and password to your home address. Use these to log in to AugNet services via the AugNet home page at:

<http://augnet.augsburg.edu>.

AugNet services include the following:

Secure, portal website

Augsburg has created a portal website exclusively for the faculty, students and staff of the college. By entering your AugNet password, you'll have access to

secure information from any web-connected computer: e-mail, Netscape Calendar, campus directory, and general information from Human Resources. In addition, students can access grade, schedule and financial aid information from this site. The site will also contain a convenient summary of daily college announcements and events from the college calendar.

Private and shared folders

The AugNet servers will contain folders for everyone, created automatically upon joining the college. Saving files to the network makes it easy to create and use documents seamlessly from home to campus to library. AugNet folders will be archived to a new tape system, providing a regular backup of your networked data.

Records and registration

You can view and print information from your student account, such as account transactions or financial aid awards. You can view and print your grades. You can register for courses online. And you can update your personal information, such as address, phone, etc.

Webmail

As an Augsburg student you are given an Augsburg e-mail account, which can be accessed via the AugNet page. We will send a great deal of information to you via email, therefore, it is expected that you will **check your email on a regular basis**, as you will be accountable for information shared with you in this format. If you have a home email account that you prefer to use you can have your Augsburg email forwarded to your home account. Just click the "email account configuration" link from the AugNet home page (after logging in) and you can enable the email forwarding function.

Moodle

Augsburg uses Moodle as its e-Learning, course management system. Each course you enroll in will have a dedicated webpage to enhance the in-class experience and to improve communications. Students can access Moodle via the "My Courses" link located at AugNet <http://augnet.augsburg.edu>. Features include: course announcements, course documents, course calendar, class directory, discussion board, virtual classroom, file exchange, digital paper drop, grade view, personal web page. Simply go to the AugNet home page, login, then click the Moodle link to see links to your courses. If you have difficulty using Moodle consult your course professor or the Student Computing staff.

Electronic directory

At the heart of AugNet is a powerful new electronic directory which holds not only traditional campus information, (name, address, phone), but also secure information about your computer, network account, and access privileges. Network access will be set up automatically whenever students join Augsburg.

Graduate students email list

Augsburg has several student mailing lists. As a graduate student you will receive e-mail from the graduate_students@augsborg.edu list. Information sent to this list will be of official nature only.

Daily A-Mail

The college publication of campus events and announcements is the Daily A-Mail. An e-mail is sent each day to the student list with a summary of items in that day's publication. A-Mail can also be accessed via <http://augnet.augsburg.edu/amaail>.

For more information on AugNet, or for questions on your AugNet account, contact the Student Computing Center at 612-330-1400 or stucomp@augsborg.edu.

Bookstore

The Augsburg College Bookstore offers textbooks, school supplies and other items of interest to students. It also is the ordering site for graduation needs, e.g., caps and gowns, and announcements. The bookstore is located in the Christensen Center, First Floor. Please see the bookstore for hours. To contact them, call 612-330-1122.

Charging books to student accounts

Some students who are receiving financial aid may want to charge their books to their student accounts prior to the start of the term. To do this, students should fill out the bookstore account form which is available in the lobby of the Enrollment Center.

Enrollment and financial services

The Enrollment and Financial Services Center is located in Sverdrup Hall. The EFSC provides integrated services related to course payment plans, student accounts, and student financial assistance. Computer kiosks placed strategically around the campus allow students to view and print their registration, academic transcript, student account, financial aid and loan records. Financial services include financial aid counseling, financial aid processing, scholarship processing, tuition payment receipt, credit refunds, arranging payment plans, check cashing, printing of account history and setting up bookstore accounts. The EFSC staff may be reached at 612-330-1046 or enroll@augsborg.edu.

Library

The Lindell Library includes a 175,000 volume main collection, the Gage Family Art Gallery, special collections and archives, a curriculum library and instructional technology lab. The library also includes library instruction classrooms, study rooms, and facilities for media viewing and listening. The excellent and service-oriented staff provides students and faculty alike with

assistance to meet diverse information needs. Students can search a wide variety of local, regional, national, and international databases, with direct access to over 1,300,000 items through the CLIC on-line network. Arrangements are made for access by students with physical limitations and special needs.

