
2009-10
Graduate Program
Information

Master of Arts
in Education

AUGSBURG
C O L L E G E

Welcome to the MAE licensure and degree program!

This guide is meant to give you a general understanding of the MAE program advising guidelines, registration processes, and the degree completion phase. In addition to this resource, the education department faculty and staff are always available to answer any questions you have. Your faculty advisor (listed below) will help you create an individual plan for your studies at Augsburg and be available for academic planning questions throughout your career at Augsburg. If you have general procedural or administrative questions, feel free to contact the MAE Director (Vicki Olson, olsonv@augsborg.edu) or the MAE Coordinator (Karen Howell, howell@augsborg.edu).

Thanks for joining us. We look forward to working with you!

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Education Department Philosophy

EDUCATION DEPARTMENT MISSION STATEMENT:

The Augsburg College Education Department commits itself to developing future educational leaders who foster 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.

PROGRAM THEME:

Teacher as developing professional, from competent classroom decision-maker to educational leader.

PROGRAM DIMENSIONS:

What we do—concepts and strategies of teaching (being competent in pedagogy; building relationships)

- How to assess and evaluate student ability and performance (MSEP 8: Assessment)
- How to plan instruction to meet student needs (MSEP 7: Planning Instruction)
- How to implement instruction to promote student learning (MSEP 4: Instructional Strategies)
- How to manage children and classroom life effectively (MSEP 5: Learning Environment)
- How to help students develop emotionally and socially (MSEP 2: Student Learning; MSEP Standard 5: Learning Environment)
- How to integrate technology and service learning into a learning environment

Who we teach—knowledge of children and youth (embracing diversity)

- How students develop and learn (MSEP 2: Student Learning)
- Similarities/differences across communities, cultures, learning styles, abilities, special needs, and lifestyles (MSEP 3: Diverse Learners)
- Current issues affecting children and youth (MSEP 9: Reflection and Professional Development; MSEP 10; Collaboration, Ethics, and Relationships)

Where we work—contexts of schools (collaborating effectively; being knowledgeable in content)

- Foundational knowledge of schools and education in the U.S. (MSEP 9: Reflection and Professional Development)
- Collaboration and teaming skills (MSEP 10: Collaboration, Ethics, and Relationships)

Who we are as individuals and teachers—personal stance and knowledge base (reflecting critically; being knowledgeable in content; being ethical in practice; developing future educational leaders)

- Leadership skills (MSEP 9: Reflection and Professional Development; MSEP 10; Collaboration, Ethics, and Relationships)
- What I know and how I learn (MSEP 1: Subject Matter)
- How I think: critically, creatively, ethically, reflectively (MSEP Subject Matter; MSEP 9: Reflection and Professional Development)
- What I believe to be true about education and people; personal philosophy of education (MSEP 9: Reflection and Professional Development)
- What I can do to develop as a professional (MSEP 9: Reflection and Professional Development)
- How I communicate and understand the communication of others (MSEP 6: Communication; MS 10: Collaboration, Ethics, and Relationships)

Communication at Augsburg

Reading Your Email from Augsburg

Email is the official means of communication at Augsburg. All students receive an Augnet username, password, and system instructions. Students should check their Augsburg email account on a regular basis to watch for important department and course updates.

Education Department - Current Student Website

Forms and links to important information can be found on the Education Department website for current students:

<http://www.augsburg.edu/home/education/>

Education Department Newsletter

An Education Department newsletter is published bi-weekly on the education department website, <http://www.augsburg.edu/home/education/>. Current students are also emailed a copy. It is important to read the newsletter regularly as it contains important department updates, dates/deadlines, and changes.

Education Department Contacts

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Admission Processes

Complete admission into the MAE program is a three step process:

1. admission to the college – this allows you to begin work on your MAE degree and license at Augsburg.
2. admission to the education department – this allows you to take the higher level education courses necessary for licensure.
3. admission into the degree completion phase – this allows you to complete the final leadership courses and research project necessary for a master's of arts in education.

These admission processes are described in greater detail below.

Admission to the MAE Program

There are two levels of admission to the MAE program: full admission and conditional admission. Full admission into the MAE licensure and degree completion programs requires a 3.0 or higher cumulative grade point average. Conditional admission to the licensure program only is extended to those who have a cumulative grade point average of 2.5-2.99. Students who are admitted conditionally must establish an Augsburg grade point average of 3.0 or better in at least 2.0 Augsburg courses before they can apply for a change of status and achieve full admission to the licensure and degree completion programs. Upon achievement of a 3.0 or higher grade point average in 2.0 Augsburg courses, the Change of Status form (found at the back of this handbook) should be completed and submitted to the MAE director, Vicki Olson or the MAE coordinator, Karen Howell. An approved Change of Status form moves a student from conditional status to full MAE admission.

