AUGSBURG COLLEGE

Graduate Studies Catalog

Master of Arts in Education
Master of Arts in Leadership
Master of Arts in Nursing
Master of Business Administration
Master of Science in Physician Assistant Studies
Master of Social Work

Graduate Studies

2008-2010

Graduate Studies

AUGSBURG COLLEGE

GRADUATE STUDIES CATALOG
2008-2010

Official publication of Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454
612-330-1000

This catalog should answer most questions students have about Augsburg College's graduate programs. Although information was current at the time of publication, it is subject to change without notice. The written policies in the catalog are the College policies in force at the time of printing. It is the responsibility of each student to know the requirements and academic policies in this publication. If you have questions about anything in this catalog, consult the Adult and Graduate Admissions Office, the graduate program directors, or the registrar. Key offices are listed on page iv for correspondence or telephone inquiries.

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www.augsburg.edu

A Greeting from the President

I am pleased to know of your interest in Augsburg College's exciting and innovative graduate programs. You are part of a select and discerning group of professionals who seek to find a graduate program that combines an excellent curriculum, a values-based approach to work, a talented and experienced faculty, and program formats that meet the needs of busy and successful people. Augsburg College's several graduate-level programs—the Master of Arts in Education (MAE), Master of Arts in Leadership (MAL), Master of Arts in Nursing (MAN), Master of Business Administration (MBA), Master of Science in Physician Assistant Studies (PA), and Master of Social Work (MSW, and MSW/MA or MDiv, together with Luther Seminary)—are distinguished by the opportunities they provide students to expand decision-making and strategic skills. The programs do so in an environment that encourages students to transform theory into action and classroom experience into personal and professional achievement.

Augsburg College is characterized by a strong mission: 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.

For our graduate programs, this mission helps to shape an innovative educational experience that features expansive perspective on social responsibility, economic realities, business initiative, and environmental sustainability.

At Augsburg College, we believe that our distinctive educational purpose is to help you, the individual student, find your calling at work and in the world. The Augsburg graduate programs are designed to offer you quality educational experiences, personal attention, and opportunities to expand your personal and professional talents and skills. We are confident that our graduates are prepared for leadership in our ever-changing global society, the hallmark of an Augsburg degree.

Sincerely,

Paul C. Pribbenow
President, Augsburg College

Greetings from the Academic Affairs Office

Welcome to our graduate programs. We are committed to education that prepares people for leadership in their communities and places of work. We believe that the liberal and professional arts and sciences form the best preparation for living in the fast-paced, changing, and complex world of today and tomorrow.

Our locations in the vital metropolitan areas of Minneapolis/St. Paul and Rochester offer exciting and challenging field experiences for courses that include real-life learning through academic internships, experiential education, and cultural enrichment. The Twin Cities and Rochester become extended campuses for Augsburg students. Also, the diversity in our campus community ensures that our graduates are prepared for the range of experiences and perspectives that characterize today's global environment.

When you join Augsburg you become part of a community that offers lifelong learning opportunities in state-of-the-art classrooms, with accessible libraries and dedicated faculty and staff. You join a body of experienced people who quickly form your network of employer connections and career opportunities. We encourage our alumni to become your mentors and build on our city connections through public events, including our convocations and Advent Vespers.

All our programs share distinctive qualities, including our commitment and mission to be of service, with one another and to our neighbors. We expect our graduates to have their eyes on the world as they develop their identity as global citizens, with a sense of responsibility to participate in socially- and economically-sustainable development. We hope that at some time during your degree, you'll explore the opportunities to participate in an international learning experience—for example, travel seminars to our global campuses in Central America, Mexico, and Namibia, and opportunities to meet visiting students and faculty members from our partner institutions in Norway, Germany, Finland, and Slovenia. Inspired by the faith of our Lutheran founders to be inclusive to the early immigrants who came to Augsburg's doors, we welcome a diversity of cultures and faiths.

Although each graduate program has its own "neighborhood" and unique features, we encourage interdisciplinary courses and opportunities for you to study with colleagues across disciplines. We encourage both "horizontal" initiatives—i.e., cross-program collaboration—as well as "vertical" initiatives—engaging our undergraduate students to consider graduate work. This means that sometimes you may be encouraging classmates who are just beginning to imagine a graduate degree.

We are companions on your journey in fulfilling your dream of a graduate degree and we cannot wait to meet you.

Sincerely,

Barbara A. Farley
Vice President of Academic Affairs
and Dean of the College

Rosemary J. Link
Associate Vice President of Academic
Affairs and Dean of Graduate Studies

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Directory of Offices and Programs

Academic Affairs: 612-330-1024

Master of Arts in Education (MAE)
Vicki Olson, Director: 612-330-1131
Karen Howell, Coordinator: 612-330-1354
maeinfo@augsburg.edu
www.augsburg.edu/mae

Master of Arts in Leadership (MAL)
Norma Noonan, Director: 612-330-1198
Patty Park, Coordinator: 612-330-1150
malinfo@augsburg.edu
www.augburg.edu/mal

Master of Arts in Nursing (MAN)
Cheryl Leuning, Dept. Chair and Director: 612-330-1214
Patty Park, Coordinator: 612-330-1150
Sharon Wade, Program Assistant: 612-330-1209
manursing@augsburg.edu
www.augsburg.edu/ma_nursing

Master of Business Administration (MBA)
Steven Zitnick, Director: 612-330-1304
Katherine Fagen, Coordinator: 612-330-1774
mbainfo@augsburg.edu
wwww.augsburg.edu/mba

Master of Science in Physician Assistant Studies (PA)
Dawn Ludwig, Director: 612-330-1399
Carrie Benton, Coordinator: 612-330-1518
paprog@augsburg.edu
www.augsburg.edu/pa

Master of Social Work (MSW)
Lois Bosch, Director: 612-330-1633
Holley Locher, Coordinator: 612-330-1763
mswinfo@augsburg.edu
www.augsburg.edu.msw

Master of Social Work, and Master of Arts in Theology or Master of Divinity
Luther Seminary: 651-641-3521

Adult and Graduate Admissions Office:
612-330-1101 or gradinfo@augsburg.edu

Bookstore: 612-359-6491

Center for Counseling and Health Promotion:
612-330-1707 or www.augsburg.edu/cchp

Campus Ministry:
612-330-1732 or campmin@augsburg.edu

Enrollment Center:
612-330-1046, 1-800-458-1721, or enroll@augsburg.edu
Questions about registration, financial aid, transcripts, payments, accounts

Lindell Library: 612-330-1604 or www.augsburg.edu/library

Public Safety: 612-330-1717 or security@augsburg.edu

Registrar's Office: 612-330-1036 or registrar@augsburg.edu

Rochester Campus Program Office:
507-288-2886 or rochinfo@augsburg.edu

Welcome/Information Desk: 612-330-1000

Introducing Augsburg College

At Augsburg College, we believe that graduate education should prepare gifted people for positions of leadership in their communities and places of work. Augsburg graduates will be able to demonstrate not only the mastery of a major field of study, but also the ability to think critically, solve problems, act ethically and communicate effectively in a global world. The heart of an Augsburg education is the Augsburg mission, informed by the liberal and professional arts and sciences, to serve our neighbors in the heart of the city with faith-based, ethical values. We welcome students from a diversity of backgrounds and experiences. Also, our programs look to the world through international courses and cultural exchanges.

MISSION STATEMENT

The mission of Augsburg College 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.

HISTORY

A College of the Church

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. The first seminarians were enrolled in 1874, and the first graduation was in 1879.

Early Leaders Establish a Direction

August Weenaas was Augsburg's first president (1869-1876). Professor Weenaas recruited two teachers from Norway—Sven Oftedal and Georg Sverdrup. These three men clearly articulated the direction of Augsburg: to educate Norwegian Lutherans to minister to immigrants and to provide such "college" studies that would prepare students for theological study. In 1874 they proposed a three-part plan: first, train ministerial candidates; second, prepare future theological students; and third, educate the farmer, worker, and businessman. The statement stressed that a good education is also practical.

Augsburg's next two presidents also emphatically rejected ivory tower concepts of education. This commitment to church and community has been Augsburg's theme for over 130 years.

Education for Service

Keeping the vision of the democratic college, Georg Sverdrup, Augsburg's second president (1876-1907), required students to get pre-ministerial experience in city congregations. Student involvement in the community gave early expression to the concept of Augsburg's motto, "Education for Service."

In the 1890s, Augsburg leaders formed the Friends of Augsburg, later called the Lutheran Free Church. The church was a group of independent congregations committed to congregational autonomy and personal Christianity. This change made Augsburg the only higher educational institution of the small Lutheran body. The college division, however, was still important primarily as an attachment to the seminary.

The Focus Changed

This attitude began to change after World War I. In 1911, George Sverdrup Jr, became president. He worked to develop college departments with an appeal to a broader range of students than just those intending to be ministers. Augsburg admitted women in 1922 under the leadership of Gerda Mortensen, dean of women. She spent the next 42 years at the College as a teacher and administrator.

The College's mission assumed a double character—ministerial preparation together with a more general education for life in society. In 1937, Augsburg elected Bernhard Christensen, an erudite and scholarly teacher, to be president (1938-1962). His involvement in ecumenical and civic circles made Augsburg a more visible part of church and city life. This early interest in professional life as well education is a celebrated theme in our history and has led to the fusion of the liberal and professional arts as a hallmark of the Augsburg College graduate.

After World War II, Augsburg leaders made vigorous efforts to expand and improve academic offerings. Now the College was a larger part of the institution than the seminary and received the most attention.

Accreditation for the College

Augsburg added departments essential to a liberal arts college, offering a modern college program based on general education requirements and elective majors. With curriculum change came a concerted effort to become accredited. Full accreditation was achieved in 1954.

A study in 1962 defined the College's mission as serving the good of society first and the interests of the Lutheran Free Church second. The seminary moved to Luther Theological Seminary (now Luther Seminary) in St. Paul in 1963 when the Lutheran Free Church merged with the American Lutheran Church. Subsequently, the American Lutheran Church merged with two other Lutheran bodies in 1988 to form the Evangelical Lutheran Church in America. Students at Augsburg College benefit from the Lutheran tradition of service to your neighbor and faith in the city.

A College in the City

Paul C. Pribbenow became the 10th president of Augsburg College in July 2006. Under his leadership, the College aims to educate students of all ages—in the midst of a great city—to be faithful citizens, in service to the world.

AUGSBURG TODAY

Augsburg continues to reflect the commitment and dedication of the founders who believed:

- Education should have a solid liberal arts core at the graduate level; this focus centers on the ability to think critically and broadly about the world and the work we do in it;

- An Augsburg education should be preparation for service in community and centers of faith;
- The city—with all its excitement, challenges, and diversity—is an unequaled learning environment.

Augsburg is a college of the liberal and professional arts and sciences, with its main campus set in the heart of a great metropolitan center. There are now over 20,000 Augsburg alumni. In a world that has changed much since those first days of the College, Augsburg still sends out graduates who make a difference where they live and work. In addition to undergraduate liberal arts and sciences, Augsburg offers master's degree programs in education, leadership, nursing, business, physician assistant studies, and social work, plus a dual degree MSW/MA or MSW/MDiv with Luther Seminary.

Augsburg is enhanced by its global centers in Namibia, Mexico, and Central America. Students can perform research, take courses, or consult with faculty in those locations to gain new perspectives on their discipline.

A Community of Learners

Essential to the goals of Augsburg's graduate programs is participation in a community of adult learners. This community is enriched by the presence of men and women with a variety of work and life experiences. To facilitate this kind of community interaction, Augsburg encourages students to make use of all College facilities such as Lindell Library, the Kennedy Center, and the Christensen Center, and to participate in College activities such as music and dramatic presentations and athletic events.

Graduate Faculty

The heart of any educational institution is its faculty, and Augsburg College is particularly proud of the excellence and commitment of its professors. Most faculty hold the doctorate or other terminal degree, and all consider teaching and service to be the focus of their activity at the College. Faculty are involved in social, professional, and a variety of research activities, but these support and are secondary to their teaching. Faculty are actively involved in a dynamic faculty development program that introduces them to best practices in teaching and learning techniques and theories.

Augsburg's small classes encourage its tradition of close involvement between professors and students. Faculty act as academic advisers and participate regularly in campus activities.

MINNEAPOLIS AND ROCHESTER LOCATIONS

Augsburg's Minneapolis campus surrounds Murphy Square, the first of 170 parks in Minneapolis, the "City of Lakes." The University of Minnesota West Bank campus and one of the city's largest medical complexes—the University of Minnesota Medical Center, Fairview—are adjacent to Augsburg, with the Mississippi River and the Seven Corners theatre district just a few blocks away. Downtown Minneapolis and St. Paul, home to a myriad of arts, sports, entertainment, and recreational opportunities, are just minutes west and east via Interstate 94, which forms the southern border of the campus.

Convenient bus routes run by the campus and connect with the suburbs. Augsburg is located just blocks away from two Hiawatha Line light rail stations.

Augsburg established its branch campus in Rochester, Minnesota, in 1998. Classes in Rochester meet on an evening schedule with occasional Saturdays, making them accessible to working adults. There are three trimesters in each academic year, and students can enter degree programs in the fall, winter, or spring. Several complete degree programs are available through the Rochester campus. In addition, students may work on a variety of other majors through a combination of Rochester-based courses and courses taken in the day or Weekend College program on the Minneapolis campus. Students who enroll in Rochester courses are required to use technology in the learning and communication process through the online course management system. Further information may be obtained at www.augsburg.edu/rochester or by calling the Adult and Graduate Admissions Office at 612-330-1101, or the Rochester program office at 507-288-2886.

Augsburg's Rochester campus is located in the facilities of Bethel Lutheran Church (ELCA) just a few blocks south of the heart of a city of approximately 100,000 residents. Situated in the heart of the Midwest, the community has a rich ethnic diversity and superior technological resources. Students at the Rochester campus are students of Augsburg College. As such, our purpose is to "educate for service," by preparing and equipping women and men to make a difference in the world.

ON THE MINNEAPOLIS CAMPUS

Admissions Offices

The Adult and Graduate Admissions Office (for Weekend College, Rochester, and Graduate Studies) is located at 624 21st Avenue South. The Physician Assistant Studies Program admissions office is located in Anderson Hall.

Augsburg for Adults Office

Augsburg for Adults focuses on adult-centered educational programs and assists adult learners in all programs. It evaluates how the program fulfills their needs and identifies the educational services to help them succeed. The Augsburg for Adults office is located in Oren Gateway Center 110.

Augsburg Abroad

The Augsburg Abroad office, located in Murphy Place, provides advising and administrative services for students interested in an international experience. Resources for study, work, internship, and volunteer opportunities abroad are available.

Bookstore

The Augsburg College Bookstore, operated by Barnes and Noble, is located in the Oren Gateway Center. Online purchasing, phone purchasing, and delivery services are available through the bookstore.

Counseling and Health Promotion

The Center for Counseling and Health Promotion (CCHP) offers programs

and services that enhance student learning by promoting personal development and well-being. The center is located at 628 21st Avenue South.

Christensen Center
Christensen Center is the hub of college life. The new first-floor student lounge area offers games, TV, and a place to gather. Also in Christensen Center are Cooper's Coffee Shop, the Commons dining areas, Christensen Center Art Gallery, and offices for student government and student publications. The Office of Undergraduate Admissions for Day College is located on the first floor.

Food Services
A variety of food options are available both in the Christensen Center and in Oren Gateway Center.

Foss, Lobeck, Miles Center for Worship, Drama, and Communication
The Tjornhom-Nelson Theater, Hoversten Chapel, and the Arnold Atrium are housed in this complex, which provides space for campus ministry, the theatre and communication studies offices, as well as the film program. Foss Center's lower level is home to the Center for Learning and Adaptive Student Services (CLASS).

James G. Lindell Family Library
This library and information technology center houses all library functions and brings together the computer technology resources of the College. The library is located on the block of campus bordered by 22nd and 21st Avenues, and by Riverside Avenue and Seventh Street.

Kennedy Center
This three-story addition to Melby Hall features a wrestling training facility, classroom space, locker-room and fitness facilities, as well as hospitality and meeting rooms, classrooms, and office space.

Melby Hall
This complex provides facilities for the health and physical education program, intercollegiate and intramural athletics, the Hoyt Messerer Fitness Center, and serves as the College's general auditorium.

Murphy Place
Murphy Place is home to three of the four components of the Office of International Programs—Augsburg Abroad, Center for Global Education, and International Student Advising. It is also home to the four support programs for students of color — American Indian Student Services, Pan-Afrikan Center, Pan-Asian Student Services, and Hispanic/Latino Student Services.

Music Hall
Music Hall contains Sateren Auditorium, a 217-seat recital hall, classroom facilities, two rehearsal halls, music libraries, practice studios, and offices for the music faculty.

Old Main
Home for the Languages and Cross-Cultural Studies, and Art Departments, Old Main was extensively remodeled in 1980, combining energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

Oren Gateway Center
Dedicated in 2007, Oren Gateway Center is positioned on Riverside Avenue to serve as the "gateway" to campus. It houses Alumni Relations, Parent and Family Relations, Institutional Advancement, Augsburg for Adults, the Master of Business Administration program, the Master of Arts in Leadership program, and the StepUP program. The center also includes student residence apartments, the Gage Family Art Gallery, Augsburg Bookstore, Nabo Café, classrooms, and the Johnson Conference Center.

Science Hall
Classrooms, science laboratories, a medium-sized auditorium, faculty offices, and Finance and Administration offices are found in Science Hall.

Sverdrup Hall
The Enrollment Center, classrooms, and faculty offices are located in Sverdrup Hall.

Sverdrup-Oftedal Memorial Hall
Originally built as a dormitory, Memorial Hall contains the president's office, Human Resources, and other administrative and faculty offices.

ACCREDITATION, APPROVALS, AND MEMBERSHIPS
Augsburg is accredited by:
- The Higher Learning Commission of the North Central Association of Colleges and Schools

- National Council for the Accreditation of Teacher Education
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE) (bachelor's and master's degrees)

Augsburg's programs are approved by:
- American Chemical Society
- Minnesota Board of Teaching
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association of Schools of Music

Augsburg College is an institutional member of:
- American Association of Colleges and Universities (AACU)
- American Association of Colleges of Teacher Education (AACTE)
- American Association of Higher Education (AAHE)
- Physician Assistant Education Association (PAEA)
- Campus Compact
- Council of Independent Colleges (CIC)
- Lutheran Education Council in North America (LECNA)
- National American Music Therapy Association, Inc.
- National Association of Schools of Music (NASM)

- National Society for Experiential Education (NSEE)
- Associated Colleges of the Twin Cities (ACTC),
- Higher Education Consortium for Urban Affairs (HECUA)
- Minnesota Private College Council (MPCC)
- Twin Cities Adult Education Alliance (TCAEA)

See individual graduate program sections for additional accreditation and affiliation citations.

Augsburg College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Credits earned at the institution may not transfer to all other institutions.

AUGSBURG COLLEGE FACTS AND FIGURES

- **Location**—Augsburg College was founded in 1869 in Marshall, Wis. The College moved to Minneapolis in 1872.
- **Religious affiliation**—The Evangelical Lutheran Church in America (ELCA). Although a strong plurality of students are Lutheran, 15 percent are Roman Catholic, and 17 percent represent other denominations and religions.
- **Enrollment** (fall 2008)—3,948 students from 40 countries. Graduate student enrollment is 842.
- **Alumni**—Appox. 25,000 alumni from 1870 through August 2008, including over 1,200 graduate program alumni.
- **Student/Faculty ratio**—14 to 1
- **Campus**—17 major buildings. Major renovations to classrooms in 2007.
- **Accessibility**—Augsburg is one of the most accessible campuses in the region. A skyway/tunnel/elevator system provides inside access to 12 major buildings.
- **Degrees granted**—BA, BS, BM, MA, MBA, MS, MSW
- **Library**—Over 180,000 items, direct access to over 2.5 million through CLIC, the Twin Cities private college library consortium.
- **Calendar year**—Weekend/evening trimesters and weekday semesters, varying by the graduate program
- **Majors**—More than 50 majors in 35 departments and programs with two five-year degrees (BA in accounting with MAL, and BS/MSW in social work). Six master's degree programs.
- **Off-campus programs**—The Office of International Programs offers programs through Augsburg's Center for Global Education and International Partners programs for short- and longer-term study abroad, for both undergraduate and graduate students.
- **Athletic affiliation**—Minnesota Intercollegiate Athletic Conference (MIAC), and National Collegiate Athletic Association (NCAA), Division III.

CLERY ACT INFORMATION

The Clery Act Annual Report for Augsburg College contains statistics on reported crimes on and near Augsburg property and campus, as well as institutional policies concerning campus security and crime. The report is available online at www.augsburg.edu/dps/security/report.html. For a printed copy, contact Augsburg's Department of Public Safety at 612-330-1717.

NON-DISCRIMINATION POLICY

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

Any questions concerning Augsburg's compliance with federal or state regulations implementing equal access and opportunity can be directed to the Office of Human Resources, CB 79, Augsburg College, 2211 Riverside Avenue, Minneapolis, MN 55454, or 612-330-1058.

Academic Programs and Policies

ACADEMIC CALENDARS

Most of our graduate programs meet on a trimester calendar. Physician Assistant Studies classes meet on a semester day schedule.

The academic calendars for individual programs can be found at www.augsburg.edu/registrar. All academic calendars are subject to change.

ACADEMIC POLICIES

The College and its faculty subscribe to the Statement of Principles on Academic Freedom as promulgated by the American Association of University Professors and the Association of American Colleges.

Academic Honesty

A college is a community of learners whose relationship relies on trust. Honesty is necessary to preserve the integrity and credibility of scholarship by the Augsburg College community. Academic dishonesty, therefore, is not tolerated. As a College requirement, student course projects, papers, and examinations may include a statement by the student pledging to abide by the College's academic honesty policies and to uphold the highest standards of academic integrity. (See Augsburg's Academic Honesty Policy in the Student Guide at www.augsburg.edu/studentguide/)

Academic Evaluation

Evaluation of academic performance in each program will be based on number grades using a 4.0 point scale, where 4.0 achieves highest standards of excellence. See each program for details of field study and special projects. Students must achieve a 3.0 GPA in order to graduate; Physician Assistant students must consult the PA Program Progression Standards Policy.

Withdrawn Status

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

Incomplete (I) Grades

An incomplete grade (I) may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. To receive an incomplete grade, a student must file an Application for Incomplete Grade form with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion; however, students may not attend the same course (or a portion of the same course) in a following term with an incomplete grade. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and the filing of a grade before the final day of the following academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 0.0.

Academic Probation

Graduate 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 academic 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. Graduate students in the Physician Assistan must consult the PA Program Progression Standards Policy.

Attendance Policy

Class attendance is expected and should be considered a responsibility, not only to one's self, but to one's classmates and course instructor. Students must notify the professor in advance of any expected absence. In the case of emergency, when prior notification is not possible, students must notify the professor of an absence as soon as possible.

Continuation Policy for Thesis or Final Project

Students enrolled in a thesis or final project are subject to a continuation fee schedule after the term in which tuition was paid for the project. These continuation fees maintain a student's library, AugNet, and parking privileges while work on the final project is ongoing. During this time of research and writing, students pay either a $10 campus access fee or a $200 continuation fee each term until the project is completed, or until the time limit for project completion is reached. The schedule for when each fee is applied varies among programs.

Course credit and contact hours

A full credit course (1.0) is equal to four semester credits or six quarter credits. Each full course on the trimester schedule meets for approximately 28 contact hours (MSW trimesters meet for 32 hours, and the PA weekday semester schedule is approximately 45 hours) with the expectation of substantial independent and group study offered through the web-based electronic course management system.

Degree Requirements

To be conferred the graduate degree, all graduate students must achieve the following:

- Successful completion of all required courses
- A cumulative GPA of 3.0; Physician Assistant students must consult the PA Program Progression Standards Policy.
- Successful completion of all degree requirements within the stipulated period of matriculation or a signed continuation agreement with Augsburg College.

Dismissal for Academic Performance

A student whose GPA falls below the required GPA for his/her graduate program (3.0 in most programs) in two or more terms may be subject to probation or dismissal. A plan for the student to continue in the program may be worked out with the program director.

Dismissal for Non-Professional Behavior

Students may be dismissed for violation of standards of behavior defined by their profession, their program, or the College.

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 prior to the start of classes to avoid being charged for those courses. Students who do not properly drop courses will be responsible for the tuition, regardless of non-attendance. Courses may be dropped or withdrawn online through AugNet Records and Registration or in person at the Enrollment Center during hours of operation. If you need assistance with this, contact your program faculty at least two days in advance of the start of classes.

Independent Study

Students may request to complete an independent study course as an addition to the required coursework. A faculty sponsor is required for an independent study project, and project proposals must be approved by the program director in order to receive credit. Independent study may not be used as a replacement for a standard course offered in the curriculum, with the exception of the general elective (if approved). A special independent study registration form is required and is available at the Enrollment Center.

Terms of Non-attendance

Students who interrupt their program enrollment for longer than one semester or three trimesters must readmit to the College and program to resume their degree program. For an absence of any length, students should coordinate with their program director prior to leaving. Due to a variety of program schedules and cohorts for some degrees, it is required that students meet with their adviser and obtain the advice of their director.

Evaluation of Transfer Credit

Students may petition the program director for transfer credit to apply to program requirements. The transfer of credit will be evaluated on an individual basis. Students will be asked to provide appropriate documentation regarding previous coursework, including but not limited to an official transcript, course description, and syllabus. In order to be considered for transfer, a course must be from a regionally-accredited college or university and graded 3.0/B or better. Courses must have been taken at the graduate level and course content must be comparable to program requirements at Augsburg.

The maximum number of course credits that can be transferred to these program is as follows:

Master of Arts in Education (2.0)

Master of Arts in Leadership (2.0)

Master of Arts in Nursing (3.0)

Master of Business Administration (6.0)

Master of Science, Physician Assistant Studies (Contact program coordinator)

Master of Social Work (8.0)

Augsburg course credits are equivalent to four semester hours or six quarter hours. Therefore, transfer credits that are reported to Augsburg as semester or quarter hours are converted to Augsburg course credits by dividing by four or six respectively.

Courses and credits that are accepted in transfer are recorded on the student's transcript. Grades and gradepoints from other institutions are not transferred to Augsburg and are not included in the student's cumulative grade point average.

STUDENT RIGHTS

The College has adopted a statement of student rights and responsibilities and has provided for due process in the matter of disciplinary action, grievances, and grade appeal, as outlined in the Augsburg Student Guide, at www.augsburg.edu/studentguide. Students have a right to experience education without discrimination.

Grievance Procedures Involving Augsburg College Faculty Members and Students

Part I—Introduction/Preface

Augsburg College is committed to a policy of treating fairly all members of the college community in regard to their personal and professional concerns. However, times do occur in which students think they have been mistreated. This procedure is provided in order to ensure that students are aware of the way in which their problems with faculty members can be resolved informally and to provide a more formal conciliation process when needed. Each student must be given adequate opportunity to bring problems to the attention of the faculty with the assurance that each will be given fair treatment. The faculty member must be fully informed of the allegations and given an opportunity to respond to them in a fair and reasonable manner.