Check-out

To check out library materials, a student must have an Augsburg photo ID card. To use the card at other CLIC libraries, a student must present a bar-coded ID card.

Loan periods

Books, records, pamphlets are checked out for 6 weeks; 1 renewal allowed. Reference books and periodicals usually do not circulate. Check out periods for reserve items are determined by the course instructor.

MSW student forum

CSWE requires that accredited MSW programs maintain a student-directed organization. Students are free to set the structure and mission of the organization as fits their needs and resources. To this end, Augsburg MSW students are encouraged to join the MSW Forum. The purpose of the Forum is to facilitate communication between social work students and the social work department, as well as provide the opportunity for student participation in department governance, curriculum development and program improvements. As such, forum members are invited to attend Social Work department meetings via representatives. The MSW Forum also plans student activities and events.

The Forum has traditionally been volunteer-based. Any student may serve on the Forum, provided he or she can commit to attending the meetings and sharing in the efforts. Also, the MSW Director and the MSW Program Operations Coordinator serve on the Forum. Other faculty may be invited as permanent members or as guests.

Social work News Notes

Each class weekend the social work department produces a newsletter and emails it to each MSW student's Augsburg email address. This is our primary mode of communication with students so it is important that you read News Notes each weekend and any other emails the social work department may send you between class meetings, preferably before the first class meeting. Students are held accountable for information shared via email. All copies of News Notes are archived in the social work department public folder.

Student Computing Center

The Student Computing Center, located on the link level of the Lindell Library, functions as the initial point of customer contact for the Augsburg Information Technology Department. The Student Computing Center staff field requests for

computer and media equipment services. Many questions can be answered by viewing the Student Computing web page: <http://www.augsburg.edu.stucomp> You can also contact them via phone: 612-330-1400 or email: stucomp@augsb.org. Hours generally follow those of the library.

Laptop computers

Students may check out laptop computers at the Student Computing Center for use within the Library only. A valid Augsburg ID is required. Both IBM and Mac are available for student use. All laptops as well as lab desktop computers, are equipped with standard classroom software (Microsoft Office), software for checking e-mail, and access to the Internet. The checkout period for laptops is four hours, and may be renewed if needed.

Computer labs

In addition to the fleet of laptops, there is a 24-hour computer lab located off the lobby of the Urness/Mortensen dormitory complex. This lab is extensively furnished with both IBM and Mac desktop computers, and is staffed by a student assistant during the evening hours. Several desktop computers are also available in Lindell Library, on the lower level (room 15) and in the media suite on the link level. To use campus computers, students must have an active AugNet account.

Syllabi online

Social Work faculty make an effort to provide an electronic copy of their current syllabus to the social work office, which is then uploaded to the social work public folder on the network. Faculty also provide electronic copies of their syllabus on the Moodle page for that particular course.

Writing Lab

The Writing Lab is a place for students from all disciplines to go for help in any stage of the writing process. The Lab is staffed by student tutors selected and trained by the English Department. The Writing Lab is free of charge and no appointment is necessary. For more information, contact the English Department at 612-330-1646.

MSW CURRICULUM POLICIES AND PROCEDURES

You should be fully aware of and are responsible to the policies of the MSW program as specified in this handbook, the MSW catalog, and the *Standards for Social Work Education* (Appendix F). You are also responsible to the academic policies of Augsburg College as specified and in the *Augsburg College Student Guide*, found online at <http://www.augsburg.edu/studentguide/>.