Admission to the Education Department

All students seeking licensure through Augsburg must be admitted to the education department in addition to being admitted to the MAE program. See the Education Department Admissions Booklets for the process of being admitted to the Education Department. They are located in the education department office or online at <http://www.augsburg.edu/home/education/>. This process is often completed during the first term of course work. A minimum 2.5 cumulative grade point average is required for admission to the department. Students who are conditionally admitted to the MAE program are able to apply for admission to the department at the graduate level.

Admission to the education department is required before taking most higher level licensure courses. All students, whether admitted fully or conditionally must apply for education department admission. Students who are admitted conditionally to the MAE program can be admitted to the education department and can complete the license using graduate level courses without applying for a change of status to full MAE admission. However, they must have full admission to the MAE program to be considered for the degree completion phase.

Admission to the Master's Degree Completion Phase

All students seeking to complete a master of arts in education degree must have achieved full admission into the MAE program and must formally declare their intent within a year of completing student teaching. To complete the master of arts degree, students complete between three to five additional graduate courses offered by the education department and the Master of Arts in Leadership (MAL.) A total of nine graduate courses are required for the MAE degree. The process to formally declare your intent and the courses required to complete your degree are described later in this handbook.

MAE Graduate Readmission Policy

Students in good standing who have not enrolled for three or more terms. Students in good academic standing (graduate GPA of 3.0 or better; licensure GPA of 2.5 or better; no required courses below 2.0) can be readmitted using the College's readmission form. This form is found on the Registrar's web site. Readmission must occur prior to or concurrently with registration for courses. Deadlines for re-admission are provided each term by the Registrar's Office.

Students whose academic performance is below standard. Students with a licensure GPA below 2.5 or who receive a grade below 2.0 in a required licensure course and students whose graduate level courses and/or GPA falls below 3.0 are considered to have a below standard academic performance. Readmission for these students requires the readmission form described above as well as a letter from the student outlining the issues that interfered with his or her ability to be successful and the changes that have occurred that cause the student to believe that he or she can now succeed in the program. Readmission will be considered by the Education Department Graduate Committee. If the committee determines that readmission is warranted, the student will be invited back into the program on probation for one term and the Application for Readmission form will be submitted to the Registrar. GPA achieved during the first term back must be at 3.0 or better in order to be fully reinstated in the program. The MAE program director will monitor GPA and notify the Graduate Committee if the required GPA is not attained. At that point the Graduate Committee will convene to discuss dismissal.

Advising

There are four phases of academic advising during the MAE program.

Phase I: Intake Advising

This occurs once you have been admitted to Augsburg College. During this advising session, you will receive an orientation to the program, review your academic background in relation to license requirements, develop an initial plan for your educational program, and, in most cases, be registered for your first term of classes.

Phase II: Licensure Program Advising

During your first term of courses, you will be assigned a faculty adviser. It is a good idea to make an appointment with your adviser to introduce yourself and do specific program planning. For people seeking secondary licensure, you will also have a contact person in your content area who can help you map out when and how to take the content courses. You are encouraged to stay in close contact with your adviser throughout your program and meet with or contact him/her regularly with questions and concerns. Sometimes these contacts can be made via phone or email. But complex questions are usually easier to answer in person and most advisers appreciate it when you make an appointment to discuss them. Prior to that time, contact the MAE Director or Coordinator with your questions.

*If you are seeking a 5-12 or K-12 license with content area courses offered primarily in the weekday program, you will need to have your content area advisor complete the MAE undergraduate area course plan. With that done you will then get appropriate signatures and file the course plan with the Registrar's Office. With the course plan on file, you will be able to register for the DAY courses when they are offered and take more than one "cross-over" course per term. A copy of this form can be found at the back of this handbook.

Phase III: Degree Completion Advising

At any point in your program (and up to one year after student teaching) when you have made the decision to complete the MAE degree, you can file your Intent to Complete form. You can find this form in the back of this handbook. Most MAE students complete their license and then go on to complete the degree. When you reach the degree completion stage, your faculty adviser can help you select appropriate courses. Your adviser also can help you think through which final project option is best for you.

