

Introduction

Graduate Catalog

2019-2020

Official Publication of Augsburg University
2211 Riverside Avenue, Minneapolis, MN 55454

The Augsburg University Graduate Catalog contains information about academic program requirements and academic and student policies and procedures for Fall Semester 2019 - Summer Semester 2020. It is subject to change without notice.

The catalog is intended to complement other University publications including the Student Guide and University website. It is important for students to be familiar with all University policies and procedures. Students are strongly encouraged to consult their advisor(s) at least once each semester to be certain they are properly completing degree requirements.

Published 2019

Phone: 612-330-1000

www.augsburg.edu

A Greeting from the President

I am pleased to know of your interest in Augsburg University'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 University's graduate-level programs in Business Administration, Creative Writing, Education, Leadership, Nursing, Physician Assistant Studies, and Social Work are distinguished by the opportunities they provide students to expand decision-making and strategic skills.

Augsburg University is characterized by a strong mission: Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran church, and shaped by its urban and global settings.

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

At Augsburg University we believe that our distinctive educational purpose is to help you find your calling, at work and in the world. 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, Ph.D.

President

Welcome from the Provost and Chief Academic Officer

Welcome to graduate study at Augsburg University! Augsburg has a long history of preparing our graduates for leadership in their communities and places of work. Across our graduate programs, students bring perspectives informed by prior study and experience; acquire specialized knowledge in a discipline or field; engage in collaborative learning; develop advanced capacities; encounter diverse perspectives and ideas; test theory through real-world experiences; and equip themselves for the next stage in their vocational journeys.

When you join the Augsburg community, you become part of the Augsburg story—a story of academic achievement, experiential learning deepened by reflection, commitment to equity and intentional diversity, and dedication to lifelong learning. We are an institution committed to place, and our locations—whether in the Twin Cities, Rochester, or beyond—offer opportunities to apply what you learn in the classroom to the neighborhood, the local community, and in various urban and rural locations.

Inspired by the faith of our Lutheran founders to be inclusive to the early immigrants who came to Augsburg's doors, we are a community of diverse cultures and faiths. Indeed, the diversity of our community helps ensure that our graduates are uniquely prepared to meet the challenges and opportunities of the 21st century. Our commitment to interdisciplinary thinking is embodied in our newest academic building on the Minneapolis campus--the Hagfors Center for Science, Business, and Religion. We ground learning in the best of the liberal arts tradition, ensuring that our students are prepared not only for their first job but for mid- and late-career success.

While connected through these common commitments, each graduate program has its own distinctive identity and curriculum. Your program offers a disciplinary home from which you will join a community of faculty, staff, and fellow students who will collectively extend your network of connections with prospective employers and expand your career opportunities in the future.

We're delighted that you'll be joining us.

Sincerely,

Karen Kaivola

Provost and Chief Academic Officer

About Augsburg

At Augsburg University, 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 apply critical thinking, problem solving, and advanced communication skills in a collaborative approach within that discipline, thereby engaging others with diverse perspectives in the work of advancing civic and global initiatives critical for a sustainable future.

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 and out into the world 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

Students who graduate from Augsburg are well prepared to make a difference in the world. They stand as testaments to the University motto, "Education for Service," and mission:

Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

Augsburg Today

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, Minnesota in 1872. A Rochester, Minnesota campus was added in 2002. A short history of Augsburg University can be found at www.augsburg.edu/about/history.

Today, Augsburg continues to reflect the commitment and dedication of its 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.

The vision of the University's work today is lived out in the phrase, "We believe we are called to serve our neighbor." Through common commitments to living faith, active citizenship, meaningful work, and global perspective, Augsburg prepares its students to become effective, ethical citizens in a complex global society.

Degrees Offered

Augsburg offers the following graduate degrees:

- Master of Arts in Education
- Master of Arts in Teaching
- Master of Arts in Leadership
- Master of Arts in Nursing
- Master of Business Administration
- Master of Fine Arts in Creative Writing
- Master of Music Therapy
- Master of Science in Physician Assistant Studies
- Master of Social Work
- Doctor of Nursing Practice (with tracks in Transcultural Nursing and Family Nurse Practitioner)

Augsburg offers the following dual degrees:

- Bachelor of Arts in Accounting/Master of Arts in Leadership
- Master of Arts in Leadership/Master of Business Administration
- Master of Social Work/Master of Business Administration

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 University facilities, whether a student in Minneapolis or Rochester, and to participate in University activities such as music and dramatic presentations and lecture/speaker events.

Graduate Faculty

The heart of any educational institution is its faculty, and Augsburg University 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 University. 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 advisors and participate regularly in campus activities.

Locations

Minneapolis Campus

Augsburg University is located in the heart of the Twin Cities of Minneapolis and St. Paul, Minnesota. The campus is bordered by Riverside Avenue and Interstate 94, near the University of Minnesota-Twin Cities West Bank campus and the University of Minnesota Medical Center.

Downtown Minneapolis is just minutes away, providing access to internships and careers with some of the country's leading companies, as well as entertainment, arts, sports venues, shopping, dining, and transportation. The campus is blocks from the METRO Green and Blue light rail lines, which provide easy access to destinations in Minneapolis and St. Paul, as well as the Minneapolis International Airport.

Rochester Learning Site

Augsburg's learning site in Rochester, Minnesota, was established in 1998 as a natural extension of the University's mission and its expertise in teaching working adults. Graduate degrees and undergraduate majors including business, education, and nursing, are offered in Rochester. Graduate programs in Rochester include the Master of Business Administration, Master of Arts in Nursing, Master of Arts in Education, and Doctor of Nursing Practice.

The Rochester classrooms and offices are located at Bethel Lutheran Church (ELCA), just a few blocks south of downtown Rochester. Home to approximately 110,000 residents, Rochester is a city that enjoys a rich ethnic diversity and superior technological resources. Bethel Lutheran Church is located at 810 3rd Ave SE, Rochester MN 55904.

Augsburg classes in Rochester meet on a semester schedule with classes taking place on alternating weekday evenings and on occasional Saturdays, making them accessible to working adults. Students may also take courses within their program on the Minneapolis campus.

Students at the Rochester site are Augsburg University students. They are supported through an array of e-learning resources ranging from access to Lindell Library databases to the use of online course management software.

Information about the Rochester learning site is available at augsborg.edu/rochester or by calling the Rochester office at 507-288-2886.

Abroad Locations

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 disciplines.

Minneapolis Campus Facilities

Instruction facilities and student housing at Augsburg's main campus are conveniently located near each other. A tunnel/ramp/skyway system connects the two tower residence halls, the five buildings on the Quadrangle, plus the Music Hall, Lindell Library, Oren Gateway Center, Hagfors Center, and the Foss, Lobeck, Miles Center for Worship, Drama, and Communication.

Admission Office—The Office of Admission is located on the lower level of Christensen Center.

Anderson Residence Hall (1993)—Named in honor of Oscar Anderson, President of Augsburg from 1963 to 1980, and this residence hall is located at 2016 8th Street. Anderson Hall contains four types of living units and houses 192 students, as well as the Center for Wellness and Counseling, the Sabo Center for Democracy and Citizenship, and the Office of Marketing and Communication.

Center for Wellness and Counseling—The Center for Wellness and Counseling, located in Anderson Hall, offers programs and services that enhance student learning by promoting personal development and well-being.

Christensen Center (1966)—The university center includes the Admission Office, a student lounge, the Strommen Center for Meaningful Work, the Commons dining facility and Einstein Bros. Bagels, two art galleries, the copy center and mailroom, Events and Conference Planning, the Center for Global Education and Experience, International Student and Scholar Services, Latinx Student Services, American Indian Student Services, Pan-Afrikan Student Services, Pan-Asian Student Services, Campus Life, LGBTQIA+ Student Services, and the Auggie's Nest, a meeting place for student organizations.

Edor Nelson Field—The athletic field, located at 725 23rd Avenue, is the playing and practice field of many of the Augsburg teams. An air-supported dome covers the field during winter months, allowing year-round use.

Foss, Lobeck, Miles Center for Worship, Drama, and Communication (1988)—The Foss Center is named in recognition of the Julian and June Foss family. The Tjornhom-Nelson Theater, Hoversten Chapel, and the Arnold Atrium are also housed in this complex, which provides space for Campus Ministry, the departments of Theater and Communication Studies, Film, and New Media, classrooms, and administrative offices (Facilities Management and the Enterprise Information Systems and Systems and Networking teams in IT).

Hagfors Center (2017) - The Norman and Evangeline Hagfors Center for Science, Business, and Religion houses eight academic departments (Biology, Business, Chemistry, Physics, Psychology, Religion, and Mathematics, Statistics, and Computer Science), the office of Undergraduate Research and Graduate Opportunities, the McNair Scholars Program, and the office of the Dean of Arts and Sciences. The Hagfors Center is the largest academic building on the Augsburg campus and contains 139,000 square feet of collaborative learning space, including 24 labs and 6,000 square feet of student-faculty research facilities.

Ice Arena (1974)—Two skating areas provide practice space for hockey and figure skating, and recreational skating for Augsburg and the metropolitan community.

Kennedy Center (2007)—Completed in 2007 as a three-story addition to Melby Hall and named for Dean ('75) and Terry Kennedy, it features a state-of-the-art wrestling training center, fitness center, classrooms for health and physical education, and hospitality facilities.

The James G. Lindell Family Library (1997)—This library and information technology center houses all library functions and is located on the corner of 22nd Avenue and 7th Street. It houses the TechDesk and User Support team in IT and the Gage Center for Student Success: the Deidre Middleton Office of Academic Advising, the Center for Learning and Adaptive Student Services (CLASS), and TRIO/Student Support Services.

Luther Residence Hall (1999)—Named for theologian Martin Luther, Luther Hall is a three-story apartment complex along 20th Avenue, between 7th and 8th Streets that houses juniors and seniors in units from efficiencies to two-bedroom suites.

Melby Hall (1961)—Named in honor of J. S. Melby (dean of men from 1920 to 1942, basketball coach, and head of the Christianity Department). It provides facilities for the health and physical education program, intercollegiate and

intramural athletics, the Hoyt Messerer Fitness Center, and general auditorium purposes. The Ernie Anderson Center Court was dedicated in 2001.

Mortensen Residence Hall (1973)—Named in honor of Gerda Mortensen (dean of women from 1923 to 1964), it has 104 one- and two-bedroom apartments that house 312 upper-class students, the Department of Public Safety and a lounge area.

Charles S. Anderson Music Hall (1978)—Contains Sateren Auditorium, a 217-seat recital hall, classroom facilities, two rehearsal halls, music libraries, practice studios, and offices for the Music department faculty.

Old Main (1900)—Home for the Department of Art and the Department of Languages and Cross-Cultural Studies, with classrooms used by other departments. Extensively remodeled in 1980, Old Main combines energy efficiency with architectural details from the past. It is included on the National Register of Historic Places.

Oren Gateway Center (2007)—Named for lead donors and alumni Don and Beverly Oren, it is home for the StepUP program, Institutional Advancement offices, the Alumni and Parent and Family Relations Offices, the Master of Business Administration Program, the Master of Arts in Leadership program, the Master of Fine Arts in Creative Writing program, and substance-free student housing. It also houses the Barnes & Noble Augsburg Bookstore, Nabo Café, Gage Family Art Gallery, and the Johnson Conference Center.

Science Hall (1949)—Houses the department of Nursing and Administrative Accounting.

Sverdrup Hall (1955)—Named in honor of Augsburg's fourth president, it contains the Enrollment Center (Registrar's Office and Student Financial Services), the Women's Resource Center, the Honors Desk, classrooms and computer labs, and the departments of Education and Computer Science.

Sverdrup-Oftedal Memorial Hall (1938)—Built as a residence hall and named in honor of Augsburg's second and third presidents, it contains the President's Office, Human Resources, Norway Hub, the Academic Affairs Office, Student Affairs Offices, the Christensen Center for Vocation (CCV), and faculty offices for Political Science, History, Philosophy, American Indian Studies, English, and Sociology.

Urness Hall (1967)—Named in honor of Mr. and Mrs. Andrew Urness, this tower provides living quarters for 324 first-year students. Each floor is a "floor unit," providing 36 residents, housed two to a room, with their own lounge, study, and utility areas.

Accreditation, Approvals, and Memberships

Augsburg University is accredited by:

- The Higher Learning Commission (HLC)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Collegiate Nursing Education (CCNE) (Bachelor, Master and Doctoral level degrees)
- Council on Social Work Education (CSWE) (Bachelor, and Master level degrees)
- American Music Therapy Association (AMTA) (Bachelor, and Master level degrees)

Augsburg's programs are approved or monitored by:

- American Chemical Society (ACS)
- Minnesota Board of Teaching
- Minnesota Board of Nursing
- Minnesota Office of Higher Education (MOHE)
- National Association of Schools of Music (NASM)

Augsburg University 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)
- American Music Therapy Association, Inc. (AMTA)
- Association of International Education Administrators (AIEA)
- Campus Compact
- Council of Independent Colleges (CIC)
- Council on International Educational Exchange (CIEE)
- Diversity Abroad Network
- The Forum on Education Abroad
- Institute of International Education (IIE)
- Lutheran Education Council in North America (LECNA)
- National Association of International Educators (NAFSA)
- National Association of Schools of Music (NASM)
- National Society for Experiential Education (NSEE)
- Physician Assistant Education Association
- 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)

Augsburg University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Dr., Suite 350, St. Paul, MN 55108, www.ohe.state.mn.us; 651-642-0533.

Policies

Non-Discrimination Policy

Augsburg University, as affirmed in its mission, prohibits discrimination on the basis of race, creed, color, religion, gender, age, national or ethnic origin, disability, military service, protected veteran status, genetic information, sexual orientation, gender identity or expression, transgender status, marital status, familial status, genetic information, status with regard to public assistance, citizenship in its educational policies, admissions policies, employment, scholarship and loan programs, participation in athletic and/or school administered programs, and any other characteristic protected by federal state or local law, except in those instances where there is a bona fide occupational qualification. (Approved by Board of Regents in April 2017).

Title IX

Title IX refers to Title IX of the Educational Amendments of 1972, and it prohibits discrimination on the basis of gender by institutions receiving federal money. Generally, the Title IX Coordinator is responsible for the development, implementation, and monitoring of meaningful efforts to comply with Title IX law. This includes overseeing the Title IX complaint process as well as identifying and addressing any patterns or systemic problems that arise.

For further information, please contact the University's Title IX Officer:

Ann Garvey | Vice President of Student Affairs | Student Affairs
Memorial Hall, Room 118G | 612-330-1168 | garvey@augsborg.edu

Additionally, the University has four Deputy Officers:

Deputy Officer for Students:

Sarah Griesse | Dean of Students
Memorial Hall, Room 118F | 612-330-1489 | griesse@augsborg.edu

Deputy Officer for Employees:

Dawn Miller | Director, Human Resources
Memorial Hall, Room 19 | 612-330-1216 | millerd1@augsborg.edu

Deputy Officer for Athletics:

Kelly Anderson Diercks | Associate Athletic Director
Si Melby Hall, Room 205E | 612-330-1245 | diercks@augsborg.edu

Deputy Officer:

Leif Anderson | Vice President and Chief Strategy Officer
Memorial Hall, Room 124D | 612-330-1497 | andersol@augsborg.edu

The Deputies work with the Title IX Coordinator to identify any patterns or systemic problems that arise and may assist as investigators of complaints.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides certain rights to students regarding their education records. Each year Augsburg University is required to give notice of the various rights accorded to students pursuant to FERPA. 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 University. The student must request to review their education records in writing with their signature. The University will respond in a reasonable time, but no later than 45 days after receiving the request.

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 according to your request.

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 such exception which permits disclosure without consent is for disclosure to school officials who have legitimate education interests. A school official is a person employed by the University 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 University has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of regents, 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 University 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 University not to release Directory Information, any future request for such information from persons or organizations outside of Augsburg University 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 (including dates)
- The weight and height of members of athletic teams
- The student’s dates of attendance
- Previous educational agencies or institutions attended by the student
- The student’s photograph

Augsburg University 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 Registrar’s Office must be notified in writing of your intent to withhold your Directory Information.

Right to complain to FERPA Office

You have the right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202, 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.

Annual Security Report

The Annual Security Report (ASR) for Augsburg University contains statistics on reported crimes on and near Augsburg property and campus, as well as institutional policies concerning campus security and crime. The Department of Public Safety prepares this annual Crime Report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is available online at www.augsburg.edu/dps/reports. For a printed copy, contact Augsburg's Department of Public Safety at 612-330-1717.

Copyright Policy

Augsburg University Graduate Programs follows the norms of the US Copyright Law in granting exclusive rights under the Copyright Act to faculty and student authors to reproduce their original works, to use them as the basis for derivative.

Student Rights

The University 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 inside.augsburg.edu/studentaffairs/studentguide.

Official Notices

A University-provided e-mail account shall be an official means of communication with students, faculty, and staff of Augsburg University. Students, faculty, and staff are responsible for all information sent to them via the University-provided e-mail account. Students should regularly check their e-mail account. If a student, faculty or staff member chooses to forward their Augsburg e-mail, they are responsible for all information and attachments sent to the forwarded e-mail account. Students will also receive official notices via the A-Mail online publication and should routinely review the A-Mail.

Admission

All graduate programs require students to have a bachelor's degree from a regionally-accredited four-year institution or an equivalent degree from outside the US.

All graduate students must submit completed applications. Each graduate program also has additional program requirements, which may include coursework, professional experience, testing, etc. See the program sections for these additional requirements.

Please refer to each individual program's catalog section (below) for additional instructions and for detailed information on applying to graduate programs, refer to the Graduate Admissions website at www.augsburg.edu/grad.

Augsburg University asks all applicants for admission and readmission whether they have been convicted of a felony. A felony conviction does not automatically preclude an applicant from being accepted to Augsburg University. The full process and policy can be found in the [Augsburg Student Guide](#).

Readmission

Graduate students who have not registered for courses at Augsburg University for two or more semesters must apply for readmission through the Registrar's Office to resume attendance. Students who have attended other institutions during their absence from Augsburg must have an official transcript sent from each institution to the Registrar's Office.

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

Non-degree Students

Individuals may take coursework at Augsburg University as a non-degree-seeking student. Non-degree students can enroll on a space-available basis. Registration dates are included in the University's Academic Calendar. Admission requires program director approval, and the student must be in good standing at all previously attended institutions.

To apply for admission as a non-degree seeking student, submit the completed application, academic intent, and unofficial transcript from the bachelor's degree granting institution to the Admissions Office. Some programs may have additional application requirements.

A bachelor's degree from a regionally accredited institution is the minimum requirement for admission. Students who have earned a bachelor's degree outside of the United States must submit a copy of a foreign credential evaluation from World Education Services (WES) or a member of the National Association of Credential Evaluators (NACES) to confirm it is equivalent to a United States bachelor's degree or greater.

Non-degree status is conferred for only one term of enrollment. Additional terms require reapplication as a non-degree seeking student. Students may count up to 6-8 semester credits earned as a non-degree seeking student toward an Augsburg University degree with approval from the program director.

Non-degree seeking students who wish to pursue a degree must reapply for admission by submitting the completed application, academic intent, official transcript from the bachelor's degree granting institution, and any additional materials required by the program.

International Students

Augsburg University 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:

- If the student is abroad, by entering the United States with the I-20 and an F-1 visa obtained at a US consulate.
- 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.

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

English Proficiency Requirements for International Graduate Applicants

To meet Augsburg University admission requirements, you must provide evidence of a sufficient command of both written and spoken English to study college courses conducted entirely in English. Below is a list of the tests and programs Augsburg University accepts as evidence for English proficiency.

- TOEFL (Test of English as a Foreign Language)
- www.toefl.org
- Score report of 80 on the Internet-based TOEFL (iBT) with a sub-score of 20 on the written and 20 on the speaking sections. (The Augsburg University TOEFL code is 6014.)
- IELTS (International English Language Testing System)
- www.ielts.org
- Score report of 6.5.
- MELAB (Michigan English Language Assessment Battery)
- www.cambridgemichigan.org/melab
- Score report of 80, and score report must be accompanied by an official letter from the testing coordinator.
- Successful completion of a previous undergraduate or graduate degree at an accredited college or university in the US, the United Kingdom, Ireland, English-speaking Canada, New Zealand, or Australia.

Score reports must be sent to Augsburg directly from the testing center. Score reports must not be more than two years old.

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 US bachelor's degree
- Verification the degree is equivalent, at a minimum, to a four-year US bachelor's degree is required.
- Course-by-course evaluation to show your complete course listing with credit values and grades received for each course, may also be required for specific programs.
- Calculation of grade point average to demonstrate your cumulative grade point average using the standard US 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 Office of Admissions. Refer to World Education Services at www.wes.org or member of the National Association of Credential Evaluators (NACES) at www.naces.org for information on how to obtain a foreign credential evaluation.

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 US citizen or US 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

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

Full-Time vs. Half-Time

Graduate students must be enrolled in 3 credits to be considered half-time and 6 credits to be considered full-time. Clinical Psychology program students will be considered at least half-time if enrolled in the Clinical Research Project or the PsyD internship, even if registered in less than 3 credits. See the Doctor of Psychology program description for more information.