The *Student Guide* provides guidance on procedures for grievance and details of process for student participation in judicial review which are fully compatible with the MSW Program Handbook and fully supported by the Master of Social Work program faculty. **A copy of the specific policy on filing a grade grievance is found in Appendix D of this handbook.**

Academic honesty

All student course projects, papers, and examinations should include the following statement written or typed by the student (unless previously printed by the instructor) and signed by the student: *"I have read and understand the policies of Augsburg College regarding academic honesty. I understand how they apply to this course, and I pledge to abide by the policies and work to create an atmosphere of academic integrity on the campus."* See the Augsburg Student Guide, for a complete description of the Augsburg Academic Honesty policy.

Attendance

Consistent attendance in classes is expected. Missing more than one class session may result in a reduced grade. In some courses, absences may require withdrawal from the course and/or a leave of absence from the program. Students must notify the professor in advance of any expected absence. In cases of extreme emergency, if prior notification is not possible, students must notify the professor in a reasonable amount of time about an absence.

Degree requirements

To be conferred with the MSW degree, students must achieve the following:

- Successful completion of 18 MSW courses (13 for advanced standing), with no more than two courses with a grade of 2.0 or 2.5, and with a cumulative GPA of 3.0 or higher;
- Successful completion of 920 hours of approved field placement experience (500 for advanced standing);
- Successful completion and submission of the Summative Evaluation Project;
- Successful completion of all degree requirements within four years of matriculation.

Evaluation of student academic and field performance

Academic evaluation is a process between the instructor and student. In most courses students are encouraged to complete a self-evaluation and receive feedback from classmates on joint projects which may contribute to their grade as well as the traditional grade points given for assignments. All syllabi contain an evaluation criteria statement.

The criteria for evaluating field performance can be found in the Field Manual, part II of this handbook.

Grade definitions

Evaluation of academic performance for the Master of Social Work degree is based on number grades using a 4.0-point scale with these definitions:

4.0	Achieves highest standards of excellence
3.5	Achieves above basic course standards
3.0	Achieves basic course standards
2.5	Performance less than basic course standards
2.0	Performance below basic course standards
1.5 - 0.0	Unacceptable performance (no credit - course must be repeated)
P	Achieves at or above the 3.0 level (not computed in grade point average)
N	Does not meet minimum passing standard (no credit). Students referred to MSW Director for Level III review.
W	Grade given when course is dropped
I	Incomplete grade given in case where student is unable to complete course requirements for reasons beyond the student's control. Must complete by end of following term.
X	A grade of X is given by instructor to indicate that the study (Field Placement or Independent Study) is extended. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year from the term in which the X was given).

Academic achievement

Students are retained in the program that can:

- Maintain expected grade point average (3.0 or higher);
- Complete course requirements and field placement in a timely manner;
- Complete the program within four years;
- Abide by the Social Work Code of Ethics (see <http://www.naswdc.org/pubs/code/>)

No more than two courses with a grade of 2.0 and/or 2.5 will count toward the degree. Courses with a grade below 2.0 must be repeated. No more than two courses can be repeated. Only the credits and grades earned the second time are counted in the grade point average.

If a student receives a grade of N in a field course the MSW Director will initiate a Level 3 review, as outlined in section 3.2 of the *Standards for Social Work Education* (see part two).

Academic probation

See the *Standards for Social Work Education* (part two, page 9 and page 13) for information on academic probation.

Contesting a grade (or “grade grievance”)

In the event a student believes a grade he or she received in an MSW course is not correct, the process to follow is the “grievance process” as outlined in the Augsburg Student Guide (see Appendix D). Please note that a grade appeal must be initiated within 30 days of the last class session.

Grounds for discontinuation (“dismissal”)

See the *Standards for Social Work Education* (part two, page 13) for information on discontinuation in the MSW program.

Re-admission

Students who have left the MSW program may apply for re-admission, unless a letter of termination states otherwise. In order to be considered for re-admission, the student must request a re-admission application from the Department of Social Work. This application, together with the student’s file, is reviewed by the Admission Committee of the Department of Social Work.