Phase IV: Research Advising

If you choose the Action Research course sequence, your course instructor becomes your final project adviser. You will work through your final project under your instructor's leadership. You will also select a final project reader who, along with your course instructor, will respond to your final project paper and help you prepare it for final presentation at the Action Research Symposium. More detailed information about the Action Research project is in the MAE Action Research Handbook (found online at [http://www.augsburg.edu/home/education/.](http://www.augsburg.edu/home/education/))

If you choose the Leadership Application Project for your final project, meet with the MAE Director, Vicki Olson, to discuss your ideas and options. She will help you determine who to ask to be your LAP adviser. This final project relies on you to provide leadership for completion, but your adviser is there to advise and provide encouragement. You will also select two final project readers, who along with your LAP adviser, will respond to your final project paper. Your final oral presentation will involve, at minimum your LAP adviser and your two readers. More detailed information about the Leadership Application Project is in the MAE Leadership Application Project Handbook (found online at [http://www.augsburg.edu/home/education/.](http://www.augsburg.edu/home/education/))

Registering For Courses

Schedules and Course Listings

Schedules and course listings can be found on the Enrollment Center website and on Records and Registration within Inside Augsburg. You can also get to Records and Registration from the A-Z Directory off the Augsburg home page. Locate and click on “Course Search.” Listings are shown by term. Courses which students in the MAE program might take are listed in several different areas. To locate an undergraduate education course look under “Education” courses, to locate a graduate level education course look under “Master of Arts in Education,” to locate a graduate level leadership course, look under “Master of Arts in Leadership.” Or look under “All Courses” to find the complete array being offered in a given term.

Initial Registration

Your first term registration is generally done as a part of your intake advising appointment. 2.0-4.0 Augsburg courses per term equals full-time enrollment for financial aid purposes. 1.0-1.75 equals part-time enrollment. Most MAE students carry 2.0 or more courses per term, but some choose to move at a slower pace through the program and register for fewer than 2.0 courses. The decision is yours. If you are admitted to the College late in the registration cycle, you may find it difficult to carry a full load during your first term as courses may be full. But be patient. You can register earlier in the cycle in the ensuing terms and that should ensure that you are able to get the courses you need.

Online Registration

On-line registration is available to MAE students after the first term. You can register for education courses and Master of Arts in Leadership (ML) courses on-line. To register for the graduate version (500 level) of a “slash” course, look under Master of Arts in Education (MAE) or under All Courses in Records and Registration rather than under Education. It is up to you to register for the right level of the slash courses (undergraduate or graduate). Be sure to contact your adviser or the MAE Director if you have questions about the slash course options and what you need to register for. Students must be admitted to the Education Department to register for EDC 310/533 Learning and Development and beyond. Besides this handbook, you will also hear about admission to the department in your intake advising session and/or in EDC 200/522. Contact your adviser if you have questions about department admissions.

On-line registration is NOT available for content area courses (i.e., math, science, English, etc.). When you need to register for a course offered by a content area department, you will need an education department signature. You can either meet in person with your adviser to get the signature on an MAE registration form (available on the Registrar’s web site) or you can fax your completed and signed registration form to 612-330-1339 and the MAE coordinator will get the signature and deliver your registration form to the Enrollment Center. If you need education or ML courses this same term, use the paper registration form to sign up for them as well.

Changing a Registration

Drop/add forms are used for changes in registration. If you need to change your registration once it is made, download a drop/add form from the Registrar’s web page. Drop/add forms can be taken to the Enrollment Center window if the courses you are changing are education and ML courses. If you are adding a content area course, you will need an education department signature. Be aware of registration deadlines. You will find these important dates on the Registrar’s web page. Failure to meet these dates can result in filing petitions, paying extra money, and possibly being denied the change of registration. You are responsible for meeting these deadlines so be sure to pay attention to them.

Locating Syllabi before the First Class

Weekend college courses post syllabi prior to the first class on the Weekend College/Current student web site (<http://www.augsburg.edu/wec-current/>). Weekend courses often have assignments due the first session and you can find out about them in the posted syllabi. You can also find the list of books and materials that will be required for the course. On occasion a syllabus won't be submitted for posting and will be available at the first session of the class. In such cases, it is unlikely that a first session assignment is expected.