Definition of Grievance

A grievance is defined as dissatisfaction occurring when a student believes that any conduct or condition affecting her/him is unjust or inequitable, or creates unnecessary hardship. Such grievances include, but are not limited to a violation, misinterpretation, or inequitable application of an academic rule, regulation, or policy of the College or prejudicial, capricious, or manifestly unjust academic evaluation.

College policies and procedures that do not come within the scope of the Grievance Procedures are the sexual harassment policy, the sexual violence policy, the Committee on Financial Petitions, Discipline Process, and Academic Standing.

Time Limits

Time limits will include only business days (M–F) for the program in which the student was enrolled. (Weekends, and vacation days are not included; summer may not be included depending on the student's program.)

Part II—Informal Process

It is always the student's responsibility to know these procedures and timelines and to follow them.

A. Any time a student feels that she/he has been mistreated by a faculty member, the student should contact the faculty member to discuss the problem and attempt to resolve it.

B. If no mutually satisfactory solution can be reached with the faculty member or if, in unusual circumstances, the student prefers not to confer with the faculty member, the student should discuss the problem with the department chairperson of the faculty member and attempt resolution of the problem.

C. If the problem cannot be resolved in discussions with the faculty member or department chairperson, or if the faculty member and the department chairperson are the same individual, the student may contact the vice president of academic affairs and dean of the College.

D. The student must begin the Informal Grievance process within 15 days of the conduct giving rise to the grievance, by submitting an Informal Grievance Form to the vice president of academic affairs and dean of the College.

- The time limit to begin the Informal Grievance process for a grade appeal will be 30 days from the last published finals date for the relevant term. It is the responsibility of the student to maintain a correct and current address on file with the registrar.

- If the student could not reasonably be expected to be aware of the conduct when it occurred, the student will have 15 days to file the grievance from the date on which the student could reasonably be expected to be aware of the conduct or condition that is the basis for the grievance. It is the responsibility of the student to establish the reasonableness of such non–awareness. The vice president of academic affairs and dean of the College will determine if this paragraph applies to a grievant.

- The vice president of academic affairs and dean of the College and the student must ensure the informal process is completed in 20 days. (See Part I for definition of time limits.)

- In unusual circumstances, the time limit may be extended by the vice president of academic affairs and dean of the College . A grievant or respondent must submit a written request for such extension before the end of the time limit. If the vice president of academic affairs and dean of the College thinks the extension is warranted, the Dean will notify all concerned persons in writing.

E. If the grievance has been resolved, either by agreement or by expiration of the time limits, a copy of the informal grievance and statements of the resolution will be kept by the vice president of academic affairs and dean of the College for one year. Neither a copy of nor any reference to the grievance will be placed in the personnel file of the respondent.

If these informal discussions do not resolve the problem to the satisfaction of the student, a more formal conciliation procedure is available in Part III of this document. Note: A student must file a written grievance, per below, within five days after completion of the informal process

Part III—Formal Process Preface

If a student has a grievance with a faculty member that has not been resolved through the Informal Grievance Process described in Part II of this document, the student may then seek resolution through formal procedures.

For a complete copy of the procedures, contact the dean's office, Academic Affairs.

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, provides certain rights to students regarding their education records. Augsburg College understands that no information other than "directory information" can be released without the written permission of the student. Students must give permission in writing for educational information to be released to anyone outside of the official personnel (faculty and administration) at Augsburg. For example, this means that faculty or others cannot write letters of support/recommendation or nominate students for awards unless explicit written permission is given by the student to release non-"directory information." It is not sufficient to ask for letters of recommendation. (See Physician Assistant Studies for details of its program policy.)

In accordance with FERPA, you are notified of the following:

Right to inspect and review education records

You have the right to review and inspect substantially all of your education records maintained by or at Augsburg College. Your request should be submitted in writing at least one week prior to the date you wish to review your records.

Right to request amendment of education records

You have the right to seek to have corrected any parts of an education record that you believe to be inaccurate, misleading, or otherwise in violation of your right to privacy. This includes the right to a hearing to present evidence that the record should be changed if Augsburg decides not to alter your education records as you requested.

Right to give permission for disclosure of personally identifiable information

You have the right to be asked and to give Augsburg your permission to disclose personally identifiable information contained in your education records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without your permission.

One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to withhold disclosure of "directory information"

FERPA uses the term "Directory Information" to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Augsburg College without notification of the request or disclosure to the student.

Under FERPA you have the right to withhold the disclosure of the directory information listed below. Please consider very carefully the consequences of any decision by you to withhold directory information. Should you decide to inform Augsburg College not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg College will be refused.

"Directory information" includes the following:

- The student's name;
- The student's address;
- The student's telephone number;
- The student's e-mail address;
- The student's date and place of birth;
- The student's major and minor field of study;
- The student's academic class level;
- The student's enrollment status (FT/HT/LHT);
- The student's participation in officially recognized activities and sports;
- The student's degrees and awards received;
- The weight and height of members of athletic teams;
- The student's dates of attendance;
- The most recent previous educational agency or institution attended by the student; and
- The student's photograph.

Augsburg College will honor your request to withhold all Directory Information but cannot assume responsibility to contact you for subsequent permission to release it. Augsburg assumes no liability for honoring your instructions that such information be withheld. The Office of the Registrar must be notified in writing of your intent to withhold your Directory Information. If the notice is not received by the registrar prior to Sept. 15 (or within 10 school days of the start of a subsequent term for a new student), it will be assumed that all Directory Information may be disclosed for the remainder of the current academic year. A new notice for withholding disclosure must be completed each academic year.

Right to complain to FERPA Office

You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C., 20202-4605, concerning Augsburg's failure to comply with FERPA.

Reporting Educational Information

Letters of reference must be requested in writing and explicitly indicate what information may be reported in the letter.

GRADUATE ADMISSIONS

Admission to Augsburg College

All graduate programs require students to have a bachelor's degree from a regionally-accredited four-year institution.

All graduate students must submit completed application forms that can be downloaded from each individual program's web page, as listed below.

Each graduate program also has additional program requirements, which may include coursework, professional experience, testing, etc. See the program sections for these additional requirements.

MA, Education—p. 24
www.augsburg.edu/mae

MA, Leadership—p. 33
www.augsburg.edu/mal

MA, Nursing,—p. 42
www.augsburg.edu/ma_nursing

MBA—p. 49
www.augsburg.edu/mba

MS, PA Studies—p. 57
www.augsburg.edu/pa

MSW—p. 69
www.augsburg.edu/msw

READMISSION TO THE COLLEGE

The last day to receive approval for readmission to the College and register for classes is one business day prior to the start of the term. Pending approval by the graduate program, students who left on probation or who were dismissed from the College must have their readmission application and file reviewed by the program director. (Please consult with individual programs for information regarding readmission process).

ADMISSION OF INTERNATIONAL STUDENTS

Augsburg College graduate programs encourage qualified applicants from other countries to apply.

An F-1 student is a nonimmigrant who is pursuing a "full course of study" to achieve a specific educational or professional objective at an academic institution in the United States that has been designated by the Department of Homeland Security (DHS) to offer courses of study to such students, and has been enrolled in SEVIS (Student and Exchange Visitor Information System).

A student acquires F-1 status using form I-20, issued by a DHS-approved school through SEVIS. Status is acquired in one of two ways: 1) if the student is abroad, by entering the United States with the I-20 and an F-1 visa obtained at a U.S. consulate (although citizens of some countries are exempt from the visa requirement); or 2) if the student is already in the United States and not currently in F-1 status, by sending the I-20 to USCIS (United States Citizenship and Immigration Services) with an application for change of nonimmigrant status.

A student who is maintaining valid F-1 status may transfer from another DHS-approved school to Augsburg by following the transfer procedures set forth in the F-1 regulations. Simply transferring academically from another school to Augsburg does not transfer a student's F-1 status unless the student and a Designated School Official (DSO) from Augsburg follow these procedures.

In addition to fulfilling all general admission requirements for a particular graduate program, prospective F-1 students must also comply with the following:

A. Proof of English Competency

In order to receive an F-1 visa, the U.S. Department of State (DOS) regulations require international applicants to be sufficiently proficient in English to pursue a full course of study.

To fulfill this requirement Augsburg graduate programs require international applicants to submit an official score report from the Test of English as a Foreign Language (TOEFL) with a minimum score of 100 (iBT), 250 (CBT) or 600 (PBT).

The TOEFL is waived for applicants who have a four-year degree from a U.S. institution with a minimum of two years of successful academic work completed in the U.S. (seven or more courses).

B. Foreign Credential Evaluation

Augsburg requires foreign credential evaluation for any transcript(s) from an institution outside of the United States. This evaluation should include the following:

- Analysis of credentials—to determine if your degree is equivalent to an accredited U.S. bachelor's degree.
- Course-by-course evaluation—to show your complete course listing with credit values and grades received for each course.
- Calculation of grade point average—to demonstrate your cumulative grade point average using the standard U.S. grading system, i.e., A=4.0, B=3.0, C=2.0, D=1.0, F=0.0.
- Translation to English (if applicable)

The evaluation report must be sent directly to Augsburg's Adult and Graduate Admissions Office.

Augsburg accepts foreign credential evaluations only from the following organization:

World Education Services, Inc.
www.wes.org

C. Proof of Financial Support

International applicants must provide reliable documentation that they have financial resources adequate to meet expenses for the duration of their academic program, which include tuition and fees, books and supplies, room and board, health insurance, personal expenses, and living expenses for dependents (if applicable).

Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the student's family. Documentation of scholarships and fellowships may be in the form of an

official award letter from the school or sponsoring agency; documentation of personal or family funds should be on bank letterhead stationery, or in the form of a legally binding affidavit. Government Form I-134, Affidavit of Support, or Augsburg's Financial Sponsorship form can be used to document support being provided by a U.S. citizen or U.S. legal permanent resident. All financial documents such as bank statements must be dated within three months prior to the date of application.

Health Insurance

All F-1 international students and their dependents (if applicable) are required to have adequate health insurance coverage for the duration of their program. International students will be enrolled in the Augsburg international student plan unless they fill out a waiver verifying proof of coverage through an alternative provider for the same period.

Financing Your Education

COSTS FOR GRADUATE STUDY

Each academic year the Augsburg Board of Regents reviews costs and makes changes as required. The College reserves the right to adjust charges should economic conditions necessitate.

For current academic year costs for graduate study, go to the Enrollment Center web page at www.augsburg.edu/enroll.

FINANCING YOUR EDUCATION

Financial assistance is available to graduate students who are enrolled in a total of at least 1.0 credit per term in any of Augsburg's graduate programs. Two full-credit courses per term is considered full time. You may be eligible to finance your education through loan programs from the State of Minnesota or the federal government. You may also select from a variety of payment plans available each semester or trimester, including a plan for those who receive company tuition assistance. Financial aid may be used for international programs where credit is offered.

Payment Options

Various payment plans are available:

- Payment in full: Due after registration and before the beginning of the semester/trimester. No finance charge or administrative fee. Finance charge of 8% APR will apply toward any unpaid balance after the start of the term.
- Loans, grants, and/or scholarships: If you plan to use the loans that you have been awarded, you must request the funding. These loans include Stafford, PLUS, Alternative/Private, etc. All loan requests (either paper or online) must be received and approved by the lender and certified by Augsburg's financial aid office, on or before the first day of the term.

Company Reimbursement:

An application for the Employer Reimbursement Payment Plan must be filed once each academic year. Students enrolled in the payment plan will be charged a $20 fee each term unless the account is paid in full by the start of the term or if financial aid will cover all costs for the term. This fee is non-refundable after the 100% drop date. Final payment on any remaining balance is due 60 days after the end of the course. Accounts not paid in full by the due date will receive a monthly $50 late payment fee and are subject to further collection efforts. The student is responsible for payment if the employer does not pay for any reason.

SOURCES OF FINANCIAL AID

The Enrollment Center assists students in assessing financial aid eligibility and identifying various sources of aid.

Sponsored Scholarships

Augsburg actively pursues non-Augsburg funding for special scholarships. The availability of such scholarships may enable the participation of individuals with limited financial means as well as individuals working for volunteer agencies and other organizations not likely to provide tuition reimbursement. Refer to the program sections or contact the programs for more information.

Military Discount

At Augsburg College, we value the varied professional and academic experiences that our adult students bring to our campus community and are grateful to those who volunteer to serve in the military. Augsburg offers a 10% military tuition discount for the following:

- a member of the military currently serving full or part time (any branch)
- spouse of a currently serving military member
- veteran of any branch of the United States Armed Forces.

The military discount is available only to students in the Augsburg for Adults undergraduate and graduate programs. Contact the Adult and Graduate Admissions Office or go to www.augsburg.edu/military for more details.

AmeriCorps Scholarships

AmeriCorps scholarships are available to full-time graduate students. Contact the Enrollment Center for more details.

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, contact Augsburg's American Indian Student Services Program director at 612-330-1144 or your tribal agency.

Federal and State Aid Programs

The Enrollment Center uses standard, nationally accepted methodology to determine eligibility for federal and state financial aid programs.

Federal Stafford Loan Program Common Loan Provisions

Borrowing Limits: Graduate students may borrow up to $20,500 per year with an aggregate of $138,500 (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.

Repayment Terms: Repayment begins six months after you cease to be enrolled at least half time in an eligible program leading to a degree or certificate. Repayment may extend up to 10 years.

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

Supplemental Loans: If additional financing is needed, the Enrollment Center can offer guidance in selecting the appropriate loan.

To Apply for Financial Aid

Financial aid information is available at www.augsburg.edu/enroll. Applicants must be admitted to Augsburg as regular students or be returning students in good academic standing to be eligible for financial aid.

Applicants for graduate study must submit the Free Application for Federal Student Aid (FAFSA). To complete and submit the FAFSA electronically, go to www.augsburg.edu/enroll.

If a student is selected for verification, additional documents will be needed. Students in this situation will be contacted by the Enrollment Center.

FINANCIAL POLICIES

Refund Schedule

Students who withdraw from Augsburg College may be eligible for a refund of a portion of their charges based on the appropriate refund schedule (except for the minimum charge of $100 to cover administrative costs). Financial aid may also be adjusted for those students who withdraw from the College or drop one or more courses and receive financial assistance.

[NOTE: Tuition refunds and financial aid adjustments are not necessarily made on a one-to-one basis. For example, you could receive a 60% tuition refund but have 80% of your financial aid returned. Be sure you understand the financial consequences of making adjustments to your registration.]

Students are responsible for canceling courses through the Enrollment Center in order to be eligible for any refund. Students who unofficially withdraw (stop attending) but do not complete the drop/add form are responsible for all charges. Financial aid may be adjusted based on the student's last recorded date of attendance. Refund calculations are based on the date that the drop/add form is processed.

The refund schedule is effective whether or not a student has attended classes. All refunds of charges will be applied to the student account and all adjustments for aid, loans, fines, deposits, etc. will be made before eligibility for a cash refund of any resulting credit balance is determined. Allow two weeks for a refund.

The refund is a percentage of the full tuition charged, not a percentage of any deposit paid toward tuition, e.g. deposits made under the employer reimbursement payment plan.

For further information, contact the Enrollment Center, 612-330-1046, 1-800-458-1721, enroll@augsburg.edu, or www.augsburg.edu/enroll.

CONTACT THE ENROLLMENT CENTER

For information on cost, payments, financial aid, tuition discounts, and refunds:

612-330-1046 or 1-800-458-1721

enroll@augsburg.edu

www.augsburg.edu/enroll

Graduate Studies

Master of Arts in Education

Master of Arts in Education

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

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

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

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

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

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

Vicki L. Olson

Vicki Olson, PhD
Director, Master of Arts in Education

PROGRAMS

The Education Department offers initial licenses as well as endorsements for already-licensed teachers that also lead to a master's degree. The range of licenses available is described below.

Elementary education specialty areas in math, communication arts, and social studies are available through weekend and weekday evening courses. The science specialty area is available through a combination of weekday, weekday evening, and weekend courses.

Secondary education licensure is available through weekend and weekday evening courses in social studies, communication arts/literature, and K-12 visual arts. Licenses in other majors, including biology, chemistry, health education, mathematics, music education, physical education, and physics can be completed through a combination of weekend, weekday evening, and weekday courses.

Teachers who are already licensed can work towards the MAE degree through the following four licensure options:

Pre-K specialty area endorsement

K-12 special education: emotional and behavioral disabilities

K-12 special education: learning disabilities

K-12 reading endorsement

Education Department Mission

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

Master of Arts in Education Conceptual Framework

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

The leadership focus plays out in three ways. First, the additional work required in the graduate versions of the combined undergraduate/graduate courses focuses on providing graduate students the chance to exercise leadership as well as extend their knowledge beyond the basic requirements. Second, in the degree completion component, students are required to include at least two graduate-level courses from our Master of Arts in Leadership (MAL) program. This provides students the chance to study aspects of leadership as part of their degree program. Third, the final project—be it an action research or a leadership application project—gives students the opportunity to define an issue of concern and, supported by research, take on a leadership role in addressing it.

ELEMENTARY EDUCATION

The K-6 elementary with a middle school specialty license allows you to teach in grades K-6 and in your specialty area of math, science, social studies, or language arts in middle school. As an alternative to the middle school specialty, MAE elementary licensure students can pursue a pre-kindergarten specialty. Licensure requirements are offered at both the undergraduate and graduate level. That means classes will include both undergraduate and graduate students, with graduate students having additional course responsibilities. Graduate courses are taken at the 500 level.

All of the following courses must be taken for licensure, and four to six of them may be taken at the graduate (500) level and applied toward the master's degree in education.

EDC 200/522 Orientation to Education (1.0)*

EDC 206/566 Diversity/Minnesota American Indians (1.0)

EDC 310/533 Learning and Development (1.0)*

EDC 410/544 Learners with Special Needs (1.0)*

EDC 490/580 School and Society (1.0)

EED 320/520 K-6 Methods: Reading (1.0)*

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

HPE 115 Chemical Dependency (.5)

EDC 220 Educational Technology (.5)

EED 311 K-6 Methods: Health (.25)

EED 312 K-6 Methods: Physical Education (.25)

EED 330 K-6 Methods: Children's Lit./Language Arts (1.0)

EED 341 K-6 Methods: Visual Arts (.25)

EED 342 K-6 Methods: Music (.25)

EED 350 K-6 Methods: Math (1.0)*

EED 360 K-6 Methods: Science (1.0)*

EED 370 K-6 Methods: Social Studies (.5)

EED 380 Kindergarten Methods (.5)*

EED 481,483 Student Teaching (2.0)

*Field experience hours are required in these courses. A minimum of 100 hours in the classroom and education-related settings is required prior to student teaching. Students spend approximately 20 hours per term in field experiences. These experiences occur in K-8 classrooms during the weekday.

Undergraduate Liberal Arts Requirements

The number of supporting content area courses required for licensure depends upon the courses completed as part of the bachelor's degree and/or other coursework. Requirements are determined by Minnesota licensure standards for specific college-level coursework in math, biology, physics, and earth science for all students seeking elementary licensure. Specific requirements are on file in the Education Department.

Minnesota licensure standards in a specialty area for middle school: subject area specialties are offered in communication arts/literature, social studies, math, and science. The pre-K specialty is also available. Specific requirements are on file in the Education Department.

Previous coursework can be accepted into the licensure program if it meets Minnesota standards and if a grade of C or better was achieved. The Education Department and the content area departments determine the courses that are accepted. Transcripts, course descriptions, and course syllabi are used to make these determinations. Courses that are older than seven years are judged on a case-by-case basis. Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree.

Elementary Licensure Course Descriptions

HPF 115 Chemical Dependency Education (.5 course)
An analysis of chemical use and abuse and what can be done for the abuser. Includes information about school health education and services.

EDC 200/522 Orientation to Education in an Urban Setting
Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience. (Undergraduate prereq.: ENL 111, sophomore standing)

EDC 206/566 Diversity/Minnesota American Indians
This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is the Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

EDC 220 Educational Technology (.5 course)
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio and/or visual technology for teaching/learning situations.

EDC 310/533 Learning and Development in an Educational Setting
A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: PPST and admission to department)

EDC 410/544 Learners with Special Needs
The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes and special focus on needs of urban students. Fieldwork experience. (Prereq.: PPST and admission to department or special permission of instructor)

EDC 490/580 School and Society
Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. (Prereq.: PPST and admission to department)

EED 311 K-6 Methods: Health (.25 course)
Examination and preparation of materials and resources for health at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 312 K-6 Methods: Physical Education (.25 course)
Examination and preparation of materials and resources for physical education at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 320/520 K-6 Methods: Reading
The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Fieldwork experience. (Prereq.: PPST and admissions to department)

EED 330 K-6 Methods: Language Arts/Children's Literature
Examination and preparation of materials and resources for children's literature and language arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 331 Middle School Methods: Communication Arts/Literature — Writing (.5 course)
Introduction to the teaching of writing at the middle school level. (Prereq.: PPST and admission to department)

EED 341 K-6 Methods: Visual Arts (.25 course)
Examination and preparation of materials and resources for visual arts at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 342 K-6 Methods: Music (.25 course)
Examination and preparation of materials and resources for music at the kindergarten and elementary levels. (Prereq.: PPST and admission to department)

EED 350 K-6 Methods: Mathematics
Examination and preparation of materials and resources for mathematics at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 360 K-6 Methods: Science
Examination and preparation of materials and resources for science at the kindergarten and elementary levels. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 370 K-6 Methods: Social Studies/Thematic Studies (.5 course)
Examination and preparation of materials and resources for social studies and thematic teaching at the kindergarten and

elementary levels. (Prereq.: PPST and admission to department)

EED 380 Kindergarten Methods (.5 course)
Study and use of a variety of techniques and resources for teaching kindergarten. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 481, 483, 485 Student Teaching
Two to three courses of full-time, supervised classroom experience. Required for licensure. Occurs upon satisfactory completion of licensure and/or degree program and program portfolio.

Preprimary Specialty for Elementary Licensure

ECE 345/545 Foundations of Preprimary Education
Students gain an understanding of philosophical, theoretical, historical, pedagogical, societal, and institutional foundations of preprimary education. Attention is given to the efforts of modern programs to adapt instruction to developmental levels and experience backgrounds of young children and to work in partnership with parents and social service agencies. Field experience (20 hours) is a critical part of this course. (Prereq.: PSY 105, 250,or their equivalents)

ECE 346/546 Learning Environments for Preprimary Aged Children
Students gain an understanding of how to recognize and construct, developmentally appropriate pedagogy and practice. Attention is given to the synthesis between course readings and experience and students experience working with current teachers in site based field experience. Field experience (20 hours) is a critical part of this course. (Prereq.: PSY 105, 250, or their equivalents; ECE 345/545)

ECE 347/547 Immersion and Teaching Competence
Students gain an understanding of how to deliver developmentally appropriate instruction and assess learning appropriately for preprimary children. Students gain experience taking the perspective of families and communicating with them. A reflective practitioner's skills are developed through self-evaluation of curriculum planning. Field experience (20 hours) is a critical part of this course. (Prereq.: admission to department; PSY 105, 250 or their equivalents; ECE 345, 346)

ECE 488 Student Teaching in a Pre-Kindergarten Classroom

PSY 250 Child Development (Prereq.: PSY 105 or equivalent)

SOC 231 Family Systems

OR

SPE 490/540 Parent and Professional Planning
(Graduate students using the Preprimary endorsement must take SPE 540.)

SECONDARY EDUCATION

K-12 and 5-12 licensures in several content areas are offered weekends and weekday evenings through a combination of graduate and undergraduate coursework. Additional content areas are available through the weekday program. K-12 licenses allow you to teach your content area across elementary, middle school, and high school. Licenses for grades 5-12 allow you to teach at the middle and high school levels. Graduate-level licensure coursework (500 and above) is available to people who already hold a bachelor's degree and meet MAE admissions criteria.

Licensure Requirements

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

EDC 200/522 Orientation to Education (1.0)*

EDC 206/566 Diversity / Minnesota American Indians (1.0)

EDC 310/533 Learning and Development (1.0)*

EDC 410/544 Learners with Special Needs (1.0)*

EDC 490/580 School and Society (1.0)

ESE 300/500 Reading and Writing in Content Area (1.0)

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

HPE 115 Chemical Dependency (.5)

EDC 220 Educational Technology (.5)

ESE 325 Creating Learning Environments (1.0)*

ESE 3XX K-12 or 5-12 Special Methods (1.0 –2.0)*

ESE 481, 483, 485 Student Teaching (2.0-3.0)

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

Undergraduate Content Area Requirements

The equivalent of a major in a content area is required for K-12 and 5-12 licensure. Students who have majored in a field in which we offer licensure must have their previous coursework evaluated by the major department at Augsburg. Additional content area coursework tied to licensure standards is generally required, even with a completed academic major. The following majors are offered almost entirely on weekends and weekday evenings: communication arts/literature, history or economics or psychology or sociology (all for social studies), art. Students seeking 5–12 licensure in social studies must complete a broad-based core of courses in the social studies in addition to a social science major.

The following majors are offered primarily or entirely through the weekday program: biology, chemistry, physics, health, physical education, music, and mathematics. Students seek-

ing licensure in any of these areas will likely need to take additional content courses in the weekday schedule. Students can obtain a 9-12 license in physics, chemistry, or biology and have the option of adding the 5-8 general science to the 9-12 license. Students also can obtain the 5-8 general science license without the 9-12 license.

Previous coursework is evaluated by the content area department and accepted if it meets Minnesota licensure standards and if a grade of C or better was achieved. Coursework older than seven years is judged on a case-by-case basis. Education Department policy requires that a minimum of two content area courses be taken at Augsburg. Specific course requirements for each content area are on file in the Education Department. Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree program.

Secondary Licensure Course Descriptions

HPF 115 Chemical Dependency Education (.5 course)
See course description on page 17.

EDC 200/522 Orientation to Education in an Urban Setting
Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience. (Undergraduate prereq.: ENL 111, sophomore standing)

EDC 206/566 Diversity/Minnesota American Indians
This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

EDC 220 Educational Technology (.5 course)
Psychological and philosophical dimensions of communication through the use of instructional technology. Selection, preparation, production, and evaluation of effective audio and/or visual technology for teaching/learning situations.

EDC 310/533 Learning and Development in an Educational Setting
A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: PPST and admission to department)

EDC 410/544 Learners with Special Needs
The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes and special focus on needs of urban students. Fieldwork experience. (Prereq.: PPST and admission to department or special permission of instructor)

EDC 480/580 School and Society
Emphasis on points of view about the role of school in modern society, relationships with parents and community, collaborative models, leadership, and professional development. Serves as final theoretical preparation for student teaching. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 300/500 Reading/Writing in the Content Areas
The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. (Prereq.: PPST and admission to department. Note: Students seeking 5-12 Communication Arts/Literature licensure do not take this course).