Tuition and Fees

• Doctor of Nursing Practice (DNP)	\$955 per 1.0 credit
• Doctor of Psychology (PSYD)	\$1162 per 1.0 credit
• Master of Arts in Nursing (MAN)	\$744 per 1.0 credit
• Master's-level Education (MAE/MAT)	\$499 per 1.0 credit
• Master of Arts in Leadership (MAL)	\$784 per 1.0 credit
• Master of Fine Arts (MFA)	\$699 per 1.0 credit
• Master of Social Work (MSW)	\$695 per 1.0 credit
• Master of Business Administration (MBA)	\$874 per 1.0 credit
• Master of Music Therapy (MMT)	\$884 per 1.0 credit
• Master of Science in Physician Assistant (MPA)	\$825 per 1.0 credit

Tuition

Students are charged per credit. All associated costs must be paid by the beginning of each semester to avoid accruing finance charges, unless you have enrolled in an official payment plan through Student Financial Services.

Fees

Specific courses or programs may have additional fees associated with them, such as lab or supply fees.

Payments

Semester Charges

Prior to the start of each semester, a statement of estimated charges showing charges and financial aid credits designated by the Student Financial Services Office is sent to the student via e-mail. All statements are available online through AugNet's Records and Registration site. Payments can be made online at www.augsburg.edu/studentfinancial/make-a-payment. Augsburg may charge late fees and interest on delinquent accounts. Review the full policy regarding past due balances online at www.augsburg.edu/studentfinancial/disclosure

Payment Options

Augsburg University offers payment plan options for all students. Information about payment plans is available online at www.augsburg.edu/studentfinancial/payment-plans-and-discounts.

Payment Policy

Students at Augsburg University are obligated to pay Term Fees and additional charges when they register for each academic term. "Term Fees" include tuition, room and board charges and other fees initiated during your time as a

student. Students are responsible to pay for all of these charges regardless of whether financial aid is received or employers or other third parties pay as agreed. "Term Fees" are subject to refund only to the extent allowed under the Augsburg University Tuition Refund Policy.

Augsburg accepts the following forms of payment:

Cash

Students and guest payers may make cash payments in-person at the Enrollment Center. Cash should never be mailed. Students will receive a receipt of their cash payment.

Check

Students and guest payers may pay their term fees via check either in-person at the Enrollment Center, through mail, or online using e-check/ACH. A \$30 NSF Fee will be added for any payment returned by the bank for Non-Sufficient Funds. A receipt will automatically be sent electronically for any online payments. Students who pay in-person or through mail may request a receipt of the check payment.

Credit Card/Debit Card

Students and guest payers may make student account payments online with a Visa, MasterCard, Discover, or American Express credit card. As of June 10th, 2016, Augsburg will no longer accept credit card or debit card payments in-person, over the phone, or through the mail. Credit cards will only be accepted online via Cashnet, a vendor contracted by Augsburg.

Because Cashnet charges Augsburg for their services, a credit card service fee of 2.75 percent will be associated with any credit card payment made to the University. This is to offset the approximately \$250,000 in costs that Augsburg accrues annually for providing credit card payment options to our students. Augsburg will not receive any part of the service fee and will not be profiting from it.

Financial Aid

All students who wish to be considered for financial assistance must reapply each year. In addition to reapplying for aid, students must make satisfactory academic progress toward the attainment of their degree or certificate as stipulated in the [Satisfactory Academic Progress \(SAP\)](#) section of this catalog.

Financial assistance awarded through Augsburg may be a combination of grants and loans. The University cooperates with federal, state, church, and private agencies in providing various aid programs.

The Free Application for Federal Student Aid (FAFSA) helps determine the amount of assistance for which a student is eligible. This analysis takes into account such family financial factors as current income, assets, number of dependent family members, other educational expenses, retirement needs, and special considerations.

Types of Aid

A student applying for aid from Augsburg applies for assistance in general rather than for a specific scholarship or grant (except as noted).

Institutional Grants/Discounts

Augsburg offers grants/discounts for a variety of different students. Specific information about the different grants and scholarships, along with eligibility requirements, can be found online at augsburg.edu/studentfinancial/financial-aid/graduate-financial-aid/.

Loan Assistance

Graduate students must be enrolled at least half-time in order to receive federal loans. Three semester credits per term is considered half-time. Six semester credits per term is considered full-time.

- Federal Unsubsidized Direct Student Loan

- Interest begins accruing on the date of disbursement and the borrower is responsible for all interest. The borrower may choose to make payments while in school or may defer payments and allow interest to accrue and be capitalized (added to the balance of the loan).
- Federal Graduate Loan Program (PLUS)
- Graduate PLUS is a loan program to help graduate students meet college costs. Students may borrow up to the cost of attendance (minus all other student financial aid).

Further information about loan programs can be found online at augsburg.edu/studentfinancial.

Satisfactory Academic Progress (SAP)

Federal regulations require that all higher education institutions establish and implement a policy to measure whether students [1] receiving financial aid [2] are making satisfactory academic progress toward the completion of a degree. The purpose of this policy is to make sure that students who receive financial aid are using this money wisely. It is meant to curtail the use of financial aid by students who fail to successfully complete their course work. Failure to meet the following standards makes a student ineligible for all institutional, federal, and state financial aid.

Standards of Satisfactory Academic Progress

- *Minimum GPA Requirements* - Graduate Students must maintain a minimum 3.00 cumulative GPA based on the entire academic record.
- *Minimum Credits Completed* - Graduate Students must earn a cumulative 66.67% of the credits attempted based on the entire academic record. A completed credit has a grade of A – D- or P. Credits earned and completed will include accepted cumulative transfer credits as defined by the Registrar’s Office. Unsatisfactory grades “W (withdrawn),” “I (Incomplete),” “F/FN (Zero),” and “N (Not Passing)” are counted towards the cumulative attempted credits. Repeated and remedial courses are not counted towards the cumulative attempted credits.
- *Maximum Time Frame* - To demonstrate academic progress, graduate students must complete their degree objective within 150% of the length of the program (varies per program).

Monitoring and Evaluating Progress

In order to ensure SAP standards are being met, the Student Financial Services Office will evaluate students’ academic achievement at the end of each term. After the student’s record is evaluated and the Student Financial Services Office determines the student’s GPA or completion rate to be unsatisfactory, the student will be placed on Financial Aid Warning or Financial Aid Suspension. Students will be notified through their Augsburg email if they fail to meet SAP standards.

Financial Aid Warning

A student who fails to meet SAP standards will be placed on Financial Aid Warning for the following term of enrollment. Students placed on Financial Aid Warning will still be eligible to receive financial aid. Financial Aid Warning will last for one term. If at the end of the term, the student meets SAP standards the Financial Aid Warning will conclude. Students currently on Financial Aid Warning who do not meet SAP standards at the end of the term will be placed on Financial Aid Suspension.

Financial Aid Suspension

A student who fails to meet either the minimum GPA requirement and/or minimum credits attempted while on Financial Aid Warning will be placed on Financial Aid Suspension. A student on Financial Aid Suspension is ineligible to receive any form of financial aid. A student on Financial Aid Suspension may submit an appeal to reinstate their financial aid. Financial Aid Suspension will conclude when the student meets SAP standards, or successfully appeals.

Financial Aid will be suspended when a student placed on Financial Aid Suspension does not meet SAP standards. Because grades may not be available before the beginning of the next scheduled term, it is possible that financial aid may be disbursed to a student before the review can be conducted. In the event that a student is found to be ineligible for the financial aid that has been disbursed due to a failure to meet one of the Standards, the aid that was disbursed will be canceled, and returned to the appropriate program(s).

Right to Appeal

Students who have had their financial aid suspended may submit the SAP Appeal Form to the Student Financial Services Office. The SAP Appeal Form must be completely filled out, along with any additional documents required by the SAP Committee. The appeal should state reasons why the student failed to meet SAP standards, and what changed for the student that will allow the student to demonstrate progress towards meeting SAP standards. The appeal will be decided by the SAP Committee. All decisions made by the Committee are final.

If a student's appeal is approved, they will be placed on Financial Aid Probation. If a student's appeal is denied, they will remain on Financial Aid Suspension and will remain ineligible for financial aid.

Financial Aid Probation

A student who has been placed on Financial Aid Suspension and successfully appeals SAP will be placed on Financial Aid Probation. A student on Financial Aid Probation will be eligible to receive financial aid. Financial Aid Probation will last for one term. If at the end of the term, the student meets SAP standards, the Financial Aid Probation will conclude. Students currently on Financial Aid Probation who do not meet the standards at the end of the term are placed on Financial Aid Suspension and are no longer eligible for financial aid.

[1] Include all degree seeking students in both the Undergraduate Day and Augsburg for Adults, and all Graduate programs.

[2] Financial Aid is defined as: Augsburg Institutional Aid, Federal Title IV funding, and Minnesota State Financial Aid programs.

Student Account Financial Disclosure

Students at Augsburg University are obligated to pay Term Fees and additional charges when they register for each academic term. "Term Fees" include tuition, room and board charges and other fees initiated during your time as a student. Students are responsible to pay for all of these charges regardless of whether financial aid is received or employers or other third parties pay as agreed. "Term Fees" are subject to refund only to the extent allowed under the Augsburg University Tuition Refund Policy. Statements and account history are available online through AugNet Records and Registration.

Augsburg University may require someone to co-sign on the students' obligations in special cases, such as when a student has a history of late or missed payments. When a co-signer's signature is required, both students and co-signers are responsible for payment of all costs incurred (including collection costs and fees of any collection agency and/or attorney, if applicable) and all other conditions outlined on the Student Account Financial Disclosure.

Results of Balances Not Paid in Full

Augsburg may charge late fees and interest on delinquent accounts. Missed or late payments will be subject to a late payment charge and/or a finance charge on the overdue balance from the date the balance was due until payment in full is received. **If your account is not paid in full on the first day of the term, finance charges at the rate of 8% per year (.67% per month) will be added onto your student account balance.** For example, this means that for every \$1,000 owed you will receive \$6.70 a month in finance charges. A \$30 NSF Fee will be added for any payment returned by the bank for Non-Sufficient Funds.

Past Due Accounts

If the student does not set up a formal payment plan with Augsburg's Student Financial Services department, Augsburg reserves the right to demand payment of the entire balance owed by that student and to take steps to collect it. Augsburg may cancel the student's registration, prevent the student from registering for future terms, withhold transcripts or diplomas, remove the student from on-campus housing, turn the student's account over to a collection agency or take legal action to collect any past due balance. Each student authorizes Augsburg to release financial information about her or his account and other pertinent information such as address and phone number to third parties who are dealing with the collection of the account balance. By providing us with a telephone number for a

cellular phone or other wireless device, you are expressly consenting to receive communications – including but not limited to prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system – from us and our affiliates and agents at that number. This express consent applies to each such telephone number that you provide to us now or in the future and permits such calls regardless of their purpose. Calls and messages may incur access fees from your cellular provider. Each student also agrees to reimburse Augsburg University, or its agents, the fees of any collection agency, which may be based on a percentage at a maximum of 40% of the debt, and all costs and expenses, including reasonable attorneys' fees, we incur in such collection efforts. **Please note that, due to the Bankruptcy Reform Act, educational benefits are generally exempt from discharge under bankruptcy. The terms of this agreement remain in effect until all Term Fees and other charges are paid in full.**

Financial Policy

Registration is permitted only if the student's account for a previous term is paid in full or if the student is making scheduled payments in accordance with an approved payment plan.

Augsburg University will not release student academic transcripts or graduation diplomas/certificates until all student account charges are paid in full or, in the case of student loan funds administered by the University (Federal Perkins Student Loan), are current according to established repayment schedules and the loan entrance and exit interviews have been completed.

Tuition Refund

Students are eligible for a 100% tuition refund for any courses they drop without notation through the date labeled "Last day to drop without a 'W' grade & 100% refund – Full Semester class" on the [Academic Calendar](#). After this date, students are no longer eligible for any refund of tuition unless they withdraw from all of their courses. This policy is effective whether or not a student has attended classes.

Students withdrawing from all of a term's courses may receive a 50% tuition refund when they withdraw by the date labeled "Last day to withdraw with 50% refund – Full Semester class" on the [Academic Calendar](#).

Students are responsible for cancelling courses through the Registrar's Office (or online) 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.

Medical Refund

If a student is forced to withdraw from one or more courses in a term due to illness or an accident, a request for a medical refund should be made through the Academic/Financial Petition. Petition forms are available through the Registrar's Office website. An extra medical refund may be granted by the Committee upon submission of documentation from the attending doctor, on letterhead, verifying the medical circumstances.

Unofficial Withdrawal

Federal regulations require that records of financial aid recipients who earn failing grades in all their classes be reviewed. If courses are not completed (e.g., unofficial withdrawal, stopped attending), the University is required to refund financial aid to the appropriate sources according to federal or Augsburg refund policies based on the last recorded date of attendance. Students are responsible for the entire cost of the term including the portion previously covered by financial aid should they stop attending. Students are strongly urged to follow guidelines for complete withdrawal. If there are extenuating circumstances, a petition to have the cost of tuition refunded can be made. Petition forms are available online through the Registrar's Office website.

A student who registers, does not attend any classes, and does not withdraw may petition to withdraw retroactively. The student must petition within six months of the end of term and provide proof of non-attendance. Proof can include, but is not limited to, statements from each instructor that the student never attended, or documentation of attendance for the term at another college or university. If approved, grades of W will be recorded and tuition charges for the term will be replaced with an administrative cancellation fee of \$300.

Financial Aid Policy

Financial aid such as federal, state, and institutional grants and scholarships are awarded based upon the total number of registered credits on the “Last day to add with faculty signature – Full Semester class” as noted on the [Academic Calendar](#). Students must register for internships, Time 2 classes, and ACTC classes before the “Last day to add with faculty signature-Full Semester class”. Financial aid will not be adjusted for classes added after this date.

Students must earn the financial aid they are awarded each semester by actively attending and participating in classes throughout the semester. Financial aid is recalculated when students do any of the following: drop classes without a “W” grade, fail to begin classes, cease to attend classes, fail all classes, or fully withdraw from all classes.

Financial Aid – Return of Title IV Funds Policy

Students must earn the financial aid they are awarded each semester. A student can earn their aid by attending classes. Augsburg must always return any unearned Title IV funds it is responsible for returning within 45 days of the date the school determined the student withdrew.

The withdrawal date used in the return to title IV calculation of a student’s federal financial aid is the actual date indicated on the official withdraw record. If a student stops attending classes without notifying the University, the withdrawal date will be the last date of academic activity determined by the University.

Federal/State Aid Adjustments

Augsburg is required to return unearned federal/state aid for students who fully withdraw from their courses. The Return to Title IV calculation is based on the total number of days in the semester compared to the total number of days that a student attended classes before the last date of attendance. If the student receives more aid than they ‘earned’, then the ‘unearned portion’ of the student’s aid must be returned to the U.S.Department of Education. After 60% of the term has passed, students are eligible to keep all of their federal/state aid. If you are planning to completely withdraw from your courses, please see a Student Financial Services counselor to determine what aid may need to be returned.

Financial aid will be returned to the aid program from which it came. If returned to a loan program, your outstanding balance will be reduced by the amount of the return. Aid will be returned in the following order:

1. Unsubsidized Direct Loan
2. Direct Graduate PLUS Loans
3. TEACH Grant

Institutional Aid Adjustments

Augsburg will return institutional aid for students who partially withdraw or fully withdraw from courses. If students withdraw from their courses they will receive a 50% tuition refund and 50% of their institutional aid will be removed. If a student withdraws after the last day to receive a tuition refund, there will be no adjustment to their institutional aid.

Post-Withdrawal Disbursement

If a student earned more aid than was disbursed to him/her, the student may be eligible for a post-withdrawal disbursement. Augsburg’s financial aid office will notify the student in writing if he/she is eligible for a post-withdrawal disbursement of Title IV loan funds.

A student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a post-withdrawal disbursement. A post-withdrawal disbursement of Federal grant funds does not require student acceptance or approval. The University will seek the student’s authorization to use a post-withdrawal disbursement for all other educationally related charges in addition to tuition and fees.

Credit Refund

Augsburg students may be eligible to receive a credit refund if their financial aid exceeds tuition and fee charges for a term. Credit refunds are issued within two weeks after the last day to drop courses without recorded notation. Financial

Aid needs to be finalized (You can verify your financial aid status online through [Track Your Financial Aid](#)) and applied to a student's account (Check your Transaction History online to verify all of your financial aid has been applied to your account and nothing is left pending) before the credit refund can be issued.

Changes in enrollment status, housing status, and program status may affect financial aid eligibility and credit refunds. Students who are enrolled less than half-time (less than 6.0 credits for undergraduates, less than 3.0 credit for graduates) may not be eligible for financial aid; however, students may apply for private alternative loans. Registration changes made from the first week of the term through midterm may require a return of financial aid funds. Students who drop courses may receive a tuition refund, but some forms of financial aid may have to be adjusted before a refund will be available. Financial aid return of funds may take up to 30-45 days to be processed.

Bookstore

Students who are registered for the upcoming term will be allowed to charge up to \$750 to their student account. **Students DO NOT need to request a bookstore account this year.**

Please plan ahead and purchase books and supplies before the scheduled cut off dates; plan ahead for courses that start midterm as you will be unable to charge anything to your student account after the cut-off date.

Students' accounts will be billed for only what was spent on their bookstore accounts before credit refunds are issued. If your bookstore charges create a balance on your account, you need to make payments in accordance with your statement. Bookstore purchases charged to a student account are intended for students who have excess financial aid funds to cover their tuition, fees, AND their books or supplies. Please contact Student Financial Services before you purchase books if you need to discuss payment options.

Due to the financial aid cycle, you can only charge expenses to your bookstore account during specific times.

Third Party

If you are expecting a third party to cover the cost of your books, you will need to turn in an itemized receipt of your purchases to the Student Financial Services Office, along with your invoice request.

Additional Funds

If the cost of your textbooks and supplies are above \$750 in one term, you have enough financial aid to cover the additional costs, and you would like to charge the additional amount to your student account, please send the following information to Student Financial Services (studentfinances@augsborg.edu). All requests need to be in writing.

Subject: Request for additional funds

Full Name:

Student ID number:

Additional request:

Students will receive an e-mail when the additional request has been processed. Accounts are opened as quickly as possible, but it could take up to two business days for activation.

Consumer Information

Loss of Financial Aid Due to Drug Offense

A student, who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while the student was enrolled in school and receiving Title IV aid, is not eligible for Title IV funds. [An illegal drug is a controlled substance as defined by the Controlled Substance Act and does not include alcohol and tobacco.

A borrower's eligibility is based on the student's self-certification on the Free Application for Federal Student Aid (FAFSA). Convictions that are reversed, set aside or removed from the student's record, or a determination arising from a juvenile court proceeding do not affect eligibility and do not need to be reported by the student.

A student who is convicted of a drug-related offense that occurred while the student was enrolled in school and receiving Title IV aid loses Title IV eligibility as follows:

For the possession of illegal drugs:

First offense: one year from the date of conviction.

Second offense: two years from the date of the second conviction.

Third offense: indefinitely from the date of the third conviction.

For the sale of illegal drugs:

First offense: two years from the date of conviction.

Second offense: indefinitely from the date of the second conviction.

A school must provide a student who loses Title IV eligibility due to a drug-related conviction with a timely, separate, clear, and conspicuous written notice. The notice must advise the student of his or her loss of Title IV eligibility and the ways in which the student may regain that eligibility.

Regaining Eligibility after a Drug Conviction

A student may regain eligibility at any time by completing an approved drug rehabilitation program and by informing the school that he or she has done so. A student regains Title IV eligibility on the date he or she successfully completes the program. A drug rehabilitation program is considered approved for these purposes if it includes at least two unannounced drug tests and meets one of the following criteria:

- The program received or is qualified to receive funds directly or indirectly under a federal, state, or local government program.
- The program is administered or recognized by a federal, state, or local government agency or court.
- The program received or is qualified to receive payment directly or indirectly from a federally or state licensed insurance company.
- The program administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Policies may change throughout an academic year if necessary to comply with federal, state, or institutional changes or regulations.

Student Resources/Academic and Support Services

Lindell Library Resources

The James G. Lindell Family Library is home to a collection of almost 400,000 books, more than half of which are ebooks that can be read online or downloaded at your convenience. Students also have access to millions of journal articles, over 60,000 streaming videos, nearly 200 databases, and a wide assortment of movies on DVD or VHS. Lindell also houses significant collections of juvenile literature and K-12 curriculum materials, as well as the University's archives and special collections. Our digital collections include full runs of campus publications such as The Augsburgian, The Echo, and Murphy Square as well as numerous audio and video recordings documenting the university's history.

If that still isn't enough, Lindell Library offers an interlibrary loan (ILL) service free of charge. Augsburg students can borrow any type of research material - books, journal articles, videos, music scores, and more - from almost any library in the world and these materials will be delivered directly to Lindell Library at no cost to you.

Research Support

Research help is always available, either online or in person, at Lindell Library's Learning Commons. Our research guides, available on the library's website, provide access to key research materials on topics as wide-ranging as health and physical education, film studies, computer science, or music therapy. Students can set up individual research consultations with a librarian at Lindell's Learning Commons desk, by phone at 612-330-1604, by email at refdesk@augsborg.edu, or chat with an expert 24/7 through our Ask-A-Librarian service at library.augsburg.edu.

Other Cool Stuff

Libraries are more than just books and databases, they are places to gather for collaborative research or quiet study and reflection. At Lindell Library, you can do both. Ten group study rooms are available on the top floor of Lindell Library, and can be reserved up to two weeks in advance. The lower level is a designated quiet study space for those who prefer to work alone. Whether working on individual research or a large group project, Augsburg students can check out all sorts of equipment from the Library's Circulation Desk, including laptops, cameras, microphones, and other AV equipment.