Academic Policies

Academic Integrity

As it applies to all Augsburg students, it is important that MAE students are familiar with Augsburg College's academic integrity policy outlined in the Student Guide located on the college website <http://www.augsburg.edu/studentguide/>. Academic integrity is expected of all Augsburg students; breeches in academic integrity (for example plagiarism) result in consequences outlined in the policy. Being aware of the policy will keep you from violating it unknowingly.

MAE Academic Achievement Policy

Students in the MAE program are expected to maintain a 3.0 cumulative GPA or better in their degree program coursework. They are expected to maintain a 2.5 cumulative GPA or better in their licensure coursework. No more than two graduate courses with a grade of 2.5 will be accepted into a degree program, even when the cumulative GPA is 3.0 or better. Graduate licensure and elective courses below 2.5 will not be accepted into the licensure or degree programs. Required graduate level licensure courses below 2.5 must be retaken. Required undergraduate licensure courses below 2.0 must be retaken. When cumulative GPA is in question, licensure and degree GPA's will be calculated separately to determine if achievement levels are met.

The MAE Director with the assistance of the MAE Coordinator will monitor GPA's of MAE students each term. Students with cumulative GPA's below the requirement will be notified and will have one term to raise their cumulative GPA to an appropriate level. Individual courses falling below the required grade should, if at all possible, be repeated the following term. If the required GPA is not attained within one term, the Graduate Committee will determine whether and under what terms to retain the student within the MAE program.

Graduate Course Grading Scale

The grading scale used for graduate level course work is as follows.

- 4.0 – 4.0 grade points (Achieves highest standards of excellence)
- 3.5 – 3.5 grade points
- 3.0 – 3.0 grade points (Meets acceptable standards)
- 2.5 – 2.5 grade points (Meets minimum standards)
- 2.0 and below – 0.0 grade points (Unacceptable performance. Required course work must be repeated.)

P – Represents work at 3.0 or higher (not counted in grade point average)

N – No credit (not counted in grade point average)

V – Audit

W – Withdrawn

I – Incomplete

X – In progress, extended beyond term of registration

All courses taken at the graduate level will be graded using the graduate scale.

The grading scale used for graduate students in undergraduate level course work is as follows.

- 4.0 – 4.0 grade points (Achieves highest standard of excellence)
- 3.5 – 3.5 grade points
- 3.0 – 3.0 grade points (Achieves above basic course standards)
- 2.5 – 2.5 grade points
- 2.0 – 2.0 grade points (Meets basic standards for the course)
- 0.0 -1.5 (Unacceptable performance for licensure purposes. Required course work must be repeated.)

P – Represents work at 2.0 or higher

N – No credit

All courses taken at the undergraduate level will be graded using the undergraduate scale.

Undergraduate courses taken for licensure by MAE students can be applied to licensure with a 2.0 or better grade because this grade is designated as meeting minimum standards at the undergraduate level as applied to licensure. Undergraduate content area courses taken P/N by an MAE students must reflect achieve at the level of 2.0 or better to receive a grade of P.

Graduate courses taken for licensure must be graded 2.5 or better to apply to licensure because this grade is designated as meeting minimum standards at the graduate level. All licensure courses must meet minimum standards or better. The grade reflecting minimum standards will vary depending on whether it is an undergraduate or a graduate course. Graduate final project courses graded P/N must reflect a grade equivalent to 3.0 or better to receive a P grade.

The MAE degree cumulative GPA is based on courses taken at the graduate level.

Licensure/Content Area Degree Requirements

Students progress toward the master's degree by taking four to six licensure/education courses at the graduate (500) level during the licensure program. The graduate-level licensure coursework forms the core for the Master of Arts in Education (MAE) degree. A total of nine graduate level credits are required to earn a Master of Arts in Education. The process and requirements for completing the MAE degree, once you have completed the core coursework, is described in the next section.

MAE Licensure Core Options

Elementary Education. The following licensure courses are required in the elementary licensure program and can be taken at the graduate level when a student has graduate status. Between four to six graduate courses from the licensure program can be accepted into the MAE degree program.

- EDC 200/522 Orientation to Education**
- EDC 206/566 Diversity/MN American Indians**
- EDC 310/533 Learning and Development**
- EDC 410/544 Special Needs Learner**
- EDC 490/580 School and Society**
- EED 320/520 K-6 Methods: Reading**

Additional undergraduate licensure and content area courses are also required. The above list can also function as a core for students seeking the master's degree without licensure.