ESE 325 Creating Learning Environments
An introduction to assessment, lesson planning, and classroom organization based in the Minnesota Graduation Rule, state testing, and national standards. Emphasis on creating environments conducive to learning. Fieldwork experience. (Prereq.: PPST and admission to department. Note: Students seeking 5-12 Health and K-12 PE licenses do not take this course).

ESE 310 K-12 Methods: Social Studies
Introduction to the teaching of the social sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in social studies taught concurrently as ESE 311 Middle School Methods: Social Studies (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 330 K-12 Methods: Mathematics
Introduction to the teaching of mathematics in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in mathematics taught concurrently as ESE 331 Middle School Methods: Mathematics (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 340 K-12 Methods: Science
Introduction to the teaching of the natural sciences in middle and high schools. Emphasis on instructional strategies and curriculum development. Middle school portion required for elementary concentration in science taught concurrently as ESE 341 Middle School Methods: Science (.5 course). Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 350 K-12 Methods: Literature and Reading
Introduction to the teaching of literature and reading in the middle and high schools. Emphasis on instructional strategies and curriculum development. Required for elementary concentration in communication arts/literature and for communication arts/literature license. Fieldwork experience. (Prereq.: PPST and admission to department.)

ESE 351 K-12 Methods: Speaking and Listening (.5 course)
Introduction to the teaching of speaking and listening in middle and high schools. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)

ESE 352 K-12 Methods: Media Literacy (.5 course)
Introduction to the teaching of media literacy in middle school and high school. Emphasis on instructional strategies and curriculum development. Required for communication arts/literature license. (Prereq.: PPST and admission to department)

ESE 360 K-12 Methods: Visual Arts
Introduction to the teaching of visual arts in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 370 K-12 Methods: Music
Introduction to the teaching of music in the schools. Emphasis on instructional strategies and curriculum development. Fieldwork experience. (Prereq.: PPST and admission to department)

ESE 481, 483, 485 Student Teaching
Two to three courses of full-time, supervised student teaching required for licensure. Secondary licenses require two courses. K-12 licenses require two to three courses. Student teaching occurs upon satisfactory completion of licensure program and program portfolio.

SPECIAL EDUCATION

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

There are two licensure options in the K-12 Special Education program: emotional/behavioral disabilities (EBD), and learning disabilities (LD). Both programs qualify you to teach in special education programs and positions; many students get licensure in both.

Also available is the Naadamaadiwin Tribal Special Education Cohort—This graduate licensure program in Special Education: EBD/LD is designed and taught from an American Indian perspective. It is being offered in collaboration with the University of Minnesota-Duluth as a hybrid (partly face-to-face; partly online) cohort program. The licensure courses can be applied towards the MAE degree. See the Education Department and www.augsburg/edu/mae/academics/ais_focus.html for more information.

Licensure Requirements

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

EDC 200/522 Orientation to Education (1.0)*

EDC 206/566 Diversity/Minnesota American Indians (1.0)

EDC 310/533 Learning and Development (1.0)*

EDC 410/544 Learners with Special Needs (1.0)*

EED 320/520 K-6 Methods: Reading (1.0)*

SPE 315 Special Education Critical Issues Seminar (.5)

SPE 400/500 Teaching Students with Emotional/Behavioral Disabilities (1.0)**

SPE 410/510 Implementing Assessment Strategies (1.0)**

SPE 420/520 Planning, Design, and Delivery (1.0) **

SPE 430/530 Instructional and Behavioral Practices (1.0)**

SPE 490/540 Parent and Professional Planning (1.0)**

Learning Disabilities Core

Students wishing to earn learning disabilities licensure in addition to emotional/behavioral licensure will take the above courses in the emotional/behavioral core and two additional specialty courses:

SPE 424/524 Etiology and Origins of Learning Disabilities (1.0)**

SPE 434/534 Teaching Content Areas to Students with Learning Disabilities (1.0)**

A student wishing to earn only a learning disabilities license would take all of the above courses with the exception of SPE 430/530 Instructional and Behavioral Practices.

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

EDC 220 Education Technology (.5)

HPE 115 Chemical Dependency (.5)

EED 330 Children's Lit./Language Arts

and

EED 350 K-6 Methods: Math*

EED 360 K-6 Methods: Science* (see course descriptions under Elementary Education).

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

**These courses are taken during the internship year. A significant amount of contact with students labeled EBD or LD

is required. The ideal situation for the internship year is to be working in a K-12 setting with these students. Students not currently employed in schools must be available for extensive volunteer field placements during the internship year. (Minimum 10 hours/week).

Eligibility: To be eligible to apply to the special education program at the graduate level, students must have a degree and be currently employed in a K-12 setting as a paraprofessional or licensed teacher, and/or have experience working with students who are labeled with emotional, behavioral, or learning disabilities, as well as considerable time available for volunteer field placements.

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

Special Education Licensure Course Descriptions

HPF 115 Chemical Dependency Education (.5 course)
See course description on page 17.

EDC 200/522 Orientation to Education in an Urban Setting
Career exploration and overview of the teaching profession. Emphasis on historical and philosophical foundations of the American school system. Urban fieldwork experience. (Undergraduate prereq.: ENL 111, sophomore standing)

EDC 206/566 Diversity/Minnesota American Indians
This course will examine human diversity and human relations. It will provide an awareness and critical analysis of how prejudice, discrimination, and stereotypes impact us personally, as well as how these elements impact our schools and communities. Also addressed in this course is Minnesota Standard of Effective Practice 3.G: Understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

EDC 220 Educational Technology (.5 course)
See course description on page 17.

EDC 310/533 Learning and Development in an Educational Setting
A survey of educational psychology topics as applied to teaching and learning. Special emphasis is placed on classroom applications. Fieldwork experience. (Prereq.: PPST and admission to department)

EDC 410/544 Learners with Special Needs
The study of students with disability, special needs, and giftedness. Emphasis on techniques and resources to help all students achieve maximum outcomes and special focus on needs of urban students. Fieldwork experience. (Prereq.: PPST and admission to department or special permission of instructor)

EED 320/520 K-6 Methods: Reading
The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Fieldwork experience. (Prereq.: PPST and admission to department)

EED 330 K-6 Methods: Language Arts/Children's Literature
See course description on page 17.

EED 350 K-6 Methods: Mathematics
See course description on page 17.

EED 360 K-6 Methods: Science
See course description on page 17.

SPE 315 Critical Issues: Special Education Seminar (.5 course)
This course is designed to support students seeking special education licensure throughout their internship year. Issues related to special education and their specific settings are the focus of the course. The department portfolio is completed as a part of this course.

SPE 400/500 Teaching Students with Emotional/ Behavioral Disabilities
This course presents an overview of learners with emotional and behavioral disabilities and learning disabilities. It addresses the historical and philosophical aspects of the EBD category, examines origins of student behavior and student learning styles, and addresses theoretical perspectives and conceptual models as they relate to this category of disability. (Prereq: PPST and admission to the department)

SPE 410/510 Implementing Assessment Strategies
This course examines the assessment process from the prereferral to the recommendation stage. Students gain understanding of key assessment tools and how they influence student placement and programming. A qualitative and person-centered assessment process is emphasized. (Prereq: PPST and admission to the epartment)

SPE 420/520 Planning, Design, and Delivery
This course provides students with skills to write and implement individual program plans and to create effective learning environments for students labeled EBD. Particular attention is paid to inclusion models, diversity of student need, and forming partnerships with key school personnel. (Prereq: PPST and admission to the department)

SPE 424/524 Etiology and Origins of Learning Disabilities
This course will focus on the history and context of learning disabilities, which includes the medical and sociological aspects specific to learning disabilities. It will also teach students how to access information relevant to the field. (Prereq: PPST and admission to the department).

SPE 430/530 Instructional and Behavioral Practices
This course examines behavioral support options used with students who are labeled EBD. It emphasizes the use of reflective, proactive, and non-aversive approaches drawn from current best practices and including positive behavioral supports, person centered planning and functional assessment. (Prereq: PPST and admission to the department)

SPE 434/534 Teaching Content Areas to Students with Learning Disabilities
This course will teach students how to identify, adapt, and implement developmentally appropriate instruction and strategies that support the learning of students identified as having learning disabilities. The specific focus will be on the areas of reading, writing, and listening comprehension; and math, reasoning, and problem solving skills. (Prereq: PPST and admission to the department).

SPE 490/540 Parent and Professional Planning
This course examines the role of families of students with special needs, specifically those families of students labeled EBD. A family systems perspective is introduced and applied. The need to form strong connections with community agencies is emphasized. (Prereq: ENG 111, PPST and admission to department).

SPE 481, 483, 485, 487 Student Teaching (1.0–2.0)

READING ENDORSEMENT PROGRAM

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

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

These courses include:

EED 520 K-6 Methods: Reading (1.0)*

ESE 500 Reading/Writing in the Content Areas (1.0)*

EDC 505 K-12 Literature in the Classroom (.5)

EDC 508 K-12 Reading Assessment and Evaluation (1.0)*

EDC 510 Clinical and Reading Program Leadership (1.0)*

*Field experience required

Reading Endorsement Course Descriptions

EED 320/520 K-6 Methods: Reading*
The study and use of a variety of teaching techniques and resources in reading, including the diagnosis and correction of reading difficulties. Should be taken at the graduate level for the reading endorsement. (Prereq.: PPST and admission to the department)

ESE 300/500 Reading/Writing in the Content Areas*
The study and use of a variety of middle school and secondary techniques and resources to teach reading and writing through the content areas. Should be taken at the graduate level for the reading endorsement. Field experience required for K-12 reading endorsement. (Prereq.: PPST and admission to the department)

EDC 505 Literature in the Classroom (.5 course)
The study and use of literature in the K-12 classroom.

EDC 508 K-12 Reading Assessment and Evaluation
The study of student reading development, the knowledge and use of gathering and analyzing data of students' reading, and designing and applying appropriate reading curriculum based on this information. Field experience required. (Taken concurrently with EDC 510)

EDC 510 Clinical and Reading Program Leadership
The study of effective leadership and professional development strategies for individual schools and school districts, reading standards, state and federal reading legislation, and fiscal and budgetary operations. The focused implementation of knowledge and skills gained in reading licensure coursework. Field experience required. (Taken concurrently with EDC 508)

*The courses EED 320/520 and ESE 300/500 are offered to both undergraduate and graduate students: EED 320/520 is part of the elementary and special education initial licensure programs; ESE 300/500 is part of the secondary initial licensure program. The rigor of the courses is increased at the graduate level.

Reading license candidates who have already received their initial teaching license and who are graduates of Augsburg College within the past seven years will not be required to retake the entire version of EED 320/520 or ESE 300/500. However, they will be expected to complete the requirements for the graduate portion of the course they have already taken within the context of a half-credit independent study. If the graduate course was taken as a part of initial licensure (EED 520 or ESE 500) students do not need to repeat the course; however, if ESE 500 was taken without a field experience, 20 hours in a high school or middle school reading setting must be completed.

Reading license candidates who already have received their initial K-8 teaching licensure and who are graduates of Augsburg College, but not within the past seven years, will be required to take EED 520 or ESE 500 at the graduate level.

Reading license candidates who have already received their initial teaching licensure and who are not graduates of Augsburg College will be expected to take EED 520 and ESE 500.

STUDENT TEACHING

Education students are required to complete student teaching in their content area. In the MAE program, student teaching is generally completed before finishing the degree. Students can apply for licensure at this point.

Student teaching for elementary and secondary initial licenses lasts 12-14 weeks, depending on licensure scope. During that time, students work full time as student teachers and are supervised by an Augsburg faculty member. Students register for two to three credits of student teaching and meet at Augsburg College for a student teaching seminar several times during the term. Most student teaching placements are in the Minneapolis/St. Paul metropolitan area and Rochester. However, students do have the opportunity to student teach abroad, where students do half of the student teaching experience in the metro area and the remaining portion in another country. Opportunities to teach abroad are available around the world, and it is a wonderful opportunity to build a global perspective in education. Additional information is available through the Education Department.

Student teaching for special education is completed as part of the internship year if students are working in a licensure appropriate setting. If not, student teaching is carried out after completing the special education coursework.

A supervised practicum for the reading endorsement is completed as part of EDC 510 Clinical and Reading Program Leadership. No further student teaching is required for this endorsement.

GRADUATE DEGREE COMPLETION

Students take graduate coursework as part of the licensure program. This coursework forms the Master of Arts in Education core, with between four to six Augsburg graduate-level licensure courses fulfilling master's requirements.

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

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

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

The research methods course will help prepare students to evaluate and document research for use in their final project or paper. This course examines both qualitative and quantitative research methods. The leadership elective courses allow students to examine issues of leadership at a personal or institutional level.

Students have two options for fulfilling their Master of Arts in Education final project, which serves as the capstone of the master's program: a leadership application project (LAP) or action research course sequence and project.

The goal for the graduate degree completion component is to foster the development of teachers as leaders within the institution and community as in line with our program theme and department mission statement.

Graduate Degree Completion Course Descriptions

Research Methods Course
All students seeking the Master of Arts in Education degree must complete a graduate-level research requirement.

ML 514 Research Methods
Evaluation and documentation of programs, projects, and ideas as they relate to leadership theories and practice. Qualitative and quantitative tools will be discussed.

MAE Final Project Options

Students have two options for fulfilling their Master of Arts in Education final project: a leadership application project (LAP) or action research. This project serves as the capstone of the master's program.

EDC 585 Leadership Application Project
The leadership application project (LAP) is a research-based study that links issues of leadership and education with the degree candidate's personal interests. The character of the project will vary with the nature of the investigation and the materials involved, but will always be application oriented. The central component of the LAP is the demonstration of leadership ability through a concrete project appropriate to the candidate's workplace or place of service.

EDC 586 Action Research in Education (.5 course)
This course will introduce students to action research, a form of research that simultaneously contributes to the practical concerns of people while furthering the goals of social science. It requires active self-reflective inquiry and collaboration. Action research is used in real situations, and is aimed at solving real problems. The goal of action research is to gain better knowledge of one's practice while improving the situation in which the practice is conducted. This is the first of a two-trimester course.

EDC 587 Action Research (.5 course)
The second term of this course involves intensive data analysis, writing, and sharing of the degree candidate's research. It requires active self-reflective inquiry and collaboration. The trimester will culminate with a symposium in which student work will be presented in a public forum.

MAL Elective Courses

At least one elective must be taken from the Master of Arts in Leadership courses. The following are recommended, but others may also be used.

ML 510 Visions of Leadership: A Historical and Literary Journey

ML 511 Creativity and the Problem-Solving Process

ML 520 Self-Identity, Values, and Personal Growth

ML 530 Ethics in Communication

ML 531 The Dynamics of Change

ML 545 Decision Making and Leadership

ML 550 Communication, Decision Making, and Technology

ML 560 Developing a Multicultural Perspective

ML 565 Women and Leadership

ML 599 Special Topics (as appropriate)

ADMISSION REQUIREMENTS

Students admitted into the MAE program must have completed:

- a bachelor's degree from a regionally-accredited four-year institution, and can obtain licensure at the graduate level
- cumulative grade point average of 3.0 or higher (required for full admission for the graduate licensure option and degree program). Students with a cumulative grade point average of 2.5–3.0 may be admitted conditionally into the graduate licensure program. They can apply to the MAE full licensure and degree program after achieving 3.0 or better in two (2.0) Augsburg courses.

Minimum Grade Policy and Academic Probation

Students who fail to maintain a cumulative 3.0 GPA in a given term in graduate course work are notified that they are on academic probation and have one term to raise their GPA to the required level. Failure to do so could mean dismissal from the program. Students who receive below a 2.0 in any course required for licensure—undergraduate or graduate—are notified that they are on academic probation and must repeat that course as soon as possible and raise it to the appropriate level. Failure to do so could mean dismissal from the program. Students who receive a 2.0 in a graduate course may use that course for licensure purposes, but it will not be counted towards degree completion.

Application Checklist

The following items must be sent to the Augsburg Adult and Graduate Admissions Office:

- Completed application form—www.augsburg.edu/mae
- $35 non-refundable application fee
- Personal summary outlining your tentative educational objectives and reasons for wanting to attend Augsburg
- Official academic transcripts from all previously attended post-secondary institutions (including colleges, universities, and vocational/technical schools) sent directly to the admissions office.

Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 9.

Acceptance: You will be notified of the Admission Committee's decision usually within one to two weeks after your application file is complete and has been evaluated by the committee.

Credit Evaluation: An official transfer credit evaluation of your previous academic work will be completed as part of the admissions process.

Advising and Registration: You are able to participate in academic advising and the registration process after you have been accepted.

Applying to the Education Department: Once accepted to the College, students may take designated courses in education and content areas. Students initially admitted at the graduate level may register for courses at the graduate level. Prior to taking EDC 310/533 and above, students must be admitted to the Education Department. This admissions process is outlined in the EDC 200/522: Orientation to Education and in admissions handbooks, which are available through the Education Department.

MAE IN ROCHESTER

In step with Augsburg College's excellent reputation in the field of education, the licensure portion of the Master of Arts in Education program is now offered in Rochester*. Licenses are available in elementary education and special education: EBD and LD. Classes primarily meet weekday evenings at Bethel Lutheran Church in Rochester.

*Some licensure and content classes will be held in Minneapolis for students taking the Elementary Education licensure.

Elementary education: The K-8 elementary with a middle school specialty license allows you to teach in grades K-8 and in your specialty area of math, science, social studies, or language arts in middle school. Augsburg College offers this license to people who already hold a bachelor's degree and meet admissions requirements.

Special education: Emotional Behavioral Disorder/Learning Disability: This program is designed for those currently working with or planning to work with EBD and LD students. The program leads to Minnesota teaching licensure in special education with a specialty in emotional/behavioral disabilities and/or learning disabilities. All courses for these licenses are available in Rochester.

MAE degree completion courses are currently held in Minneapolis.

ACCREDITATIONS AND APPROVALS

Augsburg is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools

- National Council for the Accreditation of Teacher Education

Augsburg is approved by: Minnesota Board of Teaching

For additional accreditations, approvals, and membership, see p. 3

MAE FACULTY

Elizabeth M. Ankeny, Associate Professor of Education. BA, Augustana College; MAT, Morningside College; PhD, Colorado State University.

Jacquylynn Brickman, Instructor of Education. BA, Augsburg College; MEd, St. Mary's University.

Christopher R. Brown, Field Experience Coordinator/ Charter School Liaison, Instructor of Education. BS, Bemidji State University; MEd, University of Sydney, Australia.

Joseph A. Erickson, Professor of Education. BA, MA, College of St. Thomas; MA, Luther-Northwestern Theological Seminary; PhD, University of Minnesota.

Jeanine Gregoire, Associate Professor of Education. BS, MA, PhD, University of Minnesota.

Cheryl Gresczyk, Instructor of Education. BA, University of Minnesota; MA, College of St. Thomas.

Gretchen Irvine, Assistant Professor of Education. BS, College of St. Teresa; MS, University of Wisconsin-River Falls; PhD, University of Minnesota.

Deborah Katz, Instructor of Education. AB, Stanford University; EdM, Harvard Graduate School of Education; EdD, National-Louis University.

Anne Kaufman, Associate Professor of Education. BS, MA, PhD, University of Minnesota.

Mary Beth Kelley, Instructor of Education. BS, University of Wisconsin-Eau Claire; MEd, Bethel College.

Gregory Krueger, Instructor of Education. BA, Southwest Minnesota State University; MA, Hamline University.

Lynn Lindow, Associate Professor of Education. BS, Mankato State University; MS, North Dakota State University; PhD, University of Minnesota.

Susan O'Connor, Associate Professor of Education. BS, University of Minnesota; MS, PhD, Syracuse University.

Vicki L. Olson, Professor of Education and Director of the MAE Program. BS, MA, PhD, University of Minnesota.

Donna Patterson, Assistant Professor of Education. BA, MEd, University of Minnesota.

Christina Peper, Instructor of Education. BA, University of Minnesota; MEd, Southeastern Louisiana University.

Ronald Petrich, Assistant Professor of Education. BA, Augsburg College; MS, University of Minnesota.

Alyssa Snyder, Instructor of Education. BA, Augsburg College; MA, University of St. Thomas.

Jeannie Uhlenkamp, Instructor of Education, BA, University of Minnesota; MSE, University of Wisconsin-River Falls.

Diane C. Vodicka, Assistant Professor of Education. BEd, North Park College; MEd, Georgia Southwestern College.

Dana L. Wagner, Assistant Professor of Education. BA, St. Olaf College; MEd, PhD, University of Minnesota.

Barbara West, Instructor of Education, Faculty Coordinator of Teacher Placement/Licensing. BS, St. Cloud State University; MS, Syracuse University.

Graduate Studies

Master of Arts in Leadership

Master of Arts in Leadership

Welcome to the Master of Arts in Leadership (MAL), a program that has been a vital part of Augsburg College since being founded in 1987.

The MAL program offers students an excellent opportunity to explore leadership within the context of the liberal arts. The program design broadens the skills and mindset you need to improve your leadership capabilities in your current and future positions, as well as in your life.

The MAL program is taught by senior Augsburg faculty from a variety of disciplines. The faculty are committed to an interdisciplinary approach to leadership studies. Our students represent a wide array of occupations including business, health care, and the nonprofit sector. This diverse learning community provides a rich environment for you to explore leadership beyond your own realm of expertise.

Our program will help you develop skills you need to be an effective leader in an ever-changing world. I am frequently told by students that the program has changed their lives, has sharpened their understanding of themselves and others, and has opened doors that would otherwise have remained closed. To learn more about the program, go to www.augsburg.edu/mal.

I would be happy to help you determine how Augsburg's Master of Arts in Leadership program may benefit you. Contact me via e-mail at noonan@augsburg.edu or by telephone at 612-330-1198. I look forward to seeing you on campus soon!

Cordially,

Norma C. Noonan

Norma C. Noonan, PhD
Director, Master of Arts in Leadership

Mission Statement

The primary purpose of the Master of Arts in Leadership program is to develop leaders for organizations, the community, and society. Most organizations seek leaders who possess the following qualities: an ethically and morally responsible vision, an understanding of how change occurs and how it can be managed, sensitivity to the complex problems of organizations, and an ability to find solutions consistent with their mission, cultural competence and sensitivity to the needs of a diverse population, and the ability to inspire and motivate people to work toward a common goal.

Introduction

The Master of Arts in Leadership is based on a liberal arts approach to leadership studies. This cross-disciplinary program directs its academic content and pedagogical approaches to situations, issues, and problems relevant to organizational leaders. Augsburg's program recognizes that today's leaders need a broad spectrum of abilities to provide them with a more comprehensive understanding of their world. Designed for working adults, the program offers courses primarily on alternate Saturdays.

The Master of Arts in Leadership (MAL) is the core program of Augsburg's Center for Leadership Studies (CLS). The MAL program, launched in 1987, responds to the leadership development needs of both for-profit and not-for-profit organizations. While different in structure and purpose, most organizations seek leaders with the following qualities: a vision that is ethically and morally responsible, extending beyond immediate concerns; an understanding of how change occurs and affects the immediate environment; a sensitivity to the complex problems organizations face and an ability to achieve solutions consistent with an organization's mission; the ability to motivate and inspire individuals and groups to work toward a common goal; and the ability to effectively represent the organization both internally and externally. The MAL program provides a means by which individuals may discover and refine these and other abilities fundamental to effective leadership.

Leadership studies is a growing field in American higher education, and the MAL program has significantly developed and modified its curriculum in response to new trends in the field. The program has a deep theoretical base in leadership studies yet attempts also to offer its students practical approaches to leadership that can be applied in the workplace and society.

Accommodating the Full-Time Work Schedule

Designed to meet the needs and preferences of working adults, the MAL program is based on the assumption that the students who enroll are career-oriented, self-disciplined, and well-motivated individuals seeking a balance of classroom experience, group interaction, and individual study. Most courses are organized as seminars with the opportunity for discussion and dialogue. During the academic year, classes meet on alternate Saturdays for four hours. A few courses are taught by the immersion model, which has fewer sessions but longer meeting times. Most courses incorporate some online work into their agenda. MAL students may take up to seven courses during the calendar year. It is possible to complete the degree within two years if a student takes two courses each trimester.

Community of Learners

Essential to the goals of the MAL program is participation in a community of learners gathered on the Augsburg campus. This community is enriched by the students, who have a variety of work and life experiences. To facilitate community interaction, students are encouraged to make use of the Augsburg library, computer labs, and Christensen Center. The Center for Leadership Studies also offers special colloquia and seminars each year to supplement and complement the coursework of the master's program.

A sample class schedule in the MAL program

Period I	Saturday	8 a.m. to noon
Period II	Saturday	1 to 5 p.m.

Note: Each class taken commits a student to either Period I or Period II, an average of two meetings a month. An occasional course is taught on an immersion model which features fewer but longer sessions. A few courses are held on Sunday afternoons, from 1 to 5 p.m.

Augsburg College has a summer session. The MAL program usually offers at least two classes during the summer. The courses are five weeks in duration, meeting normally two nights a week, except for special immersion courses.

LEADERSHIP DEVELOPMENT MODEL

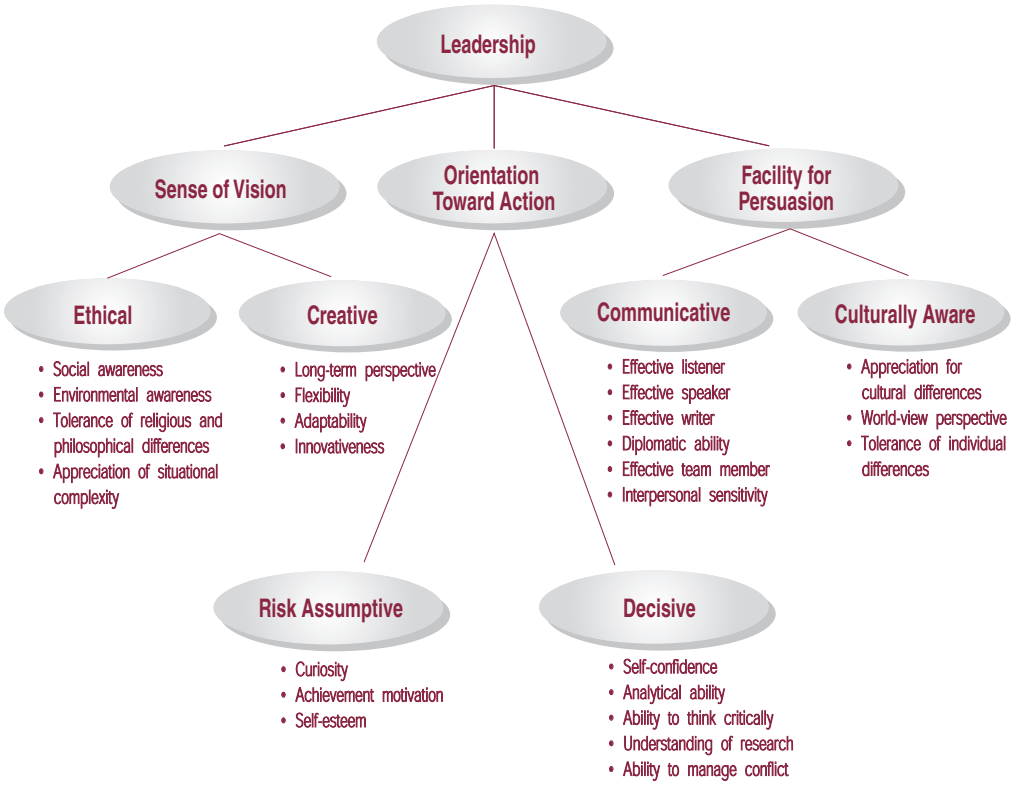
Leadership Development Model—Augsburg College

The MAL program promotes leadership as a process that inspires cooperation among people who must compete for limited resources, promotes productivity within and beyond the organization, and works toward progress for the individual and the organization. To accomplish this, individuals aspiring to positions of leadership must possess three key attributes: a sense of vision, the ability to persuade, and the ability to direct action. Underlying these attributes are abilities and awareness, outlined in the leadership development model, that serve as specific outcomes for the MAL program. Augsburg's model of leadership development is designed to assess, promote, enhance, and refine these capabilities within the individual.