If your research takes you off campus or you just want to explore the Twin Cities, you can check out a bike or a MetroTransit Go-To Card for use on buses and the light rail. Both are available at no cost.

The staff at Lindell Library are eager to help you with all your research needs. Stop by anytime that the library is open (hours are always posted on the library's website), or contact us at:

library.augsburg.edu
refdesk@augsborg.edu
612-330-1604

Information Technology Services

Augsburg University has built a reputation as a leader in its commitment to provide students with relevant and timely access to information technology and training. Visit the Student Technology website, inside.augsburg.edu/techdesk, for more on Information Technology at Augsburg.

Computing

Students have access to more than 250 on-campus computers. Both PC and Macintosh desktop computers are available in the Lindell Library Learning Commons and computer lab, and in the 24-hour Urness computer lab. The University has four computer classrooms, 40+ technology-enhanced classrooms and four video conferencing-enabled classrooms. The circulation desk in Lindell Library has 40 laptops available for use in the library.

Several computer clusters are available for more specific student use within academic departments. A high-speed fiber optic campus network provides access to AugNet online services, printing, and to the internet. Network-ready student

machines can connect to the campus network from residence hall rooms or any building on campus using WiFi. All of the AugNet online services are available securely on- and off-campus.

Center for Learning and Accessible Student Services (CLASS)

The Center for Learning and Accessible Student Services (CLASS) provides individualized accommodations and academic support for students with documented learning, attention, psychiatric, sensory, and physical disabilities, as well as those with temporary disabilities. CLASS has been recognized as a leader in its field, helping these students gain access to the curriculum. Its mission is a reflection of Augsburg's commitment to providing a rigorous and challenging, yet supportive, liberal arts education to students with diverse backgrounds, preparations, and experiences.

Each term, Disability Specialists work directly with students to develop a plan for ensuring they have equal access to Augsburg courses, programs, activities, and facilities. Students are encouraged to meet regularly with their specialist, and discussions may include:

- Accommodations for testing and coursework (e.g., extended time, note-taking)
- Referrals to other campus resources (e.g., tutoring, student technology assistance, academic advising, counseling, financial aid)
- Training and use of assistive technology through the Groves Accommodations Laboratory
- Coaching on academic, organizational, and time management skills
- Campus living accommodations

The Disability Specialists may also consult with instructors, academic advisors, and other members of the faculty, staff, or administration as they work to facilitate equal access for each student. Taking advantage of these accommodations and services, however, remains the student's responsibility.

Any Augsburg student who wants to establish eligibility for accommodations and services should schedule a meeting with a Specialist to discuss their needs, as well as appropriate documentation of their disability. CLASS also provides informal screenings for students who suspect they may have a learning-related disability. These screenings are meant only to help students determine whether they should seek a thorough evaluation by a qualified professional.

Academic accommodations are intended to ensure access to educational opportunities for students with disabilities and may not fundamentally alter the basic nature or essential components of an institution's courses or programs.

The services and technology provided by CLASS are enhanced by the generous support of the Gage family and Groves Foundation. For further information, call 612-330-1053.

International Student and Scholar Services (ISSS)

ISSS is responsible for advising degree-seeking international students and exchange students. Members of the ISSS team serve as Designated School Officials (DSO) for the University's F-1 student visa program and as Responsible Officer (RO) for the University's J-1 student/scholar exchange program. A DSO ensures institutional and individual compliance with the law and government policies pertaining to F-1 students. The RO ensures institutional and individual compliance with the law and government policies pertaining to J-1 exchange students and scholars. ISSS advises students regarding the F and J regulations so that students maintain their F or J immigration status, as well as providing support for international students in adjusting to life in the U.S. and in achieving their academic goals.

Academic Policies and Procedures

Academic Calendars

All graduate programs meet on a semester calendar. The Academic Calendars can be found at www.augsburg.edu/registrar. All academic calendars are subject to change without notice.

Academic Policies

The University 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 university is a community of learners whose relationship relies on trust. Honesty is necessary to preserve the integrity and credibility of scholarship by the Augsburg University community. Academic dishonesty, therefore, is not tolerated. As a University requirement, student course projects, papers, and examinations may include a statement by the student pledging to abide by the University's academic honesty policies and to uphold the highest standards of academic integrity. (See Augsburg's Academic Honesty Policy in the [Student Guide](#)).

Evaluation and Grading

Evaluation of academic performance is based on letter grades using an A - F scale. Grading option cannot be changed from traditional (A - F) to Pass/No Credit.

Explanation of grades:

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Undergraduate: Good Graduate: Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Undergraduate only: Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure
P	0.00	Pass*
N	0.00	No Pass

*The letter equivalent of a P grade is a C- / 1.67 or higher for undergraduate courses and a B / 3.0 or higher for graduate courses.

Pass/No Pass Grades

In graduate courses, the grading option cannot be changed from the traditional A - F grading scale to the Pass/No Pass grading system.

Some graduate courses only use the Pass/No Pass grading system. In order to receive a grade of P, students must achieve at least a grade of B.

Incomplete (I) Grades

Incomplete grades (I) are to be given only in the case of extreme emergency (e.g., illness, family emergency, death in the family, military commitment). If you have any questions regarding the qualifying emergency please contact your instructor for verification.

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 Registrar's Office that states the reasons for the request, outlines the work required to complete the course, and includes the course instructor's and program director's signatures. 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 (including summer) 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 an F.

Extension (X) Grades

Internships, independent studies, and directed studies may sometimes last longer than one term. When this is the case, they must be completed by the grading deadlines within one year from the beginning of the first term of registration. A grade of X (extension) is given by the instructor to indicate that the study is extended. It is expected that students given X extensions will continue to communicate with their instructors and demonstrate that satisfactory progress is being maintained. A final grade will be issued at the end of the term in which the work is completed and evaluated (but not longer than one year). An instructor has the right to not grant an extension where satisfactory progress is not demonstrated. If the course is not completed, a grade of F will be assigned.

Withdrawal (W) Grade

A course is given a grade of W (withdrawn) when a student withdraws from the course after the deadline for dropping classes without a W grade and before the last day to withdraw. Withdrawals negatively impact credit completion rate but do not negatively impact the grade point average.

Repeated Courses

A course in which a grade of F, FN, D-, D, D+, C-, C, C+, B-, or N has been received may be repeated for credit. Courses in which higher grades have been earned may not be repeated for credit and a grade, but may be audited (exceptions are made for academic programs with minimum grade requirements of a B+ or higher or other catalog policies that require a course to be retaken). All courses taken each semester and grades earned, including W and N, will be recorded on the academic record. Only the credits and grades earned for the most recent attempt, for legitimately repeated courses, are counted toward graduation and in the grade point average. Courses completed at Augsburg University must be repeated at Augsburg to be included in the repeat policy.

Auditing Courses

Students who wish to take courses without credit or grade may do so by registering for Audit (V) on a space-available basis. Graduate students will be charged an audit fee of \$1,000. The signature of the instructor is required to register an audit. Students who audit a course should confer with the instructor within two weeks of the beginning of the term to determine expectations, attendance, and any other requirements. If expectations have been met, the course will be listed on the transcript with a V grade. If expectations have not been met, the course will be listed with a grade of W. Audited courses do not count towards graduation.

Grade Point Average

The grade point average (GPA) is based on final grades for all work at Augsburg. It does not include credit and grade points for work transferred from other institutions.

The formula for calculating the GPA = Total grade points divided by number of credits attempted with A to F grades assigned.

The following grading symbols are not included in the GPA calculation:

Symbol	Explanation
P	Fall 2017 to Present: Pass, C- or higher undergraduate or B or higher graduate work; Prior to Fall 2017: Pass, 2.0 or higher undergraduate or 3.0 or higher graduate work
S	Satisfactory
N	No pass, no credit
V	Audit, no credit
W	Withdrawn
I	Incomplete
X	Extension, incomplete
IP	In progress
R	Repeat
GRT	Credit granted
L	Required lab component (a credit-bearing grade was earned in the corresponding lecture course)
NG	Not graded, no credit

Attendance

Attendance and participation are critical to the success of any course. Evaluation of the level and quality of participation may be incorporated into the course grade. We view attendance as a joint commitment of both instructors and students to our professional development. Each instructor has the authority to specify attendance and participation requirements to address the needs of particular courses, individual students, or various learning styles.

Lack of attendance may result in a failing grade and the requirement to repeat the course. 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.

Non-Attendance/Non-Participation

Attendance/participation in class is important for academic success and financial aid. Therefore, students are dropped for non-attendance/non-participation after the 10th business day of the term if reported by the instructor and billed a Failure to Withdraw Fee of up to \$300. Students are ultimately responsible for dropping classes if they no longer plan to attend/participate. Students who have been dropped and wish to re-enroll must submit an Academic/Financial Petition.

Graduate Continuation Policy

Students registering for the final project course must complete the Final Project Registration/Graduate Continuation Contract by the last day to add with faculty signature for a Full Semester class as noted on the Academic Calendar. Upon receipt of the contract, the Registrar's Office will enroll the student in the Continuation Program for 7 semesters. Entry into the Continuation Program maintains students' active status in the graduate program, including library and AugNet Services.

If a grade is not received by the grading deadline of the 7th semester, the grade will change from X to N. Students who wish to complete the final project after receiving a failing grade must meet with the program director to evaluate readmission to the University and program. Students who are readmitted may need to complete additional coursework

and will need to pay tuition and fees for any additional courses. If/when the final project course is completed, the new grade would replace the previous N grade.

Students may withdraw from the University, and thus from the Continuation Program and the final project course, at any point during the continuation period and receive a W notation on the transcript for the final project course. Following a withdrawal, students are welcome to meet with the program director to evaluate readmission to the University and program. Students who are readmitted may need to complete additional coursework and will need to pay full tuition and fees for any additional courses. If/when the final project course is completed, the new grade would replace the previous W grade.

Credit and Contact Hours

Augsburg's credit hour policy follows the federal guidelines in defining a semester credit hour as one fifty-minute period of instruction and 100 minutes of out-of-class work per week for fifteen weeks, or the equivalent amount of student work completed over a different time frame or via a different delivery method.

All Augsburg programs follow the semester calendar with semester lengths from 14-16 weeks. Augsburg offers a summer semester which follows the same format as both fall and spring semester.

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 University.

Probation and Dismissal

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 Assistant must consult the PA Program Progression Standards Policy. Graduate students in the Clinical Psychology program must consult the PsyD student manual for the Academic Warning and Reasons for Dismissal Policy.

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.

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

Dismissal Appeals Process

A student may appeal a program's dismissal decision using the University's program dismissal appeals process. Appeals are limited to procedural errors that the student can demonstrate negatively affected the outcome.

The student initiates the appeal process by submitting a hard copy of the statement of appeal to the Dean of Professional Studies; email is not acceptable. The statement must identify each procedural error and state how each error negatively affected the outcome. The statement of appeal will be the only basis of the student's appeal. The Dean of Professional Studies must receive the student's statement of appeal within 14 calendar days of the date on the department's written notification of dismissal.

The Dean of Professional Studies will send a copy of the statement of appeal to the program chair/director. The program must submit a response to the student's statement of appeal within 15 business days of the date that the statement was

received by the Dean of Professional Studies' office. A hard copy of the program's response should be submitted to the AVP-Graduate Studies. The Dean of Professional Studies will send a copy of the program's response to the student.

The Dean of Professional Studies will convene the Program Dismissal Appeals Committee, which will include the Dean of Professional Studies as a non-voting chair and three program faculty members (one from programs not named in the appeal: Business, Creative Writing, Education, Leadership, Nursing, Physician Assistant Studies, Social Work). The Program Dismissal Appeals Committee will schedule its hearing within 15 business days of receipt of the program's statement of response. The Committee will meet with the student and a program representative to review the procedures and ask questions of both the student and the program representative. The student and program representative may each bring a third party to the review meeting (limited to an Augsburg University faculty member, staff member, or student). The role of the third party representative is to provide support to the student or the program representative, not to serve as an advocate during the meeting.

Dropping or Withdrawing

Courses may be dropped or withdrawn online through AugNet Records and Registration or with a Registration Form. For drop and withdrawal deadlines see the [Academic Calendar](#).

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. Normally, 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 [Directed/Independent Study Registration form](#) is required.

Term Off

Students may take up to two semesters off and have continued access to Augsburg email and AugNet Services. If a student is not registered after 10th day of the third semester, the student's file will be deactivated and the student will need to submit an Application for Readmission to re-enroll.

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 advisor 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 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 semester credits that can be transferred is:

- Master of Arts in Education (6)
- Master of Arts in Teaching (6)
- Master of Arts in Leadership (6)
- Master of Arts in Nursing (9)
- Master of Business Administration (18)
- Master of Fine Arts in Creative Writing (12)
- Master of Music Therapy (Contact program director)

- Master of Science, Physician Assistant Studies (Contact program coordinator)
- Master of Social Work (22)
- Doctor of Nursing Practice (Contact program director)
- Doctor of Psychology (30)

Augsburg credits are calculated in semester hours. If you completed courses at other institutions that are quarter hours, they will be converted to semester hours. One quarter hour equates to two-thirds of a semester hour.

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

Definition of Official Transcript

Official transcripts are marked with institutional security features, date, and appropriate signature. Augsburg University accepts official transcripts directly from another institution's Office of the Registrar or a secure authenticated designated party. The transcript must arrive at Augsburg University in an envelope sealed by the issuing institution or via an encrypted electronic method (adapted from AACRAO, 2018).

Veterans Education Benefits

Augsburg University proudly supports military veterans, those who actively serve in the U.S. Armed Forces, and their families. Our faculty and staff are committed to helping veterans and active military succeed in their academic and professional endeavors.

Augsburg is approved by the state approving agency for VA education benefits. Veterans and eligible spouses and dependents should consult with the VA School Certifying Officials in the Registrar's Office and Student Financial Services about completion of enrollment verification and the forwarding of other information to the Department of Veterans Affairs.

An individual who qualifies for VA education benefits will be asked to provide a Certificate of Eligibility, Statement of Benefits, or documentation from a vocational rehabilitation counselor to confirm eligibility for their benefit.

For students who qualify for and are currently utilizing Chapter 31 or Chapter 33 VA education benefits, Augsburg will not impose financial penalties or restrict access to registration or other campus services based solely on delayed payments from the VA. Please note that students are responsible for expenses beyond those covered by their VA education benefit; fees or other penalties may be assessed for failure to pay charges not covered by the VA. Students should contact the VA School Certifying Official in the Registrar's Office if they have questions about what expenses are covered by their benefit.

Additional information about veterans' education benefits can be found at va.gov.

Doctor of Psychology (PsyD)

The primary purpose of the Doctor of Psychology (PsyD) in clinical psychology degree program is to educate and train students in the major aspects of clinical practice. To help to ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (PhD) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree program combines relevant research, applied theory, and field experience and is designed to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The PsyD program will accept students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation courses), and some experience in psychological services is desirable.

The PsyD uses a practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all PsyD students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

The curriculum to be offered within the doctoral degree program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment, basic intervention skills and various theory and therapy approaches. Students are also required to participate in two years of practicum field experience in assessment and psychotherapy and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process for the doctoral degree.

Included among the basic objectives of the PsyD program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach
- Assisting practitioners to assume leadership positions within the healthcare delivery system
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team
- Preparing practitioners to evaluate and use clinical research applications of psychology

Program Aims and Competencies

The Doctor of Psychology (PsyD) in Clinical Psychology program aims to educate and train students following the practitioner-scholar model, so that they will be able to function effectively as health service psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for meaningful integration of psychological research, theory, and clinical practice with diverse individuals within a broad spectrum of contexts. The program emphasizes the development of knowledge, skills, and attitudes essential for psychologists who are committed to the ethical provision of quality, evidence-based psychological services, including therapy, assessment, consultation, and supervision. Interpersonal and multicultural competency are foundational elements of our program.

Students who complete the clinical psychology program will earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association. Coursework is designed to meet coursework requirements for licensure as a psychologist in the state of Minnesota.

Program Competencies

The following are the program competencies expected of students upon graduation from this PsyD Clinical Psychology program.

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics
2. Students will demonstrate knowledge of ethical and legal standards, and conduct themselves in an ethical manner
3. Students will demonstrate competency in individual and cultural diversity, including knowledge of the theoretical and empirical knowledge base and the ability to apply it
4. Students will demonstrate knowledge of professional values and attitudes, as well as self-reflective practice and an openness to supervision and feedback
5. Students will demonstrate professional skills to communicate clearly and effectively in oral and written domains
6. Students will demonstrate effective interpersonal skills in professional interactions and relationships
7. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process
8. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans, and evaluating treatment effectiveness
9. Students will evidence knowledge of supervision models and practices
10. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills
11. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology

The Doctor of Psychology in Clinical Psychology degree programs has applied for accreditation by the Commission on Accreditation (CoA) of the American Psychological Association (APA) as a teachout program for the APA-accredited PsyD in Clinical Psychology Program at Argosy University Twin Cities. The program has also applied for recognition as a new program with the Higher Learning Commission (HLC). We expect to also apply for full APA accreditation for a new program in Spring 2020. APA and HLC accreditation are currently under review. Questions related to the program's APA accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Matriculation through the PsyD in Clinical Psychology degree program curriculum is designed to help prepare students to sit for the national licensure examination and generally to meet licensure requirements in the state of Minnesota. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards

Academic Requirements and Policies

Graduation Requirements

Students who are admitted into the Doctor of Psychology (PsyD) in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. To be eligible for graduation, students must meet the following requirements.

- The satisfactory completion of 98 semester credit hours. The total credit hours must include:
 - 69 credit hours of core courses
 - 2 credit hours of Professionalization Group
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 9 credit hours of general electives
 - 6 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a 2,000-hour internship, in not less than 12 and not more than 24 months
- Successful completion of the Clinical Research Project
- GPA of at least 3.00 (B average)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate approved by program administration and submitted to Augsburg's registrar.
- The Clinical Research Project is approved by all committee members as final, and submitted and accepted into IDUN. The date of graduation listed on your transcript will be the university's set conferral date in the month following meeting this requirement, assuming the internship final evaluation has been received earlier.

All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below "B-." and a course cannot be used as a prerequisite for another course if the student received a grade below B-. The course must be retaken no later than the end of the next calendar year with an earned grade of "B-" or better.

Additional Requirements for Academic Progress for the PsyD

Students are expected to complete the PsyD in Clinical Psychology degree program in five years. Students must complete the program within seven years after matriculation, with the practica completed by the end of the fourth year. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training that typically occurs during the second and the third academic years. Students are expected to maintain full-time enrollment in the program until all course requirements have been completed. The continuous registration policy will be enforced for all students who have completed all coursework except for the Clinical Research Project. Such students must be continuously enrolled for 1 credit hour of Clinical Research Project until the paper has been successfully completed and a grade has been submitted.

Extensions allowing enrollment beyond the seven-year limit may only be granted by the program directors. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional requirements for academic progress are described in the Student Handbook.

Clinical Training Overview

Clinical trainings are supervised, out-of-class experiences in clinical settings. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Clinical Psychology program students are expected to possess effective assessment and intervention skills, demonstrate cultural competence, relational competence, and practice in an ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum, and demonstrate competency in specific clinical tasks.

Practicum and Practicum Seminar Requirements

Completion of two practica, the first focusing on psychological assessment and the second focusing on psychological interventions, must be completed for the PsyD in Clinical Psychology degree program. Details of Practicum and Practicum Seminar eligibility and requirements may be found in the Student Handbook.

Clinical Competency Evaluation (CCE) Requirements

The Clinical Competency Examination (CCE) is a series of competency-based tasks required for PsyD students in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. Detailed requirements for the CCE are contained in the Student Handbook.

Comprehensive Examination Requirements

Students in the PsyD in Clinical Psychology degree program are required to successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist.

The Comprehensive Examination covers material from required courses and training activities during the first three years of study in the Clinical Psychology Program. Procedures for the Comprehensive Examination are described in the Student Handbook.

Clinical Research Project Requirements

The Clinical Psychology program requires each PsyD student to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions. Detailed requirements for completing the Clinical Research Project are found in the CRP Manual section of the Student Handbook.

Internship Requirements

The internship is typically completed during the fifth year of graduate studies for PsyD students, after all PsyD coursework is finished. The Director of Clinical Training helps students identify an appropriate location for internship and prepare the documentation necessary for internship application. During the course of the internship, the Training Department continues to monitor the progress of the student and maintain contact with the student and his or her supervisor.

While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment.

The internship must be completed within the overall seven-year time limit for completing the doctoral degree program. Internships normally require a full-time commitment for 12 months, although half-time internships extending for 24 months are possible. Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. A student may not apply for an internship without the approval of the Director of Training. All internship applications must be approved by the Director of Training. Detailed requirements for internship are described in the Student Handbook.