Course registration

Course registration for the MSW program is done through the Social Work Department. Students receive registration materials via email and register for courses online via Augsburg’s website. The sequence in which students take courses is found in the appropriate cohort chart. Therefore, students indicate which *section* they prefer, provided space is available. Online registration must be completed by a designated date. Registration done after this date must be done in person and will be subject to a \$50 late fee. Please note that students with an unpaid balance from a previous term will not be able to register until the student account has been rectified with the Enrollment Center.

While section preferences are usually honored, registration for a particular section is not guaranteed. The Social Work department reserves the right to ask students to switch sections in the case of uneven enrollment numbers.

Dropping courses or withdrawing

Students who enroll in courses, but later decide not to attend **must formally drop their courses through the Registrar's Office to avoid being charged for those courses**. Students who do not properly drop courses will be responsible for the tuition, regardless of non-attendance. For deadlines, refer to the **tuition refund schedule** online at <http://www.augsburg.edu/enroll/account/schedule.html>.

Students must drop courses in person at the Enrollment Center during hours of operation. If you are not able to come to campus in person, you may contact the Social Work Department staff for assistance (612-330-1763). However, please note: leaving a voice-mail message, emailing, or sending a letter of withdrawal will NOT guarantee that your course or courses are dropped by the deadline. You must talk with someone in person who can submit a drop form on your behalf before the close of Enrollment Center hours. Enrollment Center hours can be found at <http://www.augsburg.edu/enroll/>.

Course payment

After registration is processed, students are sent a billing statement from the Enrollment Center which summarizes the courses for which the student has enrolled and the related tuition and fees. Students must pay for at least one third of their charges by the due date listed on the statement, with another third due in 30 days and the final third due in 60 days. A finance charge of 1% is applied to all outstanding balances following the first payment due date.

Prerequisite courses

All Foundation courses are prerequisite to the Concentration courses. Additionally, the following individual courses have prerequisites:

This Course	Is Prerequisite To This Course
Research I	Research II
Field Work I	Field Work II
Field Work II	Field Work III
Field Work III	Field Work IV
Diversity/Inequal I	Diversity/Inequal II
Family Practice I	Family Practice II
Family Practice II	Family Practice III
Planning & Policy I	Planning & Policy II
Org/Soc Adm Prac I	Org/Soc Adm Prac II
Org/Soc Adm Prac II	Org/Soc Adm Prac III

Requesting a grade of incomplete

To receive an incomplete (I) grade a student must make arrangements with the professor prior to the end of class. It is the student's responsibility to then file a form with the Registrar's office providing reasons for the request, the plan and date for removing the incomplete grade, the signature of the instructor, and any other necessary documentation. The form to request an incomplete grade is available in the Enrollment Center Lobby or online at <http://www.augsburg.edu/enroll/registrar/forms.html>.

Students should pay careful attention to requesting incomplete grades for courses that are prerequisite to other courses that follow sequentially in the flow chart schedule. For example, if a student requests an incomplete grade (I) in Theories of Family, he or she will not be allowed to begin the concentration curriculum nor the concentration field placement until a passing grade is recorded for Theories of Family. Because the concentration curriculum and placement is taken in the fall term, which directly follows Theories of Family in the spring term, the usual time allowed to finish an incomplete (one additional academic term) is not available.

Student paper pick-up policy

Faculty members will sometimes leave student papers in the social work main office to be picked up by students. Papers will be kept in the office up to two weeks beyond the start of the following trimester. If a paper is not picked up by that time, it will be shredded.

Leave of Absence

Occasionally circumstances arise that prompt a student to request a leave of absence from the MSW program. A leave of absence (LOA) typically requires one full year as students must re-enter the program in the trimester where they initially withdrew. To take a leave of absence, a student must do the following:

1. Contact the MSW Director to discuss the situation (612-330-1633).
2. Send written notification to the MSW program office identifying the trimester the leave will begin and end.
3. Complete and submit a "withdrawal" form to the Registrar's Office. This form can be downloaded from <http://www.augsburg.edu/enroll/registrar/forms.html>.
4. Contact the MSW Field Coordinator (612-330-1439) to inform her you will not be completing your MSW field placement (if applicable).
5. Contact the thesis advisor (if applicable) to let her or him know the thesis will not be completed on schedule.