CURRICULUM DESIGN

Each MAL course normally includes two or more liberal arts disciplines, encourages pursuit of the designated outcomes, and uses a variety of learning techniques appropriate to adult learners. Instructional techniques include case studies, discussion, written and oral presentations, and group activity. These techniques develop targeted leadership abilities and understanding. Students are encouraged to see abilities and understandings as cross-disciplinary and to view content areas as integrated. The program reflects the view that the world in which we operate is complex and that dealing with it successfully requires well-developed integrative abilities.

LEADERSHIP DEVELOPMENT MODEL



Final project options

There are three ways to complete the MAL degree. In the Thesis/Leadership Application Project (Thesis/LAP) Option (Plan A), students complete a thesis or a major leadership application project and 11 credits. In the Non-Thesis Option (Plan B), students must complete 11 credits, two papers, but no thesis. For the third option, the Comprehensive Exam Seminar (Plan C), students complete 11 credits, including the comprehensive exam seminar.

Plan A: Thesis/LAP Option

Students who select the Thesis/LAP Option are required to develop and carry out an in-depth study of some aspect of leadership or of a leadership-related topic. This research-based study gives the student the opportunity to "tie together" what has been learned from the study of leadership and course-related activities.

The principal distinction between the thesis and the leadership application project lies in their underlying orientation. A thesis has a more theoretical orientation, while a leadership application project is based on a practical issue. Both require similar rigor and preparation. For either alternative, the student must register for ML 592 and 593.

For more information regarding the Thesis/LAP Option, refer to the Thesis/LAP and Non-Thesis Project Guidelines booklet. Students who do not complete their thesis or leadership application project within two years are required to pay a continuation fee each trimester.*

Plan B: Non-Thesis Option

One alternative to the thesis is the successful completion of two major papers. The first of these papers will be written in conjunction with ML 580. The second paper will be written while enrolled in ML 597 Non-Thesis Independent Project. The independent research projects approved each year will be presented in an annual colloquium.

For more information regarding the Non-Thesis Option, refer to the Thesis/LAP Project and Non-Thesis Project Guidelines booklet. Students who do not complete their independent project within a year of registering for ML 597 are required to pay a continuation fee each trimester.*

*Both Plans A and B are governed by Augsburg College's policy on continuation. A student taking Plan A has a maximum of seven trimesters (including the one in which registration initially occurred) to complete a thesis or LAP. After that the student may continue with permission but will pay a fee each trimester. A student taking Plan B has a maximum of four trimesters (including the one in which registration initially occurred to complete the Plan B final project. After that the student may continue with permission but will pay a fee each trimester. The fee is a continuation fee and is separate from any parking permits or other incidental fees.

Plan C: Comprehensive Exam Seminar

The third completion option involves one paper written in conjunction with ML 580 (as in Plan B) and a Comprehen-

sive Exam Seminar (ML 589). This course must be taken as the last course in the program. This course is taken on a pass/fail basis, and when the course and the oral, written, and take-home examinations are successfully completed, the program requirements will be satisfied.

Core courses for thesis/LAP option (Plan A):
(4.0 course credits)
ML 510 Visions of Leadership
ML 514 Research Methods
ML 592 Thesis/LAP Consultation I
ML 593 Thesis/LAP Consultation II

Core Courses for Non-Thesis Option (Plan B):
(4.0 course credits)
ML 510 Visions of Leadership
ML 514 Research Methods
ML 580 Contemporary Theories of Leadership
ML 597 Non-Thesis Independent Project

Core Courses for the Comprehensive Exam Seminar Option (Plan C):
(4.0 course credits)
ML 510 Visions of Leadership
ML 514 Research Methods
ML 580 Contemporary Theories of Leadership
ML 589 Comprehensive Exam Seminar

Curriculum Design Electives

Elective courses for ALL options: (at least 7.0 course credits)
The MAL program requires that seven elective courses be selected from the following:

ML 511 Creativity and the Problem-Solving Process
ML 513 Creating a Compelling Literature Review
ML 520 Self-Identity, Values, and Personal Growth
ML 525 Personality and Systems Theory: Perspectives on Leadership
ML 527 Spirituality and Leadership in the Workplace
ML 530 Ethics in Communication
ML 531 The Dynamics of Change
ML 535 Organizational Theory and Leadership
ML 539 Communicating a Self in the Modern Organization
ML 540 Political Leadership: Theory and Practice
ML 545 Decision Making and Leadership
ML 548 Coaching and Consulting
ML 550 Communication, Decision Making, and Technology
ML 557 Language of Leadership
ML 558 Leadership and the Limits of Science
ML 560 Developing a Multicultural Perspective
ML 562 Global Multiculturalism, World Religions, and Leadership
ML 565 Women and Leadership
ML 568 The Global Business Environment
ML 570 Negotiation
ML 574 Strategic Leadership
ML 577 Universal Responsibility and Leadership
ML 580 Colloquium on Contemporary Theories of Leadership
ML 598 Independent Study (special permission required)
ML 599 Special Topics (special courses offered only once or twice)

Course Descriptions

ML 510 Visions of Leadership: A Historical and Literary Journey
Introduction to selected concepts of leadership, providing a historical and philosophical framework for the program. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

ML 511 Creativity and the Problem-Solving Process
Exploration of creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. This course uses creativity as a method, and it examines techniques for solving problems in organizations, for enhancing innovation, and for seeking an integrative world view.

ML 513 Creating a Compelling Literature Review
As leadership scholars and practitioners, our work should be evidence-based. The purpose of this course is to explore the published literature to determine what credible evidence tells us about effective leadership practices. Students will learn how to read research critically, analyze and develop arguments, and recommend best practices.

ML 514 Research Methods
Evaluation and documentation of programs, projects, and ideas as they relate to leadership theories and practice. Qualitative and quantitative tools will be discussed.

ML 520 Self-Identity, Values, and Personal Growth
Exploration of the cultural context that shapes one's values and self-identity, examination of the purpose and meaning of one's life, and envisioning how best to fulfill one's life purpose. Students will write a life story based on their calling and create a map for living authentically.

ML 525 Personality and Systems Theory: Perspectives on Leadership
Study of leadership in the dual context of personality theory and systems theory. Contributions to personality theory of Jung, Fromm, Maslow, May, and others are considered as are the systems theories of von Bertalanffy and Bateson. The theories are applied to the concrete realities of leadership in a variety of settings.

ML 527 Spirituality and Leadership in the Workplace
The wide-ranging spirituality movement in the workplace is a notable feature of contemporary life. This course explores the dimensions of this trend and its implications for leadership through a variety of sources and perspectives.

ML 530 Ethics in Communication
Interdisciplinary study of ethics and communication through the investigation of a variety of ethical perspectives within human communication. This course places particular

attention on the use and abuse of communication in politics, advertising, and interpersonal relationships. It emphasizes sensitivity to ethical conflicts that arise in social and organizational settings.

ML 531 The Dynamics of Change
This course offers an exploration of the context of social change and varying responses to diverse human needs. Ways of achieving well being may be viewed differently by leaders in public and private domains and across cultures. The course explores these various perspectives, including areas of conflict and opportunities for leadership in social and organizational change. Sociological, human development, and economic theories are applied to contemporary public and private sector issues for social change.

ML 535 Organizational Theory and Leadership
Examination of how institutions are organized and shape behavior. Activities involve applying organizational models to evaluate and improve work environments.

ML 539 Communicating a Self in the Modern Organization
Understanding through reading, reflection, and dialogue of the functions of communication in organizational settings with particular emphasis on the self-defining aspects of the social contract between the individual and the organization in a changing world. Supplementary reading packet, open dialogue, and individual projects.

ML 540 Political Leadership: Theory and Practice
Analysis of leadership perspectives in selected political systems and other organizations. Special focus on significant leadership theories and leaders, past and present. Most theories studied are interdisciplinary and relevant to business and nonprofit organizations as well as to politics.

ML 545 Decision Making and Leadership
Review of the decision-making process—the setting, goals, and contingencies—as it affects leaders and leadership. Analysis of arguments and explanations; analysis of basic statistical concepts and their relationship to decision making. Assessment of major social decisions, past and present—their intentions, consequences, arguments, explanations, and justification.

ML 548 Coaching and Consulting
Development of mutual influence skills through the examination of coaching and consulting models and practice in coaching others to accomplish their goals.

ML 550 Communication, Decision Making, and Technology
Analysis of the role that various forms of digitally-mediated communication play in our society and how communication, decision making, and leadership have been altered by these technologies. Students examine how they can engage and manage these processes in their organizations.

ML 557 Language of Leadership
Students analyze language from a variety of rhetorical and sociolinguistic perspectives and learn to make judgments about rhetorical and stylistic strategies. Topics include the use of language as an organizing principle for social interaction, speech act theory, strategies for giving effective directives, the creation and manipulation of style, the development of persuasive appeals, the protection of "face," and strategies for maintaining personal relationships across hierarchical levels in organizations.

ML 558 Leadership and the Limits of Science
Explores the common methods of science—and the many limitations that science has encountered—that bear on the use of science by leaders in public and private sectors. Case studies in global warming and politics, psychology, and medicine.

ML 560 Developing a Multicultural Perspective
This course focuses on the ability to function and lead in culturally diverse contexts within the U.S. Goals include improved communication skills and interpersonal sensitivity, appreciation for the complexity of the racial and ethnic groupings, and awareness of key issues facing those groups.

ML 562 Global Multiculturalism, World Religions, and Leadership
In the global meeting of cultures, religion is a vital factor. This course examines the nature of religion as an essential feature of the cultures of the U.S. (Christianity), the Middle East (Islam), India (Hinduism), China (Buddhism, Confucianism, Taoism), and Japan (Shinto, Buddhism). Special emphasis is put on leadership and religion in all these cultures.

ML 565 Women and Leadership
A seminar exploring the theory and practice of women and leadership: entrepreneurial, political, and social. An interdisciplinary approach to issues of women and leadership. Topics include analysis of alternative approaches to leadership, women and careers, and women in society past and present. The course is intended to enhance the analytical and leadership skills of the participants.

ML 568 The Global Business Environment
Knowledge of the global business environment in the context of leadership studies is essential for modern, successful leaders and other professionals. The course complements other offerings in the international cultural understanding of leadership.

ML 570 Negotiation
An exploration of theories, strategies, and techniques of negotiation; overview of concepts and skills involved in negotiation as well as the context in which negotiation occurs. A special emphasis on the collective bargaining model with survey of examples of other types of negotiation.

ML 574 Strategic Leadership
The course develops students' ability to think strategically and lead organizations through planning and implementation; application of models and concepts to examples and cases from real-life practice. Case studies, exercises, and readings cover practices in for-profit and nonprofit organizations.

ML 577 Universal Responsibility and Leadership: A Nicaraguan Experience
The exploration of universal responsibility, conceptually and experientially. Course consists of a seminar in Minneapolis and approximately two weeks in Nicaragua. The Nicaraguan portion includes a home stay, meetings with leaders in various venues, and visits to multiple sites and organizations. Topics such as Nicaraguan history, politics, indigenous cultures, poverty, health care, literacy, the arts, business, foreign investment, and relations with the U.S. government and nonprofit organizations are explored.

ML 580 Colloquium on Contemporary Theories of Leadership
Selected contemporary theories of leadership presented by instructors who participate in the seminar. Emphasis on critical thinking, discussion, written analysis. Prereq.: one-year coursework in MAL program and ML 510)

ML 589 Comprehensive Exam Seminar (P/N}
This course is a completion option for the Master of Arts in Leadership. Students prepare for the examination series—oral, written, and take-home—through discussion, readings, and critical analysis in the seminar. It must be the final course taken in the program. No other course may be taken at the same time.

ML 592 Thesis/LAP Consultation I (P/N)
Independent final research project supervised by an academic adviser.

ML 593 Thesis/LAP Consultation II (P/N)
Completion of the thesis/LAP under the guidance of an academic adviser.

ML 597 Non-Thesis Independent Project*
Major written project in an area of the student's choice; to be completed in consultation with an adviser and a reader. The research is presented in a colloquium in partial fulfillment of requirements for the non-thesis option.

ML 598 Independent Study*
Provides directed independent study in an area of the student's choice. Open to students who have completed at least three courses with a grade of at least 3.0. Students must complete a Proposal for Independent Study and have it signed by the supervising professor. Proposals must be approved by the MAL program director prior to registration for the course.

ML 599 Special Topics
Study of selected topics in leadership that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

*A student may count only ML 597 or ML 598 for credit toward the MAL degree, except with permission of the MAL program director.

Post-Master's Certificate in Leadership Studies

Graduate students who already possess a master's degree in any area (including leadership) may wish to pursue the certificate program. A certificate is awarded after completion of five Augsburg MAL courses in leadership (which were not previously applied to any other degree). The student may choose any five MAL courses or may wish to focus on a specific area such as ethics and leadership, global leadership, organizational leadership, communications, or leadership development. This option is attractive for people who want to continue their professional studies but not necessarily undertake a full degree program. The normal application process is used for students who wish to pursue the post-master's certificate.

Joint BA in Accounting and Master of Arts in Leadership

A BA in accounting and an MA in Leadership (MAL) can be earned in this five-year program designed for students who wish to qualify for CPA certification and obtain a master's degree. By the end of the fifth year and successful completion of all requirements, the student receives both a BA in accounting and an MA in Leadership and will have fulfilled the 150-hour requirement to qualify for the CPA certification. The MAL program offers a large number of courses on a weekend schedule. Please refer to the MAL program catalog for a complete list of course offerings and the accounting program coordinator for a detailed academic plan.

It is recommended that students meet with an accounting adviser to create an effective plan for successful completion of the five-year program.

General requirements for the accounting/MAL program

Accounting students planning to pursue the five-year degree must apply for admission to the MAL program at the end of their junior year. The application process includes submission of:

- completed application form
- three letters of recommendation (two from professors and one from an employer)
- personal statement
- example of their writing in an academic paper
- GPA of at least 3.30
- interview with a three-person panel from the MAL program

Students must also have faculty endorsement from the accounting program. Students must complete at least one year of accounting work experience (either a job or internship) by the time they graduate from the MAL program.
Program coordinator: Stu Stoller

ADMISSION REQUIREMENTS

Applicants to the program must have:

- Bachelor's degree from a regionally-accredited four-year college or university
- Minimum cumulative undergraduate grade point average (GPA) of 3.0 (on a scale of A=4.0) and a minimum cumulative GPA of 3.0 for graduate courses completed at an accredited college or university.
- Three years of experience (or equivalent) with one or more organizations in a position of leadership or position demonstrating leadership potential.

Applicants holding a master's or other advanced degrees from accredited colleges or universities are admissible.

Should an applicant not meet the minimum admission requirements, a conditional admission may be possible as decided on a case-by-case basis.

Decisions about admission to the program will be made on an individual basis by the MAL Admissions Committee. Admission to each entering graduate class will be given to the most highly qualified individuals. Admissions are handled on a "rolling" basis, with students admitted at the beginning of the fall, winter, and spring terms. Selection of candidates will be made on the basis of an evaluation of the following items for each applicant:

- Previous college record
- Letters of recommendation
- Experience and organizational background
- Written statement
- Interview, if requested

Application Checklist

The following items must be submitted to the Adult and Graduate Admissions Office:

- Completed application form—www.augsburg.edu/mal
- $35 nonrefundable application fee
- A 1-3 page statement relating the applicant's career and life goals to leadership aspirations
- Recommendation letter and checklist from an immediate supervisor, assessing leadership potential
- Recommendation letter and checklist from a work colleague (at the same level) describing the applicant's work style and leadership potential
- 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

Applicants may be asked to participate in an interview with graduate program faculty and/or staff members.

Admission as an International Student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 9.

ACADEMIC POLICIES

Academic Evaluation

Courses not offered on the numbered grading system are noted in the course descriptions in this catalog as being graded on P/N basis. In order to receive a grade of P, a student must achieve at least a grade of 3.0. No more than two courses with a grade below 3.0 will count toward the degree. No more than two courses with a grade of or below 2.5 can be repeated. Only the credits and grades earned the second time are counted in the grade point average. In order to graduate a student must have a GPA of 3.0 or above. All required courses and the final projects must be successfully completed. A student registered for final projects (ML 589, ML 592, ML 593, or ML 597) will be permitted to participate in Commencement but will not receive a diploma until all courses and projects are successfully completed.

MAL Program Enrollment Policy

Students may take either one or two courses per trimester. Enrolling in two courses per trimester enables a student to complete the coursework in the program within 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 MAL Advisory Committee. Students who leave the program for more than one trimester must request a leave of absence in writing from the MAL program. A leave of absence may be granted for one calendar year. Students who return to the program after a leave of one year or more must fill out an Application for Readmission form and submit to the Office of the Registrar. Time spent on an official MAL-approved leave of absence will not count toward the five-year deadline for degree completion.

ACCREDITATION AND AFFILIATIONS

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.

For a complete list of Augsburg's accreditations, approvals, and memberships, see page 3.

MAL FACULTY

Andrew Aoki, Professor of Political Science. BA, University of Oregon; MA, PhD, University of Wisconsin.

John Benson, Professor Emeritus of Religion. BA, Augsburg College; BD, Luther Theological Seminary; MA, PhD, Columbia University.

Thomas Berkas, Instructor of Leadership Studies. BCE, PhD, University of Minnesota. Graduate Faculty in Organizational Management, Concordia University, St. Paul.

Larry Crockett, Professor of Computer Science. BA, MA, Pacific Lutheran University; MDiv, Luther Theological Seminary; PhD, University of Minnesota; Priest, Episcopal Diocese of Minnesota.

Cass Dalglish, Associate Professor of English. BA, College of St. Catherine; MFA, Vermont College; PhD, The Union Institute.

Joseph A. Erickson, Professor of Education. BA, MA, College of St. Thomas; MA, Luther Northwestern Theological Seminary; PhD, University of Minnesota.

John Furia, Assistant Professor of Business Administration. BA, Rhode Island College; MPA, University of Rhode Island.

Daniel S. Hanson, Assistant Professor of Communication Studies. BA, Augsburg College; MA, University of Minnesota.

Garry Hesser, Professor of Sociology, Director of Metro-Urban Studies, and Sabo Professor of Citizenship and Learning. BA, Phillips University; MDiv, Union Theological Seminary; MA, PhD, University of Notre Dame.

David Lapakko, Associate Professor of Communication Studies. BA, Macalester College; MA, PhD, University of Minnesota.

Velma Lashbrook, Assistant Professor of Leadership Studies. BS, Iowa State University; MS, Illinois State University; EdD, West Virginia University.

Rosemary J. Link, Professor of Social Work and Associate Vice President for Academic Affairs and Dean of Graduate Studies. BA, University of Southampton; Postgraduate diploma and CQSW, University of London; PhD, University of Minnesota.

Steven Manderscheid, Instructor of Leadership Studies. BS, St. Cloud State University; MS, University of Minnesota; EdD, University of St. Thomas. Chair, Department of Organizational Management, Concordia University.

Thomas Morgan, Professor of Business Administration and Executive Director, Center for Faith and Learning. BS, Juniata College; MBA, University of Denver; MS, University of Oregon; PhD, University of Minnesota.

Norma C. Noonan, Professor of Political Science, and Director of the Center for Leadership Studies and the MAL Program. BA, University of Pennsylvania; MA, PhD, Indiana University.

Magdalena Paleczny-Zapp, Associate Professor of Business Administration. BA, MS, PhD, Academy of Economics, Krakow, Poland.

Catherine Paulsen, Instructor. BA, St. Olaf College; MA, Lone Mountain College.

Curtis Paulsen, Associate Professor of Social Work. BA, St. Olaf College; MSW, University of Minnesota; PhD, The Fielding Institute.

Diane Pike, Professor of Sociology and Director of the Center for Teaching and Learning. BA, Connecticut College; PhD, Yale University.

John Schmit, Associate Professor of English. BS, St. John's University; MA, University of New Orleans; PhD, The University of Texas-Austin.

Kathryn Swanson, Professor of English. BA, St. Olaf College; MA, PhD, University of Minnesota.

Joseph Volker, Instructor of Leadership Studies. BA, University of California-Irvine; MA, PhD, University of Minnesota.

STAFF

Patty Park, Program Coordinator

Graduate Studies

Master of Arts in Nursing

Master of Arts in Nursing

We are excited about the educational opportunities, engaging practicum experiences and wealth of transcultural nursing knowledge offered in the Master of Arts in Nursing program at Augsburg College. We are also proud of our students who come from a wide range of diverse cultural, educational, and experiential backgrounds. Some master's degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. The career options in nursing are more variable and more rewarding than ever before.

As our population ages and becomes increasingly diverse, nurses are challenged to respond with creativity and competence. The master's program prepares nurses for leadership across care systems, population groups, cultures, and settings, with particular emphasis on addressing global and local health inequities. Graduates of our master's program are practicing in acute care, community and public health, education, nursing administration, and emerging care settings that are responsive to the needs of culturally diverse and underserved populations. Many of our graduates are creating innovative practice models that demonstrate interdisciplinary leadership and economically feasible solutions to health inequities within communities.

Students can choose between two tracks of study in the master's curriculum: Transcultural Nursing in Community or Transformational Nursing Leadership and Management. Classes are offered at the Augsburg campus in Minneapolis and at Bethel Lutheran Church in downtown Rochester, Minnesota. Video conferencing is used for most classes and allows for "real time" connections between students in the two sites. Program faculty and staff are available at both sites and eager to assist students in expanding their nursing practice and advancing their career options while exploring together how we transform our unique gifts and interests into personal and professional service in the world.

Sincerely,

Cheryl Leuning

Cheryl Leuning, PhD
Chair, Department of Nursing
Director, Master of Arts in Nursing

Master of Arts in Nursing Mission

Within the framework of a Christian liberal arts education, the Master of Arts in Nursing program is designed to prepare nurses for transformational leadership and transcultural practice across care settings, with particular emphasis on addressing health inequities.

TRANSCULTURAL NURSING IN COMMUNITY

The Transcultural Nursing in Community track in the Master of Arts in Nursing program was designed to prepare nurses for advanced population-focused practice in culturally diverse communities. The curriculum is grounded in nursing science, public health principles, theory-guided practice, and transcultural care. The program of study focuses on reaching populations that are underserved by traditional care systems and who exist outside of the social mainstream. As such, the program provides rich alternative teaching and learning opportunities for graduate students locally and internationally. Upon graduation from the program, nurses completing this track are eligible to apply for certification in Advanced Transcultural Nursing through the International Transcultural Nursing Society. Also, graduates completing this track will be eligible to apply to the American Nurses Credentialing Center (ANCC) for certification in Advanced Community Health Nursing.

A total of 10 courses plus a thesis or graduate project are required. Three courses in the Advanced Nursing Core, which all Master of Arts in Nursing students must take, five courses from the Transcultural Nursing in Community Track, and two electives make up the coursework for the program.

Advanced Nursing Core (three courses)
NUR 505 Theoretical Foundations for Advanced Nursing Practice
NUR 520 Research Methods in Nursing
NUR 523 Theory, Research, and Practice Seminar

Transcultural Nursing in Community track (five courses)
NUR 500 Transcultural Health Care
NUR 503 Transcultural Health, Families, and the Life Cycle, and
NUR 515 Managing Nursing Effectiveness within Care Systems
OR
NUR 541 The Politics of Health Care

Plus, two of the following courses: *
NUR 510 Advanced Community Health Nursing I
NUR 511 Advanced Community Health Nursing II
NUR 530 The Power of Ritual and Ceremony for Transformation
NUR 532 Transcultural Healing Practices

ELECTIVES—two graduate elective courses, which may include the following:
ECO 520 Economics of Health Care in a Global Community
ML 510 Visions of Leadership
ML 511 Creativity and the Problem-Solving Process
ML 530 Ethics in Communication
ML 531 The Dynamics of Change
ML 560 Developing a Multicultural Perspective
NUR 530 The Power of Ritual and Ceremony for Transformation
NUR 532 Transcultural Healing Practices
NUR 562 Walking the Truth: Culture, Gender, and HIV/AIDS in sub-Saharan Africa

Note: Academic advisers can inform students about other possible electives.

*Students seeking certification in Advanced Community Health Nursing from the American Nurses Credentialing Center (ANCC) must complete 500 hours of clinical practicum work and select NUR 510 and NUR 511; students seeking certification from the International Transcultural Nursing Society may select NUR 530 and NUR 532. Clinical practicum hours are integrated into several courses in the curriculum.

Thesis or Graduate Project—students are required to complete either a thesis or a graduate project, which is equivalent to one course.
NUR 525 Graduate Field Project
NUR 535 Integrative Master's Thesis

TRANSFORMATIONAL LEADERSHIP AND MANAGEMENT

The Transformational Leadership and Management track unites the liberal arts with nursing science and practice. This track is designed to develop nurse leaders who are analytical, articulate, and constructively critical and who will be able to cope with high-level healthcare delivery issues. Curricular emphasis is on interdisciplinary collaboration across care settings. Participation in nursing leadership practica and classroom dialogue provides opportunities for students to apply knowledge and gain experience partnering with diverse care providers, populations, and communities to address health inequities in creative and relevant ways. Specialty electives build on students' competencies and goals. Courses are offered by the Department of Nursing faculty as well as faculty teaching in the Master of Arts in Leadership and Master of Business Administration programs.

Students take a total of 10 courses, plus a thesis or graduate project. Three courses in the Advanced Nursing Core, which all Master of Arts in Nursing students must take, five courses in the Transformational Leadership and Management Track, and two elective courses make up the course work for the program.