Additional Academic Standards and Student Evaluation

Students in the PsyD in Clinical Psychology degree program are in training to fill the professional role of a licensed health service psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Transferring Courses from Other Institutions (Apart from Argosy University Twin Cities Clinical Psychology PsyD Program)

Students who have completed graduate coursework at another institution may petition the program director(s) for transfer of courses in the PsyD in Clinical Psychology degree program up to a maximum of 30 credit hours (10 courses). Detailed information about eligibility for transferring courses is contained in the Student Handbook. Students are strongly encouraged to submit transfer requests before or during the first semester of enrollment in the program. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. No transfer credit will be given for courses taken elsewhere after matriculation into the Clinical Psychology degree program. All courses that were taken in the PsyD Clinical Psychology Program at Argosy University Twin Cities campus will generally be transferred to Augsburg in full, provided grade minimum and other course requirements were met both at Argosy and at Augsburg. Course credits transferred to Augsburg from Argosy do not count towards the total number of transfer credits allowed when transferring to Augsburg from an institution other than Argosy's PsyD Clinical Psychology program.

Criteria for Academic Warning and Program Dismissal

The Student Handbook lists reasons for and criteria under which students may receive an academic warning or be dismissed from the PsyD programs.

Residency Requirements

PsyD in Clinical Psychology degree program students are required to complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof) at that same campus.

Attendance Policy

The PsyD program will follow Augsburg attendance policies. Any exceptions must be approved by the program director. More than two absences in a class can be grounds for not passing that class; students should notify faculty of any anticipated absences.

Criteria for Enrollment Load

Augsburg graduate students are classified as enrolled half-time if registered in at least three credits during a semester, and full-time if registered in at least six credits for a term. In the Clinical Psychology program, however, students enrolled in the Clinical Research Project or a half-time internship during a semester will be considered half-time even if registered in fewer than three credits. Students enrolled in a full-time internship during a semester will be reported as enrolled full-time even if registered in fewer than six credits.

Admission to PsyD

Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- An undergraduate degree grade point average of at least 3.0 (on a scale of 4.0)
-or-
- A graduate grade point average of 3.25 (on a scale of 4.0)
- To meet Augsburg University admission requirements, you must provide evidence of a sufficient command of both written and spoken English to study college courses conducted entirely in English. Below is a list of the tests and programs Augsburg University accepts as evidence for English proficiency.
 - TOEFL (Test of English as a Foreign Language) www.toefl.org Score report of 80 on the Internet-based TOEFL (iBT) with a sub-score of 20 on the written and 20 on the speaking sections. (The Augsburg University TOEFL code is 6014.)
 - IELTS (International English Language Testing System) www.ielts.org Score report of 6.5.
 - MELAB (Michigan English Language Assessment Battery) www.cambridgemichigan.org/melab Score report of 80, and score report must be accompanied by an official letter from the testing coordinator.
 - Successful completion of a previous undergraduate or graduate degree at an accredited college or university in the US, the United Kingdom, Ireland, English-speaking Canada, New Zealand, or Australia.
 - Score reports must be sent to Augsburg directly from the testing center.
 - Score reports must not be more than two years old.
 - Foreign Credential Evaluation: Augsburg requires foreign credential evaluation for any transcript(s) from an institution outside of the United States.
- Completion of an interview with a member of the program Admissions Committee.
- An admissions representative is available to help interested applicants complete the following required documentation:
 - Completed Application for Admission Form
 - Admission Application Fee through PSYCAS (see information about PSYCAS below)
 - Personal/professional goal statement with a self-appraisal of qualifications for the profession
 - Current Curriculum Vitae (CV) or resume (or career summary)
 - Three completed Applicant Recommendation Forms
 - Official transcripts from all post-secondary schools attended

On rare occasions, an applicant with a grade point average lower than the stated admission requirements may be considered for admission if the applicant provides documented evidence of interest, ability, and aptitude for doctoral study in clinical psychology. All admission exceptions must be documented, recommended by the program admissions committee, and approved by the Program Director(s).

Foundation Courses

The Clinical Psychology program at Augsburg University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Clinical Psychology program graduate courses. The following three courses are required:

- Introduction to psychology or general psychology (may be waived if the applicant has completed a Bachelors or Masters degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in the field of psychology must also be completed.

Students must complete these foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

Application Process

Augsburg University uses the Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: <https://psycas.liaisoncas.com/>.

Students interested in applying should create an account on the [PSYCAS web site](#). Creating an account is free; however, there is a \$65 fee to PSYCAS for the first application. If a student is applying to other programs using PSYCAS for the admissions process, an additional fee is charged for each additional application.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and are not subject to appeal.

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) degree includes all the required coursework to obtain your Minnesota teaching license in your area of expertise. The MAT program is designed for students seeking their initial license. Students who already possess a teaching license who are interested in a second license should look at the MAE program. Our program is unique in that it integrates an Early Career Teacher Seminar as a capstone experience that is designed to help you be successful in your career as a teacher. Our licensure concentrations are offered through a mix of undergraduate and graduate courses.

We offer the following concentrations for the MAT Degree: Elementary Education, Secondary Education, Special Education, English as a Second Language.

MAT with a concentration in Elementary Education

33 Graduate Credit Hours / 75 Total Credit Hours

100 Out of Class Field Hours Required

This program is designed to prepare teachers for grades K-6. Optional endorsements in middle school specialty areas of math, science, social studies, and communication arts can be pursued along with or separately from the K-6 license.

Program Requirements

- EDC 501 - Graduate Proseminar (1 CH)
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 522 - Orientation to Education in an Urban Setting* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Special Needs* (3 CH)
- EDC 580 - School and Society (3 CH)
- EED 524 - Foundations of Literacy (3 CH)
- EED 525 - K-6 Methods: Literacy* (3 CH)
- EED 550 - K-6 Methods: Math (3 CH)
- EED 560 - K-6 Methods: Science (3 CH)
- EDC 596 - Early Career Teacher Seminar (2 CH)

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

- HPE 115 - Chemical Dependency Education
- EDC 220 - Educational Technology
- EED 326 - Elementary Reading K-6 Field Experience* (taken concurrently with EED 525)
- EED 311 - K-6 Methods: Health
- EED 312 - K-6 Methods: Physical Education
- EED 336 - Advanced Literacy Methods*
- EED 341 - K-6 Methods: Art
- EED 370 - K-6 Methods: Social Studies/Thematics
- EED 380 - Kindergarten Methods*
- EED 386 - K-6 Methods: Children's Literature
- One of EDC 481 or EDC 482
 - EDC 481 - Student Teaching: Initial License (12-14 weeks)
 - EDC 482 - Student Teaching: Endorsement
- EED 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience hours are required in these courses. Please see the Field Experience section for more information.

MAT with a concentration in Secondary Education

30 Graduate Credit Hours / 68 – 107 Total Credit Hours**

100 Out of Class Field Experience Hours Required

K-12 licenses prepare teachers to teach a content area across elementary, middle school, and high school. Licenses for grades 5-12 prepare teachers to teach at the middle and high school levels.

K-12 Licenses are available in the following areas: Music, Physical Education, Visual Arts

5-12 Licenses are available in the following areas: Communication Arts, Health, Math, Social Studies

9-12 Licenses are available in the following subject areas: Biology, Chemistry, Physics

Middle School Endorsements (5-8) are available in the following licensure areas: Social Studies, Communication Arts, Visual Arts, Health, Music, and Physical Education.

A 5-8 general science license is also available.

**Total Credit Hours vary depending on content area and the addition of a middle school endorsement.

Program Requirements

Please note that additional courses in content area may also be required.

- EDC 501 - Graduate Proseminar (1 CH)
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 522 - Orientation to Education in an Urban Setting* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Special Needs* (3 CH)
- EDC 580 - School and Society (3 CH)
- ESE 525 - Creating Learning Environments (3 CH)
- ESE 500 - Reading and Writing in Content Area* (3 CH)
- EDC 596 - Early Career Teacher Seminar (2 CH)

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

- HPE 115 - Chemical Dependency Education
- EDC 220 - Educational Technology
- ESE 3XX - K-12 or 5-12 Methods (in the content area)*
- One of EDC 481, EDC 482, or EDC 483
 - EDC 481 - Student Teaching: Initial License (12-14 weeks)
 - EDC 482 - Student Teaching: Endorsement
 - EDC 483 - Student Teaching: Initial License in PE, Music, Art, or ESL
- ESE 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience hours are required in these courses.

Undergraduate Content Area Requirements

The equivalent of a major in the licensure content area is required for K-12 and 5-12 licenses. Students who have majored in a field in which we offer licensure must have their previous coursework evaluated by the major department at Augsburg. Coursework must meet Minnesota licensure standards and have recorded a grade of C or better.

Coursework older than seven years is judged on a case-by-case basis. If a student is missing requirements, specific undergraduate coursework will be required in order for the license to be attained.

MAT with a concentration in Special Education

48 Graduate Credit Hours / 70 Total Credit Hours

190 Field Experience Hours

The MAT in Special Education at Augsburg University corresponds with an Academic Behavioral Strategist (ABS), K-12 teaching license. This program qualifies students to teach in special education programs and positions working with students with mild to moderate disabilities in the areas of emotional/behavioral disabilities, learning disabilities, autism spectrum disabilities, developmental and cognitive disabilities and other health disabilities. This program is built on an inclusive education model. Under this model, students learn how to work closely with both special and general educators to facilitate inclusion of special education students into the regular education classroom.

Program Requirements

- EDC 501 - Graduate Proseminar (1 CH)
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 522 - Orientation to Education in an Urban Setting* (3 CH)
- EDC 566 - Diversity/Minnesota American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Special Needs* (3 CH)
- EED 524 - Foundations of Literacy (3 CH)
- EED 525 - K-6 Methods: Literacy* (3 CH)
- EED 550 - K-6 Methods: Math* (3 CH)
- EED 560 - K-6 Methods: Science* (3 CH)
- SPE 510 - Implementing Assessment Strategies* (3 CH)
- SPE 511 - Etiology and Theory of Mild to Moderate Disabilities (3 CH)
- SPE 515 - Theory to Practice* (3 CH)
- SPE 525 - Transition and Community* (3 CH)
- SPE 530 - Instructional and Behavioral Practices* (3 CH)
- SPE 540 - Parent and Professional Planning (3 CH)
- EDC 596 - Early Career Teacher Seminar (2 CH)

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

- HPE 115 - Chemical Dependency Education
- MAT 137 - Mathematics for Elementary Teachers I
- EDC 220 - Education Technology
- EDC 330 and 332 - Building the Public Good: Public Achievement and Organizing
- EDC 331 and 333 - Practicum in Public Achievement
- EED 326 - Elementary Reading K-6 Field Experience* (taken concurrently with EED 325/525)
- EDC 481 - Student Teaching: Initial License (12-14 weeks)
- SPE 489 - Teacher Performance Assessment and Student Teaching Seminar

*Field experience required as part of this course.

MAT with a concentration in English as a Second Language (ESL)

36 Graduate Credit Hours / 66 Total Credit Hours

110 Field Experience Hours

The K-12 English as a Second Language license is available as an initial license or as a second license. This license qualifies teachers to work with K-12 students for whom English is a second language across a range of subject areas. A prerequisite to program admissions is two years of high school level or one year of college level language instruction.

Program Requirements

- EDC 501 - Graduate Proseminar (1 CH)
- EDC 511 - Tools of Inquiry (3 CH)
- EDC 522 - Orientation to Education in an Urban Setting* (3 CH)
- EDC 566 - Diversity/MN American Indians (3 CH)
- EDC 533 - Learning and Development in an Educational Setting (3 CH)
- EDC 544 - Learners with Special Needs* (3 CH)
- EED 525 - K-6 Methods: Literacy* (3 CH)
- ESE 525 - Creating Learning Environments* (3 CH)
- ESL 510 - History and Structure of the English Language (3 CH)
- ESL 520 - ESL Literacy* (3 CH)
- ESL 530 - Language, Culture, and Schools (3 CH)
- ESL 540 - ESL Methods* (3 CH)
- EDC 596 - Early Career Teacher Seminar (2 CH)

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

- HPE 115 - Chemical Dependency Education
- EDC 220 - Educational Technology
- EED 326 - Elementary Reading K-6 Field Experience (taken concurrently with EED 325/525)
- ESL 310 - Second Language Acquisition
- ESL 320 - Introduction to Linguistics
- ESL 410 - ESL Testing and Evaluation
- EDC 483 - Student Teaching: Initial License in PE, Music, Art, or ESL
- ESL 489 - Teacher Performance Assessment and Student Teaching Seminar

*This course has a field experience requirement.

Field Experience

An important part of preparing to be a teacher resides in meaningful experiences in the field. For courses with a field experience, you should plan on a minimum of 20 hours spent in a classroom or other relevant learning environment during the weekday. Most field experiences are intended to be completed in a classroom or grade level that corresponds with your licensure type (e.g. K-6 classrooms for an elementary license). If more than one course with field experience is taken in a given term, field experience requirements expand accordingly (i.e., two courses with 20 hours of field experience each require a total of 40 hours).

Graduate Elective Courses

Depending on the licensure area, students may be required to take one or two graduate elective courses. Other students may wish enroll in additional graduate coursework based on interest. MAT students may take any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

Graduate students may also petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Students may alternatively petition to have graduate coursework taken at another institution be accepted in transfer.

Admission to MAT

Admission Requirements

Students admitted into the MAT licensure and degree programs must have:

- Bachelor's degree from a regionally-accredited four-year institution
- Cumulative grade point average of 2.5 or higher. If a student fails to maintain a 3.0 Augsburg cumulative GPA, they may be dismissed from the graduate program. Students dismissed from the MAT program may still complete their licensure in the Adult Undergraduate program.

Application Checklist

The following items must be sent to the Augsburg Office of Admissions:

- Completed application form – augsburg.edu/gpe/
- 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, vocational/technical schools, and PSEO institutions) 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.

Course Exceptions and Graduate Course Transfer Credit

Some coursework required for licensure may be met through a course exception granted upon admission to the program. Previous coursework taken at other universities is evaluated by the Department Chair during the admission process. Some content area courses for secondary education students are evaluated by the content area department. This degree audit may reveal that fewer courses are required for licensure. In some circumstances, additional courses may be required in a secondary content area. When graduate coursework is met with a course exception, additional graduate credits will only be required if the total graduate credit hours to be earned is less than 30 CH.

Graduate coursework accepted into the licensure program is not automatically accepted into the MAT degree program. Previous graduate coursework must have received a grade of B or better to be considered. See the graduate program director for approval to use graduate level transfer courses in the degree program. Students may transfer in no more than six (6) graduate credit hours from another institution.

Acceptance into the MAT Program

Application files are reviewed by the graduate program director. Applicants are notified of the admission decision by the Office of Admissions, usually within one to two weeks after the application file is complete. Applicants whose cumulative undergraduate GPA is below 2.5 can request an admission committee be formed by written petition to the Graduate Director.

Advising and Registration

Admitted students are able to participate in academic advising and the registration process. Typically, first-term registration occurs with intake advising. After the first term, students generally are able to register online through Records and Registration. All students are assigned an Education Department faculty advisor in the first semester of courses.

MAT in Rochester

The Master of Arts in Teaching program is also offered at our location in Rochester, MN. Rochester offers the MAT with concentrations in Elementary Education, Special Education, and English as a Second Language. Classes primarily meet weekday evenings and summer at Bethel Lutheran Church in Rochester.

Academic Policies

Cumulative GPA Requirement

To complete the MAT program, students must maintain a 3.0 or better Augsburg cumulative GPA.

Graduation and Licensure/ Endorsement Requirements

A minimum GPA of 3.00 overall and grades of P in student teaching courses are required for licensure as well as C- or better in all required core, specialty, and education major courses.

Dismissal from Licensure and Degree Program

Students may be dismissed from the MAT program for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of University policy, and/or for conduct in violation of professional ethics. Dismissal occurs within the context of established department procedures described in the MAT/MAE Handbook. Students have the right to appeal dismissal from the program on the grounds of procedural error, using the University's program dismissal appeals process. Information about the program dismissal appeals process is available in the Augsburg Student Guide. Students who fail to complete the MAT program may have the option to finish their graduate degree in the MAE program (without a license)

Readmission and Withdrawal

Students in good standing who fail to register for courses for two terms (not including summer) are automatically withdrawn from the MAT program. To be readmitted to the University and the MAT program, students file a Readmission form through the Registrar's Office.

Program Costs

In addition to tuition, students in this program can expect to pay a data maintenance fee upon admission to the department, as well as liability insurance at the student rate during student teaching and the cost of a background check for licensure and, possibly, field experience. In addition, optional international travel courses have associated costs above and beyond the charge for tuition.

Licensure Tests

All teachers seeking licensure through Augsburg must take and pass all tests required by the state of Minnesota for licensure. These include tests in basic skills, pedagogy and content area knowledge.

Program Petition Process

A student may petition to amend program requirements by written petition to the Graduate Program Director. Please note that changes to state licensure requirements cannot be granted. Please consult the MAT handbook for information regarding the petition process.

Accreditation and Approvals

Augsburg University Teacher Education programs are approved by:

- Minnesota Professional Educator Licensing and Standards Board (PELSB)

Augsburg University is accredited by the Higher Learning Commission.

Credit

Most MAT graduate level courses are offered for 3 semester credits. Each course is comprised of 37.5 instructional hours with the expectation of about 75 hours of independent study outside of class.

Schedule of Classes

The majority of the education courses in the MAT programs are offered on weekday evenings. Courses typically meet face to face every other week with online instruction during the alternate weeks. A few education courses and many undergraduate content area courses are offered in a face to face, classroom based format, meeting weekly in the evenings. Summer session courses are offered primarily on weekday evenings. Summer courses are offered in a mix of formats from all online to all face-to-face.

Master of Arts in Education (MAE)

For those interested in developing their professional capacity, taking graduate coursework in educational studies, or obtaining a second teaching license, Augsburg University offers a Master of Arts in Education (MAE) degree. The Master of Arts in Education (MAE) program offers professional educators and community workers the opportunity to develop their skills and understanding in curriculum and pedagogy. Our program prepares educators to serve students effectively and to nurture healthy change within schools, school systems and society.

Program Requirements

30-31 Graduate Credit Hours

The MAE @ Augsburg is premised by two assumptions: first, that we learn through a series of experiences, embodied through a lived curriculum or “currere” (Grumet & Pinar, 2014) and, second, that graduate inquiry entails an ongoing cycle of critical questioning and a commitment to continuous improvement, of ourselves and our world.

This program invites students to engage in critical discourse relevant and pertinent to their own socio-cultural context, integrating relevant knowledges to address the problems they identify and wish to address. As we are all life-long learners, our faculty partner with students in collective searches and re-searches for insight and shared meaning. Our faculty bring their expert knowledge, both disciplinary and interdisciplinary, to help students gain access to the tools of scholarly and pragmatic inquiry, in order to critique, deconstruct our world as it is and envisage our schools and communities as we would like them to be. In other words, we co-construct curriculum with students, a collaborative effort to facilitate emergent intellectual and material journeys. This process entails studies of agency and self-politicization, understanding of different experiences and interactions with broken systems, and articulations of alternative ways of knowing and organizing our social relationships.

Required Core Courses (10 CH)

EDC 501 – Graduate Proseminar (1 CH)
EDC 511 – Tools of Inquiry (3 CH)
EDC 560 – Issues In/equity (3 CH)
EDC 571 – Navigating Change in Education (3 CH)

Concentration Coursework (12 CH)

*Note: Concentration Coursework may consist of any education coursework. The following concentrations are recommended clusters of courses.

Culture & Curriculum Concentration Options
EDC 552 – Culturally Responsive Pedagogy (3 CH)
EDC 5xx – Paideia Institute (2 CH)
EDC 5xx – Integrated Curriculum (3 CH)
EDC 5xx – Out of School Pedagogies (3 CH)
EDC 5xx – Non-western Educational Traditions (3 CH)
EDC 566 – Diversity/MN American Indians (3 CH)
EDC 5xx – Education and the Ecological Crisis (3 CH)
ESE 500 – Reading and Writing in the Content Area (3 CH)

ESL 530 – Language, Culture and Schools (3 CH)
SPE 530 – Instructional and Behavioral Practices (3 CH)
SPE 510 – Implementing Assessment Strategies (3 CH)

Community Engaged Learning Concentration Options

EDC 552 – Culturally Responsive Pedagogy (3 CH)
EDC 5xx – Public Achievement (3 CH)
EDC 5xx – Out of School Pedagogies (3 CH)
EDC 5xx – Integrated Curriculum (3 CH)
EDC 5xx – Non-western Educational Traditions (3 CH)
EDC 5xx – Education and the Ecological Crisis (3 CH)
EDC 5xx – Grant/Professional Writing (3 CH)
SPE 540 – Parent and Professional Planning (3 CH)
ESL 530 – Language, Culture, and Schools (3 CH)
SPE 525 – Transition and Community (3 CH)

Elective Coursework

Nine (9) Additional Credit Hours are required to complete the degree. These credit hours may be taken as electives from other graduate programs at Augsburg or from Education coursework. They may also be taken as professional development workshops and institutes that offer graduate credit. Please contact the Graduate Programs in Education office or consult the Handbook for more information about these opportunities.

Additional Degree Requirements

Students in the MAE are required to complete an Inquiry Project in partial fulfillment of their degree. Details regarding the Inquiry Project are found below. Additional information can be found in the Graduate Programs in Education Handbook. Alternatively, students may petition to complete a thesis in lieu of the Inquiry Project. Please consult the Thesis Completion section below for details about doing a thesis in the MAE program.

MAE Inquiry Project

Students elect to complete the inquiry project in the graduate course of their choosing with the consent of the instructor. Since most courses have a culminating graduate assignment, students would notify their instructor that they wish to complete the inquiry project in their course. The instructor of the course serves as evaluator/facilitator of the inquiry project.