Taking a leave in mid-trimester will require that the student repeat the courses from which he or she withdraws. Please see the tuition reimbursement schedule online at <http://www.augsburg.edu/enroll/account/index.html>

Application for Graduation

In the spring trimester of the final year of study, students are given an application for graduation clearance. After finishing all field placement hours, and all course requirements, with the exception of the final term of courses, students should complete the application, then meet with their academic advisor and request a signature. The completed and signed form is submitted to the MSW office for final degree processing. Diplomas are mailed to students' homes approximately 6 weeks after clearance for graduation has been processed.

Continuation Fee

Typically, full-time students complete all requirements in 2 years and part-time students complete them in 4 years. Occasionally, some students may request to extend completion of the degree due to extenuating circumstances. This must be arranged with the program office. If a student does not complete the degree on time, he or she will pay a \$200 per trimester Continuation Fee. Students are reminded they must complete all degree requirements within 4 years of matriculation.

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities

1. Students of Augsburg College have rights and responsibilities, expressed as follows:
 - a. Students should attend class and demonstrate appropriate professional accountability accordingly.
 - b. Students are encouraged to exercise free discussion, inquiry and expression of the subject matter, to take reasonable exception to data or perspectives offered, reserve judgment on and respect the ideas and opinions of others, be respectful of and sensitive to differences.
 - c. Students are encouraged to engage in discussing and/or creating the procedures of testing, assignments, personal evaluation, and/or grading utilized within a course.
 - d. Students should present relevant content for discussion that might not be included in other ways in a course (e.g., new material, personal experience, projects.)
 - e. Through independent study or special projects, students should examine, discuss, and explore a wide range of areas of interest within the field of Social Work.
 - f. It is understood that students will work independently on assignments unless otherwise agreed upon in advance with instructor. Examination contents will be kept confidential.
 - g. Students may expect that their evaluation is based solely on academic performance, not on the basis of opinions or conduct in matters unrelated to academics, and expect that their academic performance evaluations will be kept confidential.
 - h. Students are expected to fulfill the academic requirements as outlined in the syllabus of each course for which they enroll.
 - i. Students are expected to challenge themselves personally regarding values and beliefs and to be open to challenge for growth from peers and faculty.

2. Within the Master of Social Work program, students have the right and responsibility to:
 - a. Participate in curriculum planning and formulation of policy affecting academic and student affairs within the program through student-elected representatives.
 - b. Attend and actively participate in any social work program meetings and other departmental activities.
 - c. Elect student representatives to hold regular membership in the MSW Forum and communicate student input.
 - d. Communicate learning needs and concerns to student representatives.

- e. Organize in the students' own interests in matters concerning academic and student affairs within the Social Work program.
 - f. Participate actively in committees and task forces as developed within the program.
3. Students also have the right and responsibility to the social work profession and to themselves to:
- a. Act in accordance with the professional standards and Code of Ethics as set forth by the National Association of Social Workers.
 - b. Take responsibility for achieving academic and experiential learning objectives to the best of their abilities.
 - c. Express themselves in regard to their professional growth as it relates to their community and professional roles.
 - d. Be active and responsible citizens and representatives of the social work profession in responding to the needs and services of their community and the people with whom students are working, and in addressing issues of social justice within the society.
 - e. Pursue personal growth and self-fulfillment that complements professional practice.

If at any time a student has a grievance in relation to the above, or in matters such as grading, advisement, or termination, the student is advised to follow the Augsburg grievance procedure as outlined below.

Student rights related to expectations of faculty

1. Student evaluations are based on academic performance, not on the basis of opinions or conduct in matters unrelated to academics. Academic performance evaluations will be kept confidential.
2. Students have the right to know the criteria for grading. Students will be graded on these criteria. If the criteria change, the student must be informed in advance of completing any assignment(s) to which the change pertains.
3. Students have the right to be in a learning environment free from discrimination according to race, gender, sexual orientation, creed, ethnicity, age, physical ability.
4. Students have the right to be fully informed of academic retention, probation, termination and grievance procedures.