Secondary Education. The following licensure courses are required in the secondary/K-12 licensure program and can be taken at the graduate level when a student has graduate status. Between four to six graduate courses from the licensure program can be accepted into the MAE degree program.

- EDC 200/522 Orientation to Education**
- EDC 206/566 Diversity/MN American Indians**
- EDC 310/533 Learning and Development**
- EDC 410/544 Special Needs Learner**
- EDC 490/580 School and Society**
- ESE 300/500 Reading and Writing in the Content Area**

Additional undergraduate licensure and content area courses are also required. The above list can also function as a core for students seeking the master's degree without licensure.

Special Education. The following licensure courses are required in the special education licensure program and can be taken at the graduate level when a student has graduate status. Between four to six graduate courses from the licensure program can be accepted into the MAE degree program.

- EDC 200/522 Orientation to Education**
- EDC 206/566 Diversity/MN American Indians**
- EDC 310/533 Learning and Development**
- EDC 410/544 Special Needs Learner**
- EED 320/520 K-6 Methods: Reading**
- SPE 400/500 Teaching Students with Emotional/Behavioral Disabilities**
- SPE 410/510 Implementing Assessment Strategies**
- SPE 420/520 Planning, Design, and Delivery**
- SPE 424/524 Etiology and Origins of Learning Disabilities**
- SPE 430/530 Instructional and Behavioral Practices**
- SPE 434/534 Teaching Content Areas to Students with Learning Disabilities**
- SPE 440/540 Parent and Professional Planning**

Additional undergraduate licensure and content area courses are also required.

Special Education Tribal Cohort. The following licensure courses are required in the special education licensure program and all must be taken at the graduate level

SPE 501 Issues American Indian Education

SPE 502 American Indian and Special Education

SPE 503 Assessment of American Indian Learners

SPE 504 Working with American Indian Families and Communities

SPE 505 The Manifestation of Multi-Generational Trauma and Internalized Oppression

SPE 506 Indigenous Learners

SPE 507 Indigenous Methods of Instruction: Practical Application

SPE 508 Professional Issues

Student Teaching

Five of these courses can apply towards the MAE degree. Four additional courses are required to complete the degree.

Reading Licensure Endorsement. The following licensure courses are required in the reading licensure endorsement program and must be taken at the graduate level to be used in the MAE degree program . The K-12 reading licensure endorsement provides teachers with existing teaching licenses an opportunity to expand their knowledge and practices in the area of reading instruction. Four and a half to five additional graduate courses are required to complete the MAE degree. This endorsement can be added to most teaching licenses.

EED 520 K-6 Methods: Reading - *Includes 20 hour field experience.*

(Augsburg alumni who took EED 320 within the last five years may register for a .5 graduate-level independent study focused on reading at the elementary level instead of taking EED 520.)

ESE 500 Reading and Writing in the Content Areas - *Includes 20 hour field experience.*

(Augsburg alumni who took ESE 300 within the last five years may register for a .5 graduate-level independent study focused on reading at the secondary level instead of taking ESE 500. Augsburg alumni who completed the 5-12 Communication Arts license should take ESE 500 because ESE 300 was not included in their initial licensure program.)

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

EDC 508 K-12 Reading Assessment and Evaluation

EDC 510 Clinical and Reading Program Leadership *Includes supervised practicum.*

EDC 508 and 510 are offered as intensive workshop courses during Summer Session 2.

Pre-primary Endorsement. The following licensure courses are required for the pre-primary endorsement. Four of them must be taken at the graduate level to form the core of the MAE degree program. Five additional graduate courses are required to complete the MAE degree. This endorsement can be added only to an elementary license. It can also substitute for the middle school specialty of an initial elementary license.

PSY 250 Child Development (pre-req. PSY 105 or equivalent)

SPE 540 Parent Professional Planning

ECE 545 Foundations of Pre-Primary Education

ECE 546 Learning Environments for Pre-Primary Aged Children

ECE 547 Immersion and Teaching Competence

Student teaching for seven weeks in pre-primary or kindergarten

MAE Degree-Only Option. The MAE program is also open to students seeking a master's degree without licensure. Students taking this path file the Intent to Complete form prior to taking their first graduate-level course. The same GPA standards apply and the core of the graduate program is made up of four to six graduate-level licensure courses from either the elementary or secondary education core. The degree completion portion outlined for those seeking licensure also applies here. The difference is that students who are not seeking licensure as part of the MAE degree are not required to complete the undergraduate courses in education and the liberal arts that are required for licensure.