The inquiry project can be completed at any time in the program. The project completion will be introduced in EDC 501 (Graduate Proseminar) and discussed in greater detail in EDC 511 (Tools of Inquiry)

An inquiry project should integrate and synthesize the course topic, student experience and insight, and the questions that underpin student inquiry throughout the program. An inquiry project may be classroom or community-based in nature. The inquiry project is a contextualized project designed by graduate students that facilitates:

- professional development within the context of a discipline.
- participation in and contribution to our broader communities.

Mazzeo et al (Perin, 2011, p. 6) define contextualization as instructional strategies intended to link academic content with its application in a specific context relevant to the students. Additionally, community-based instruction is defined as systematic instruction that integrates community settings with meaningful learning and it is age-appropriate to the students. Drawing from the literature of experiential learning, the project will be designed with a focus on the relevance of presenting problems and societal issues, so that students can apply what they learn to their work in the world.

The inquiry project is left to be intentionally open so that graduate students may design school or community based projects that are relevant to the context in which they work. This allows graduate students to explore a compelling project in which they are allowed to design an effective tool to be used in authentic settings and for authentic purposes. The form and content of the project will be proposed by the graduate students and guided within the content of one

graduate course. Projects should demonstrate relevance and applicability to educational contexts. The project will include a synthesis of relevant literature, and inquiry and professional development activities undertaken by the student either alone or in collaboration with faculty, other graduate students, or community members.

Support for Students

After 12 credit hours, the Graduate Program will audit progress with each student to determine their progress towards developing an inquiry project. For students who require additional support in developing their projects, they may be advised toward particular coursework to better prepare their project work.

Tools of Inquiry (EDC 511) may be repeated at the end of the program (counts as an elective) in order to further develop or hone their project if they are unable to complete it during the course in which they have elected to complete the Inquiry Project.

Perin, D. (2011). *Facilitating Student Learning Through Contextualization*. Community College Research Center, Working Paper No. 29: New York, NY Columbia University.

MAE with an additional teaching license

For students who are seeking an additional teaching license as part of their graduate degree, required licensure courses are determined based on a transcript evaluation upon acceptance into the program. Additional courses at the undergraduate level may be required to satisfy state licensure requirements. All MAE students seeking an additional license are required to enroll in EDC 501, Graduate Proseminar, in their first term.

When seeking an additional license with a master's degree, you may be required to take additional coursework to reach the required minimum of 30 Graduate Credit Hours. This additional course work may be any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

MAE students seeking an additional license may also petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Students may alternatively petition to have graduate coursework taken at another institution be accepted in transfer. Up to nine (9) graduate credit hours outside of education may be applied to the degree.

MAE: Additional License in English as a Second Language (ESL)

110 Field Experience Hours

- EDC 501 – Graduate Proseminar (1 CH)
- EDC 522 – Orientation to Education in an Urban Setting* (3 CH)
- EDC 566 – Diversity/MN American Indians (3 CH)
- EDC 533 – Learning and Development in an Educational Setting (3 CH)
- EDC 544 – Learners with Special Needs* (3 CH)
- EED 525 – K-6 Methods: Literacy* (3 CH)
- ESE 525 – Creating Learning Environments* (3 CH)
- ESL 510 – History and Structure of the English Language (3 CH)
- ESL 520 – ESL Literacy* (3 CH)
- ESL 530 – Language, Culture, and Schools (3 CH)
- ESL 540 – ESL Methods* (3 CH)

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

- HPE 115 – Chemical Dependency Education
- EDC 220 – Educational Technology
- EED 326 – Elementary Reading K-6 Field Experience (taken concurrently with EED 325/525)
- ESL 310 – Second Language Acquisition
- ESL 320 – Introduction to Linguistics
- ESL 410 – ESL Testing and Evaluation

*This course has a field experience requirement.

MAE: Additional License in Special Education

190 Field Experience Hours

EDC 501 – Graduate Proseminar (1 CH)
EDC 522 – Orientation to Education in an Urban Setting* (3 CH)
EDC 566 – Diversity/Minnesota American Indians (3 CH)
EDC 533 – Learning and Development in an Educational Setting (3 CH)
EDC 544 – Learners with Special Needs* (3 CH)
EED 524 – Foundations of Literacy (3 CH)
EED 525 – K-6 Methods: Literacy* (3 CH)
EED 550 – K-6 Methods: Math* (3 CH)
EED 560 – K-6 Methods: Science* (3 CH)
SPE 510 – Implementing Assessment Strategies* (3 CH)
SPE 511 – Etiology and Theory of Mild to Moderate Disabilities (3 CH)
SPE 515 – Theory to Practice* (3 CH)
SPE 525 – Transition and Community* (3 CH)
SPE 530 – Instructional and Behavioral Practices* (3 CH)
SPE 540 – Parent and Professional Planning (3 CH)

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

HPE 115 – Chemical Dependency Education
MAT 137 – Mathematics for Elementary Teachers I
EDC 220 – Education Technology
EDC 330 and 332 – Building the Public Good: Public Achievement and Organizing
EDC 331 and 333 – Practicum in Public Achievement
EED 326 – Elementary Reading K-6 Field Experience* (taken concurrently with EED 325/525)

*Field experience required as part of this course.

Elective Coursework

Education Graduate Students may take any course offered at the 500 level in Education (EDC, ESE, EED, SPE) or Leadership (MAL) as a graduate elective.

Graduate students may also petition to enroll in coursework offered by any graduate program at Augsburg University as a graduate elective. In many cases, the Graduate Director of the program offering the elective will also need to approve registration. Students may alternatively petition to have graduate coursework taken at another institution be accepted in transfer.

Admission Requirements

Students admitted into the MAE programs must have:

- A Bachelor's degree from a regionally-accredited four-year institution
- Cumulative grade point average of 2.5 or higher. Admitted applicants with a 3.0 or higher GPA are granted full admission to the program. Admitted applicants with a cumulative grade point average of 2.5-2.99 are granted a provisional admission to the graduate program. If a student admitted provisionally fails to maintain a 3.0 Augsburg cumulative GPA over their first two terms, they may be dismissed from the graduate program.

Application Checklist

The following items must be sent to the Augsburg Office of Admissions:

- Completed application form – 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, vocational/technical schools, and PSEO institutions) 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.

Course Exceptions and Graduate Course Transfer Credit

Some coursework required for licensure may be met through a course exception granted upon admission to the program. Previous coursework taken at other universities is evaluated by the Department Chair during the admission process. Some content area courses for secondary education students are evaluated by the content area department. This degree audit may reveal that fewer courses are required for licensure. In some circumstances, additional courses may be required in a secondary content area. Should a graduate level course be met through course exception, those graduate credit hours may need to be made up through the use of a graduate elective.

Graduate coursework accepted into the licensure program is not automatically accepted into the MAE degree program. Previous graduate coursework must have received a grade of B or better to be considered. See the graduate program director for approval to use graduate level transfer courses in the degree program. Students may transfer in no more than six (6) graduate credit hours from another institution.

Acceptance into the MAE Program

Application files are reviewed by the graduate program director. Applicants are notified of the admission decision by the Office of Admissions, usually within one to two weeks after the application file is complete. Applicants whose cumulative undergraduate GPA is below 2.5 can request an admission committee be formed by written petition to the Graduate Director.

MAE in Rochester

The Master of Arts in Education program is also offered at our campus in Rochester, MN. Classes primarily meet weekday evenings and summer at Bethel Lutheran Church in Rochester.

Academic Policies

Thesis Completion

Some students may wish to complete a thesis. Theses may include traditional research projects, academic journal manuscripts/submissions, original creative projects across media (visual, audio, performance). Students who wish to complete a thesis for the MAE will go through the following process:

1. Identify a thesis advisor (and secure two additional faculty committee members) and draft a problem statement within their first 12 credit hours.
 - a. Problem Statement Form
 - b. Committee Recommendation Form
2. Enroll in concentration/elective coursework based on guidance from thesis advisor
3. Enroll in Thesis Hours (3 CH) at end of program. This counts against Elective Coursework.
4. Thesis Defense - Results in Pass/No Pass for Thesis Hours.

Cumulative GPA Requirement

To complete the MAT or MAE programs, students must maintain a 3.0 or better Augsburg cumulative GPA.

Graduation and Licensure/ Endorsement Requirements

A minimum GPA of 3.00 overall and grades of P in student teaching courses are required for licensure as well as C- or better in all required core, specialty, and education major courses.

Dismissal from Licensure and Degree Program

Students may be dismissed from the MAT program prior to and during student teaching for failure to maintain appropriate academic and teaching-based performance standards, for gross violation of University policy, and/or for conduct in violation of professional ethics. Dismissal occurs within the context of established department procedures described in the MAT/MAE Handbook. Students have the right to appeal dismissal from the program on the grounds of procedural error, using the University's program dismissal appeals process. Information about the program dismissal appeals process is available in the Augsburg Student Guide. Students who fail to complete the MAT program may have the option to finish their graduate degree in the MAE program (without a license).

Readmission and Withdrawal

Students in good standing who fail to register for courses for two terms (not including summer) are automatically withdrawn from the MAT program. To be readmitted to the University and the MAT program, students file a Readmission form through the Registrar's Office.

Field Experience

Some education coursework requires field experience. Courses with field experience contain a minimum requirement of 20 hours spent in a classroom or other relevant learning environment. If you are a teacher seeking a second license, you may be able to complete your field experience in your own classroom. If more than one course with field experience is taken in a given term, field experience requirements expand accordingly (i.e., two courses with 20 hours of field experience each require a total of 40 hours).

Students who are not seeking a second license may be able to petition to waive or modify the field experience requirement in a course to better suit the needs and interest of the student. Consult the petition process found in the Academic Policies below.

Program Costs

In addition to tuition, students in this program can expect to pay a data maintenance fee upon admission to the department, as well as liability insurance at the student rate during student teaching and the cost of a background check for licensure and, possibly, field experience. In addition, optional international travel courses have associated costs above and beyond the charge for tuition.

Licensure Tests

Students seeking a second license through Augsburg must take and pass all tests required by the state of Minnesota for licensure. These include tests in pedagogy and content area knowledge.

Program Petition Process

A student may petition to amend program requirements by written petition to the Graduate Program Director. Please note that changes to state licensure requirements cannot be granted. Please consult the MAT/MAE handbook for information regarding the petition process.

Accreditation and Approvals

Augsburg University Teacher Education programs are approved by:

- Minnesota Professional Educator Licensing and Standards Board (PELSB)

Augsburg University is accredited by the Higher Learning Commission.

Credit

Most MAE graduate level courses are offered for 3 semester credits. Each course is comprised of 37.5 instructional hours with the expectation of about 75 hours of independent study outside of class.

Schedule of Classes

The majority of the education courses in the MAE program are offered on weekday evenings. Courses typically meet face to face every other week with online instruction during the alternate weeks. A few education courses and many undergraduate content area courses are offered in a face to face, classroom based format, meeting weekly in the evenings. Summer session courses are offered primarily on weekday evenings. Summer courses are offered in a mix of formats from all online to all face-to-face.

Our Faculty

Jennifer Diaz, Assistant Professor of Education. B.S., M.S., Ph.D. University of Wisconsin-Madison

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

Margaret J. Finders, Professor of Education. BA, University of Iowa; MA, University of Iowa; PhD, University of Iowa.

Suzanne Gikas, Assistant Professor of Education. BA, Essex University; Postgraduate Degree, Centerbury, Christ Church, UK; MA, PhD, Kent State University

Audrey Lensmire, Associate Professor of Education. BA Indiana University; MAT National Louis University; PhD University of Minnesota

Jason Michael Lukasik, Assistant Professor of Education and MAE Director. BA, MEd, PhD. University of Illinois at Chicago

Rachel M. Lloyd, Assistant Professor of Education. BS, Carleton College; MA, University of Minnesota; PhD, University of Minnesota

Caroline Maguire, Assistant Professor of Education. PhD, University of Minnesota

Joaquin Munoz, Assistant Professor of Education. BS, MA, PhD: University of Arizona

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

Terrance Kwame-Ross, Associate Professor of Education. BAE, National-Louis University; MEd, University of Minnesota; PhD, University of Minnesota

Kaycee Rogers, Director of Education Programs-Rochester. BA Luther College; MEPD University of Wisconsin La Crosse

Barbara West, Director of Student Licensure. BS, St. Cloud State University; MS, Syracuse University

Master of Arts in Leadership

MA in Leadership Mission

The Augsburg University Master of Arts in Leadership views leadership as an interactive process between leaders and followers working together to accomplish desired outcomes. The MA in Leadership program explores both the nature and practice of leadership in a wide variety of organizational and community settings. To be effective, a leader should possess an understanding of the contexts in which leadership occurs as well as an array of competencies. The program is designed to help individuals develop their capacity to formulate a sense of vision, navigate changing environments, and persuade and inspire others to act.

Program Learning Outcomes

Graduates should be able to:

- Deepen and assess their self-knowledge as a leader and capacity to be a reflective practitioner
- Recognize the interdependent relationship between leaders and followers
- Understand and affirm the importance of cultural competence in leadership
- Critically evaluate the theory, research, and practice of leadership in organizational and community settings
- Diagnose and develop plans for navigating change
- Formulate strategies to motivate others to achieve desired goals

Curriculum

Foundational Courses

The study of leadership requires an understanding of 1) a basic body of knowledge in leadership studies, 2) competence in understanding qualitative and quantitative research for the purpose of informing evidence-based practice, and 3) an ability to function and lead in an environment that is diverse and inclusive. To this end, the following three required courses are intended to lay a consistent foundation for the program:

ML 505 – Foundations of Leadership

Learning Outcome: Demonstrate comprehensive knowledge of multiple theories of leadership and their strengths and weaknesses in contexts.

ML 514 – Evaluating Empirical Research

Learning Outcome: Demonstrate skills in assessing the reliability, validity and value of qualitative and quantitative research.

ML 560 – Cultural Competence and Effective Leadership

Learning Outcome: Explain different approaches needed for inclusive leadership in diverse contexts.

Requisite Courses

Choose at least one course from each requisite category: *Personal Growth and Interpersonal Dynamics* and *Organizational and Community Context*.

Personal Growth and Interpersonal Dynamics

Courses in this arena focus on individuals' self-knowledge and well developed interpersonal skills enable a person to successfully work with a wide range of individuals at varying levels of an organization.

Learning Outcomes: Articulate self-knowledge of leadership strengths and weaknesses. Demonstrate interpersonal skills in interactions with peers and instructors that reflect understanding of leader follower dynamics.

ML 520 - Self-Identity and Values: Keys to Authentic Leadership

ML 538 - Communication Skills for Leadership
ML 548 - Coaching and Consulting
ML 575 - Constructive Conflict Resolution
Or a department-approved substitute

Organizational and Community Context

Leadership involves an ability to understand the nature of, and respond effectively to, the context of organizations as well as the environment that surrounds them in order to operate effectively.

Learning Outcomes: Articulate the key factors of organizational and community contexts and their impact on leadership. Incorporate these contexts in their analysis and evaluation of leaders and leadership.

ML 512 - Responsible Leadership for the 21st Century
ML 531 - Dynamics of Change
ML 535 - Organization Theory and Leadership
ML 536 - Facilitating Organizational Change
Or a department-approved substitute

Elective Courses

The leadership process involves well developed skills in communication, problem-solving, and critical thinking, as well as increasing students' self-confidence and risk-taking. Based on their interests and background, students will choose 5 electives courses that focus on their own professional development.

Learning Outcomes: Course specific outcomes that link to MA in Leadership model should be on each syllabus.

ML 511 - Creativity and the Problem-Solving Process
ML 530 - Ethics in Communication
ML 539 - Communicating a Self in the Modern Organization
ML 545 - Decision Making and Leadership
ML 563 - Leadership in a Global Society
ML 565 - Women and Leadership
ML 570 - Negotiation: Theory and Practice
ML 574 - Strategic Leadership
ML 577 - Universal Responsibility and Leadership: A Central American Experience
ML 598 - Independent Study
ML 599 - Topics

Integrative Course

This seminar provides a culminating learning experience for participants in the program who have completed all other degree requirements. Students will deepen their understanding of the major leadership theories, advance their critical analysis skills, and synthesize their comprehension of the nature of leadership, how leadership is known, and how leadership manifests itself in practice.

ML 585 - Integrating the Theory and Practice of Responsible Leadership

MBA/MA in Leadership Dual Degree

The dual degree program gives students the benefits of studying business administration and leadership in a coordinated program. This dual degree program leverages Augsburg's long-standing tradition of graduate leadership training via the Master of Arts (MA) in Leadership with the demand for business education through our Master of Business Administration (MBA) program. This unique credential equips students with the skills to lead and manage an organization, preparing them to thrive in today's interconnected world.

Admission to the Dual Degree Program

Applicants apply to a home program—either MA in Leadership or MBA. Once a student is admitted to their home program, the student will have an initial advising meeting and is required to meet with an adviser at least once per year. As the student approaches degree completion in their home program, the student will submit an abbreviated application for their second degree. The student must be finished with either the MA in Leadership or the MBA before starting the second program.

Admission for both degree programs will be processed as the applications come in on an ongoing basis. Applicants must hold a bachelor's degree from a regionally accredited four-year college or university to qualify. Official transcripts from the applicant's undergraduate degree along with transcripts from any college or graduate work that was completed after graduating are required, as well as a current résumé and two recommendations.

Master of Arts in Leadership Home

Primary Program: MA in Leadership

11 courses

Students take the following leadership courses to complete the Master of Arts in Leadership degree:

- ML 505 - Foundations of Leadership
- ML 514 - Evaluating Empirical Research
- ML 560 - Cultural Competence and Effective Leadership
- Complete one course from requisite category 1: Personal Growth and Interpersonal Dynamics
 - ML 520 - Self-Identity and Values: Keys to Authentic Leadership
 - ML 538 - Communication Skills for Leadership
 - ML 548 - Coaching and Consulting
 - ML 575 - Constructive Conflict Resolution
- Complete ML 535 from requisite category 2: Organizational and Community Context
 - ML 535 - Organization Theory and Leadership
- Elective courses - select five additional Master of Arts in Leadership electives
- ML 585 - Integrating the Theory and Practice of Responsible Leadership

Secondary Program: Master of Business Administration

8 course required; 2 additional courses optional for a concentration area

Once a Master of Arts in Leadership degree has been granted, the dual degree student may apply to the MBA program. The student will then take these MBA courses to receive their MBA degree:

- MBA 570 - Quantitative Decision-Making for Managers
- MBA 520 - Accounting for Business Managers
- MBA 510 - Applied Managerial Economics
- MBA 530 - Managerial Finance
- MBA 595 - Strategic Management
- MBA 550 - Marketing Management
- MBA 565 - Managing in a Global Environment
- MBA 580 - Management Consulting Project

Concentration Areas (optional; choose one concentration and take both courses)

- Entrepreneurship concentration
 - MBA 596 - Managing Innovation
 - MBA 583 - Entrepreneurship: Execution, Planning and Strategy
- Finance concentration
 - MBA 535 - International Finance
 - MBA 532 - Investment Theory and Portfolio Management

Master of Business Administration Home

14 courses required

Primary Program: Master of Business Administration

Students take the following courses to complete the Master of Business Administration degree:

- MBA 592 - Leadership: Ethics, Vision, and Transformation
- MBA 545 - Organizational Behavior
- MBA 560 - Communication Issues in Management
- MBA 540 - Business and Professional Ethics
- MBA 570 - Quantitative Decision-Making for Managers
- MBA 520 - Accounting for Business Managers
- MBA 510 - Applied Managerial Economics
- MBA 530 - Managerial Finance
- MBA 595 - Strategic Management
- MBA 550 - Marketing Management
- MBA 565 - Managing in a Global Environment
- MBA 580 - Management Consulting Project
- Complete one of the following concentrations:
 - Entrepreneurship concentration: MBA 596 and MBA 583
 - Finance concentration: MBA 535 and MBA 532
 - Leadership concentration: Two ML electives

Secondary Program: MA in Leadership

5-7 courses required

Once a Master of Business Administration degree has been granted, the dual degree student may start the MA in Leadership program. The student will then take the ML courses below to receive their Master of Arts in Leadership degree. Note that if the Leadership concentration was completed for the MBA degree, those two courses can be applied toward the MA in Leadership requirements.

- ML 514 - Evaluating Empirical Research
- ML 560 - Cultural Competence and Effective Leadership
- Complete one course from requisite category 1: Personal Growth and Interpersonal Dynamics
 - ML 520 - Self-Identity and Values: Keys to Authentic Leadership
 - ML 538 - Communication Skills for Leadership
 - ML 548 - Coaching and Consulting
 - ML 575 - Constructive Conflict Resolution
- Complete one course from requisite category 2: Organizational and Community Context
 - ML 512 - Responsible Leadership for the 21st Century
 - ML 531 - Dynamics of Change
 - ML 536 - Facilitating Organizational Change
- Elective courses - select two Master of Arts in Leadership elective courses
- ML 585 - Integrating the Theory and Practice of Responsible Leadership

Earning the dual degree during or after the MBA or MA in Leadership program

Currently enrolled MBA or MA in Leadership students, or alumni who wish to return to Augsburg, may add the additional degree to their existing degree by completing the same requirements listed; Director's approval is required.

Returning students may complete an abbreviated application form after consultation with the MBA or MA-L program director. Upon entering the MBA program, online quantitative skills modules are required in five areas and must be completed before beginning the quantitative courses:

- Statistics
- Excel Spreadsheets
- Accounting
- Economics
- Finance

These modules are used as an introduction to, or a review, in order to help enhance the student's skills and knowledge for the MBA quantitative coursework.