Advanced Nursing Core (three courses)
NUR 505 Theoretical Foundations for Advanced Nurs ing Practice
NUR 520 Research Methods in Nursing
NUR 523 Theory, Research, and Practice Seminar

Transformational Nursing Leadership Track (five courses)*

NUR 500	Transcultural Health Care
NUR 521	Transformational Nursing Leadership
BUS 520	Management of the Healthcare Organization

Two of the following courses:

ML 511	Creativity and the Problem-Solving Process
ML 527	Spirituality and Leadership in the Workplace
ML 535	Organizational Theory and Leadership
ML 565	Women and Leadership

Electives—two graduate elective courses, which may include:

ECO 520	Economics of Health Care in a Global Community
ML 510	Visions of Leadership
ML 511	Creativity and the Problem-Solving Process
ML 530	Ethics in Communication
ML 531	The Dynamics of Change
ML 560	Developing a Multicultural Perspective
NUR 530	The Power of Ritual and Ceremony for Transformation
NUR 532	Transcultural Healing Practices
NUR 562	Walking the Truth: Culture, Gender, and HIV/AIDS in sub-Saharan Africa

Note: Academic advisers can inform students about other possible electives.

*Upon graduation from the program and completion of the Transformational Leadership and Management track, students are eligible to apply for certification in Advanced Nursing Administration from the American Nurses Credentialing Center (ANCC).

Thesis or Graduate Project

Students have two options for fulfilling their Master of Arts in Nursing final project, which serves as the capstone of the master's program: a graduate field project, or an integrative master's thesis.

The graduate field project, NUR 525, is based on a self-selected issue relevant to transcultural nursing in community or transformational nursing leadership. The student will focus primarily on the application and integration of knowledge. Working with an adviser, the student will design and/or implement and evaluate a model of advanced practice nursing applied to health inequities in a selected community, or a nursing leadership issue.

The integrative thesis option, NUR 535, expands upon and/or extends theoretical foundations or concepts identified in transcultural nursing, community health nursing, and/or nursing leadership literature. The thesis project demonstrates the student's ability to do independent research involving the exposition of primary and secondary literature appropriate to the topic, the collection and analysis of empirical data, and the articulation of implications for advanced practice nursing.

Students register for their final project, with their adviser's permission, near the end of the program. Students must complete all coursework and defend the project within two years after registration. After two years, students must pay a continuation fee of $200 per term in order to retain student status in the graduate program, including library privileges, AugNet access, and parking privileges.

Please refer to the "Graduate Field Project or Integrative Thesis Procedures and Policies" booklet available in the Nursing Department for additional information.

Practica

Practice experience is emphasized in both tracks in the Master of Arts in Nursing program. Students who complete the Transcultural Nursing in Community track will have enough practice hours to be eligible to apply to take the certification exam in Advanced Community Health Nursing through the American Nurses Credentialing Center. Nursing practice with diverse populations will also provide students with the experiences needed to apply to take the certification exam in Transcultural Nursing. In the practica all students practice primarily in nontraditional settings with persons underserved or excluded from mainstream health care. Emphasis is on cultural diversity and health inequities across health care settings. Students in the Transformational Leadership and Management track have practice experience in several courses with preceptors in leadership positions in a variety of care settings.

A unique opportunity offered for practica at Augsburg is provided by the Augsburg Central Nursing Center. The Nursing Center provides services for persons struggling with poverty and homelessness in the city of Minneapolis. People from diverse backgrounds, who have health experiences grounded in wide-ranging cultural contexts, provide many opportunities for students to explore advanced nursing roles and new models and forms of practice.

Study Abroad and Off-campus Opportunities

The Nursing Department works closely with cultural guides, nurse mentors, and Augsburg's Center for Global Education in developing study abroad opportunities. The following study abroad and away opportunities are four examples of existing practicum experiences.

Students may travel to Namibia in southwest Africa to spend two weeks exploring health and healthcare challenges within a rapidly developing country. Practical experience with nurses in a variety of care settings, meaningful dialogue with key resource persons, and critical reflection foster personal and professional growth in this practicum.

Week-long immersion courses and practica are taught on the Pine Ridge Indian Reservation in western South Dakota. These courses and experiences offer students the opportunity to live on the reservation and participate with public health nurses providing health services. They also interact with tribal leaders and experience cultural events relevant to the Lakota people of Pine Ridge.

Ten-day courses and practica are available in Mexico and Guatemala as well. Students explore the relationships of indigenous and Western health care, the connection between social justice and health, and interact with local indigenous healers.

Students may apply all these study abroad options to requirements in the Master of Arts in Nursing program.

COURSE DESCRIPTIONS

NUR 500 Transcultural Health Care
This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining "blueprint" for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction, e.g., stereotyping, discrimination, and marginalization, are examined and submitted to moral and ethical reflection. (36 hours of practice experience)

NUR 501 Transcultural Care Systems
In this course, organizations are viewed as cultural systems that are complex and adaptive, where continuous change and unpredictability rule the development and course of evolution. The importance of relationships, the role of self-organization, the processes of emergence and co-evolution are explored via readings and discussions. Attendance at a local, national, and/or international nursing leadership conference is mandatory. Dialogue and networking with a variety of nursing leaders to understand the context of transcultural healthcare organizations are expected.

NUR 503 Transcultural Health, Families, and the Life Cycle
The major curriculum concepts of individuals, health, nursing, and society are developed further in this course as the function of individuals living in families and in communities is explored. Content about systems, communication, small group, and nursing theories is applied to family constellation. The influence of the multigenerational family is examined in terms of culture, belief system, roles, healthcare patterns, values, and goals. Specific concepts related to values and culture are expanded and applied to the more complex social structures of traditional and nontraditional families as they interact in and with society. (36 hours of practice experience)

NUR 505 Theoretical Foundations for Advanced Nursing Practice
This course focuses on nursing science and nursing theory as foundational to advanced transcultural nursing practice. Philosophical underpinnings of different theoretical and research traditions in nursing are compared and related to the provision of culturally competent care in diverse communities. Nursing science is emphasized as a process of theory advancement and as an accumulating body of nursing knowledge. (36 hours of practice experience)

NUR 510 Advanced Community Health Nursing I
This course focuses on persons, families and groups living in relationship. Emphasis is on applying the core functions of community/public health – assessment, policy development and assurance. Principles of epidemiology, population demographics, and culture care are integrated into community-focused healthcare delivery models. Power structures within dominant social systems are analyzed and critiqued with regard to resource access and distribution among underserved populations. (36 hours of practice experience)

NUR 511 Advanced Community Health Nursing II
Emphasis is on the application of public/community health theory and research in providing health care to populations and communities. Essential public health services are assessed for adequacy in meeting community health needs and addressing transcultural health goals. The impact of diversity, privilege, resource limits, and globalization add depth and reality to local and global community health concerns, patterns of health, suffering, and healthcare provisioning. Prerequisite: NUR 510. (72 hours of practice experience)

NUR 515 Managing Nursing Effectiveness within Care Systems
In planning and implementing nursing activities, healthcare organizations are considered subcultures of society, which entail particular issues of access and utilization for marginalized people. Strategies for negotiating structures of privilege and professional control will be explored. Working with marginalized populations, students will identify and support the agency or persons who are seeking help from these systems. Nursing action will focus on mediating subcultures of clients with the subculture of healthcare systems. Major emphasis will be placed on mutuality with clients in planning actions and evaluating outcomes. (72 hours of practice experience)

NUR 520 Research Methods in Nursing
Through a combination of literature review, field experience, and class discussion, research methods relevant to the exploration of culture and health will be examined. Class topics will include formulating study questions to explore collective foundations of meaning and explanation in health and illness, practice in data collection procedures of field research, and issues of interpretation and analysis in qualitative research. Prerequisite: a college-level statistics course. (36 hours of practice experience)

NUR 521 Transformational Nursing Leadership
This course emphasizes transformational nursing leadership and management in partnership with diverse groups. Transcultural competence is lifted up as significant to the evolving leadership and planning skills needed in emerging care systems. Opportunities for students to engage in designing relevant models of care delivery are woven into clinical practica. (72 hours of practice experience)

NUR 523 Theory, Research, and Practice Seminar
The conceptualization, investigation, and application of

nursing knowledge will be critiqued with particular focus on its contribution to developing practice in transcultural community health care. Through reflection and dialogue, which includes professional experience of practice contexts, as well as theoretical and research literature, students will formulate a transcultural nursing model of care. (36 hours of practice experience)

NUR 525 Graduate Field Project
This course focuses on the application and integration of knowledge to a student-selected issue or topic of concern relevant to transcultural nursing, community health nursing, and/or transformational nursing leadership. Working with a nursing faculty adviser, students design and/or implement and evaluate a theory-based model of advanced practice nursing. Relevant coursework is integrated into the project and the final written report. Plans for disseminating the report for public and professional use are encouraged. Students will defend the project to their graduate committee (major faculty adviser and two readers) and invited guests at the time of completion.

NUR 530 The Power of Ritual and Ceremony for Transformation
In this course, the student will explore ritual and ceremony from a transcultural perspective. Attention will be focused on rituals and ceremonies in specific cultures and religions, and in the modern American medical system that sustains its own rituals. In some cultures, formal or informal religious practices may be integral to the ritual of ceremony and healing. In modern American culture, the perceived division between the mind, body, and spirit has led to ritual and ceremony being considered adjunctive to the scientific approach to healing. Students will have an opportunity to interact with persons who integrate ritual and ceremony into their lives and healthcare practices. Students will also discuss the meaning of ritual and ceremony to their own lives and professional practice.

NUR 532 Transcultural Healing Practices
This course will introduce students to complementary healing practices including the historical and cultural contexts in which they developed. Students will discuss the philosophical underpinnings of therapeutic systems and paradigms of healing in selected complementary therapies: music therapy, traditional Chinese medicine, mind-body healing, spiritual and faith practices, energy healing practices, movement therapies, homeopathy, manual therapies, and nutrition and nutritional supplements.

NUR 535 Integrative Master's Thesis
The integrative thesis expands upon or extends the theoretical foundations in the literature of Transcultural Nursing in Community or Transformational Leadership and Management. It demonstrates the student's ability to do independent research that integrates past and current literature appropriate to the topic, the collection and analysis of empirical data, and the articulation of implications for advanced nursing practice or leadership in nursing organizations. Students will defend the project to their selected graduate committee (comprised of the student's faculty adviser and two readers) and invited guests. Plans for disseminating the report for public and professional use are encouraged.

NUR 541 The Politics of Health Care
This course will explore how health and illness are related to inequities in society and dynamics of power in systems of health care. The following issues will be examined in the course: How widening gaps in the distribution of wealth diminish the health of all members of society; how social inequities become medicalized as health disparities, how an emphasis on profit in health care affects the distribution of healing resources in the population, and what strategies the poor and powerless employ to gain access to healthcare resources. This course will include an optional study abroad experience in Guatemala. (72 hours of practice experience)

NUR 562 Walking the Truth: Culture, Gender, and HIV/AIDS in sub-Saharan Africa
This broad-based interdisciplinary course explores the influence of culture and gender on the HIV/AIDS pandemic in sub-Saharan Africa. The natural history, biology, and epidemiology of AIDS in Africa, as well as socio-cultural, ethical, theological, and political responses to the disease are examined. Women's collective and individual efforts to preserve the health of their families and communities are highlighted as hopeful and positive responses to the HIV/AIDS crisis in sub-Saharan Africa.

NUR 599 Topics
Study of selected topics that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

BUS 520 Management of the Healthcare Organization
This course provides an overview of the key organizational and behavioral concepts which underlie effective management practices in healthcare organizations. It addresses both the theory and practice of effective management. The course will emphasize the importance of addressing the expectations, needs, and performances of people in organizations, and recognizes the role of the internal, external, and global cultures that impact organizational structure, behavior, and change.

ECO 520 Economics of Health Care in a Global Community
At the end of the class, students will be better able to apply economic concepts to the health systems of both the United States and other parts of the world. The focus will be on the public policy aspects of the healthcare system, e.g., issues of access and cost.

ML 510 Visions of Leadership: A Historical and Literary Journey
Introduction to selected concepts of leadership, providing a historical and philosophical framework for the program. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

ML 511 Creativity and the Problem-Solving Process
Exploration of creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. This course uses creativity as a method, and it examines techniques for solving problems in organizations, for enhancing innovation, and for seeking an integrative worldview.

ML 527 Spirituality and Leadership in the Workplace
The wide-ranging spirituality movement in the workplace is a notable feature of contemporary life. This course explores the dimensions of this trend and its implications for leadership through a variety of sources and perspectives.

ML 530 Ethics in Communication
Interdisciplinary study of ethics and communication through the investigation of a variety of ethical perspectives within human communication. This course places particular attention on the use and abuse of communication in politics, advertising, and interpersonal relationships. It emphasizes sensitivity to ethical conflicts that arise in social and organizational settings.

ML 531 The Dynamics of Change
This course offers an exploration of the context of social change and varying responses to diverse human needs. Ways of achieving well-being may be viewed differently by leaders in public and private domains and across cultures. The course explores these various perspectives, including areas of conflict and opportunities for leadership in social and organizational change. Sociological, human development, and economic theories are applied to contemporary public and private sector issues for social change.

ML 535 Organizational Theory and Leadership
In-depth exploration of organizational theory plus related concepts, issues, and concerns. The course is designed to enable the student to acquire knowledge and develop skills in order to function as a responsible, ethical participant within various types of organizational structures and cultures.

ML 560 Developing a Multicultural Perspective
This course focuses on the ability to function and lead in culturally diverse contexts within the U.S. Goals include improved communication skills and interpersonal sensitivity, appreciation for the complexity of the racial and ethnic groupings, and awareness of key issues facing those groups.

ML 565 Women and Leadership
A seminar exploring the theory and practice of women and leadership: entrepreneurial, political, and social. It offers an interdisciplinary approach to issues of women and leadership. Topics include analysis of alternative approaches to leadership, women and careers, and women in society past and present. The course is intended to enhance the analytical and leadership skills of the participants.

ADMISSIONS REQUIREMENTS

Applicants into the Master of Arts in Nursing program must have:

- Bachelor's degree in nursing from a regionally-accredited four-year college or university, or must have an Associate of Science degree in nursing in addition to a non-nursing bachelor's degree.
- Cumulative GPA of 3.0 (on a scale of A = 4.0) in all previous college coursework
- Experience as a registered nurse
- Professional liability insurance
- Current nursing license
- All required immunizations

A college-level statistics course is required for progression in the program, but is not necessary for admission.

Decisions about admission to the program will be made on an individual basis by the Graduate Admissions Committee. Admissions are handled throughout the year, with students being admitted at the beginning of the fall (September), winter (January), and spring (April) terms.

Selection of candidates will be made on the basis of an evaluation of the following items for each applicant:

- Previous college record and GPA
- Letters of recommendation
- Professional experience
- Written statement describing professional and educational goals

Application Checklist

The following items must be sent to the Adult and Graduate Admissions Office:

- Completed application form—www.augsburg.edu/ma_nursing
- $35 nonrefundable application fee
- A 2-3 page typed statement describing the applicant's professional and educational goals
- Three letters of recommendation—in English—addressing the applicant's character and ability for graduate study. (Two of these recommendations must be from professional colleagues.)
- Evidence of Health Insurance Portability and Accountability Act (HIPAA) training, professional liability insurance, and required immunizations
- Official transcripts from all undergraduate and graduate institutions attended, listing all courses taken and any degree(s) conferred

An interview with graduate program faculty and/or staff members may be requested.

Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 9.

ACCREDITATION AND AFFILIATIONS

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.

The Master of Arts in Nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

For a complete list of Augsburg's accreditations, approvals, and memberships, see page 3.

DEPARTMENT OF NURSING FACULTY

Magdeline Aagard, Associate Professor of Nursing. BA, Augustana College; MBA, PhD, University of St. Thomas.

Marty Alemán, Assistant Professor of Nursing. BSN, University of Minnesota; MA, Augsburg College.

Katherine Baumgartner, Assistant Professor of Nursing. BSN, Minnesota State University; MA, Augsburg College.

Ruth Enestvedt, Assistant Professor of Nursing, Co-Coordinator of the Augsburg Central Nursing Center (ACNC). BA, St. Olaf College; MS, PhD, University of Minnesota.

Linda Holt, Instructor of Nursing, Co-Coordinator of the Augsburg Central Nursing Center (ACNC). BSN, University of Minnesota; MSN, University of Washington-Seattle.

Cheryl Leuning, Professor of Nursing, Chair of the Department of Nursing, and Director of the MAN program. BA, Augustana College; MS, University of Minnesota; PhD, University of Utah.

Joyce Miller, Assistant Professor of Nursing. ADN, Rochester State Junior College; BSN, Augsburg College; MA, Augsburg College.

Susan Nash, Associate Professor of Nursing. BSN, MSN, EdD, University of Minnesota.

Joyce Perkins, Assistant Professor of Nursing. BS, University of New Hampshire; RN, College of St. Teresa; MA, St. Mary's College Graduate Center; MS, University of Minnesota; PhD, University of Colorado.

Pauline Utesch, Assistant Professor of Nursing. BSN, Winona State University; MA, Augsburg College.

Graduate Studies

Master of Business Administration

Master of Business Administration

We are certain that you will make an excellent decision by choosing Augsburg to develop your skills, knowledge, and capabilities. We believe our program will give you an opportunity to challenge yourself by engaging in classes, projects, and studies that will help form and refine your ability to think critically, analyze problems, and align your decisions with ethical values and beliefs—while gaining valuable, relevant, and contemporary business acumen and skills.

Today's business world offers great opportunities to not only realize traditional business goals of increasing shareholder or owner value but also offers individuals a unique opportunity to serve their communities, stakeholders, and associates by exercising good decision-making in the areas of corporate social responsibility, sustainability, and diversity. Our increasingly global and virtual economies call for new knowledge, new perspectives, and new competencies. Graduates of our MBA program are qualified to take their place as leaders in their organizations, their communities, and the global economy.

Our unique summative course, the Management Consulting Project, gives students the challenging opportunity to work on real business issues with actual businesses and organizations in the Twin Cities and Rochester. Guided and coached by expert faculty with significant business experience, students work in small consulting teams and bring together the business disciplines they have studied in the program to perform an accurate analysis and recommendation to the client organization.

Students in the Augsburg MBA program can choose among a growing number of alternatives that include completion of a core curriculum general MBA, a healthcare management-focused MBA, or additional concentrations in finance, marketing, human resources, international business, or project management. We believe we have the structure and design to promote learning and retain rigor, integrity, and quality in an accelerated degree program. The Augsburg MBA is organized into cohorts, taught by experienced and highly qualified faculty, and aided by excellent facilities, multiple locations, and the latest in technology, From the first day of orientation to the day you walk across the stage at Commencement, we promise to offer you an exciting, challenging, reflective educational experience that will increase your confidence, reinforce your concepts of vocation, and enable you to seek greater roles of responsibility and impact in your career.

Sincerely,

Steven M. Zitnick
Director, MBA Program

The Master of Business Administration Mission—

To prepare students for professional careers in business by developing their decision-making skills and judgment, and by transforming them into effective managers and leaders. The program aspires to provide an outstanding student-centered education that produces graduates who are critically astute, technically proficient, and who understand the moral and ethical consequences of their decisions on their organization and on the world.

Master of Business Administration Program Overview

Today's business leader must be able to quickly analyze situations and information and then critically think through the alternatives and courses of action. The purpose of the Augsburg MBA is to prepare students to accept greater responsibility in organizations facing this fast-evolving business culture. The curriculum of the MBA gives students the ability to think critically and ethically as they face the increased challenges of a global business environment. Quality, individual initiative, ethics, and teamwork are hallmarks of the Augsburg MBA. We have a commitment to continually improve the students' experience and learning in the program. Our faculty is uniquely qualified to bridge theory and real world application, giving the MBA student the opportunity to acquire skills and knowledge in a variety of disciplines.

The Augsburg MBA can be completed in fewer than 24 months.

Cohorts

Augsburg's MBA program is organized around small groups, or cohorts. Students in a cohort program model stay together as a group through the sequence of classes for the duration of the program. This provides a continuous, collaborative learning process. The cohort environment fosters a cohesive learning community where students not only learn from one another, but mentor each other and peer coach. You'll share diverse professional expertise and experience as you work in teams on projects, case studies, presentations, and simulations, both inside and outside of class.

Working individually and in small groups enables you to enhance your strengths, build your skills, expand your business acumen, and improve your decision-making. Together as a community you will build personal, social, and academic abilities.

Adult learners bring a wealth of work and personal life experiences with them into the classroom, multiplying the opportunities for learning. The personal connections and relationships you build with fellow students and faculty will extend into an important and valuable network as you take your career to new levels.

Locations and Schedules

Classes are offered at four locations: Augsburg's Minneapolis campus, Thrivent Financial in downtown Minneapolis, Augsbsurg's Rochester campus, and at St. Stephen Lutheran Church in Bloomington. Cohorts begin three times per academic year: fall term (September), winter term (January), and spring term (April). Orientation for new cohorts is generally scheduled for one-to-two weeks in advance of the beginning of classes. For more information on class schedules, go to www.augsburg.edu/mba or call the Adult and Graduate Admissions Office at 612-330-1390.

MBA Advisory Board

The MBA Advisory Board is composed of both active and retired senior business leaders from global, regional, and entrepreneurial organizations. The board meets several times yearly to review the program's progress, offer advice, and provide insight into contemporary business issues that influence curriculum development or modification. Additionally, the board is invited to participate in student and alumni events throughout the year.

COURSE DESCRIPTIONS

MBA 592 Leadership: Ethics, Service, and Transformation
This course will provide learners with well-rounded, comprehensive leadership skills that will enhance personal and organizational effectiveness. Leadership skills and abilities have long been viewed as important contributors to success in personal and professional spheres. Topics include leadership strategy, critical and distinctive functions and skills of management and leadership, relationship building, servant leadership, leadership communication, and self-awareness and discovery of leadership styles, traits, and abilities.

MBA 520 Accounting for Business Managers
Concepts of Generally Accepted Accounting Principles (GAAP) for preparing financial statements. Students will learn to analyze income statements, balance sheets, and annual reports, and to budget using projected sales, fixed and variable expenses, breakeven calculation, and capital budgeting.

MBA 545 Organizational Development
Theory and application of organizational development (OD) of human resources within organizations. Topics include strategies and tactics for developing human resources to support organizational cultural changes (such as total quality management), team building, collaboration with other teams, training, the impact of diversity, and evaluation of OD strategies.

MBA 570 Quantitative Decision-Making for Managers
Extracting actionable information from data, interpreting data in tables and graphs, interpreting statistical significance, evaluating survey data, using data mining with large databases, and using simulation and modeling in business decisions.

MBA 575 Strategic Technology
Making strategic technology decisions most favorable to organization and culture, interaction with customers and suppliers, and future growth of the organization. Students will come to understand the impact of the Internet and electronic commerce on the traditional business model, the effect on employees, and the ethical and societal results of given technology choices.

MBA 510 Managerial Economics
Application of economic tools in solving managerial problems. Topics include markets and organizations, demand and cost functions, demand and supply analysis, game theory and the economics of strategy, pricing incentives, evaluation, regulation, incentive conflicts and contracts, and ethics and the organizational architecture. Students develop critical thinking skills and a framework of analyzing business decisions. In summary, the objective of the course is to help business students become architects of business strategy rather than simply middle managers plodding along the beaten path of others.

MBA 550 Marketing Management
Applying marketing theory and practice to real-life marketing situations. Topics include market segmentation, targeting, positioning, distribution of goods and services, the relationship between price and demand, brand management, and marketing plans and strategy. Students gain hands-on experience with marketing in cross-functional organization strategies.

MBA 580 Management Consulting Project
Working in teams with a local organization, students develop expertise in an area related to their vocation, using communication, leadership and collaboration skills, and academic knowledge to research, analyze, and make recommendations. The management consulting project culminates in a presentation to the client and the faculty adviser.

MBA 530 Managerial Finance
Understanding the foundations of financial management including markets, institutions, interest rates, risk and return, and the time value of money. Included are security valuation, corporate valuation, strategic investment and financing decisions, working capital management, mergers and acquisitions, derivatives, bankruptcy, and multinational implications.

MBA 540 Business and Professional Ethics
This course provides students with an understanding of the ethical problems faced by people in organizations and businesses today. A framework for recognizing ethical problems helps the student determine how decisions will affect people positively or negatively. This course conveys a model of analysis of ethical problems to allow students the ability to make better judgments about what is right and fair. The course also allows students to gain confidence in their understanding and their proposed solutions for ethical issues, thus being able to forcefully and reasonably defend their point of view.

MBA 560 Communication Issues in Management
An ethnographic approach to communication in the workplace including how physical settings, communication channels, institutional goals, institutional culture, and the roles of participants shape communication. Students will use case studies and their own workplace experiences to examine effectiveness, ideologies and biases, network theory, persuasive appeals, and communication of institutional values.

MBA 565 Managing in a Global Environment
Explores the reasons, conditions, processes, and challenges of internationalization from an enterprise perspective. The foci of the course will be international trade theory and institutional governance of international trade/monetary policy, and the differences in political-economic/socio-cultural systems and their implications for international business.

MBA 595 Strategic Management
Organizations that survive over time generally meet customer needs more effectively than the customer's alternatives. These organizations adapt to a constantly changing environment, usually coordinating change in a variety of different functional areas. Strategy matches the organization's capabilities to its market position, facilitates resource allocation, and provides guidance for decision-making. This course is integrative of all subject matter in the MBA program, and adopts the perspective of senior management.

THE AUGSBURG MBA WITH A HEALTHCARE MANAGEMENT CONCENTRATION

This program includes the following courses from the MBA core program, followed by the Healthcare Management Concentration.

MBA 592	Leadership: Ethics, Service, and Transformation
MBA 520	Accounting for Business Managers
MBA 510	Managerial Economics
MBA 570	Quantitative Decision-Making for Managers
MBA 530	Managerial Finance
MBA 560	Communication Issues in Management
MBA 545	Organizational Development in Healthcare Management
MBA 575	Strategic Technology in Healthcare Management
MBA 550	Marketing in Healthcare Management
MBA 595	Strategic Management for Healthcare Management

MBH 597 Integrated Health Delivery Systems (Required)
This course is focused on the health-related industries that comprise the healthcare system in the United States. Critical success factors for the medical care, hospital care, long-term care, mental health care, medical equipment, pharmaceutical, health insurance, and managed care industries are examined. The course also considers the influences of demographics, consumer expectations, and government policies on healthcare system performance.

MBH 542 Legal and Ethical Considerations in Health Care (Required)
This course covers the laws affecting administration of hospitals and other healthcare organizations: administrative law, corporate and business law, labor law, civil liability, and tax-related issues. The course also considers the ethical issues underlying financing, organization, and delivery of healthcare services as well as addresses the numerous ethical issues raised by advances in technology, changing societal values, decreased resources, and increasing professional liability.

MBH 537 Healthcare Financing (Required)
This course focuses on a variety of public and private third party mechanisms for financing healthcare services. A review is made of the various trends and constraints associated with each mechanism. Particular attention is paid to the role of private health insurance and government reimbursement mechanisms for health services. Prerequisite: MBA 530 Managerial Finance

MBH 546 Human Resource Issues in Health Care
(Elective or required, depending on location)
This course provides complete coverage of relevant human resource issues in healthcare management, as well as a solid foundation in both HR and healthcare administrative practices. It offers a comprehensive, focused approach to the demands of the current human resources role. This practical, hands-on course introduces human resources to those who are preparing to work in any area of health care or health services. Written for practitioners and students in all disciplines related to health, this course covers important topics such as recruitment, training, termination, legal issues, labor unions, design and analysis safety, employee relations, healthcare compensation practices, and the challenges facing healthcare management today.