Graduate Degree Completion Process and Requirements

In order to complete a master's degree, students must formally declare their intent and complete between three to five additional graduate courses offered by the education department and the Master of Arts in Leadership (MAL) program, including a final project course. A total of nine graduate courses are required for the MAE degree. The graduate components of the licensure courses and the degree completion portion emphasize teacher leadership, the theme of the MAE program. The process to formally declare your intent and the courses required to complete your degree are described below.

Declaration of Intent to Complete

Students who have been admitted into the MAE program must formally declare their intent to complete the master's degree. This can be done any time during coursework, and up to one year after completing student teaching. Students must declare their intent to complete the MAE program before registering for and taking Master of Arts in Leadership courses. Declaration is done on the Intent to Complete form. Completion of this form begins a seven-year window to complete the master's degree.

The Intent to Complete form can be found at the end of this handbook. It should be submitted to the MAE Program Director. At the point of filing the declaration of intent, Augsburg graduate-level courses graded 3.0 or better will be accepted into the MAE degree program. Up to two courses with a grade of 2.5 can be accepted into the degree program as long as the cumulative GPA for the graduate courses remains at 3.0 or better.

With approval of the Augsburg advisor and the MAE Director, up to two graduate courses taken elsewhere and graded 3.0 (B) or better can be accepted into the MAE degree program. Normally these courses cannot replace the MAL elective and never do these courses replace the final project requirement. Courses that have a credit value of two or three semester credits will generally be transferred in as a .5 Augsburg course. Courses with a credit value of four or five semester credits will transfer in as 1.0 Augsburg course.

Students need nine graduate courses to complete the MAE degree. Between four to six courses can be drawn from the appropriate licensure core; the remaining portion of courses for the degree will be MAL and education requirements and electives. All MAE students complete at least two MAL courses (ML 514 Research Methods and an ML elective, see options on page 3). The final project comes out of the education department and is also required. Additional electives to reach the required nine courses can be drawn from MAL and from education graduate course offerings. In most cases, students will complete the licensure program prior to the graduate degree.

Graduate Requirements for Degree Completion

To earn a master's degree, students will need to successfully complete a minimum of three additional graduate-level courses beyond the graduate licensure core (see above) and reach the required nine courses for degree completion. The courses are

ML 514 Research Methods

1-3 elective course(s), chosen from the Masters of Arts in Leadership program (see below)

An Action Research (EDC 586-587) or Leadership Application Project (EDC 585) Final Project

The research methods course will help prepare students to evaluate and document research for use in their final project or paper. In this course, both qualitative and quantitative methods will be examined. The leadership elective courses allow students to examine issues of leadership at a personal or institutional level. The final project provides students the chance to exercise scholarly leadership as they raise and investigate questions of concern, deepen knowledge in a specific area, devise solutions to particular problems, and present their knowledge to others. *Students bringing fewer than six graduate licensure courses into the MAE degree completion program must complete additional leadership or education graduate courses to reach the total of nine required courses.*

Leadership Elective Options

Students are encouraged to meet with their education adviser to plan which elective course(s) they will take to complete the MAE degree. MAE students may choose from the following Master of Arts in Leadership courses for their required ML elective:

ML 510 Visions of Leadership

ML 511 Creativity and Problem-Solving

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

Other ML courses may also be considered

Final Project Options

MAE students have two options for fulfilling the MAE final project: the Leadership Application Project or the Action Research course sequence and project.

The Leadership Application Project (LAP) is a self-directed 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 Leadership Application Project (LAP) is the demonstration of leadership ability through a concrete research-based project/study appropriate to the candidate's workplace or place of service. Most LAPs involve the following: defining an issue/problem/question; conducting a literature review to help generate a solution/answer; developing a concrete means of addressing the issue/problem/question; testing it out; documenting the results; and reporting the results to interested parties. Students selecting this option will register for EDC 585 Leadership Application Project and work closely with a project adviser from Augsburg College. Students who are interested in this option should meet with the MAE Program Director to discuss project ideas and potential project advisers.

The Action Research Project (ARP) is instructor directed and based on the concept of action research—a collaborative, self-reflective research method designed to be used in classroom situations and aimed at solving classroom-based 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 – typically the classroom. This option is comprised of two .5 credit courses taken in sequential terms. The first course, EDC 586, introduces candidates to action research and developing proposals for investigation. The second course, EDC 587, is focused on collecting and analyzing data and writing up the final project report. The Action Research Project (ARP) culminates in a symposium in which candidates present their research in a public forum. Symposia are held in late spring and late fall. The Action Research course instructor determines who is eligible to participate in a given symposium. Students who are interested in this option should register for EDC 586 and then 587 in the terms they are offered.