Student grievance procedure

1. In the case of dissatisfaction, the student has the right and responsibility to bring the grievance directly to the faculty member involved, who is to give proper consideration of the matter.

2. If the grievance is not resolved to the satisfaction of the student, she or he may present the grievance directly to the MSW Director who then will confer with the student and the faculty member. The student has the right to invite a representative to participate in the conference.
3. If a grievance is between a student and the MSW Director, the student should proceed as in #1 above. If satisfaction is not attained, the student may present the grievance to the department Chair.
4. If after exhausting the above remedies the matter has not been resolved, the final recourse available to the student is to take the matter to the Academic Dean of the College.

See the Augsburg Student Guide for information on the College's appeal process (<http://www.augsburg.edu/studentguide/>).

The following procedures have been adopted to guide both students and faculty:

Complaint by student regarding curriculum, program, and course content or level of difficulty (e.g., too much work, not enough work, not meeting needs, material inappropriate).

- First, student goes to the faculty member;
- If not satisfied, then student goes to MSW Director;
- If still not satisfied, then student goes to the department Chair; Chair meets with faculty member if necessary
- If not resolved, student goes to the Dean.

Complaint by student regarding faculty member's behavior, skill, competency, personal attack, grading policy.

- If possible, student goes to the faculty member;
- If not possible, or if unsatisfactory, student goes to the Chair; student provides written complaint which is copied to faculty member, faculty member provides written response;
- Chair talks with faculty member.

*Complaint by student about a fellow student.**

- If course specific, student goes to faculty member who is teaching the course;
- If not course specific, student goes to Academic Advisor or MSW Director;
- If not resolved, student goes to department Chair.

*Does not take the place of existing College policies (e.g., sexual harassment). For further explanation of grade grievance, see the Augsburg College Guide, (<http://www.augsburg.edu/studentguide/>).

Student rights and grievances related to field instruction

For policies on placement difficulties, early termination of placement or student grievance related to field please refer to the Field Work Manual, part five of this handbook.

Student records and data privacy

The College operates in compliance with the Family Rights and Privacy Act and Title IX. Students have the right to inspect all official records, files and data which pertain to them and which are maintained in the Office of the Registrar and the Department of Social Work and to challenge inaccurate or misleading information. All records are regarded as confidential and they are maintained for the student's educational benefit. Any data maintained for research or program self study purposes are not identifiable by name. Registrar records are maintained forever; no data will be shared outside the institution without the authorization of the student. The exceptions to this policy are the requisition of records by subpoena or as required under the terms of the Educational Rights and Privacy Act (1974). Certain data from student and alumni records shall be deemed to be public information. These data may be disclosed except if the student indicates in writing to the Registrar's office a prohibition for the release of information. This includes name, address, school, dates of attendance, date of graduation, degree awarded, honors and awards.

Exceptions are parent's financial records or confidential letters and statements placed in the record before January 1, 1975, or placed under conditions where students have signed a waiver of right of access. Students have the right to experience education free from discrimination based on sex, race, ethnic or cultural background, disability, creed, sexual orientation, marital status or age.

A directory of student names, addresses and phone numbers is maintained by the Department of Social Work. This directory is published in the fall and spring terms and includes current students. If students wish to have this information withheld from inclusion, the student must inform the Department of Social Work.

Procedure for access to student records

Any student enrolled in the Master of Social Work program who wishes to gain access to their records may do so by signing a request form in the Registrar's office. Access to records maintained by the Department of Social Work must also be requested in writing.

Additional Documents:

1. Student Handbook
 - MSW Academic Calendar 2007-2008
 - Course Sequence Charts
 - Augsburg Campus Map
 - College Grievance Procedure
 - College Firearm Policy
2. Standards for Social Work Education
3. Thesis Guidelines
4. Educational Policy and Accreditation Standards
5. MSW Field Manual 2007-2008