The Graduate Certificate in Leadership Studies

The certificate program is an attractive option for people who want to develop their leadership skills without undertaking a full degree program. A certificate is awarded after completion of three Augsburg MA in Leadership courses in leadership. Students pursuing this option take ML 505 - Foundations of Leadership and two additional electives. All three courses may count toward an MA in Leadership. No more than one course may be double counted in another Augsburg graduate degree program. Students who previously completed the Augsburg MBA degree are exempted from ML 505. The normal application process is used for students who wish to pursue the certificate.

Joint BA in Accounting and Master of Arts in Leadership

A BA in Accounting and an MA in Leadership 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 MA in Leadership program offers a large number of courses on a Saturday and weeknight schedule. Refer to the MA in Leadership program schedule for the list of courses each year and to the accounting program coordinator for a detailed academic plan. Students should meet with both the MA in Leadership director and an accounting advisor to create an effective plan for successful completion of the five-year program.

General Requirements for the Accounting/ MA in Leadership Program

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

- Completed application form
- Two letters of recommendation (one from a professor and one from an employer)
- Personal statement
- Example of applicant's writing in an academic paper
- GPA of at least 3.30
- Interview with the Director of the MA in Leadership 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 MA in Leadership program.

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission to the Master of Arts in Leadership Program

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 of 3.0 and a minimum cumulative grade point average of 3.0 for graduate courses completed at an accredited college or university. Should an applicant not meet the minimum admission requirements, admission may be possible as decided on a case-by-case basis.
- Applicants to the program must have two 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.
- Decisions about admission to the program will be made on an individual basis by the MA in Leadership Admissions Committee. Admission is handled on a "rolling" basis, with students admitted at the beginning of the fall, spring, and summer terms. Selection of candidates will be made on the basis of an evaluation of each applicant's:
 - Previous college record
 - Letters of recommendation
 - Experience and organizational background
 - Written statement
 - Interview, if requested

Application Checklist

The following materials must be submitted to the Office of Admissions:

- Completed application form
- \$35 non-refundable application fee (waived if online application is used)
- A 1-3 page statement relating the applicant's career and life goals to leadership aspirations
- Recommendation letter from an immediate supervisor, assessing leadership potential
- Recommendation letter from a work colleague (at the same level) describing the applicant's work style and leadership potential
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- Résumé

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

For further information, contact: Office of Admissions, 612-330-1101, gradinfo@augsborg.edu or www.augsburg.edu/mal.

Admission as an International Student

International applicants must submit the required application materials listed above. Refer to the additional requirements outline in Admission of International Students in the Graduate Admissions section.

Academic Policies

Academic Evaluation

No more than two courses with a grade below B- will count toward the degree. No more than two courses with a grade of or below B- can be repeated. However, students must achieve a minimum grade of B- or higher in the MA in Leadership Foundations and Capstone courses – ML 505, ML 514, ML 560, and ML 585.

In order to graduate, a student must have a cumulative graduate GPA of 3.00 or above with all required courses and the final projects successfully completed. A student registered for a final course may, with the approval of the program

director, be permitted to participate in commencement but will not receive a diploma until all courses are successfully completed.

Academic Probation and Dismissal Policies

Students must maintain a 3.00 cumulative grade point average. If a student falls below a 3.00 average, the student will be placed on probation for the following term. A 3.00 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of N or F in a course, the student must petition successfully with the MA in Leadership director before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of N or F is received, the student may be dismissed from the program. Students may also be dismissed for behavior detrimental to the program, such as a gross violation of University policy (as published in the Student Guide). Dismissal would occur only after established procedures were followed.

Class Attendance Policy

The nature of leadership development requires interpersonal engagement. Communication and interaction are an important part of the learning process. Interaction that is online as well as face-to-face is central to the Augsburg MA in Leadership. To miss a class in either the classic or hybrid format is to miss a significant portion of the course's content. Given the limited number of meeting times in both formats, our expectation is that students will be present at all class meetings. In the rare instance of a family or personal emergency, the absence will be handled on a case-by-case basis. Since every student is expected to engage in class discussion, reflection, and group presentation in all classes, not being present in a class will mean that part of the course's requirements cannot be met.

If a student feels they are going to miss a class, they must contact the faculty member prior to the absence to determine if 1) the course should be dropped or 2) it is possible to make up some of the missed material – and if so, how. The final decision will be made by the individual faculty member based on a discussion with the student and the student's overall performance in the class.

MA in Leadership Program Enrollment Policy

Students normally take either one or two courses per semester. Enrolling in two courses per semester (including summer semester) enables a student to complete the coursework in the program within two years.

Students who are away from classes for one year or longer must complete an Application for Readmission and submit it to the Registrar's Office. Students who have been out of the program for more than two years may, at the discretion of the program director, be required to take additional courses to refresh their understanding of the field.

Accreditation and Affiliation

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditation, approvals, and memberships, in the Accreditation, Approvals and Memberships section.

Master of Arts in Leadership Faculty

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

Thomas Berkas, Instructor of Leadership Studies. BCE, University of Minnesota, PhD University of Minnesota.

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

Stephen K. Erickson, Instructor of Leadership Studies. BA, Augsburg University; JD, University of Minnesota. Vice President and Advanced Practitioner, Erickson Mediation Institute.

Carolyn Evans, Instructor, Leadership Studies. BA, MA, PhD University of Minnesota.

Lori Brandt Hale, Associate Professor of Religion. BA, University of Iowa; MA, University of Chicago; PhD, University of Virginia.

Garry Hesser, Martin Olav Sabo Professor of Citizenship and Learning. BA, Phillips University; MDiv, Union Theological Seminary; MA, PhD, University of Notre Dame.

Lucinda Hruska-Claeys, Instructor of Leadership Studies. BS, University of Minnesota; MA, Southern Illinois University-Carbondale; JD, University of Minnesota; MA in Leadership, Augsburg University. Attorney at Law and Vice President for Wells Fargo Bank (retired).

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

Caroline Maguire, Assistant Professor of Education. BA, Macalester College; MA, 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.

Marilyn S. McKnight Erickson, Instructor of Leadership Studies. BA, Augsburg University; MA, St. Mary's University; President and Advanced Practitioner, Erickson Mediation Institute, Mpls.

Thomas Morgan, Professor of Business Administration. BS, Juniata College; MBA, University of Denver; MS, University of Oregon; PhD, University of Minnesota.

Norma C. Noonan, Professor Emerita of Political Science and Leadership Studies, former Director of the Center for Leadership Studies and the MA in Leadership Program (1993-2011). BA, University of Pennsylvania; MA, PhD, Indiana University.

Diane Pike, Professor of Sociology. AB, Connecticut College; PhD, Yale University.

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

Alan Tuchtenhagen, Assistant Professor of Leadership Studies and Director of the Center for Leadership Studies and the MA in Leadership Program. BS, Westmar College; MA, University of Nebraska; DPA, Hamline University.

Master of Arts in Nursing

A master's degree in nursing focuses on health in community life, both locally and globally, and supports students to envision new models of care across practice settings. Students select from two tracks of study—*Transformational Nursing Leadership* or *Transcultural Nursing*. Both tracks prepare nurse leaders to assume a wide variety of roles and responsibilities throughout the healthcare system and in emerging care settings in communities.

Mission

Within the context of liberal arts education and guided by the values of the Lutheran Church, the Master of Arts in Nursing program prepares nurses for transformational leadership and transcultural nursing practice across care settings with particular emphasis on promoting health equity locally and globally.

Program Goals

Graduates of the Master of Art in Nursing Program are prepared to:

- Provide a foundation for the practice of transculturally competent nursing by synthesizing, integrating, and applying nursing research and theory in advanced nursing practice and leadership roles.
- Provide a sound scholarly foundation for transformative advanced nursing practice and leadership and further graduate study.
- Create and sustain a teaching-learning environment that promotes open scholarly exchange, personal growth, lifelong learning, leadership, and vocation of professional service in a global society.

Curriculum

The MAN curriculum is organized into 33 semester credits –15 semester credits in a *Nursing Core*, in which all students enroll, and 18 semester credits in one of the two *Tracks of Study*. Practica are taken concurrently with most courses and are integrated throughout the program. Each semester credit of practicum is equal to 45 clock hours of practice.

Students select a track of study when applying to the program, however, this is not essential until after one's first semester. Students may study full-time (6-8 semester credits per term) or part-time (4 semester credits per term). Time to degree completion takes an average 22 months when studying full-time, and 32 months when studying part-time.

Nursing Core Courses (15 semester credits)

The core nursing courses integrate a strong foundation of social justice incorporating multiple ways of knowing with curricular emphasis on nursing science, art, and theory to guide practice.

NUR 500 - Transcultural Health Care (3 semester credits)

NUR 500P - Practicum: Transcultural Health Care (1 semester credit)

NUR 541 - Politics of Health (3 semester credits)

NUR 541P - Practicum: Politics of Health Care (1 semester credit)

NUR 505 - Theoretical Foundations for Advanced Nursing Practice (3 semester credits)

NUR 505P - Practicum: Theoretical Foundations for Advanced Practice Nursing (1 semester credit)

NUR 520 - Research Methods in Nursing (3 semester credits)

NUR520P - Practicum: Research Methods in Nursing (1 semester credit, optional)

Transformational Nursing Leadership Track (18 semester credits)

The Transformational Nursing Leadership track is designed to develop nurse leaders' ability to critically analyze, articulate, and develop effective strategies to cope with high level health care inequities. Curricular emphasis is on inter-professional collaboration across care settings. Participation in nursing leadership practica in traditional and emerging care settings adds depth and meaning to classroom dialogue. Practica also provide 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. *Transformational Nursing Leadership* track courses include:

- NUR 501 - Nursing Leadership in Complex Adaptive Systems (3 semester credits)
- NUR 501P - Practicum: Nursing Leadership in Complex Adaptive Systems (1 semester credit)
- NUR 521 - Transformational Nursing Leadership (3 semester credits)
- NUR 521P - Practicum: Transformational Nursing Leadership (1 semester credit)
- NUR 523 - Theory, Practice and Research Seminar (3 semester credits)
- NUR 523P - Practicum: Theory, Practice and Research Seminar (2 semester credits)
- NUR 525 - Graduate Field Project (3 semester credits)
- NUR 525P - Practicum: Graduate Field Project (2 semester credits)

Students graduating from the Transformational Leadership Track of the master's program are eligible to apply to the American Nurses Credentialing Center (ANCC) for certification as a *Nurse Executive, Advanced* and to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Graduate Field Project in Transformational Nursing Leadership

Students will fulfill their Master of Arts in Nursing through a final practice-focused project, which serves as the capstone of the master's program. The last two classes in the curriculum—NUR 523 and NUR 525—emphasize the development and articulation of a graduate field project focused on transformational leadership. Students present their final projects in NUR 525.

Transcultural Nursing Across Care Settings Track (18 semester credits)

The Transcultural Nursing track in the Master of Arts in Nursing program is designed to prepare nurses for advanced practice across care settings in culturally diverse communities. The curriculum is grounded in nursing science, theory-guided practice, and transcultural principles. Emphasis is on reaching out to persons and populations that are underserved by traditional care systems and who exist outside of the social mainstream. As such, the track provides rich alternative learning opportunities for graduate students locally and internationally. *Transcultural Nursing Across Care Settings* track courses include:

- NUR 532 - Transcultural Healing Practices and Self Care (3 semester credits)
- NUR 532P – Practicum: Transcultural Healing Practices and Self Care (1 semester credits)
- NUR 530 - The Power of Ritual and Ceremony for Healing (3 semester credits)
- NUR 530P – Practicum: The Power of Ritual and Ceremony for Healing (1 semester credits)
- NUR 523 - Theory, Practice and Research Seminar (3 semester credits)
- NUR 523P – Practicum: Theory, Practice and Research Seminar (2 semester credits)
- NUR 525 - Graduate Field Project (3 semester credits)
- NUR 525P - Graduate Field Project (2 semester credits)

Students graduating from the Transcultural Nursing track of the master's program are eligible to apply to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Graduate Field Project in Transcultural Nursing

Students will fulfill their Master of Arts in Nursing through a final practice-focused project, which serves as the capstone of the master's program. The last two classes in the curriculum—NUR 523 and NUR 525—emphasize the development and articulation of a graduate field project focused on transcultural nursing. Students present their final projects in NUR 525.

Practica

Practice experience is emphasized in both tracks in the Master of Arts in Nursing program. Students earn 9 semester credits of practicum work that is equal to 405 clock hours of practice—45 clock hours per semester credit hour. Some practica are semi-structured, experiential, and led by faculty and cultural guides familiar with the communities in which the practica occur. Other practica options are student directed. Students are encouraged to immerse themselves in

practice settings that serve persons underserved or excluded from mainstream health care, as emphasis in the transcultural track is on cultural diversity and health inequities across healthcare settings. Practica focusing on experiential learning with a transformational nurse leader provides students with the opportunity to gain a greater understanding of organizational dynamics and change through a complexity science paradigm.

Augsburg Central Health Commons & the Health Commons in Cedar-Riverside

A unique opportunity for students to explore advanced nursing roles and new models and forms of practice is provided by the Augsburg Central Health Commons, and the Health Commons in the Cedar-Riverside neighborhood. Both Health Commons are nursing-led drop-in centers dedicated to serving those in need and focused on healthy individuals and communities. People from diverse backgrounds, who have health experiences grounded in wide ranging cultural contexts frequent the Health Commons for health support and reassurance. Service and care are based on respect, relationship, and collaboration that connects health and hope for all participants. Health Commons partners include Central Lutheran Church in downtown Minneapolis, Fairview Health Services, People's Center, and the East Africa Health Project.

Study Abroad and Away

The Department of Nursing works closely with cultural guides and nurse mentors in various contexts of care in emerging care settings at home and abroad. The Center for Global Education is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, Pine Ridge, SD, and England..

Additional collaborative partners include the Ministry of Health and Social Services (MOHSS) in Namibia. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission Requirements

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

- An earned Bachelor's degree in nursing from a regionally accredited college or university, or an Associate of Science degree in nursing in addition to a non-nursing bachelor's degree
- A cumulative GPA of 3.0 in all previous college coursework
- Experience as a registered nurse
- A current, unencumbered nursing license
- Evidence of up-to-date immunizations and Health Insurance Portability and Accountability Act (HIPAA) training
- A Criminal Background check
- 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 by the Graduate Nursing Faculty on an individual basis. Admissions are handled throughout the year, with students being admitted at the beginning of the fall (September), spring (January), and summer (May) semesters.

Application components:

- A written statement describing professional and educational goals
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- Two letters of recommendation addressing the applicant's character and ability for graduate study

- Current resume
- 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. For more information, refer to the additional requirements outlined in Admission of International Students in the Graduate Admissions section.

(www.augsburg.edu/grad/international)

Academic Policies

Evaluation of academic performance in the Master of Arts in Nursing program will be based on letter grades. See detailed information in the Academic Programs and Policies

Attendance Policy

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Instructors may lower grades if attendance and participation is lacking. Individual syllabi will contain individual instructors' requirements. Because classes are held in Rochester and Minneapolis, students must prepare to drive to class at least once per semester. NUR 523 and NUR 525 meet all Face-to-Face and students are required to drive to Rochester and Minneapolis on a rotating schedule.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the MAN program. If a student falls below a 3.0 average, the student will be placed on probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of B- or less in a course, the student must petition successfully to the faculty of the Master of Arts in Nursing program before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of B- or less is received, the student may be dismissed from the program.

Students may also be dismissed for behavior detrimental to the program, such as a gross violation of University policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Credit for Prior Education

Students may petition the Master of Arts in Nursing faculty for approval of transfer of credit. Transfer credits will be evaluated on an individual basis. The only courses that will be considered for transfer credit are those earned from regionally accredited colleges and universities, whose course content is comparable to course content in the Master of Arts in Nursing program. No more than nine semester credits will be accepted for transfer credit.

Schedules for Classes

Master's classes are taught in a hybrid format combining in-class and web-based instruction to meet the needs of working adults. Fall and spring classes typically meet 6 times per semester for 5 hour periods. Some variation of class schedules may occur. Summer classes may meet weekly for 5 hours for 7 weeks and others meet six times per semester. Video conferencing technology using Zoom is used to connect students in Rochester, MN, with students in Minneapolis. Some classes may use Zoom technology where students will Zoom from home. Some driving for class is required, as students from Rochester will travel to Minneapolis one time per semester and students from Minneapolis will travel to Rochester one time per semester, with the exception of NUR 523 and NUR 525. If weather is inclement, Zoom technology is used. Classes in Rochester meet at Bethel Lutheran Church at 810 3rd Ave SE, Rochester, MN.

Practica are additional to courses. Students enroll in practica concurrently with enrollment in courses.

Accreditation and Affiliations

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Augsburg University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Assistant Professor and Director of the Augsburg Central Health Commons.

Kaija Freborg, DNP, RN, Assistant Professor of Nursing. Director of BSN program Minneapolis.

Cheryl Leuning, Phd, RN, Professor of Nursing.

Joyce Miller, DNP, RN, Associate Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate MAN and DNP-TCN Programs.

Deborah Schuhmacher, DNP, RN, Assistant Professor of Nursing.

Staff

Sharon Wade, Nursing Programs Coordinator.

Linden Gawboy, Nursing Programs Administrative Assistant.

Doctor of Nursing Practice – Transcultural Nursing (TCN) Leadership Track

The Transcultural Nursing Leadership track is a post-masters doctoral degree with an emphasis on transcultural nursing leadership. As a post-master's program, the DNP-TCN track of study prepares nurses for advanced leadership and practice roles in Transcultural Nursing (TCN).

Mission

Within the framework of liberal arts education and guided by the values of the Lutheran Church, the post-master's Doctor of Nursing Practice program, TCN Leadership track of study prepares nurses for advanced transcultural nursing leadership in communities in order to maximize health through peaceful, just, and collaborative actions that uphold and improve human potential across care settings and care systems, with emphasis on eliminating health inequities locally and globally.

Program Goals

Graduates of the Doctor of Nursing Practice program are prepared to:

- Negotiate the complexity of multicultural care settings and care systems to eliminate health inequities among populations and communities
- Challenge conventional knowledge about illness through an ecological approach to social determinants of health
- Lead change through building coalitions with marginalized people that are based on mutuality and common cause

Program Structure

The program is structured in a cohort model. One cohort a year will be admitted to begin in the fall term. Students can choose to take full or part-time study. Students taking full-time study take two didactic offerings, two seminars, and a practicum each semester. Students in full-time study can complete the post-master's DNP-TCN curriculum in 20 months, including completion of the DNP project. Students selecting part-time study take one didactic offering, one seminar and a practicum each semester. As a part-time student, completion of the program is expected to take 32 months, including completion of the DNP project.

The DNP curriculum is organized into 33 semester credits comprised of didactic classes, experiential practica, and seminars, with a DNP project completing the degree. As a practice doctorate, the emphasis is on building leadership and practice skills in knowledge application among diverse population groups. The goal is to improve health and decrease health inequities that lead to unnecessary morbidity and mortality in communities.

Students graduating from the DNP-TCN track are eligible to apply to the Transcultural Nursing Certification Commission (TCNCC) for advanced certification in *Transcultural Nursing*.

Didactic

A total of six didactic courses (18 semester credits) constitute the DNP program. One course equals three semester credits. The DNP courses (NUR 800 level), are taught in a variety of immersion models: one format is two days a month - eight hours of class time, followed by a half-day morning seminar. Other courses are offered in an immersion format of two days of class per semester with three half-day seminars. Some of the classes will incorporate Zoom technology.

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Classes are held on Augsburg's campus in Minneapolis and an additional learning site in Rochester, MN, at Bethel Lutheran Church (810 3rd Ave SE). Video conferencing using Zoom technology is used for some of the classes and for distant students. However, students must be prepared to drive to Rochester and/or Minneapolis for class at least once per semester. If weather is inclement, Zoom technology is used.

Practica

Practica are organized to give flexibility and individual choice to students to support their increasing independence and depth of practice experience at the doctoral level. Students select practicum experiences that are either structured immersions in a variety of cultural contexts led by nursing faculty or are student initiated and individually directed experiences mentored by nursing faculty.

In a 15-week semester, practicum hours are computed as follows:

- 1 semester credit hour = 45 clock hours of practicum time per semester
- 2 semester credit hours = 90 clock hours of practicum time per semester
- 3 semester credit hours = 135 clock hours of practicum time per semester

To earn the DNP, students must complete a total of 1,000 practicum hours in their Master's and DNP programs. Students will be allowed to transfer up to 600 practicum hours from their master's in nursing into the Augsburg DNP. As such, all students will register for at least nine semester credits of practica in the post-master's DNP-TCN.

Study Abroad and Away

The Department of Nursing works closely with cultural guides and nurse mentors in various contexts of care in emerging care settings at home and abroad. The Center for Global Education and Experience is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, Pine Ridge, SD, and England. Additional collaborative partners include the Ministry of Health and Social Services (MOHSS) in Namibia. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

Seminars

Seminars focus on integration of conceptual learning with field practice, developing the student's particular practice interests. Students are required to participate in a doctoral seminar every semester—fall and spring—until completion of the DNP degree. Cohorts of students who enter the DNP program together usually progress as a group in the seminars in which they enroll each semester, depending on whether they are studying full-time or part-time. The final seminar (NUR 841) culminates in the DNP project presentation and completion of the requirements for the DNP degree.