MBH 593 Healthcare Operations Management (Elective)
This course analyzes the operations of healthcare organizations to improve quality and productivity. Quality improvement models including Six Sigma are reviewed for usefulness and effectiveness within healthcare delivery or manufacturing environments related to health care. Management information systems (MIS) are evaluated as aids to the quality process. A course project is a key element in applying strategic concepts and processes.

MBH 562 Global Healthcare Issues (Required)
Governments bear significant responsibilities for assuring the health of their people. As our understanding of the social determinants of health has improved, exercising this responsibility calls for national policies that include planning for the personal healthcare system, addressing broader issues of population health services and links to policies that affect education, economic development, the environment, among other areas. All nations, especially developing countries and those in transition, face challenges to their national health strategies from the effects of globalization and global decision-making on issues that affect health.

MBH 572 Information Technology in Health Care
(Elective)
The course focuses on managing information as a strategic resource within healthcare organizations; designing information systems to capture, combine, and transform information to measure processes and outcomes of care, support collaborative clinical decision-making, support management decisions, empower patients, and improve healthcare operations.

CONCENTRATIONS

Master of Business Administration students may choose a concentration in one of several disciplines following completion of the core curriculum. A concentration allows students to become competitive in a specific career field or, in some cases, assists the student in achieving a professional certification or accreditation.

Graduate Certificates

The following concentrations are also available as graduate certificate programs. Students who seek advanced skills and knowledge in a specific business discipline, but either already possess an MBA or are not interested in pursuing a degree at this time, may enroll in any concentration as a certificate student. These courses are transcribed and "for credit." In most cases, (depending on employer policies) they will be accepted for tuition reimbursement. Contact the MBA Office at 612-330-1778 or the Adult and Graduate Admissions Office at 612-330-1390 for more information.

Finance Concentration

Students prepare for careers in international banking, finance, and investments by learning finance and investment theory and applications, and the operations of financial markets.

- Financial theory and applications
- Investment theory and portfolio management
- Financial markets
- Options and derivatives
- International finance
- Financial statement analysis

Marketing Concentration

Students receive solid exposure to major topic areas beyond the core, learn to evaluate research data for marketing decisions, and gain integrative, practical experience in marketing.

- Marketing research
- Marketing communications
- Sales management
- Consumer behavior
- Technology and e-commerce
- International marketing

Human Resource Management Concentration

Students can prepare for careers in the field of human resource management. Major topics cover a wide range of HR functions including training and selection, compensation and benefits, and global issues in human resources. Students completing the certificate will be preparing for certification as a human resource professional (PHR).

- Training, selection, and performance
- Industrial/Labor relations
- Compensation and benefits management
- Organizational effectiveness
- Global human resources
- Strategic human resources

Healthcare Management Concentration

The Master of Business Administration with a concentration in healthcare management (MBA/HCM) is designed to provide students with leadership as well as the management knowledge and skills needed to be successful in today's healthcare organizations. The MBA/HCM emphasizes the identification, analysis, and solution of complex management problems with a foundation of healthcare concepts and decision models that will support the variety of management roles that can be seen in today's healthcare environment.

- Legal and ethical considerations in healthcare management
- Integrated health delivery systems
- Healthcare financing
- Cross-cultural issues in health care
- Global healthcare issues
- Healthcare operations management (elective)

International Business Concentration

Students develop a specialized toolkit to deal with the global economy with its massive increases in international trade, foreign direct investment, multinational companies, and international financial transactions.

- Business English
- International marketing
- International managerial finance
- International business negotiations
- International logistics
- Legal aspects of international business

Project Management Concentration—coming in 2009

ADMISSION REQUIREMENTS

Applicants to the MBA program must have:

- bachelor's degree from a regionally accredited four-year institution
- minimum of two years of relevant work experience
- personal interview with the MBA program director

Admission checklist

The following materials must be submitted to the Adult and Graduate Admissions Office:

- completed application—Apply online at www.augsburg.edu/mba/admissions/application.html
- $35 application fee
- Two personal statements
- Official undergraduate/graduate transcripts sent directly to the Augsburg Adult and Graduate Admissions Office
- Current résumé of work history
- Two confidential letters of recommendation
- Official GMAT score report (school code 6014)—not required for certificate applicants

Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 9.

Admission as a transfer student

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants.

Transfer students may receive up to six (6.0) transfer credits. (See Evaluation of Transfer Credit on p. 6.) Students must complete no fewer than seven (7.0) courses at Augsburg in order to receive their MBA degree from Augsburg College.

GMAT Waiver Policy

As a general policy, the Augsburg MBA program requires the GMAT of all applicants, due to both the analytical and critical evaluation components of our accelerated program. The GMAT is used both to evaluate the candidate's opportunity for success as well as indicate areas where remedial work may be necessary. However, the Admissions Committee will consider, on a case-by-case basis, GMAT waiver requests for the MBA program. Waivers are not automatic for any candidate, and a brief written request must be submitted outlining the reasons why the Admissions Committee should grant a GMAT waiver. Current occupation or undergraduate disciplines are not specific grounds for a GMAT waiver.

ELIGIBILITY

GMAT waivers may be offered to:

- Those candidates who have been enrolled in a graduate degree program in a technical or quantitatively rigorous discipline (such as actuarial science, engineering, mathematics, physics, economics, or chemistry) from an accredited institution and who were in good academic standing with an overall grade point average of 3.0 or better (or the equivalent of a B average under the system used by that institution). Students should have completed at least four academic courses within this curriculum to qualify. It is important to note that employment history and current assignment will be reviewed in addition to the degree requirement.
- Those who hold the following graduate degrees from an accredited college or university with an overall grade point average of 3.0 or better (or the equivalent of a B average under the system used by that institution.)
  - Medical or dental degree (MD,DDS)
  - Law degree (JD)—depending on undergraduate major
  - Master's or doctoral degree in an academic discipline that included a significant quantitative, engineering, mathematics, or statistics component or involved research requiring significant quantitative skills.
  - Any other quantitatively based graduate degree from an accredited college or university that the Admissions

Committee believes has highly prepared the candidate for rigorous graduate-level work
  - Master's, PhD, EdD, or advanced degrees in disciplines other than those identified, including those granted by academic institutions outside the U.S. will be evaluated by the Admissions Committee. (See grade requirement above)
  - Those who have completed a graduate program at Augsburg College in the MAL, MAN, MSW, MAE, or PA programs.
- Current and active CPA designation. If the CPA designation has been inactive and not current for a period greater than five years, the waiver will not be granted.

GMAT WAIVER CHECKLIST

Please submit the following documentation to the associate director of the MBA program:

- One-page written request outlining reasons why the Admissions Committee should grant a GMAT waiver
- Copies of transcripts for all work completed at any college or university, whether or not a degree was granted (unless previously submitted to the graduate admissions office)
- Current résumé (unless previously submitted to the graduate admissions office)
- Any other information that you wish to submit to support your request

Typically, GMAT waiver decisions are made within one week of receipt of materials. For questions about this checklist or the waiver policy, please contact either the Adult and Graduate Admissions Office or the MBA program office.

ACADEMIC POLICIES

MBA Program Enrollment Policy

Students are strongly encouraged to remain in their cohort and complete their MBA program as scheduled. All students are required to complete all components of the program within five years of matriculation. Extensions beyond five years will be considered on the basis of petition to the MBA director. Students who leave the program for more than one trimester must request a leave of absence in writing from the MBA program. A leave of absence may be granted for one calendar year. Students who return to the program after a leave of one year or more must fill out an Application for Readmission form and submit it to the MBA office. Time spent on an official MBA-approved leave of absence will not count toward the five-year deadline for degree completion.

Last Day to Withdraw from Class

For information regarding the last date on which students may withdraw from a class and receive a "W" on their records, please contact the MBA office.

Academic Evaluation

Evaluation of academic performance in the MBA program will be based on number grades using a 4.0-scale as defined below:

4.0	Achieves highest standards of excellence
3.5	
3.0	Meets acceptable standards
2.5	Meets minimum standards
2.0	Unacceptable performance (no credit – course must be repeated)
1.5-0.0	Unacceptable performance (no credit – course must be repeated)
W	Grade assigned when a student withdraws from a course after the deadline, "Without notation on the record." Students can only withdraw from the same class two times. If a student withdraws from the same course a third time, he or she must meet with the director of the MBA program to discuss continued participation in the MBA program.
I	An incomplete grade (I) may be awarded when the instructor grants permission after determining that a student emergency may delay completion of coursework. Students who receive an incomplete grade should be capable of passing the course if they satisfactorily complete outstanding course requirements. To receive an incomplete grade, a student must file an Application for Incomplete Grade form with the Office of the Registrar that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's signature. The instructor may stipulate the terms and conditions that apply to course completion; however, students may not attend the same course (or a portion of the same course) in a following term with an incomplete grade. The student must complete the outstanding work in enough time to allow evaluation of the work by the instructor and the filing of a grade before the final day of the following academic term in the student's program. If the work is not completed by the specified date of the following academic term, the grade for the course becomes 0.0.

Degree Requirements

To be conferred the MBA degree, students must achieve the following:

- Successful completion of all admission conditions
- Successful completion of MBA courses (2.5 or above)
- No more than two courses with a grade of 2.5 or below, and with a cumulative GPA of 3.0 or higher
- Successful completion and submission of the management consulting project

Students who successfully complete Augsburg's MBA program will receive a Master of Business Administration degree.

ACCREDITATION AND AFFILIATIONS

Augsburg is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools.

For a complete list of Augsburg's accreditations, approvals, and memberships, see page 3.

MBA FACULTY

William Arden, Assistant Professor of Business Administration. BS, New York University; MS, Northeastern University; MBA, Boston University.

David Bartlett, Instructor, Economics and Business Administration. BA, University of California-San Diego; MA, University of Chicago; MA, PhD, University of California-San Diego.

Nora Braun, Associate Professor of Business Administration. BSBA, University of Missouri-Columbia; MBA, PhD, University of Minnesota.

Thomas Burns, Instructor, Business Administration. BA, Iona College; MBA, University of St. Thomas.

C. Lee Clarke, Assistant Professor of Business Administration. BA, Capital University; MDiv, Trinity Lutheran Seminary; MBA, University of St. Thomas.

David Conrad, Assistant Professor of Business Administration. BA, Winona State University; MA, EdD, St. Mary's University of Minnesota.

Stella Hofrenning, Assistant Professor of Economics. BS, University of Maryland; PhD, University of Illinois.

Mark Isaacson, Assistant Professor of Business Administration. BA, St. Olaf College; MS, Rensselaer Polytechnic Institute.

Ashok Kapoor, Associate Professor of Business Administration. BA, MA, University of Delhi; MA, MBA, University of Minnesota; PhD, Temple University.

Laura Lazar, Assistant Professor of Business Administration. BA, MLS, Valparaiso University; MBA, PhD, Indiana University.

Edward Lotterman, Assistant Professor of Economics. BA, MS, University of Minnesota.

Steven Lukas, Instructor, Business Administration. BS, MA, University of Nebraska; EdD, University of St. Thomas.

Roseanne Malevich, Assistant Professor of Business Administration. BS, MBA, University of Wisconsin-Madison.

Marc McIntosh, Assistant Professor of Business Administration. BS, DePaul University; MBA, Harvard University; DBA, Argosy University.

Michael McIlhon, Instructor, Business Administration. BBA, MA, University of Iowa.

John Molloy, Assistant Professor of Business Administration. BBA, MS, University of Wisconsin, Madison.

Magdalena Paleczny-Zapp, Associate Professor of Business Administration. BA, MA, Central School for Planning and Statistics, Warsaw; PhD, Akademia Ekonomiczna, Krakow.

Lori Peterson, Assistant Professor of Business Administration. BSB, Carlson School, University of Minnesota; PhD, University of Minnesota.

Larry Sallee, Instructor, Business Administration. BS, University of Wisconsin-Superior; MBA, University of Wisconsin-LaCrosse; DBA, U.S. International University; Certified Public Accountant (CPA), Certified Management Accountant.

John Schmit, Associate Professor of English. BS, St. John's University; MA, University of New Orleans; PhD, University of Texas.

David Schwain, Assistant Professor of Business Administration. BBA, University of Cincinnati; MBA, Harvard University.

Joanne Smith, Instructor, Business Administration. BA, Smith College; MA, University of Minnesota.

Peter Stark, Assistant Professor of Business Administration. BS, Northwestern University; MBA, EdD, Pepperdine University.

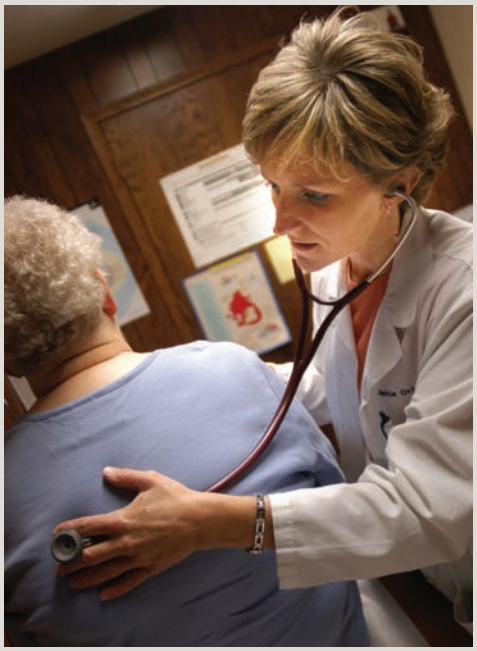
John Stein, Instructor, of Economics. BS, University of Detroit; MA, University of Illinois.

Stuart Stoller, Professor of Business Administration. BS, MS, Long Island University; Certified Public Accountant (CPA).

Steven Zitnick, Assistant Professor of Business Administration and Director of the MBA program. BA, Shimer College; MS, University of Utah.

Graduate Studies

Master of Science in Physician Assistant Studies



Master of Science in Physician Assistant Studies

Thank you for your interest in the Augsburg College Physician Assistant Program. I hope you will find the information included in this catalog helpful as you make the decision to pursue your graduate degree in physician assistant studies.

Our mission in the Augsburg College Physician Assistant Program is to educate students in a manner consistent with the College's mission. It is based on a foundation of respect and sensitivity to persons of all cultures and backgrounds, and oriented toward service to underserved populations. Students are educated to be well versed in current medical theory and practice, and graduates are encouraged to work in primary care settings. The program promotes dedication to excellence in performance, with the highest standards of ethics and integrity, and commitment to lifelong personal and professional development.

Your education here will be guided by a group of faculty who are committed to the physician assistant profession and to seeing you achieve success as a graduate of the program. With a PA degree from Augsburg College, you will stand out as a person who cares about changing the world one person at a time, and who is willing to risk becoming different by building on your strengths.

Since its founding in 1995, our program graduates have achieved many successes, some of which include:

- The Classes of 2001, 2004, and 2007 scored among the highest mean averages in the nation on the National Board Exam.
- 95% of Augsburg College PA graduates have successfully passed the National Board Exam on their first try.
- ALL graduates seeking employment in the PA field have been employed within six months of graduation.

We believe that this success is due in part to the quality of the education and preparation that the student receives in the Augsburg PA Program. In addition, it speaks to the kind of students we attract; hard working, committed individuals dedicated to their goal of becoming a physician assistant.

Choosing the PA Program at Augsburg College will require you to move beyond current comforts and assumptions. You will likely encounter people of different backgrounds, and learn from their experiences to transform yourself into a competent and caring healthcare provider. Here you will begin your lifelong commitment to the care and well being of people.

Dawn B. Ludwig, PhD, PA-C
Director, Physician Assistant Studies Program

Augsburg's Department of Physician Assistant Studies is the sole physician assistant program in the state of Minnesota. The program's mission is to educate generalist physician assistants oriented toward service to underserved populations, both in the rural setting and urban areas. The Augsburg Physician Assistant Program was granted accreditation in September 2002, visited in April 2008, and granted continued accreditation.

A physician assistant (PA) is a dependent practitioner of medicine who practices under the supervision of a licensed physician. The PA can practice in a multitude of settings and specialties of medicine. Common job responsibilities including taking patient histories, performing physical exams, ordering and interpreting laboratory tests and radiological studies, formulating diagnoses, and administering treatment.

In the state of Minnesota, a PA is registered with the Board of Medical Practice. In Minnesota, and most other states, the PA must be NCCPA (National Commission on Certification of Physician Assistants) certified and hold a supervisory agreement with a licensed physician. Minnesota registered PAs have prescriptive privileges under delegatory supervision with their physician for prescriptive medications.

The Physician Assistant Program at Augsburg is 36 months long with studies beginning each year in the summer semester (late May). The program accepts 28 students for each new class.

PA PROGRAM CURRICULUM

Studies begin in late May of each year. The first 19 months of study is didactic, or classroom work, including courses in human gross anatomy, pathophysiology, clinical medicine, pharmacotherapy, history and physical exam skills, research, and ethics and legal issues in medicine.

The clinical phase is 17 months in length. Each student is required to successfully complete clinical rotations in family medicine, pediatrics, women's health, psychiatry, emergency medicine, internal medicine, surgery, and an elective rotation by choosing from various specialties. The clinical phase will culminate with a 12-week preceptorship. The majority of established clinical rotation sites are in Minnesota in both rural and urban locations. Graduates will receive a Master of Science in Physician Assistant Studies and a PA certificate.

PA Program Sample Calendar

Calendar - Year 1

Summer
- Anatomy
- Pathophysiology

Fall
- Clinical Medicine I
- Pharmacotherapy I
- History and Physical Exam Skills I

Spring
- Clinical Medicine II
- Pharmacotherapy II
- History and Physical Exam Skills II
- Research Tools for the PA

Calendar - Year 2

Summer
- Independent work on master's project

Fall
- Clinical Medicine III
- Clinical Phase Transition
- Directed Study
- Professional Issues

Spring
- Clinical Rotations 1, 2, 3

Summer
- Clinical Rotations 4, 5

Calendar - Year 3

Fall
- Clinical Rotations 6, 7, 8

Spring
- Preceptorship
- Capstone Course

PA PROGRAM COURSE DESCRIPTIONS

Academic Phase (first 19 months)

PA 501 Human Anatomy and Neuroanatomy
This course takes a regional approach to the study of human anatomy. The course uses lecture, demonstration, discussion, and dissection of human cadavers. The intention is to give the students a foundation for Clinical Medicine. Prerequisites: PA student or consent of instructor

PA 503 Human Pathophysiology
This course uses lecture, detailed objectives/study guide, quizzes and exam, discussion, and case studies to learn and review basic human physiology and pathophysiology involving fluids and electrolytes; acid/base disturbances; cellular adaptations; immunity, hypersensitivity, inflammation, and infection; hematology; pulmonary; cardiovascular system; gastrointestinal system; renal; nervous system; and musculoskeletal system. The intention is to give the students a foundation for Clinical Medicine.
Prerequisites: PA student or consent of instructor

PA 511 History and Physical Exam Skills I
A lecture-discussion-laboratory course designed to demonstrate and apply techniques and skills essential to interviewing and physical examination of patients. Topics covered include history taking and physical exam of the cardiovascular, respiratory, gastrointestinal, lymph, skin, and otorhinolaryngology systems. Basic nutrition, genetics, preventive health care, and complementary and alternative medicine are introduced. Units are coordinated with Clinical Medicine I and Pharmacotherapy I.
Prerequisites: PA 501 and 503

PA 512 History and Physical Exam Skills II
A lecture-discussion-laboratory course designed to demonstrate and apply the techniques and skills essential to interviewing and physical examination of patients. Topics

covered include history taking and physical exam of the musculoskeletal system, neurology, ophthalmology, endocrinology, and the male reproductive system. Units are coordinated with Clinical Medicine II and Pharmacotherapy II. Prerequisite: PA 511

PA 521 Pharmacotherapy I
This course will cover pharmacology and pharmacotherapy related to disease processes of the dermatologic, cardiovascular, respiratory, gastrointestinal, and otolaryngologic systems and infectious diseases. Units are coordinated with the Clinical Medicine I and History and Physical Exam Skills I courses. Prerequisites: PA 501 and 503

PA 522 Pharmacotherapy II
This course will cover pharmacology and pharmacotherapy related to disease processes of the orthopedic, neurologic, ophthalmologic, hematologic, renal, urologic and endocrine systems, and pain management. Units are coordinated with the Clinical Medicine II and History and Physical Exam Skills II courses. Prerequisite: PA 521

PA 531 Clinical Medicine I with Lab
This course provides background in the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, and treatment of common and serious disorders. Topics covered include dermatology, cardiology, pulmonology, gastroenterology, and otorhinolaryngology. This course builds on the foundation laid in Anatomy and Pathophysiology. Units are coordinated with concurrent courses in History and Physical Exam Skills I and Pharmacotherapy I. Prerequisites: PA 501 and 503

PA 532 Clinical Medicine II with Lab
This course provides background in the epidemiology, etiology, pathophysiology, clinical presentation, diagnosis, and treatment of common and serious disorders. Topics covered include orthopedics, rheumatology, neurology, ophthalmology, hematology, nephrology, urology, and endocrinology. Global health and healthcare disparity are explored. Units are coordinated with concurrent courses in History and Physical Exam Skills II and Pharmacotherapy II. Prerequisite: PA 531

PA 533 Clinical Medicine III : Integrative Health Care
This course provides an integrative approach incorporating clinical medicine, history and physical exam, and pharmacotherapy in the study of mental health, geriatrics, women's health, and pediatrics. Common problems encountered in primary care and other issues unique to these populations are explored. The Community Seniors unit provides a service-learning experience where students work one-on-one with an elderly person from the community. Prerequisites: PA 532

PA 542 Professional Issues
A course designed to introduce the physician assistant student to medical ethics and various professional topics that affect the practicing physician assistant. The course focus is on the medical and non-medical aspects of the profession such as history of the physician assistant profession, laws and regulations governing physician assistant practice and education, human experimentation, abortion, care for the dying, euthanasia, reimbursement issues, and professional behavior. Prerequisites: PA student or consent of instructor

PA 545 Clinical Phase Transition
This course incorporates experiential learning to prepare the student for clinical practice. It will also facilitate the transition of knowledge and skills from the academic phase into the clinical phase. Students will be placed in a clinic or hospital setting for part of the semester. Students will also have other health-related community experiences and activities during this course. In-class time will be used to discuss these experiences and work on skills essential for clinical practice. Prerequisites: PA 532

PA 555 Research Tools for the PA
The course emphasizes research as a tool at all levels of physician assistant practice and education; identifies the linkages between research, theory, and medical practice; and the responsibility of physician assistants to expand their knowledge base. Primary, secondary, and tertiary disease prevention applications to public health are introduced. Information literacy in relationship to medical literature is integrated throughout the course. Prerequisites: PA student or consent of instructor

PA 599 Directed Study
This course provides a practice-oriented approach to the information literacy methods used in health care. Students will develop a topic, complete a full review of the literature, and produce an analytic paper in consultation with the supervising professor. Prerequisite: PA 552

Clinical Phase (17 months)

The clinical phase of the physician assistant graduate program is 17 months in length. The initial 12 months is designed much like a physician's internship. Each student is required to progress through seven required rotations in the following disciplines: family medicine, internal medicine, pediatrics, general surgery, women's health, emergency medicine, and psychiatry. Each of these rotations is six weeks long. Additionally, within that first 12 months, each student will complete six weeks total of selected electives from disciplines such as orthopedics, ENT, dermatology, etc.

The clinical phase of the program is designed to effectively train students practice by placing students in healthcare facilities outside the metropolitan area for a minimum of two rotations. The goal is to provide students with one to two locations in which to complete their required rotations to take away some of the financial and travel burdens that a PA student often faces.

The clinical phase culminates with a 12-week preceptorship. This preceptorship is designed to solidify the student's primary care skills, and potentially place them in a setting that might be interested in recruiting a graduate PA. The preceptorship may be completed within the community that the

student has been in for the required rotations, or may be elsewhere in the state.

The clinical education is taught by physicians, and supplemented by physician assistants and other healthcare providers. Each student is evaluated by the physician preceptor for the designated rotation. Nine times during the clinical phase students will return to Augsburg for testing as well as didactic and clinical skill workshops.

CLINICAL PHASE DESCRIPTIONS

PA 600 Family Medicine Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of family medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 601 Internal Medicine Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and conditions unique to the clinical practice of internal medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 602 General Surgery Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of general surgery. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 603 Pediatric Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of pediatrics. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 604 Women's Health Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of women's health. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 605 Emergency Medicine Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of systemic diseases and surgical conditions unique to the clinical practice of emergency medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 606 Psychiatry Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of psychiatric diseases and conditions unique to the clinical practice of psychiatric medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans utilizing evidence-based medicine as determined by review and analysis of current medical literature. Prerequisite: Clinical phase PA student

PA 607 Elective Clinical Practicum
A six-week required rotation which emphasizes the pathophysiology, evaluation, diagnosis, and management of diseases and conditions unique to the clinical practice of medicine. Students are allowed to choose, in consultation with the clinical coordinator, the area of medicine in which they would like to study as their elective. Prerequisite: Clinical phase PA student

PA 620 or 621 or 622 Preceptorship
A required 12-week rotation at the completion of the clinical phase. This course provides the student a final opportunity to develop the skills unique to the clinical practice of medicine. Inclusion of proper data collection through history and physical examination, formulation of accurate problem lists, thorough investigation, and development of treatment plans incorporating evidence-based medicine as determined by review and analysis of current medical literature. Can be completed in 620 Family Medicine, 621 General Medicine Specialty, or 622 Surgical Specialty. Prerequisite: PA 600-607

PA 690 Capstone
This course provides each student the opportunity to present results of their individual research topic and to synthesize previous study and work experience in preparation for graduation and clinical practice. The student will demonstrate an understanding of the program's and profession's principles. Prerequisite: PA 600-607

ADMISSION REQUIREMENTS

Complete and current-year admission guidelines can be found on our website at www.augsburg.edu/pa.

Admission to any physician assistant program is a highly competitive process. Augsburg College's graduate program in physician assistant studies receives approximately 250 applications for each entering class of 28 students.

Qualified applicants will have:

- Bachelor's degree (in any major) from a regionally-accredited four-year institution
- Minimum cumulative GPA of 3.0
- Completed the prerequisite courses listed below

Prerequisite Courses

To be an eligible applicant for the physician assistant studies program, you must have completed the prerequisite courses listed below. These courses must have been completed within 10 years of the year you are applying for admission.

If you have already completed your undergraduate degree, prerequisites must be completed by the end of fall semester (no later than December 30) of the year you are applying. If you are completing your first undergraduate degree, you may complete prerequisite course work in the spring semester of the year you are applying; however, that coursework must be completed prior to the start date of the program.

All course prerequisites must have been passed with a grade of C (2.0) or higher. Meeting minimum prerequisites does not guarantee admission into the program.