Additional information about the two projects described above can be found in their respective research handbook found on the education department website. Students who are uncertain which option fits best for them can meet with the MAE Program Director and/or their education department adviser to explore their concerns and thoughts.

Time Limit for Completion of Final Project

Students have six terms to complete either project without incurring additional charges beyond tuition for EDC 585 or EDC 586/587.

Students electing the Leadership Application Project register for the course EDC 585 in one term and for five subsequent terms are registered automatically for EDC 998 Project Continuation. After six total terms, if the project is not complete, the registration becomes EDC 999 Project Continuation and incurs a fee of \$200 per term for a maximum of three terms. At this point, if the project is not completed and the student has not filed an extension request and plan for completion with the MAE Director, the student receives a grade of N and the MAE degree is not awarded.

Students electing the Action Research Project register for EDC 586 and 587 in consecutive terms and then for four additional terms are automatically registered for EDC 998 Project Continuation. After this, if the project is not completed, registration becomes EDC 999 Project Continuation and incurs a fee of \$200 per term for a maximum of three terms. As with the LAP, if, at this point, the project is not completed and the student has not filed an extension request and plan for completion with the MAE Director, the student receives a grade of N and the MAE degree is not awarded.

Students who reach the time limit and still want to complete the final project must submit a written request to the MAE Director. This request should provide a plan, including a clear time line, for completing the project. Students who are not granted an extension can appeal, in turn, to the Education Department Graduate Committee and, finally, to the Dean of the College.

Forms

Registration Forms

Forms to register for a course, change a registration or make name/program changes are located on the Registrar's website: <http://www.augsburg.edu/enroll/registrar/forms.html>

Education Department Admissions Forms

Forms to be admitted to the education department are located in the education department office on the website:

<http://www.augsburg.edu/home/education/>

Forms Included in this Handbook

Change of Status Form used by students conditionally admitted to the MAE program to change their status from conditional to full admit. Achievement of a 3.0 or better in 2.0 Augsburg courses is required in order to complete this form.

Intent to Complete Forms used to declare your intent to complete the MAE.

MAE Undergraduate Day Program Course Plan used to inform the registrar's office of the DAY courses needed to complete your licensure. Complete with content area adviser. Appropriate signatures are required on this form.

For Office Use Only:

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AUGSBURG COLLEGE

Office of the Registrar

Campus Box 71

2211 Riverside Ave

Minneapolis MN 55454

EDUCATION DEPARTMENT CHANGE OF STATUS

Please print

Name _____ Student ID _____

Address _____ Home Phone _____

City and State _____ Work Phone _____

Email Address _____

Effective:

Year: _____

Term: ____ Fall ____ Winter ____ Spring ____ Summer

Student Signature

Date

FOR OFFICE USE ONLY

ACTION: Approved

 Denied

Education Department Signature

Date

GRADUATE PROGRAM DIRECTOR'S DECISION:

_____ is accepted into MAE degree program.
(student name)

Courses taken at Augsburg accepted into degree program:

Courses taken elsewhere accepted into degree program:

_____ is not accepted into MAE degree program.
(student name)

Please state reasons:

(MAE Program Director signature)

(date)

AUGSBURG COLLEGE

MAE Undergraduate Day Program Course Plan

Office of the Registrar

Study plan for completing required undergraduate level coursework in the Day Program while completing an MAE degree.

Name _____ Student ID _____

Email _____ Phone Number _____

Advising

MAE Adviser _____

Email _____ Phone Number _____

Licensure Content Area

Licensure Content Area

Adviser _____

The purpose of this form is to allow the Registrar's Office to ensure that crossover registration into the Day Program is correct and approved. The student will be allowed to register for any course on this list without the normal restrictions of the Crossover Policy.

Students must meet with an appropriate content area advisor to complete the list of required undergraduate coursework in the Day Program and the completed form must be filed with the Registrar's Office. Students should retain a copy for their own records and reference. Should requirements change, the student must provide the Registrar's Office with a newly completed form.

On the back is a place to list all undergraduate coursework that must be completed in the Day Program. Once filled in completely, both the student and adviser must sign and date the form.