Final DNP Project

Final DNP projects must make a significant impact on nursing practice and health outcomes of populations and communities, demonstrate an evidence-based contribution to existing nursing knowledge, and be suitable for presentation or publication in a peer-reviewed venue. Through this scholarly project students demonstrate leadership in synthesizing and applying scientific knowledge to practice challenges in local and/or system wide contexts of care. Students should begin working on their DNP projects in the early stages of the DNP program and continue throughout the program. The student's scholarly project is planned in collaboration with a major faculty advisor.

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission to the DNP-TCN

Applicants to the Doctor of Nursing Practice TCN program must have:

- An earned master's degree in nursing from a regionally-accredited institution
- A GPA of 3.2 on a 4.0 grading scale in master's in nursing program
- A current unencumbered RN license to practice in the US.
- Evidence of a completed graduate research course
- Evidence of up-to-date immunizations
- Satisfactory results of a certified federal criminal background check
- A current Curriculum Vitae

Decisions about admission to the program will be made on an individual basis. Selection of candidates will be made on the basis of an evaluation of the following items for each applicant:

- A 2-3 page professional essay responding to an excerpt from Wendell Berry's essay, "*Health in Membership.*"
- Applicants must submit an official transcript(s) from each regionally-accredited institution where a degree was earned, as well as from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- Three professional references
- A successful, personal interview with Augsburg Nursing faculty

The number of applicants admitted to the DNP program will be limited and based on availability of faculty members who share a student's practice interests and goals. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.

Applicants who have graduated from a foreign nursing program, should submit their coursework for validation to the World Education Service (WES) or the National Association of Credential Evaluators (NACES) and have the reports sent directly to Augsburg University. Additionally, internationally-educated applicants may request the Commission on Graduates of Foreign Nursing Schools (CGFNS) (www.cgfns.org) to forward their educational credentials report to the Minnesota State Board of Nursing. Once their credentials are verified, applicants must apply for licensure and demonstrate successful passing of the National Council Licensure Examination (NCLEX).

Nurses who have previously submitted CGFNS credential verification in a state other than Minnesota, who have passed the NCLEX, will be considered for admission and must meet the same residency requirements expected of all students.

Applicants whose first language is not English must submit score evidence from TOEFL (Test of English as a Foreign Language) score report of 80 on the Internet Based TOEFL (iBT) with a subscore of 20 on the written and 20 on the speaking sections. See Graduate Admissions for more information. (www.augsburg.edu/grad/international)

Academic Policies

Evaluation of academic performance in the DNP program will be based on letter grades. See detailed information in the Academic Programs and Policies

Attendance Policy

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Instructors may lower grades if attendance and participation is lacking. Individual syllabi will contain individual instructors' requirements. Because classes are held in Rochester and Minneapolis, students must prepare to drive to class at least once per semester.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the DNP program. If a student falls below a 3.0 average, the student will be placed on probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of B- or less in a course, the student must petition successfully to the faculty of the DNP program before being allowed to continue in the program. A plan for the student to follow would be outlined at that time. If a second grade of B- or less is received, the student may be dismissed from the program.

Students may also be dismissed for behavior detrimental to the program, such as a gross violation of University policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation, Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Assistant Professor and Director of the Augsburg Central Health Commons.

Cheryl Leuning, Phd, RN, Professor of Nursing.

Kristin McHale, DNP, RN, Assistant Professor of Nursing, Director of the BSN Program, Rochester.

Joyce Miller, DNP, RN, Associate Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate MAN and DNP-TCN Programs.

Deborah Schuhmacher, DNP, RN, Assistant Professor of Nursing.

Staff

Sharon Wade, Nursing Programs Coordinator.

Linden Gawboy, Nursing Programs Administrative Assistant.

Doctor of Nursing Practice – Family Nurse Practitioner (FNP) Track

The Doctor of Nursing Practice - Family Nurse Practitioner is a post-BSN Doctor of Nursing Practice program focused on the primary care of families. The curriculum emphasizes knowledge, skills and values that foster one's ability to lead change, while addressing health needs and concerns of families and communities. Nursing scholarship and advanced autonomous practice as a primary care Nurse Practitioner, frames the critical exploration of knowledge in transcultural nursing, integrative healthcare practices, transformational leadership, and health assessment.

Mission

Within the framework of liberal arts education and guided by the values of the Lutheran Church, the post-BSN (Bachelor of Science in Nursing) to DNP/FNP track of study prepares nurses for advanced nursing leadership and integrative primary care of families across cultures and care settings. Emphasis is on eliminating health inequities through peaceful, just, and collaborative actions that uphold and improve human potential.

Program Goals

Graduates of the Doctor of Nursing Practice/Family Nurse Practitioner program are prepared to:

- Negotiate the complexity of multicultural care settings and care systems to eliminate health inequities among populations and communities.
- Challenge conventional knowledge about illness through an ecological approach to social determinants of health.
- Lead change through building coalitions with marginalized people that are based on mutuality and common cause.
- Provide primary care to persons, families and communities with particular consideration for those who are underserved and/or marginalized by dominant societal structures.
- Integrate scientific evidence based guidelines into clinical practice.

Program Structure

The program is structured to admit students beginning each fall semester. Students take courses on a full-time basis during the completion of their 500 level courses, pre-FNP 800 level courses, and during the didactic and clinical courses in the FNP program.

Length of program: The Post-BSN to DNP/FNP track of study leads to eligibility for certification as a Family Nurse Practitioner (FNP) through the American Nurses Credentialing Center (ANCC) and requires a minimum of 84 semester credit hours, including 56 didactic credit hours, 4 seminar credits, and 24 clinical credit hours.

Didactic

A total of 19 didactic courses (56 semester credits) constitute the DNP/FNP program. Didactic classes, structured practica, and clinical experiences are taught in a variety of flexible schedules that are responsive to student needs. 500 level courses consist of six classes a semester - five hours of class time, in addition to taking a one credit practicum course associated with the didactic course. The DNP courses (NUR 800 level), are taught in a variety of immersion models: one format is two days a month - eight hours of class time for the first day and four hours the subsequent morning. Other courses are offered in an immersion format of two days of class per semester with 3 half-day seminars. The FNP courses (final two years of study) are offered on Monday and Tuesday or Thursday and Friday, approximately six times a semester, class time hours will vary. Web-based assignments are integrated into all classes through *Moodle*.

Community practicum experiences may be scheduled during the class meeting days as well. Additionally, some courses may be taught in an immersion format, where students and faculty are "immersed" in a unique socio-cultural context and course content and a set number of practicum hours are condensed into seven to fourteen days.

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Classes are held on Augsburg's campus in Minneapolis and in Rochester, MN, at Bethel Lutheran Church (810 3rd Ave SE) the location of Augsburg's learning site or at Hermitage Farm Center for

Healing, 6415 West River Road NW, Rochester, MN. Video conferencing using Zoom technology is used for some of the classes. However, students must be prepared to drive to Rochester and/or Minneapolis for classes. If weather is inclement, Zoom technology is used.

Practica (for DNP courses) / Clinicals (for FNP courses)

To earn the DNP-FNP, a student must complete a total of 1080 practicum hours. This includes 405 practica hours for the DNP portion and 675 hours for the clinical portion.

Practica are organized to give flexibility and individual choice to students to support their increasing independence and depth of practice experience at the doctoral level. Students select practicum experiences that are either structured immersions in a variety of cultural contexts led by nursing faculty or that are student initiated and individually directed experiences mentored by nursing faculty. Students will be allowed to transfer up to 400 practicum hours from their master's degree in nursing to complete the required 405 hours for the DNP portion.

675 integrative primary care clinical hours are required. FNP clinical sites will be arranged by clinical faculty. Of the 675 clinical hours: 100 hours focuses on children/women's health issues, 575 hours focuses on integrative primary care.

In a 15-week semester, practicum hours are computed as follows:

- 1 semester credit hour = 45 clock hours of practicum time per semester
- 2 semester credit hour = 90 clock hours of practicum time per semester
- 3 semester credit hour = 135 clock hours of practicum time per semester

Required Practica hours = 405 which equals 9 credits

Required Clinical hours=675 which equals 15 credits

The total credits for practica and clinicals are equal to 24.

Seminars

Seminars focus on integration of conceptual learning with field practice developing the student's particular practice interest. Students are required to participate in a total of four one-semester-credit doctoral seminars during the DNP/FNP program. The final seminar culminates in the project presentation and completion of the requirements for the DNP degree.

Study Abroad and Away

The Department of Nursing works closely with cultural guides and nurse mentors in various contexts of care in emerging care settings at home and abroad. The Center for Global Education and Experience is a partner with the Department of Nursing in developing and facilitating study abroad opportunities in Guatemala, Mexico, Namibia, Pine Ridge, SD, and England. Additional collaborative partners include the Ministry of Health and Social Services (MOHSS) in Namibia. A detailed listing of practica and immersion experiences abroad and away can be found at the nursing website (www.augsburg.edu/nursing).

Final DNP/FNP Project

Final DNP/FNP projects must make a significant impact on nursing practice and health outcomes of populations and communities, demonstrate an evidence-based contribution to existing nursing knowledge, and be suitable for presentation or publication in a peer-reviewed venue. Through this scholarly project students demonstrate leadership in synthesizing and applying scientific knowledge to practice challenges in local and/or system wide contexts of care. Students should begin working on their DNP/FNP projects in the early stages of the program and continue throughout. The student's scholarly project is planned in collaboration with a major faculty advisor.

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission to the DNP/FNP

Applicants to the Doctor of Nursing Practice FNP program must have:

- A completed application form and payment of application fee.
- An earned baccalaureate degree in nursing (BSN or BAN), master's degree in nursing, or a doctor of nursing practice (DNP), from a nationally accredited institution and a nationally accredited nursing program.
- A minimum of five years active and current clinical practice as a Registered Nurse.
- Evidence of current unencumbered license as a Registered Nurse. MN license required. Other state licenses will be required for clinical rotations.
- Applicants must submit an official transcript(s) from each regionally-accredited institution where a degree was earned, as well as from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- GPA of 3.0 from previous baccalaureate nursing program; GPA of 3.2 from previous masters in nursing program or DNP program.
- Three professional letters of recommendation.
- A 2-3 page professional essay responding to a posted question on the admission application.
- Documentation verifying the number of practice hours completed in a nationally accredited graduate nursing program, if applicable. (A maximum of 400 practice hours may be transferred into the DNP/FNP tract of study from a nationally accredited master's in nursing program.)
- A current Curriculum Vitae.
- Successful personal interview with Augsburg Nursing Faculty.
- Evidence of a completed undergraduate statistics course (within the last 5 years) on an official transcript before enrolling in the Nursing Research course (NUR520) & the associated practicum (NUR520P).
- Evidence of up to date immunizations per Department/University requirements
- Evidence of HIPAA training.
- Satisfactory results of a certified federal criminal background check at time of admission and annually thereafter; additional testing may be required for clinical placement, e.g., alcohol, drug testing, HIV testing, etc.

The number of applicants admitted to the DNP/FNP program will be limited and based on availability of faculty members that share a student's practice interests and goals. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.

The above Admission Criteria are current as of April 2018 and are subject to change.

Applicants who have graduated from a foreign nursing program, should submit their coursework for validation to the World Education Service (WES) or the National Association of Credential Evaluators (NACES) and have the reports sent directly to Augsburg University. Additionally, internationally-educated applicants may request the Commission on Graduates of Foreign Nursing Schools (CGFNS) (www.cgfns.org) to forward their educational credentials report to the Minnesota State Board of Nursing. Once their credentials are verified, applicants must apply for licensure and demonstrate successful passing of the National Council Licensure Examination (NCLEX).

Nurses who have previously submitted CGFNS credential verification in a state other than Minnesota, who have passed the NCLEX, will be considered for admission and must meet the same residency requirements expected of all students.

Applicants whose first language is not English must submit score evidence from TOEFL (Test of English as a Foreign Language) score report of 80 on the Internet Based TOEFL (iBT) with a subscore of 20 on the written and 20 on the speaking sections. See Graduate Admissions for more information. (www.augsburg.edu/grad/international)

Academic Policies

Evaluation of academic performance in the DNP program will be based on letter grades. See detailed information in the Academic Programs and Policies

Attendance Policy

Class attendance is expected and should be considered a key responsibility, not only to one's self, but to one's classmates and the course instructor. Instructors may lower grades if attendance and participation is lacking. Individual syllabi will contain individual instructors' requirements. Because classes are held in Rochester and Minneapolis, students must prepare to drive to class at least once per semester.

Academic Probation and Dismissal Policies

Students must maintain a 3.0 cumulative grade point average in the DNP program. If a student falls below a 3.0 average, the student will be placed on probation for the following term. A 3.0 cumulative grade point average must be restored in order for a student to be removed from probation. If a student receives a grade of a B- or less, the student must petition to the faculty of the DNP program before being allowed to continue in the program. If a second grade of a B- or less is received, the student may be dismissed from the program.

Students may also be dismissed for behavior detrimental to the program, such as a gross violation of University policy as published in the Student Guide. Dismissal would occur only after established procedures were followed.

Accreditation

The Doctor of Nursing Practice program is accredited by the Commission on Collegiate Nursing Education (CCNE), which has accredited the Master of Arts in Nursing and the Bachelor of Science in Nursing programs at Augsburg. Augsburg is accredited by the Higher Learning Commission.

For a complete list of Augsburg's accreditations, approvals, and memberships, see the listing in the Accreditation, Approvals, and Memberships section.

Faculty

Kathleen Clark, DNP, RN, Assistant Professor and Director of the Augsburg Central Health Commons.

Kaija Freborg, DNP, RN, Assistant Professor of Nursing. Director of BSN program Minneapolis.

Michelle Higgins, MSN, FNP, Instructor.

Janice James, DNP, FNP, Instructor and Clinical Director of FNP Program Minneapolis.

Dawn Kaderabek, DNP, FNP-C.

Cheryl Leuning, Phd, RN, Professor of Nursing.

Joyce Miller, DNP, RN, Associate Professor of Nursing, Chair of the Department of Nursing, and Director of Graduate MAN and DNP-TCN Programs.

Tammy Olney, DNP, FNP, Instructor and Clinical Director of FNP Program Rochester.

Deborah Schuhmacher, DNP, RN, Assistant Professor of Nursing.

Lisa Van Getson, DNP, FNP, Assistant Professor, Director, DNP-FNP Program.

Staff

Sharon Wade, Nursing Programs Coordinator.

Linden Gawboy, Nursing Programs Administrative Assistant.

Master of Business Administration

Embarking on a graduate degree program is an exciting and challenging decision. The Augsburg MBA is a rigorous and intensive educational experience. The Augsburg MBA is practical and “hands-on,” focusing on applicable skills and knowledge designed to increase your ability to think critically, analyze and take the appropriate action. Toward the end of the program, Augsburg MBA students work on a consulting project for a business or social entrepreneur organization. Students are divided into groups of four or five and write strategic, business and marketing plans for the organization. The students have made recommendations for facility expansions, new products, new marketing programs and present their final recommendations to the CEO and the leadership team. The Augsburg MBA also provides students a unique opportunity to investigate business cultures and practices through a faculty-led international experience. Our curriculum integrates the global experience of our faculty and reflects Augsburg’s mission of developing leaders grounded in values, purpose, and vocation.

The Augsburg MBA is a proven accelerated cohort-based program focused on three learning modules: Personal and Professional Development, Quantitative Decision Making, and Value Creation, all built on a foundation of ethical decision-making. The students will write their own personal development plan focusing on their core strengths, core convictions, a personal mission statement, goals for the next five years and an action plan to accomplish those goals. We encourage our students to challenge themselves, their classmates and professors to bring a new and expanded focus of the world through guided reflection and examination.

Augsburg MBA students are chosen because they exhibit purpose and direction in their careers and lives, and positive engagement with their community and associates. Our MBA graduates make a difference. We invite you to become part of a growing community of Augsburg MBA alumni.

George Dierberger, Ed.D.

Interim Director, Master of Business Administration Program

MBA Mission - “Prepare Students for Meaningful Work”

Our mission is to prepare students for meaningful work by developing their decision-making skills, critical thinking and by transforming them into effective managers and leaders in service to others. 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.

Accreditation

The Augsburg MBA is a candidate for accreditation with the Association of Collegiate Business Schools and Programs (ACBSP).

Augsburg is accredited by the Higher Learning Commission. For a complete list of Augsburg’s accreditations, approvals, and memberships, see the listing in the Accreditation, Approvals, and Memberships section.

MBA Program Overview

Today’s business leader must be able to quickly analyze situations and information and critically analyze alternatives and courses of action. The purpose of the Augsburg MBA is to prepare students to accept greater responsibility in organizations facing this dynamic and 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 students’ experiences and learning in the program. Our faculty is uniquely qualified to bridge theory and real-world application, giving MBA students opportunities to acquire skills and knowledge in a variety of disciplines.

Plan of Study

The Augsburg MBA is an accelerated, evening program that allows working professionals to complete an MBA degree in approximately 26 months. This is accomplished by using a cohort model in which students follow a predetermined schedule with classes meeting one night a week.

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 learn from one another, mentor each other, and develop their own career development plan based on a series of self-assessments. You'll share diverse professional expertise and experience as you work in teams on projects, case studies, presentations, and Harvard Business Review simulations, both inside and outside of class. Working both 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'll build personal, social, and academic abilities.

MBA students 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.

Credit for Prior Learning

Up to nine credits (three courses) may be waived through prior business coursework that is comparable to the course curriculum and from an accredited business school (with director/faculty approval) or certain professional credentials (with appropriate documentation). Consult the MBA program office for details. Students who have passed the Certified Public Accountants (CPA) or Certified Management Accountants (CMA) exam may be waived from MBA 520, Accounting for Managers.

Students with prior academic coursework that meets the following criteria may be waived from eligible core courses.

- Course(s) must be taken at an approved, regionally-accredited institution.
- Acceptance of core course waivers implies the student accepts the responsibility for having the essential knowledge and understanding of the core course material, and is properly prepared for any future core or elective course for which the waived course was a prerequisite. Academic credit is not awarded for any waived course, nor will the course appear on academic transcripts.

Academic Calendar

The Augsburg MBA is a year-round program. Courses are offered during fall, spring, and summer semesters. Courses are offered consecutively during each term so students are able to concentrate on one subject at a time. The program is designed to have students take at least two courses per term.

Official academic calendars and the MBA registration policies can be found at www.augsburg.edu/registrar. The unique cohort model of the Augsburg MBA requires individual schedules for each cohort. These schedules are provided by the MBA department.

The Faculty-Led International Experience

Each year, all current MBA students are offered the opportunity to participate in a faculty-led international experience. This trip is taken in conjunction with either MBA 565 - Managing in a Global Environment or MBA 595 - Strategic Management. Students will travel as a group to an international location, visit businesses, participate in faculty lectures, and learn about the culture and traditions of the countries visited. Each MBA student should have two opportunities during their matriculation in the program to participate. Costs can vary; but as a minimum, trips normally include tuition (for the course selected), lodging, and travel in-country, as well as some meals.

Program Requirements

The Augsburg MBA requires 42 semester credits for degree completion. Augsburg MBA courses are three semester credits each. Each three semester credit course consists of 28-32 hours of in-class instruction and 5 ½ - 9 ½ hours of online instruction per week through a web-based electronic course management system.

A total of 14 courses are required for the Augsburg MBA. There are 12 core courses and 2 elective/concentration courses.

MBA Program Sequence

Semester 1:

MBA 592 - Leadership: Ethics, Vision and Transformation
MBA 545 - Organizational Behavior

Semester 2:

MBA 540 - Business and Professional Ethics
MBA 560 - Communication Issues in Management

Semester 3:

MBA 570 - Quantitative Decision-Making for Managers
MBA 520 - Accounting for Business Managers

Semester 4:

MBA 530 - Managerial Finance
MBA 510 - Applied Managerial Economics

Semester 5:

MBA 550 - Marketing Management
MBA 595 - Strategic Management

Semester 6:

MBA 565 - Managing in a Global Environment
MBA 580 - Management Consulting Project
Concentration Course 1

Semester 7:

MBA 580 - Management Consulting Project (begins in semester 6)
Concentration Course 2

Electives

Students are required to complete a concentration in either Finance, Leadership, or Entrepreneurship.

Finance Concentration

MBA 532 - Investment Theory and Portfolio Management
MBA 535 - International Finance

Leadership Concentration

Any two MAL electives from the Master of Arts in Leadership program

Entrepreneurship Concentration

MBA 596 - Managing Innovation
MBA 583 - Entrepreneurship: Execution, Planning & Strategy

The entrepreneur concentration teaches students how to perform the due diligence in developing and turning a business idea into reality by assessing the risks before product development. Our students learn how to collaborate and iterate in approaching the market opportunity and potential solution.

Student Learning Experience

Student Learning Experiences are meant to integrate the material from the three modules: Personal & Professional Development (SLE 1), Quantitative Analysis & Decision Making (SLE 2), and Value Creation (SLE 3). SLE 1 is embedded in MBA 540 Business Ethics, MBA 560 Communication Issues in Management, MBA 545 Organizational Behavior, and MBA 592 Leadership: Ethics, Vision and Transformation. SLE 2 is embedded across the MBA curriculum and includes a global

business simulation in the MBA 595 Strategic Management course. SLE 3 is a single course, the MBA 580 Management Consulting Project.