- one full course of general psychology
- one full course of developmental psychology (birth to death lifespan)
- one full course of physiology* (human/vertebrate/organ)
- one full course of microbiology*
- one full course of biochemistry*
- one full course of general statistics
- one course of medical terminology

*Labs are recommended but not required.

Refer to our "Guide to Prerequisites" on our website to help you with your prerequisite course selections.

The following are strongly recommended but not required:

- Minimum science GPA of 3.0
- Additional science courses such as anatomy, genetics, immunology, other biology courses, and organic chemistry
- Clinical healthcare experience. Direct patient contact is the best type of experience to obtain in order to strengthen an application. Healthcare experience may be full time or part time, paid or volunteer.
- Demonstration of a commitment to, and involvement with, underserved communities.

Note: The Graduate Record Exam (GRE) is not required.

PA Studies Application Process

The Augsburg Physician Assistant Studies program has a two-step application process—applying through CASPA and to Augsburg's PA Studies Program.

The Augsburg PA Program participates in the Centralized Application Service for Physician Assistants (CASPA) which is sponsored by the Physician Assistant Education Association (PAEA). All applications to the PA Program for the entering class must be processed through CASPA, following all guidelines and regulations set forth by CASPA. Application forms with detailed instructions can be obtained online at www.caspaonline.org.

You will be considered an eligible applicant if you have a minimum cumulative GPA of 3.0 (as calculated by CASPA), if you have completed or will complete your undergraduate degree prior to the start date of the program, and if you have completed or will complete your prerequisite courses within the timeline specified for your situation.

Augsburg's PA Program Supplemental Application can be downloaded from www.augsburg.edu/pa. It is important for the applicant to determine whether he or she is in fact eligible to apply to the PA Studies Program, as the $25 supplemental application fee is non-refundable. You will be required to print and sign the supplemental application and mail it to the program by the application deadline. Since all incoming students begin the course of study in late May, the application is thus made approximately a year before matriculation.

Selection Process

All complete files (CASPA and Supplemental Applications that meet requirements) will be reviewed by the admissions committee. The admissions committee procedures utilize a blind review, so applicant demographic data is unknown (e.g., race, age, gender). Each file is reviewed by members of the committee.

The selection committee looks for a balanced application by reviewing many criteria including cumulative GPA, science GPA, overall academic record, service to underserved (meaning disadvantaged, minority, or under-represented populations), direct patient contact experience, knowledge of the profession, fit with the program goals and mission, and recommendation letters.

Once the committee has completed the file review, a group of candidates is selected for a telephone interview. The telephone interviews are generally conducted in mid- to late-January. In addition, those selected for a telephone interview are invited to a Candidate Information Session in the program to meet faculty, staff, current students, and to view the facilities. After telephone interviews are conducted, the class of 28 students, as well as a list of alternates will be

selected. All applicants are notified of their status by mid-February.

PA PROGRAM POLICIES

Technical Standards

The Augsburg College Department of Physician Assistant Studies is pledged to the admission and matriculation of all qualified students and prohibits unlawful discrimination against anyone on the basis of race, color, national origin, religion, sex, age, marital status, sexual orientation, status without regard to public assistance or disability.

Regarding disabled individuals, the PA department is committed to provide reasonable accommodations and will not discriminate against individuals who are qualified, but will expect all applicants and students to meet certain minimal technical standards, with or without reasonable accommodations.

Physician assistants must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Candidates for physician assistant certification offered by this department must have, with or without reasonable accommodation, multiple abilities and skills including visual, oral-auditory, motor, cognitive, and behavioral/social. Candidates for admission and progression must be able to perform these abilities and skills in a reasonably independent manner.

- **Visual:** Candidates must be able to observe and participate in experiments in the basic sciences. In order to make proper clinical decisions, candidates must be able to observe a patient accurately. Candidates must be able to acquire information from written documents, films, slides, or videos. Candidates must also be able to interpret X-ray and other graphic images, and digital or analog representations of physiologic phenomena, such as EKGs with or without the use of assistive devices. Thus, functional use of vision is necessary.
- **Oral-Auditory:** Candidates must be able to communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively and efficiently with other members of the healthcare team. In emergency situations, candidates must be able to understand and convey information essential for the safe and effective care of patients in a clear, unambiguous, and rapid fashion. In addition, candidates must have the ability to relate information to and receive information from patients in a caring and confidential manner.
- **Motor:** Candidates must possess the motor skills necessary to perform palpation, percussion, auscultation, and other diagnostic maneuvers. Candidates must be able to execute motor movements reasonably required to provide general and emergency medical care such as airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding. These skills require coordination of both gross and fine muscular movements, equilibrium, and integrated use of the senses of touch and vision.
- **Cognitive:** In order to effectively solve clinical problems, candidates must be able to measure, evaluate, reason, analyze, integrate, and synthesize in a timely fashion. In addition, they must be able to comprehend three dimensional relationships and to understand the special relationships of structures.
- **Social:** Candidates must possess the emotional health required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and for the development of effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients.
- **Tests and Evaluations:** In order to evaluate the competence and quality of candidates, the Augsburg Physician Assistant Program employs periodic examinations as an essential component of the physician assistant curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Reasonable accommodation will be made in the form or manner of administration of these evaluations where necessary and possible.
- **Clinical Assessments:** Demonstration of clinical competence is also of fundamental importance to the career and curriculum progression of the candidates. Therefore, the process of faculty evaluation of the clinical performance of candidates is an integral and essential part of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required.

Experiential Learning Policy

The Augsburg Physician Assistant Program does not award academic credit to an individual for experiential learning. Applicants desiring admission to Augsburg's PA Program must satisfactorily complete all prerequisite courses. Experiential learning will be considered separately from prerequisite courses. Experiential learning prior to and during admittance to the Augsburg PA Program will not substitute for any part of the clinical year or preceptorship.

Employment while in the Program

Program faculty discourage outside employment while in the Physician Assistant Program. Faculty recognize that employment may be an issue that some students will face. Given this recognition, realize that program obligations will not be altered due to a student's work obligations. It is further expected that work obligations will not interfere with the physician assistant students' learning progress or responsibilities while in the program.

Withdrawal and Readmission Policies

Voluntary withdrawal from the Physician Assistant Program may be initiated by a student after submission of a letter to the program director requesting withdrawal. In the letter, the student should outline the circumstances and reasons for withdrawal. Students will be requested to conduct an exit interview with the program director prior to leaving the program. See page 5 for information on withdrawal.

Readmission

Students may request readmission after voluntary withdrawal by submitting a letter to the program director stating the reasons the student wishes readmission and the anticipated date for readmission. The submission of a letter and previous enrollment does not constitute automatic acceptance and/or reentry into the program. Reapplication to the PA Program after dismissal from the program will be considered only under extremely unusual circumstances. Students who submit letters will be reviewed by the program faculty. Any student requesting readmission will be considered a new applicant to the program and will be required to complete the program application process as a new applicant, and may be required to repeat coursework.

Reapplication does not guarantee readmission to the Physician Assistant Program. After careful review of the student's previous academic record and the request for readmission, a decision will be made. Students may be required to repeat selected coursework or meet new requirements of the Physician Assistant Program that became effective after the student's withdrawal. A decision will also be rendered as to what program coursework will be considered for credit as completed.

COSTS OF THE PA PROGRAM

For tuition information go to www.augsburg.edu/pa.

Payment Options

For complete and current payment options go to the Enrollment Center website at www.augsburg.edu/enroll.

FACULTY

Beth Alexander, Associate Professor of Physician Assistant Studies. BS, PharmD, University of Minnesota.

Eric Barth, Assistant Professor of Physician Assistant Studies. BA, University of St. Thomas; BS, PA Certificate, Trevecca Nazarene University; MPAS, University of Nebraska.

Heather Bidinger, Assistant Professor and Clinical Coordinator, Physician Assistant Studies. BA, University of St. Thomas; MMS, PA Certification, St. Louis University.

Donna DeGracia, Assistant Professor of Physician Assistant Studies. BA, Ohio State University; MPAS, University of Nebraska; PA Certification, Bowman Gray School of Medicine.

Dawn Ludwig, Assistant Professor and Director, Physician Assistant Studies. BA, MS, University of Colorado; PhD, Capella University; PA Certification, University of Colorado.

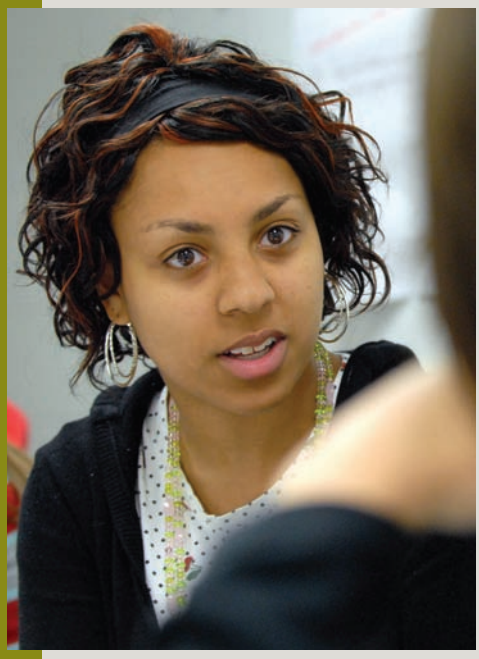
Patricia Marincic, Associate Professor and Academic Coordinator, Physician Assistant Studies. BS, Purdue University; MS, Colorado State University; PhD, Utah State University.

Steven Nerheim, Instructor and Medical Director, Physician Assistant Studies. MD, University of Minnesota; MDiv, Luther Seminary.

Brenda Talarico, Assistant Professor of Physician Assistant Studies. BS, University of Minnesota; MPAS, University of Nebraska; PA Certification, Augsburg College.

Graduate Studies

Master of Social Work



Master of Social Work

You have chosen an exciting way to serve others. The social work profession offers you the rewarding prospect of joining with others to respond to problems and develop opportunities that benefit individuals, families, groups, and communities. The MSW degree prepares you for advanced professional practice in the field of social work.

Augsburg's MSW program prepares you for agency-based practice with individuals, families, groups, and communities, and with a dedication to system change that reduces oppression and discrimination. Graduates of our program share how they appreciated the opportunity to learn new ideas as well as learn more about themselves. These graduates valued our small class size, our cohort structure, and the opportunity to have a mentoring relationship with our faculty and staff. As a small program, we have high expectations for our students but at the same time offer the flexibility to help them meet their individual goals.

Attending Augsburg College will transform and develop your professional life in unexpected ways. If you are interested in learning more about our program, I invite you to come to campus for an information session. In that session, we will show you our tightly integrated curriculum, explain our cohort model, and introduce you to some of our faculty and staff. We also invite you to meet individually with our faculty and staff, who are available for appointments.

We are delighted in your interest in our MSW program and invite you to join us in a lifelong adventure in learning. The personal and professional growth necessary to become an advanced professional social worker is challenging. We encourage you to take the challenge with us.

Lois A. Bosch

Lois A. Bosch, PhD, LISW
Director, Master of Social Work

Our Mission
is to develop social work professionals for practice that promotes social justice and empowerment towards the well-being of people in a diverse and global society.

Our Focus
is to prepare social work students for agency-based practice in public and non-profit settings. By working in the agency setting, social workers collaborate with others to provide holistic, affordable, and accessible services to individuals, families, groups, and communities. Our challenging MSW curriculum integrates social work theory with micro- and macro-practice methods. Students develop skills, knowledge, and values necessary for ethical social work practice. As you progress through our MSW program, you will:

- learn how an individual lives in and is affected by his or her social environment;
- understand how social policies and programs affect individuals, families, communities, and society;
- apply theories and methods of practice through the field practicum experience;
- use a range of client-centered approaches to practice with client groups of all types and sizes;
- engage in practice informed by sound, scholarly research;
- evaluate the effectiveness of your social work practice or of social work programs;
- advocate for eradication of oppression and discrimination; and
- be a responsible and contributing citizen in the local and global community.

Accreditation
Augsburg's MSW program is accredited by the Council on Social Work Education (CSWE). Your MSW degree must be accredited by CSWE if you wish to seek licensure with the social work board of your state. For more information on CSWE accreditation go to www.cswe.org.

The Augsburg MSW degree meets the needs of a wide range of students with differing responsibilities and time commitments. The MSW courses are consolidated into an intensive weekend format that enables students to schedule other time commitments, such as the field placement hours and employment or family obligations, during the intervening weekdays. Additionally, our weekend format makes an MSW education accessible to those living outside of the Twin Cities metropolitan area.

Academic Calendar
The MSW program meets on a trimester academic calendar, offering classes September through June, exclusively on weekends. Classes typically meet every other weekend with an occasional back-to-back weekend. Field practicum hours are generally completed during weekday hours in the student's home town and vary depending on the agency placement and the student's availability. For academic calendars and schedules, go to www.augsburg.edu/enroll/registrar.

Class Periods
Classes meet in four-hour blocks on Friday evenings, 6 to 10 p.m.; Saturday mornings, 8 a.m. to noon; and Saturday afternoons, 1 to 5 p.m. A short break is offered at the midpoint of each class. Each class meets for eight sessions in a given trimester.

Time Commitment
Although classes meet on weekends, students spend time on their studies during non-class weekends and weekdays. On a class weekend, the typical student will spend 12 hours in class within a 23-hour period. For every hour spent in class, a student may expect to spend three to four hours outside of class working on assignments or group projects. A student may also spend 15 to 20 hours per week in the field practicum during the fall and winter trimesters (a span of six or seven months for each practicum). In the final year of study, students complete a summative evaluation project, which requires significant independent research, analysis, and writing.

Some MSW students work full time while enrolled in the MSW program. Most students, however, arrange to reduce their work hours or request time away during their graduate studies. Each student's situation is unique and must be decided individually. All students must develop strategies for balancing family, work, and academic responsibilities.

Plan of Study
Students entering Augsburg's MSW program with a bachelor's degree from a discipline other than social work are foundation students. Foundation students complete 18 full courses. Full-time foundation students are enrolled in a two-year program. Part-time foundation students are enrolled in a four-year program.

Students entering Augsburg's MSW program with a bachelor's degree in social work from a CSWE (Council on Social Work Education) accredited institution have advanced standing. Advanced standing students complete 13 full courses and are enrolled in a one-and-a-half-year program. The part-time option is not offered for students with advanced standing.

All students must complete the MSW degree in no more than four years following matriculation.

Course Credit and Contact Hours
A full credit MSW course (1.0) is equal to four semester credits or six quarter credits. Each full course meets for 32 contact hours, with the expectation of substantial independent study outside of class.

Cohort Structure
MSW students are admitted to a particular cohort. Cohorts are distinguished by level of admission (foundation or advanced standing), rate of attendance (full-time or part-time), and chosen concentration (Family Practice or Program Development, Policy, and Administration [PDPA]).

Field Practicum

Foundation students complete 920 hours in two field practica; advanced standing students complete 500 hours in one field practicum. Successful completion of the first field practicum, applicable for foundation students, is a minimum of 420 hours. Successful completion of the second field practicum, required for both foundation and advanced standing students, is a minimum of 500 hours. Each practicum experience is spread over two trimesters (fall and winter). These hours are completed concurrent with enrollment in the fieldwork seminars as well as other MSW courses.

MSW CURRICULUM COMPONENTS

Foundation Curriculum

The foundation curriculum is made up of nine full courses and a generalist field practicum. In the foundation courses, you are introduced to social work as a profession. You will learn both historical and contemporary theories 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, research 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 generalist field practicum. The field practicum is completed concurrently with your enrollment in two field work seminar courses. 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.

Concentration Curriculum

The concentration curriculum is made up of nine full courses and an advanced field practicum. After completing the foundation requirements, you will enroll in the concentration curriculum of your choice. Augsburg offers two concentrations: Family Practice or Program Development, Policy, and Administration (PDPA). 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.

In the concentration curriculum, you will apply this advanced knowledge of theories and practice methods in the concentration field practicum. The field practicum is relevant to your chosen concentration and is completed concurrently with your enrollment in two field seminar courses. As a capstone to your MSW program, you will complete a summative evaluation project in practice or program evaluation.

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.

Examples of positions our Family Practice graduates have selected include hospice social worker, coordinator of homeless youth services, family and child therapist, supervisor of home-based services, mental health specialist, service manager of therapy and development (in Wales, Great Britain).

Program Development, Policy, and Administration (PDPA) Concentration

In the tradition of Jane Addams, the heart of macro social work practice directs 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 also 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 (PDPA) social work practitioner recognizes the strengths and abilities of individuals and communities to implement change. The social work macro practitioner works in partnership with these individuals and communities to do so. In this concentration you will learn the knowledge and skills necessary to work with others to achieve needed social change. You also will 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, program planning, or community and policy advocacy, this concentration helps you achieve that goal.

Examples of positions that our PDPA graduates have selected include school social worker, non-profit grant writer, county program planner, community organizer, family policy advocate, agency director, and state legislator.

Summative Evaluation Project

All social workers must evaluate their practice to determine whether they are helping or harming clients. While in the concentration practicum, you will design and implement a practice or program evaluation depending on your concentration. This summative project requires integration and application of knowledge and skills from both the foundation and concentration curricula. Students develop their research while in their field internship and are advised by their field seminar professor. Students conduct and present this evaluation/research project during their final year of study.

Master's Thesis

Students have the option of completing a thesis. Course credit for the general elective is given for this option. Stu-

dents work with a thesis adviser to develop more in-depth research skills contributing to social work knowledge. To pursue the thesis option, students must notify the MSW program director by the end of spring trimester of the foundation year.

DEGREE REQUIREMENTS

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

- Successful completion of any admission conditions (e.g., statistics, bachelor's degree)
- Successful completion of MSW courses:

  18 full credits for foundation students

  13 full credits for advanced standing students
- 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 practica for foundation students, 500 hours of approved field practicum for advanced standing students
- Successful completion and submission of the summative evaluation project
- Successful completion of all degree requirements within four years of matriculation

STATE OF MINNESOTA SOCIAL WORK LICENSURE

Six months prior to completion of the MSW degree at Augsburg, students may apply to take the Licensed Graduate Social Worker (LGSW) license exam from the Minnesota Board of Social Work. To achieve LGSW licensure students must pass the state board exam and complete the MSW degree.

To seek the Licensed Independent Social Worker (LISW) license or the Licensed Independent Clinical Social Worker (LICSW) license, one must work two years full time (or 4,000 hours part-time) as an LGSW under the supervision of an LISW or LICSW. Upon completion of the supervision requirement, one may take the LISW or LICSW state board exam. For more information, go to the Minnesota Board of Social Work web page, www.socialwork.state.mn.us.

MSW COURSE REQUIREMENTS

Foundation Courses

FALL

SWK 500*	Human Behavior and the Social Environment
SWK 505*	Practice Methods and Skills 1: Individuals
SWK 530*	Field Seminar 1 (.5) (taken concurrent with first practicum)
SWK 531*	Methods Skills Lab (.5)

WINTER

SWK 501*	History of Social Welfare Policy
SWK 506*	Practice Methods and Skills 2: Groups
SWK 510	Advanced Practice Methods (advanced standing students only)
SWK 535*	Field Seminar 2 (.5) (taken concurrent with first practicum)
SWK 536*	Human Behavior and the Macro Social Environment (.5)

SPRING

SWK 504	Research Methods 1
SWK 509	Assessment and Diagnosis in Mental Health Practice
SWK 516	Community Development for Social Change

Concentration Courses

Family Practice Concentration

FALL

SWK 625	Family Practice 1
SWK 610	Field Work 3: Seminar (.5) (concurrent with second practicum)
SWK 615	Diversity/Inequality 1 FP (.5)
SWK 620	Research 2: Practice Evaluation

WINTER

SWK 626	Family Practice 2
SWK 611	Field Work 4: Seminar (.5) (concurrent with second practicum)
SWK 616	Diversity/Inequality 2 FP (.5)
SWK 630	Family Social Policy

SPRING

SWK 634	Problem Solving in Supervision (.5)
SWK 639	Topics in Family Practice (.5)
SWK 627	Family Practice 3
SWK 699	General Elective

Program Development, Policy, and Administration Concentration

FALL

SWK 667	Organizations/Social Admin. Practice 1
SWK 651	Field Work 3: Seminar (.5) (concurrent second practicum)
SWK 657	Diversity/Inequality 1 PDPA (.5)
SWK 660	Research 2: Program Evaluation

WINTER

SWK 675	Planning and Policy Practice 1
SWK 652	Field Work 4: Seminar (.5) (concurrent with second practicum)
SWK 658	Diversity/Inequality 2 PDPA (.5)
SWK 668	Organizations/Social Admin. Practice 2

SPRING

SWK 669	Organizations/Social Admin. Practice 3
SWK 676	Planning and Policy Practice 2
SWK 699	General Elective

*Course potentially can be waived for advanced standing students (BSW holders).

Summative Evaluation Project

Completed and submitted in final year of study.

COURSE DESCRIPTIONS

Foundation Courses

SWK 500 Human Behavior and the Social Environment
This course provides the knowledge basic to an understanding of human growth through the life cycle. It explores the interplay of sociocultural, biological, spiritual, and psychological factors that influence the growth of individuals and families in contemporary world society. Basic knowledge of biological systems is required.

SWK 501 History of Social Welfare Policy
This course analyzes the history of social welfare policy in the United States and its impact on current social systems and social policy. It examines the major assumptions, values, ideas, and events that contribute to the rise of the welfare state and the profession of social work. Social welfare policies of other countries are explored.

SWK 504 Research Methods 1
This course provides an introduction to social science research methods and ethics, including practice and program evaluation. The course presents research designs, both quantitative and qualitative approaches, and various ways to organize, compare, and interpret findings. Students will be introduced to the use of computers in data analysis. Basic knowledge of statistics is required.

SWK 505 Practice Methods and Skills 1: Individuals
This course introduces students to social work practice. In sequence with SWK 506, it prepares students to apply the generalist perspective for practice with systems of all sizes. Students begin by learning about social work with individuals, with a dual focus on the person in the environment. In this context, they learn about direct services as well as social change.

SWK 506 Practice Methods and Skills 2: Groups
This course prepares students for generalist social work practice with larger client systems. The strengths perspective is emphasized, and students learn to complete assessments and formulate intervention strategies in partnership with groups, organizations, and communities.

SWK 509 Assessment and Diagnosis in Mental Health Practice
This is a foundation Human Behavior and the Social Environment course which explores psychopathology and mental disorders from a developmental and strengths perspective. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations at risk.

SWK 510 Advanced Practice Methods
This course is for advanced standing students only and is designed to provide a transition from their BSW program to advanced placement in the MSW program. It provides knowledge and skill building in the latest approaches to social work practice, contemporary theories, and current research on effectiveness. The program's approach to graduate level social work practice with individuals, groups, families, organizations, and communities will be covered, with opportunities to build on students' BSW background and post-graduate experience.

SWK 516 Community Development for Social Change
This course applies the ecological premise that what is personal is also political. The course focuses on knowledge and skills necessary to practice at the community level of social work practice. Students will analyze social organizations, policies, and community development.

SWK 530 AND SWK 535 Field Seminar 1 & 2
The integrative field seminars are courses where field practice and classroom theory meet. The goal is to strengthen the connections between social work theory and practice. Students are expected to spend 420 hours in a field work practicum during enrollment in these two courses and to be enrolled in the corresponding practice methods courses.

SWK 531 Methods Skills Lab
This half-credit course places an emphasis on active learning and the application of content presented in SWK 505. The skills lab is an integral part of the required graduate school core curriculum. All students in field placements must participate in the skills lab and Field Seminar 1.

SWK 536 Human Behavior and the Macro Social Environment
This course builds on HBSE 1, moving from the individual life span focus to emphasizing the impact of the environment in all relationships, stressing the link between social issues and individual problems plus defining the common human condition.

Family Practice Concentration Courses

SWK 610 AND 611 Field Seminar 3 and 4: Family Practice (.5 credit each)
The goal of these two courses is to strengthen the connections between theory and practice with both taking on new dimension and meaning for students. All students in field placements must participate in the appropriate concurrent Field Seminar. As part of this integrative function, the seminar also serves as a means for making connections among course components and the expansion of classroom content.

SWK 615 AND 616 Diversity and Inequality 1 and 2: Family Practice (.5 credit each)
These courses are based on a dual focus on valuing diversity and understanding social justice. We study the history, demographics, and cultures of various disenfranchised groups. We examine the impact of inequality on people of diverse backgrounds. These courses are based on several assumptions, i.e., social inequality is an overarching phenomenon related to diversity, with individual manifestations within different social categories; social injustice occurs and is present at individual, institutional, and societal/structural levels; professional social work ethics and values demand cultural competence and culturally sensitive practice at the micro, mezzo, and macro levels.

SWK 620 Research 2: Practice Evaluation
Building on the basic research skills developed in Research I, this course offers a practice-oriented exploration of the range of research methods used in social work practice evaluation. There will be a particular focus on evaluative research, a critique of the role of research in assessing efficiency and effectiveness in social service delivery, and identification with the responsibility of social workers to "expand the knowledge base" of social work. The course emphasizes research as a tool at all levels of social work and will be concerned with strengthening the linkages between research, theory, and practice evaluation. Students completing the thesis will have additional assignments fitting the thesis.

SWK 625 Family Practice 1
The family practice methods sequence builds upon the theoretical framework of systems theory, the problem-solving model, and the strengths perspective from the foundation year. This first course in the sequence introduces students to the family level of need conceptual framework (Kilpatrick & Holland, 1999) as the foundation for choice of models for assessment and intervention with diverse families in a variety of practice settings. Family level of need is conceptualized as a hierarchy of needs ranging from basic survival to issues of intimacy or self-actualization of family members. Levels I (assessment and intervention models and strategies directed at basic survival needs) and II (structure and organization of families) will be taught. Presentation of the models will be integrated with current research, family policy, values, ethics, and global perspectives.

SWK 626 Family Practice 2
This second course in the family practice methods sequence proceeds to Levels III and IV of the family level of need framework (see above). These levels focus on boundaries, conflict, and intimacy. Students will gain a working knowledge of strategies derived from these models. Presentation of the models will be integrated with current research, family policy, values, ethics, and global perspectives. Prerequisite: SWK 625

SWK 627 Family Practice 3
This third course in the family practice methods sequence offers students a selection of one course from two or more special topics, such as Advanced Family Therapy or Mental Health Practice. This will be an opportunity to tailor the skills learned in Family Practice 1 and 2 to an area of specialization within practice with families. Prerequisite: SWK 626

SWK 630 Family Social Policy
This course explores the impact of social policies on diverse families, including policies that relate to housing, income maintenance, health, long-term care, education, and discrimination. This course has a dual purpose: to teach substantive knowledge of child and family policy and to teach policy practice skills. The diversity in families as well as ethnic, racial, cultural, and social class differences will be immersed in all content areas. National and international political, social, and economic systems will be a reference point.

SWK 634 Creative Problem Solving in Supervision (.5 credit)
This course examines knowledge and skill building in the administrative, educational, and supportive functions of social work supervision. The interactional model, creative problem solving, and strengths perspective are the frameworks for understanding and influencing the dynamics of supervision in a variety of settings.

SWK 639 Topics in Family Practice: Ethics (.5 credit)
Social workers and other human service professionals are often faced with ethical dilemmas and choices requiring ethical decision-making in all fields of practice. The purpose of this course is to help students acquire the knowledge base for ethical practice and to develop skills in identifying and resolving ethical dilemmas. Also, the course will provide students with tools required to make ethical decisions when confronted with conflicting choices occurring within the context of a profession with a specific values base and a code of ethics addressing ethical principles and standards related to clients, colleagues, employers, the profession of social work, and society.

Program Development, Policy, and Administration Concentration Courses

SWK 651 AND 652 Field Seminar 3 and 4: PDPA (.5 credit each)
The goal of these two courses is to strengthen the connections between theory and practice with both taking on new dimension and meaning for students. All students in field placements must participate in the appropriate concurrent Field Seminar. As part of this integrative function, the seminar also serves as a means for making connections among course components and the expansion of classroom content—particularly as relating to dynamics of groups, communities, and organizations; human behavior; policy analysis; and research.

SWK 657 AND 658 Diversity and Inequality 1 and 2: PDPA (.5 credit each)
These courses explore diversity and social inequality related to race, ethnicity, social class, gender, sexual orientation, age, and disability with application to the social service setting. Students focus on the structural and institutional processes through which social inequality is created and perpetuated. Institutional remedies for inequality are studied, such as affirmative action and equal opportunity policy, culturally competent supervision, administration, program development, and advocacy.

SWK 660 Research 2: Program Evaluation
Building on the basic research skills developed in Research 1, this course offers a program-oriented exploration of the range of research methods used in social work. There will be a particular focus on evaluative research, a critique of the role of research in assessing efficiency and effectiveness in social service delivery, and identification with the responsibility of social workers "to expand the knowledge base" of social work. The course emphasizes research as a tool at all levels of

social work and will be concerned with strengthening the linkages between research, theory, and program evaluation.

SWK 667 Organizations/Social Administrative Practice 1
This course examines organizational theory and structure, processes of development, research, and evaluation, and social work values and ethics in the workplace. The need to work effectively within an organizational context means that social work practitioners must acquire a level of expertise in organization theory, dynamics, structure, and behavior, and also an understanding of how organizations provide practice opportunities and constraints. This course provides opportunities for students to build the necessary skills to become effective service providers or change agents in the context of their work in social service organizations.

SWK 668 Organizations/Social Administrative Practice 2
This course builds on the theoretical knowledge base of SWK 667 and is intended to provide students with opportunities to apply those critical skills used in supervision and management. These skills are intended as a base for the beginning administrator. This course expects the student to develop specific skills in budgeting and personnel/human resource functions (e.g., recruitment, selection, hiring, training, and evaluation). Prerequisite: SWK 667

SWK 669 Organizations/Social Administrative Practice 3
This course explores strategies and methods for working effectively with other service agencies, legislative and policy-making bodies, regulatory agencies, and advocacy groups. Prerequisite: SWK 668

SWK 675 Planning and Policy Practice 1
This course examines theoretical and conceptual ideas concerning human services, their rationale in a market economy, and their relationship to public policy. Students will gain knowledge and build skills in the planning, implementation, and evaluation of services at various levels of system design, taking into account organizational, financial, and technological dimensions within an analytical framework of defined need and demand for service.

SWK 676 Planning and Policy Practice 2
This course examines theories, concepts, and analytical frameworks for analyzing policy. It addresses the role of economics, demographics, politics, values, and other relevant factors on policy design and implementation. The course emphasizes the analysis of selected existing or proposed policies in such areas as social insurance (e.g., Social Security), welfare reform, health care, long-term care, and tax policy including tax expenditures. Prerequisite: SWK 675

Both Concentrations

SWK 699 General Elective
Students in both concentrations complete at least one general elective credit for graduation. The following are examples of elective offerings that are rotated each year:

- Parent and Professional Planning
- Interdisciplinary Perspectives on Aging
- Child Welfare: History, Policy, and Practice
- Social Work with Involuntary Clients
- Spirituality in Social Work and Human Services

We also offer electives abroad:

Exploring Human Services in International Settings (Examples include England, Mexico, Norway, Portugal, Slovenia, and Taiwan.)

SWK 698 Independent Study
Students may propose to complete an independent study project. Such directed study projects provide the opportunity for a student to explore a particular area of social work that is of interest to him or her. A faculty sponsor must be secured and a proposal submitted to the Social Work Department. On rare occasions, an independent study may be used to satisfy the general elective requirement. Prior approval is required. Courses that are part of the required curriculum may not be taken as independent study.

FIELD WORK AND FIELD PLACEMENT

Social work education goes beyond the classroom. Through the field experience, we expect that students will demonstrate skills to bridge theory and practice. Collaborative efforts between the student, the field agency, and the MSW program are essential to successful learning. The foundation of the practice includes:

- ethical, competent professional practice
- problem solving within a systems framework and strengths perspective
- use of advanced practice theories in Family Practice or Program Development, Policy, and Administration settings
- evaluation of the effectiveness of program or practice activities
- an understanding of, and respect for, diverse peoples and cultures
- responsibility and service to the local and global community in the interest of social justice
- a commitment to oppose oppression of all forms

Field Education Format

Under the instruction and supervision of professionally-trained, MSW-level, and program-approved field instructors, students will spend a minimum of 920 hours in two field practica. Each practicum is spread over at least two trimesters (fall and winter) and is concurrent with enrollment in field work integrative seminars as well as other MSW coursework.

The fieldwork education of the MSW program is divided into two components:

Foundation Practicum
The foundation practicum, or generalist practicum, puts emphasis on developing competence as a professional generalist social worker. It requires a minimum of 420 hours and is completed by students admitted at the foundation level. Students spend an average of 15 hours per week during the fall and winter terms in this practicum.

Concentration Practicum
The concentration practicum places emphasis on advanced practice skills and leadership qualities related to the chosen concentration. It requires a minimum of 500 hours and is completed by all students, including those admitted with advanced standing. Students spend an average of 18 hours per week during the fall and winter terms in this practicum.

Process for Field Practicum Selection
Field practica begin in the fall. Selection begins the previous spring in collaboration with two other Twin Cities MSW programs. Students attend the student field orientation before beginning their search. The opportunity is also provided to attend a Field Fair held jointly by Augsburg College and the University of Minnesota School of Social Work. At this Field Fair, students are able to meet a large number of agencies and potential field instructors. Practicum selection involves interviews at approved sites, arranged by the student, and a matching process conducted collaboratively by the field coordinators at the three MSW programs in the Twin Cities.

In some instances, students can petition to complete a field practicum at an agency not on the approved list or at their place of employment. Students work with the MSW field coordinator for such proposals.

Field Practicum Settings
The Augsburg field faculty are committed to the success of each student in a stimulating and challenging field practicum. Our current list of approved field sites includes agencies in the following areas of practice:

- family and children
- child welfare
- mental health
- crisis intervention
- senior resources
- family social policy
- health and human services
- corrections and probation
- public and independent schools
- youth services
- hospitals
- developmental disabilities
- American Indian family services
- chronic and persistent mental illness
- chemical dependency
- court services
- immigrant, migrant, refugee services
- victims of torture
- faith-based social services
- neighborhood services
- legislation advocacy
- housing services
- employment services
- community organizing
- research centers

DUAL DEGREE IN SOCIAL WORK AND THEOLOGY
Augsburg College's Department of Social Work (Minneapolis) and Luther Seminary (St. Paul) offer a dual degree: Master of Social Work and Master of Arts in theology (MSW/MA) or Master of Divinity (MSW/MDiv). The dual degree has been approved by both institutions and by the Council on Social Work Education. If you are interested in combining a Master of Social Work with a Master of Arts in Theology, we recommend you begin with the Luther Seminary program first and identify yourself as seeking the dual degree. For application information visit the Luther Seminary website at www.luthersem.edu/catalog/05_07/dual_msw.asp.

Purpose
The dual degree focuses on meeting the educational interests of people planning to serve the spiritual and social needs of families, individuals, and communities in both rural and urban settings. Both institutions have a commitment to social and economic justice and to teamwork in the pastoral and human service settings. This joint program is ecumenical in its admission policies as well as its academic outlook.

Objectives
Three primary objectives have been established:

- To educate practitioners in social work and ministry who can combine the values, skills, and knowledge of both theology and social work to serve people in more holistic ways.
- To generate the partnerships necessary to serve the complex needs of communities and people experiencing transition in their lives, including the change of government support for those in poverty.
- To prepare practitioners to seek the strengths of interdisciplinary teams in the human service and pastoral settings.

Enrollment
Dual degree students enroll in Luther Seminary courses first. Upon completion of this first year of courses, students then enroll in Augsburg courses for a second and third year (full-time). In the dual degree, Luther Seminary offers nine courses which can be completed in one year if pursued full-time. The remaining Luther Seminary course requirements are waived and replaced by the Augsburg MSW curriculum. At Augsburg, dual degree students complete the entire MSW curriculum with the exception of the general elective.

Course Format and Field Practicum

Luther Seminary courses are offered on a weekday schedule and Augsburg College courses are offered on a weekend schedule. The field practicum is incorporated into the Augsburg curriculum and will be in a setting reflective of the dual degree program, such as congregational multidisciplinary teams, nursing home chaplaincy, and social work teams. The Luther Seminary program and the Augsburg College program are both full-time; it is not feasible for students to do both programs simultaneously.

Summary of Dual Degree Requirements

Luther Seminary full courses: 9

Augsburg College full credits: 12—advanced standing, 17—foundation (elective is met at Luther)

MSW field practicum course credit hours: see guidelines under field practicum

MSW Summative Evaluation Project

Admission to the Dual Degree

It is the responsibility of dual degree students to be aware of application deadlines for both institutions. Applicants must apply to each program separately. Please note: admission to one institution does not guarantee admission to the other.

To request the catalog and application materials, you must contact each program separately. Financial aid is also a separate process.

ADMISSION TO THE MSW PROGRAM

The Augsburg College MSW program promotes the widest possible diversity within its student population. Therefore, the admission policies ensure that educational opportunities are provided to persons with a range of abilities, backgrounds, beliefs, and cultures.

Listed below are general descriptions for the application process. Refer to the MSW application documents for details regarding specific application requirements.

Admission Requirements

- Bachelor's degree from a regionally-accredited college or university
- Cumulative undergraduate GPA of 3.0 or higher
- Liberal arts coursework in the social sciences, humanities, biology, and statistics

Application Checklist

The following materials must be submitted to Augsburg's Adult and Graduate Admissions Office:

- Completed and signed application form—www.augsburg.edu/msw or call 612-330-1520.

  The application completion deadline is January 15 each year for entry in the following academic year. All applications and materials noted below are due by 5 p.m. on the application completion deadline.
- $35 application fee
- One official transcript from each previously attended postsecondary institution. This includes colleges, universities, and vocational/technical institutions.
- Liberal arts prerequisite coursework including four social sciences, three humanities, one biology, and one statistics course. These courses must be completed prior to enrollment.
- Completed BSW course equivalency checklist (for advanced standing applicants)
- Three completed and signed recommendation checklist forms, with letters attached
- Typed, double-spaced personal statement responding to the questions noted on the application form
- Results of the TOEFL language tests (for non-native English speakers)
- Official international credit evaluation course-by-course review (for degrees completed outside of the United States)

Admission as an international student

International applicants must submit the required application materials listed above. Refer to the additional requirements outlined in Admission of International Students on page 9.

Admission as a transfer student

Students may apply to Augsburg as a transfer student. Transfer students follow the same procedure as new applicants.

Transfer students may receive up to eight (8.0) transfer credits. (See evaluation of Transfer Credit on p. 6.) Eligible courses must be from a CSWE-accredited program and must receive a grade of B (3.0) or higher. Students must complete no fewer than 10 (10.0) courses at Augsburg in order to receive their MSW degree from Augsburg College.

Admission with Advanced Standing

Advanced standing is an application category open to those with a bachelor's degree in social work accredited by the Council on Social Work Education (CSWE). Advanced standing applicants may seek waivers for up to eight of the following MSW courses: Human Behavior and the Social Environment, History of Social Welfare Policy, Practice Methods 1 and 2, and Integrative Fieldwork Seminars 1 and 2, which include 420 field practicum hours. Advanced standing applicants must offer an equivalent BSW course for each with a grade of B (3.0) or higher in order to receive a waiver.

Admissions Q&A

What do I do if my cumulative GPA is below 3.0?

Our faculty are willing to review the application files of applicants with a cumulative GPA below 3.0; however, the

comparative standard remains 3.0 or higher. A small percentage of applicants not meeting the GPA prerequisite may be admitted, if otherwise qualified. If your GPA is below 3.0, you must include a brief "Explanation of GPA" with your application documents. You should address the following questions:

- Were there limitations that affected your GPA? If so, what is your plan to address these limitations?
- Were there extenuating circumstances contributing to the GPA? If so, have those circumstances been resolved?

Is human service experience required?
Although it is not a requirement, strong preference is given to those applicants with paid or volunteer experience in human services, particularly experience that demonstrates responsibility and leadership. Applicants are advised that MSW field placement options may be limited for those who lack prior human service experience.

What if my prerequisite coursework is not done?
We require nine prerequisite courses for admission to our MSW program. These include four social science courses, three humanities courses, one biology course, and one statistics course. We are willing to review an application if at least seven of the nine prerequisites are finished at the time of application. This means a maximum of two prerequisites can be pending or unfinished at the time of application and the file will still be reviewed. In the event an offer of admission is extended, it will be conditioned on completion of any outstanding prerequisite courses before enrollment in MSW courses.

What if my bachelor's degree is not yet finished when I apply?
We are willing to review the application file of an applicant who is lacking one semester or two trimesters of coursework (including practicum) at the time of application. This means that when you apply to our program in January, if you have just finished your final fall semester but still have a final spring term to complete, you must ensure that your fall grades have been posted to the official transcript before having it sent to our office for your application. In the event an offer of admission is extended, it will be conditional on the completion of the bachelor's degree before enrollment in MSW courses.

Is academic credit granted for life or work experience?
Although experience will make for a strong application file, we are unable to waive any degree requirements for work or life experience. This is the policy in all CSWE-accredited programs.

May I seek course waivers for the MSW courses listed on the BSSW Equivalency Checklist if I have taken these equivalent courses at the undergraduate level, but did not major in social work?
Unfortunately, no. We offer course waivers for certain MSW courses only when the entire BSSW major (CSWE-accredited) has been completed by an applicant and we can therefore assume the applicant has been adequately prepared as a generalist social worker. For the particular MSW courses open for waiver to these advanced standing applicants, we expect a grade of B or higher in the BSSW equivalent course. But it also is expected that the remaining BSSW courses from the social work major were completed satisfactorily and the applicant graduated with an accredited bachelor's degree. If an equivalent course has been taken from another MSW program, please ask us about our transfer of credit procedure.

Who makes the admission decision on my application file?
Each application file is reviewed by three full-time social work faculty who each make a recommendation on the file. These recommendations are taken to the Social Work Admissions Committee which then renders a final admission decision.

How long should my personal statement be?
On average, MSW applicants submit a personal statement between three and five pages (double spaced). Approximately one page per question is considered adequate. Fewer than three pages is probably too brief, but more than eight is probably too much.

May I visit to speak with someone for advice on putting together the strongest possible MSW application?
Absolutely! You may contact our graduate admissions counselor at 612-330-1520 or e-mail to mswinfo@augsburg.edu to schedule an advising appointment.

ACADEMIC POLICIES

Academic Achievement

Students must maintain at least a 3.0 cumulative grade point average. If a student falls below a 3.0 average, the student will be placed on academic 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 the cumulative grade point average again falls below 3.0, the student may be dismissed from the program. Students are retained in the program who can:

- maintain expected grade point average (3.0 or higher);
- complete course requirements of the program and field placement in a timely manner;
- complete the program within four years;
- abide by the department's Standards for Social Work Education and the NASW Code of Ethics.
- No more than two courses with a grade of 2.0 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 III review, as outlined in section 3.2 of the Standards for Social Work Education.

Evaluation of Student Field Performance
The criteria for evaluating field performance can be found in the MSW Field Manual, which is distributed to newly-admitted students at our field orientation prior to seeking the field placement.

Four-Year Limit
All students are required to finish the degree within four years of matriculation. See page 5 for policy on Continuation of coursework or final thesis.

Leave of Absence
Students who interrupt their program enrollment must request a leave of absence through the MSW program in order to maintain their admitted status. The request must be made in writing. A leave of absence typically requires a full year away from the program in order to return to classes in sequence.

Prerequisite Courses
All foundation courses are prerequisite to the concentration courses. Students may not enroll in the concentration courses until successfully completing all foundation courses. In addition there are individual courses that are prerequisite to other individual courses in the MSW curriculum. These are listed in the MSW Handbook, which is distributed to newly-admitted students and can be found at www.augsburg.edu/socialwork/msw/policies.html.

Graduate Scholarship Search Tips
Searching for grants and scholarships for graduate study can be an arduous task. As you may know, graduate students do not have access to many of the financial aid opportunities open to undergraduates. Because of this, we strongly encourage you to spend some time doing your own independent research into graduate funding available locally, nationally, and globally.

The simplest way to begin a search for graduate funding is to look online. There are many "free" scholarship search engines on the Web. We suggest you start with these before moving on to the fee-based services. As with most free services, there is a draw-back—your e-mail address may be shared with other organizations that may send you solicitations. You should always use caution when providing your personal information via the Internet. Make sure the webpage you are using to enter a "profile" about yourself is protected by a security system. This is usually indicated by your browser with a closed padlock icon in the lower right corner. You should also check the fine print and know if anything besides your e-mail address will be sold to other organizations. Having said that, the following websites may provide a good starting point for your search:

www.naswfoundation.org
www.gradloans.com
www.cswe.org
www.gradschools.com
www.mnsocialserviceassoc.org
www.fastweb.com
www.aauw.org
www.gradview.com
www.finaid.org
www.petersons.com
www.students.gov
www.srnexpress.com

Examples of Social Work Graduate Scholarships
Carl A. Scott Book Scholarship
Two $500 scholarships offered each year to students from ethnic groups of color. Applications due in May (go to www.cswe.org).

Gosnell Scholarship Funds
Ten awards ($1,000-$4,000) offered to social work students interested in working with American Indian/Alaska Native and Hispanic/Latino populations or in public and voluntary nonprofit agency settings. Applications due in August (see www.naswfoundation.org).

Vern Lyons Scholarship
One award ($2,000) offered to students interested in health/mental health practice and a commitment to the African American community. Applications due in August (see www.naswfoundation.org).

American Board of Examiners in Clinical Social Work
Several awards ($1,000 each) offered to students who demonstrate excellence in preparation for clinical social work practice. Applications due in March (see www.abecsw.org).

MSSA Diversity Educational Scholarship
One $500 award offered to students from African-American, American Indian, Asian, GLBT, Hispanic and Immigrant Cultures in completing their education in the Human Service Field. Applications due in June (see www.mnsocialserviceassoc.org).

Marjorie J. Carpenter Scholarship
One $1,500 award offered to students seeking education in the human service field so they may enhance their professional and/or technical skill development. Applications due in June (see www.mnsocialserviceassoc.org).

Resources in Academic Libraries
Most academic libraries have several directories to peruse if you prefer using hard print. Examples in Augsburg's library reference section:

Grants Register
Directory of Financial Aids for Women
Scholarships and Other Financial Aid for Minnesota Students
Financial Aid for Native Americans 1999-2000
(part of a series consisting of additional volumes for African Americans, Hispanic Americans and Asian Americans.)

Augsburg Scholarships
Augsburg's Social Work Department offers several scholarships each year. These are available to second-year students

only. They range in amount from $300 to $3,000.

Phyllis M. Baker Memorial Scholarship
Edwina L. Hertzberg Scholarship
Arvida Norum Memorial Scholarship
Steen Family Scholarship Fund for Minority Social Work Students
Edwin Yattaw Memorial Scholarship
Bodo F. Suemning Memorial Scholarship
Blanca Rosa Egas Memorial Scholarship

AmeriCorps Tuition Discount
Augsburg offers a tuition discount to students who are or have been AmeriCorps volunteers—25% off the tuition cost of one course per trimester. This would apply to all trimesters of your MSW program.

Military Discount (see page 11.)

Other Resources
There is a general guide on Augsburg's webpage that gives advice to "seniors" about finding funding for graduate school—go to www.augsburg.edu/gradstudy.

ACCREDITATIONS AND AFFILIATIONS
Augsburg College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Augsburg Master of Social Work program is accredited by the Council on Social Work Education (CSWE).
For a complete list of Augsburg's accreditations, approvals, and memberships, see page 3.

MSW FORUM
All MSW students are invited to participate in the student-run organization, MSW Forum. The purpose of the forum is to facilitate communication between social work students and the social work department, as well as to 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 forum historically has been volunteer based. Any student may serve on the forum, provided he or she can make a commitment to attend the meetings and share in the efforts. The MSW director and MSW program coordinator also serve on the forum. Other faculty may be invited as permanent members or as guests.

Past forum members established these guidelines:

- provide an avenue for students to share and discuss ideas and/or concerns related to the MSW educational experience with the Social Work Department
- encourage constructive dialogue among students, faculty, and department and College administrators
- make recommendations to the department regarding program improvements
- receive and give feedback on expectations of faculty, students, and the College
- plan and coordinate MSW student events, lectures, discussions
- organize social action projects

FACULTY
Anthony Bibus, III, Professor of Social Work, Department Chair. BA., College of St. Thomas; MA, University of Virginia; PhD, University of Minnesota.

Laura Boisen, Associate Professor of Social Work, MSW Field Coordinator. BS, Wartburg College; MSSW, University of Wisconsin; MPA, Iowa State University; PhD, University of Minnesota.

Lois A. Bosch, Associate Professor of Social Work, MSW Program Director. BA, Northwestern College; MSW, University of Iowa; PhD, University of Illinois-Urbana-Champaign.

Francine Chakolis, Assistant Professor of Social Work. BS, Augsburg College; MSW, University of Minnesota.

Ankita Deka, Assistant Professor of Social Work. BA, Delhi University; MSW, Tata Institute of Social Sciences.

Christina Erickson, Assistant Professor of Social Work. BS, University of Minnesota; MSW, University of Minnesota-Duluth; PhD, University of Illinois-Chicago.

Annette Gerten, Assistant Professor of Social Work. BA, College of St. Catherine; MSW, University of Michigan; PhD, University of Minnesota.

Barbara Lehmann, Associate Professor of Social Work. BA, Knox College; MSW, Tulane University; PhD, Case Western Reserve Universit.

Rosemary J. Link, Professor of Social Work and Associate Vice President of Academic Affairs and Dean of Graduate Studies. BA, Southampton University; CQSW, London University; PhD, University of Minnesota.

Curt Paulsen, Associate Professor of Social Work. BA, St. Olaf College; MSW, University of Minnesota; PhD, The Field Institute.

Nancy Rodenborg, Associate Professor of Social Work. BA, Indiana University; MSW, University of Minnesota; MIA, School of International Training; PhD, University of Arizona.

Glenda Dewberry Rooney, Professor of Social Work. BS, University of North Texas; MSW, University of Illinois; PhD, University of Minnesota.

Michael Schock, Assistant Professor of Social Work. BA, University of Washington; MSW, University of Minnesota; PhD, University of Washington.

Maryann Syers, Associate Professor of Social Work. BA, Arizona State University; MSW, PhD, University of Minnesota.

Ngoh-Tiong Tan, Professor of Social Work. BA, University of Singapore; MSW, University of Pennsylvania; PhD, University of Minnesota.

STAFF

Emily Cronk, Administrative Assistant

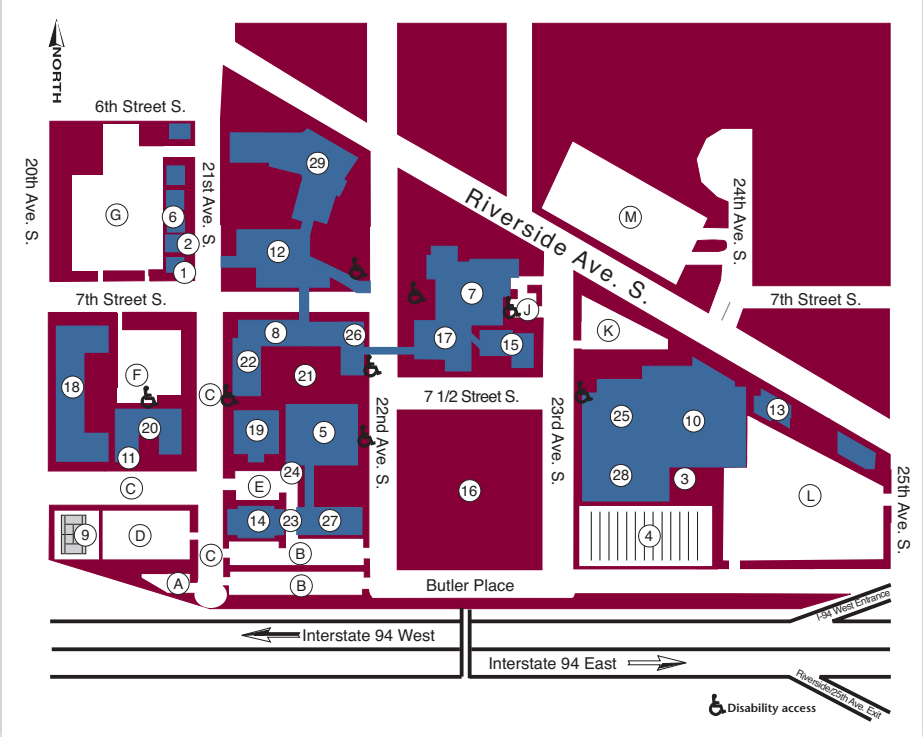
Doran Edwards, BSSW Assistant Director

Holley Locher, MSW Program Coordinator

Stacy Myhre, Field Assistant

Augsburg College Map

1. Center for Counseling and Health Promotion
2. Weekend and Graduate Admissions
3. Air Structure Entrance (November through March)
4. Edor-Nelson Athletic Field and Seasonal Air Structure
5. Christensen Center and Day Admissions
6. MBA Program
7. Foss, Lobeck, Miles, Center for Worship, Drama and Communication
8. Sverdrup Hall
9. Husby-Strommen Tennis Courts
10. Ice Arena
11. Marketing and Communications
12. Lindell Library
13. Maintenance and Grounds Shop
14. Mortensen Hall
15. Murphy Place
16. Murphy Park
17. Music Hall
18. New Residence Hall
19. Old Main
20. Anderson Hall
21. Quad
22. Science Hall
23. Public Safety Communications Center
24. Shipping and Receiving
25. Si Melby Hall
26. Sverdrup-Oftedal Memorial Hall
27. Urness Hall
28. Kennedy Center
29. Oren Gateway Center



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2211 Riverside Avenue, Minneapolis, MN 55454 • 612-330-1101 • www.augsburg.edu