MBA/ MA in Leadership Dual Degree

Augsburg offers a coordinated program for students interested in both the Master of Business Administration and Master of Arts in Leadership degrees. See the [Master of Arts in Leadership section](#) of this catalog for program details.

For a complete list of courses and descriptions, see the [Course Description Search](#).

Locations and Schedules

MBA classes are offered at two locations: Augsburg's Minneapolis campus and Augsburg's Rochester campus. Cohorts begin three times per academic year at Augsburg's Minneapolis campus: September, January, and May. In Rochester, cohorts begin in September and May.

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 Office of Admissions at 612-330-1101.

Admission to the Augsburg MBA Program

Admission to the Augsburg MBA program is determined by a committee decision. The committee may include the MBA program director, Business Administration Department faculty, and Office of Admissions staff.

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 Office of Admissions:

- Completed application—Apply online at www.augsburg.edu/mba
- Two personal statements
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- Current résumé of work history
- Two confidential letters of recommendation
- MBA Math (optional for admission based on past experience; passing score required for the quantitative courses)

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 in the Graduate Admissions section.

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 9 semester credits in transfer. (See Evaluation of Transfer Credit in Academic Programs and policies.) Students must complete no fewer than 21 semester credits at Augsburg in order to receive their MBA degree from Augsburg University. All students must complete the Management Consulting project (MBA 580) to graduate. Eligible coursework must be approved by the MBA program director before transfer credit will be granted.

Academic Policies

MBA Program Enrollment Policy

Students are strongly encouraged to remain in their cohort and complete their MBA program as scheduled. Adjustments or modifications to the MBA schedule require the approval of the MBA program director.

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 semester 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.

Academic Evaluation

The grading scale used for the evaluation of academic performance in the MBA program is an A-F scale. For complete information on grading and evaluation, see Academic Programs and Policies.

Withdrawal from Class

For information regarding the last date on which students may withdraw from a class and receive a “W” on their records, refer to the academic calendar at www.augsburg.edu/registrar.

Attendance Policies

Student attendance at scheduled class meetings is a priority and required. However, MBA faculty understand that MBA students are working adults with significant responsibilities who, on occasion, face unforeseen situations that may interfere with attendance. Students should notify the faculty member teaching the course as soon as possible. When the student knows in advance of a class date where a potential conflict exists, they must discuss the proposed missed class with the faculty member prior to the date of the class. Students are responsible for the work covered during that class session and for making appropriate arrangements for obtaining handouts, lecture content, or other materials. Faculty members may assign appropriate independent work to insure that the student understands the material covered during the class session.

If appropriate and acceptable coordination is carried out by the student, there need not be any grade reduction for a single missed class session. This may be dependent on assignments due on the date of the missed class; e.g., final project presentations or team presentations. Point/grade reductions for unexcused absences are the prerogative of the faculty. Two missed class sessions, excused or unexcused, may be grounds for directing the student to withdraw from the course. More than two absences, excused or unexcused, require that a student withdraw from the class.

Degree Requirements

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

- Passing score on all modules of MBA math (<http://mbamath.com/>). MBA math contains modules in accounting, economics, finance, statistics, and spreadsheets (unless waived by the MBA Director)
- Successful completion of MBA courses with a cumulative GPA of 3.00 or higher at the completion of the program
- No more than two courses with a grade of B-

MBA Faculty

Jeanne M. Boeh, Associate Professor of Economics. BS, MA, PhD, University of Illinois.

George Dierberger, Assistant Professor of Business Administration. BS, University of Minnesota; MA, International Studies, University of St. Thomas; MBA, Fairleigh Dickinson University; Ed.D, Organization Development, University of St Thomas.

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

Phyllis Kapetanakis, Assistant Professor of Business Administration. BA, BS, Creighton University; MT, Arizona State University.

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

Master of Fine Arts in Creative Writing

MFA Mission

The Master in Fine Arts in Creative Writing program broadens and deepens the artistic sensibilities of the student writers, creating a close-knit community with fellow writers within and outside of the program. Students receive individual attention from accomplished and forward-thinking faculty who help them prepare themselves for the future of creative writing.

Program Overview

The MFA at Augsburg University is designed to accommodate writers who work full-time, live outside of Minnesota, or simply desire the flexibility of a low-residency experience. This two-year program offers one-on-one work with mentors throughout the year, features an annual ten-day summer residency, and provides the opportunity to join a lifelong community of writers.

Genres

- Creative Nonfiction
- Fiction
- Playwriting
- Poetry
- Screenwriting

Concentrations

- Teaching
- Translation
- Publishing

Features

- Two-year program
- Annual summer residency
- Online classrooms
- One-on-one mentor work
- Student to mentor ratio of 5:1

Summer Residency

Begin the program with a ten-day summer residency in Minneapolis, participating in daily workshops, readings, and mini-courses that focus on literary craft as well as career skills in teaching, editing, publishing, book arts, advertising, and translation. The program includes three summer residencies in Minneapolis.

Fall and Spring Semesters Online

The first and second residencies are each followed by two off-campus semesters of work with faculty mentors in virtual classrooms that make use of online and other technologies. Each semester, MFA candidates enroll in a Mentorship and Creative and Critical Reading course. In addition, students complete a craft paper during the third off-campus semester and prepare a craft talk in the fourth. Cross-genre work is encouraged.

Semester Mentorships

The Mentorship is a one-on-one experience with a faculty mentor who guides the student's production of work and study of craft. This one-on-one creative studio experience is focused on the MFA candidate's own writing and growth as a writer.

Critical and Creative Reading in an Online Classroom

This is a reading-as-writers course that provides an opportunity to work with the mentor and a community of peers, considering craft, criticism and aesthetics. Meetings are online in the electronic classroom. The format may include online discussion boards, video chats, and teleconferences with mentors and fellow learners. The online classroom offers an opportunity to continue conversations begun during the residency with members of the MFA community.

Traditional Plan of Study

Augsburg's Traditional MFA in Creative Writing program can be completed in nine courses (46 credits) over two years by taking the three summer residencies, four long-distance mentorship and reading courses (fall and spring semesters), a craft paper course, and a thesis course.

- **First Year**
 - **Summer Residency I** (6 credits), held for ten days on the Minneapolis campus, includes a workshop in the student's declared genre, as well as readings and lectures. To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency (Summer Term 2).
 - **Fall Semester I** (6 credits), Mentorship and Creative and Critical Reading course. This work is conducted remotely, via computer, phone, and/or mail. Students work closely with their mentor and other writers in their declared genre.
 - **Spring Semester I** (6 credits), Mentorship and Creative and Critical Reading course — this time in a genre outside the student's chosen area of specialization. This work is conducted remotely, via computer, phone, and/or mail.
- **Second Year**
 - **Summer Residency II** (6 credits), held for ten days on the Minneapolis campus, and including a workshop in the declared genre, as well as readings and lectures. To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency.
 - **Fall Semester II**, Mentorship and Creative and Critical Reading course (6 credits) and a Craft Paper course (2 credits) in which students complete a craft paper examining some aspect of writing. This work is conducted remotely, via computer, phone, and/or mail.
 - **Spring Semester II**, Mentorship and Creative and Critical Reading course (6 credits) and a Thesis course (2 credits) in which students complete their thesis. This work is conducted remotely, via computer, phone, and/or mail.
- **Third Summer**
 - **Summer Residency III** (6 credits), held for ten days on the Minneapolis campus, and including a workshop in the declared genre, as well as readings and lectures. Graduating students give a public craft talk and a reading from their thesis (students should prepare for this work during their second year). To earn credit for the residency, students must complete reading and writing assignments in the weeks before and after the residency.

Optional Courses of Study

- **Extended Study.** Designed for students who wish to prolong their studies in a single genre, this option has students completing at least five mentored and reading semesters instead of the standard four. At least four of these semesters should be used to study the student's declared genre.
- **Mixed Genre.** Designed for students who want to more deeply immerse themselves in a secondary genre, this option has students completing at least five mentored and reading semesters, including three in the student's primary declared genre and at least two in a different genre.
- **Post-MFA.** Designed for students who already have an MFA, this option allows students to drop into the program for a single residency or semester of study — or longer. Students seeking this option should contact the program director, as the director's approval is required.

- **Career Concentration Option.** Designed for students who wish to better prepare themselves for the job market, this option allows students to enroll in electives in teaching, translation and/or publishing. This work is usually completed alongside a traditional or extended/mixed genre course of study. The career concentration courses are also available as post-MFA studies. Career concentrations includes:
 - **Teaching Practice and Theory** - The Concentration in Teaching is a one-semester program (4 credits) combining practical and theoretical pedagogy to better prepare students who intend to teach. Students work with accomplished writing faculty as they consider curriculum and syllabi development. Students gain teaching experience by completing an internship in the teaching of writing. Prerequisite: teaching practice and theory seminars during summer residencies.
 - **Publishing: Howling Bird Press Book Prize** - The Concentration in Publishing is a two-semester experience (8 credits total) designed to introduce students to various aspects of the trade, including acquisition, editing, graphic design production, marketing and distribution. Each year, students work with experienced faculty to select and publish the winner of the Augsburg Howling Bird national competition. During the second semester, students work as the staff and editors of Howling Bird Press; in exchange for this workload, students pay a registration fee rather than full tuition for the semester. Prerequisite: seminars in publishing during summer residencies.
 - **Translation** - The Concentration in Translation is a one-semester experience (4 credits) in reading, translating, adapting, and creating. Working with a published literary translator, students focus on translation methods, approaches, and production of text. Prerequisite: translation seminars during summer residencies.

Course Listing

ENL 531 - Residency in Creative Writing: Fiction
 ENL 532 - Residency in Creative Writing: Nonfiction
 ENL 533 - Residency in Creative Writing: Poetry
 ENL 534 - Residency in Creative Writing: Screenwriting
 ENL 535 - Residency in Creative Writing: Playwriting
 ENL 536 - Residency in Creative Writing: Multi-Genre
 ENL 541 - Mentorship and Critical and Creative Reading: Fiction
 ENL 542 - Mentorship and Critical and Creative Reading: Nonfiction
 ENL 543 - Mentorship and Critical and Creative Reading: Poetry
 ENL 544 - Mentorship and Critical and Creative Reading: Screenwriting
 ENL 545 - Mentorship and Critical and Creative Reading: Playwriting
 ENL 546 - Mentorship and Critical and Creative Reading: Multi-Genre
 ENL 547 - Craft Paper: Fiction
 ENL 548 - Craft Paper: Nonfiction
 ENL 549 - Craft Paper: Poetry
 ENL 550 - Craft Paper: Screenwriting
 ENL 551 - Craft Paper: Playwriting
 ENL 552 - Craft Paper: Multi-Genre
 ENL 553 - Thesis: Fiction
 ENL 554 - Thesis: Nonfiction
 ENL 555 - Thesis: Poetry
 ENL 556 - Thesis: Screenwriting
 ENL 557 - Thesis: Playwriting
 ENL 558 - Thesis: Multi-Genre
 ENL 559 - Thesis
 ENL 561 - Mentorship and Critical and Creative Reading - Half-time: Fiction
 ENL 562 - Mentorship and Critical and Creative Reading - Half-time: Nonfiction
 ENL 563 - Mentorship and Critical and Creative Reading - Half-time: Poetry
 ENL 564 - Mentorship and Critical and Creative Reading - Half-time: Screenwriting
 ENL 565 - Mentorship and Critical and Creative Reading - Half-time: Playwriting
 ENL 566 - Mentorship and Critical and Creative Reading - Half-time: Multi-Genre

Concentration Courses:

ENL 525 - Teaching Writing: Practice and Theory

ENL 526 - Literary Translation Practicum

ENL 527 - Publishing I

ENL 528 - Publishing II

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission to MFA

Admission Requirements

Qualified applicants must hold a bachelor's degree from a regionally-accredited college or university with a cumulative GPA of 3.0 or higher for all undergraduate coursework. Students with a GPA of 2.5-3.0 may be admitted conditionally into the program based on the strength of their writing samples.

Applications Must Include

- Completed online application
- One letter of recommendation
- A personal essay
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- A writing sample:
 - Fiction or Creative Non-Fiction, 20 pages, double-spaced
 - Poetry, 15-20 pages, single-spaced
 - Screenwriting or Playwriting, up to 30 pages in script/playwriting format

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 in the Graduate Admissions section.

Academic Policies

Credit

To earn the MFA, candidates must complete 46 semester credits, write a critical/creative paper, deliver a public lecture/presentation, give a public reading/staging, and complete a book length manuscript of publishable quality (fiction, nonfiction and poetry), a screenplay/calling card script (screenwriting), or a full-length play of producible quality (playwriting).

The residencies and the combined mentorship and critical and creative reading courses carry six credits each. Craft paper and thesis courses carry two credits each.

To include a concentration in Teaching or in Translation in the MFA, students must complete 10 courses or 50 credits. For the MFA with a concentration in Publishing, students must complete 11 courses or 54 credits.

Transfer

Augsburg's low-residency MFA includes in-person and online elements that help us maintain a strong community and create a culture in which our writers thrive.

This studio degree is the terminal degree in writing and because of the unique features of a terminal, low-residency, studio degree, the final decision on transfer credit will depend on review by the Augsburg University MFA Program. A maximum of eight semester credits from traditional residency MFA programs and from MA programs in creative writing or English literature may be accepted. The MFA Program Director will review and may offer up to four additional credits in transfer for equivalent residency or workshop experience completed in another program. The maximum transfer credits allowed is 12 credits.

Academic Evaluation

Grading

The MFA Program uses fine arts studio grading practices, formative in nature and designed to be an element of the teaching curriculum. A narrative transcript composed of comments on those elements that the particular student writer is working on during a particular term will be used to assess progress in the mentorship courses. These are formative and qualitative assessment elements and professors' responses will vary as professor/artists and student/artists approach student work with the student's individual artistic aims in mind. In addition to the fine arts formative and qualitative assessment, students will be assessed in light of their success in meeting learning objectives of the course while completing work assigned.

MFA in Creative Writing Courses are graded on a Pass/No Credit basis, using the Augsburg graduate grading model scale as described below:

P – Represents work at B or higher and meets acceptable standards.

N – No credit, not counted in grade point average.

Alignment of Course Outcomes

MFA courses are aligned with the Program Hallmarks of the Association of Writers and Writing Programs (AWP), the national professional organization for writing programs and the writers who teach in those programs.

Participation

Students are expected to fully participate in Summer Residencies, attending workshop sessions and scheduled meetings with mentors as well as a majority of readings, lectures and other scheduled sessions. Participation in off-campus coursework is expected to occur during the designated time for each Mentorship studio critique session and "time away" for creative work. Students are also expected to take part in synchronous and asynchronous sessions with mentors and demonstrate "presence" in the Creative and Critical Reading courses through regularly scheduled exchanges with faculty and peers.

Academic Honesty

Augsburg's high expectations for academic honesty will be applied to this class. Please refer to the Student Guide at inside.augsburg.edu/studentaffairs/studentguide/academic-honest-policies if you have any questions.

Affiliation

The Augsburg University MFA Program is a member of the Association of Writers and Writing Programs (AWP) and curriculum is based on the AWP Hallmarks of an Effective Low Residency MFA Program in Creative Writing.

Mentor Faculty

Karen Babine, MFA Mentor, BA, Concordia College; MFA, Eastern Washington University; PhD, University of Nebraska, Lincoln.

Jeremy Bandow, MFA Mentor. Associate of Science in Screenwriting, Minneapolis Community and Technical College; BFA, Regis University; MFA, Augsburg University.

James Cihlar, Publishing Mentor. BA, University of Iowa; MA, University of Nebraska, Lincoln; PhD, University of Nebraska, Lincoln.

Stephan Clark, Associate Professor of English, MFA Mentor. BA, University of Southern California; MA, University of California, Davis; PhD, Literature and Creative Writing, the University of Southern California.

Heid E. Erdrich, MFA Mentor. BA, Dartmouth College; MA, The Johns Hopkins University Writing Seminars; PhD, Creative Writing and Native American Literature, The Union Institute and University.

Carson Kreitzer, MFA Mentor. BA, Yale University; MFA, University of Texas, Austin.

Sarah Myers, Associate Professor of Theatre Arts, MFA Mentor. BS, Northwestern University; MFA, Playwriting and Drama and Theatre for Youth & Communities; PhD, Performance as Public Practice, the University of Texas, Austin.

Lindsay Starck, Assistant Professor of English, MFA Mentor. BA, Yale University; MFA, University of Notre Dame; PhD, University of North Carolina, Chapel Hill.

Cary Waterman, Assistant Professor of English, MFA Mentor. BA, the University of Denver; MA, Poetry Thesis, Minnesota State University-Mankato.

Faculty Associates

D.E. Green, Professor of English. Academic Writing and Teaching Faculty. BA, Amherst College; MA, PhD, Brown University.

Michael Kidd, Associate Professor of Languages and Cross-Cultural Studies, Translation and Adaptation Faculty. BA, Pomona College; PhD, Cornell University.

Visiting Writers

Fiction

Lisa Van Orman Hanley, 2019

Ted Thompson, 2018

Kate Bernheimer, 2017

Jacob Appel, 2016

Helene Wecker, 2015

Pam Houston, 2014

Benjamin Percy, 2013

Creative Nonfiction

Tessa Fontaine, 2019

Kao Kalia Yang, 2018

Jean Harper, 2017

Greg Breining, 2016

Sue William Silverman, 2013 & 2015

Deborah Blum, 2014

Poetry

Danez Smith, 2019
Katelynn Hibbard, 2018
Patricia Smith, 2017
Sean Hill, 2016
Marcie Vogel, 2015
Alex Lemon, 2014
Ed Bok Lee, 2013

Playwriting

Stacey Rose, 2019
Andrew Rosendorf, 2018
Harrison Rivers, 2017
Christina Ham, 2016
Carson Kreitzer, 2015
Kristoffer Diaz, 2014

Screenwriting

Rebecca Sonnenshine, 2019
Wenona Wilms, 2018
Remy Auberjonois & Kate Nowlin, 2017
Michael Starrbury, 2016
Ken Rance, 2015
Bill Wheeler, 2014
Christina Lazaridi, 2013

Administration

Stephan Clark, Director
Lindsay Starck, Associate Director

Staff

Kathleen Matthews, Administrative Assistant

Master of Music Therapy

MMT Mission

To prepare students to be leaders in the field, while fostering their passion to serve clients and families, and offer unique learning experiences that allow them to discover and realize their full potential. To engage students in life changing experiences, rich in experiential learning, collaborative in nature, fostering a holistic view of the use of music in health, healing and well-being. To advance the practice of music therapy by preparing students through a hybrid master's degree program that is innovative, flexible and possesses breadth and depth, designed to meet the changing demands of healthcare.

Program Overview

Degree requirements

The MMT degree program is designed for music therapists who are currently board certified and who wish to continue their education and advance their level of practice. The program is a 36 credit program with core music therapy courses, courses focused on the practice of music therapy in healthcare and medicine, and elective courses of interest.

Core Music Therapy Courses – 24 credits

MUS 510 - Advanced Music Therapy Theory (3 credits)
MUS 511 - Advanced Music Therapy Practicum (0 credit)
MUS 515 - Advanced Music Therapy Clinical Practice I (3 credits)
MUS 520 - Advanced Music Therapy Clinical Practice II (3 credits)
MUS 525 - Cross-Cultural Awareness in Music Therapy (3 credits)
MUS 530 - Music Therapy Ethics (2 credits)
MUS 535 - Music Therapy Supervision and Professional Development (2 credits)
MUS 540 - Music Therapy Research I (3 credits)
MUS 545 - Music Therapy Research II (3 credits)
MUS 595 – Thesis or Final Project (2 credits)

Music Therapy Electives– 12 credits

MUS 550 - Music Psychotherapy (2 credits)
MUS 554 - Advanced Music Therapy Clinical Improvisation (3 credits)
MUS 555 - Music Therapy, Spirituality and Well-being (2 credits)
MUS 560 - Music and Imagery (2 credits)
MUS 565 - Advanced Music Therapy with Infants, Children and Family Centered Care (2 credits)
MUS 570 - Music, Neurology and Physiology (3 credits)
MUS 575 - Music Therapy in Palliative Care (2 credits)
MUS 576 - Music Therapy in Trauma Informed Care (3 credits)
MUS 580 - Transcultural Music Therapy I (4 credits) (global educational experience)
MUS 582 – Transcultural Music Therapy II (4 credits) (global educational experience)
MUS 585 - Advanced Music Therapy Group Work (3 credits)
MUS 590 - Interdisciplinary Practice & Research Methods in Music Therapy (3 credits)

Thesis or Final Project

Completion of a thesis or final project is required as a part of the degree program. The thesis and final project are both subject to approval by program director.

- **Thesis:** A scholarly paper utilizing historical, philosophical, descriptive, experimental or mixed methods research.

- **Final Project:** A supervised clinical project that is comprehensive and designed to develop and advance an area of one's clinical practice.

The **Equivalency Plus Master of Music Therapy** will complete the courses outlined above in addition to any courses needed to accomplish their equivalent status. The Equivalency Plus MMT is designed to be completed in two and a half years. The equivalency courses include the following:

MUS 271 - Introduction to Music Therapy (2 credits)
 MUS 315 - Psychology, Culture, and Community in Music (2 credits)
 MUS 340 - Music Therapy Methods I (4 credits)
 MUS 345 - Music Therapy Methods II (4 credits)
 MUS 374 - Music Therapy Practicum (1 credits)
 MUS 375 - Music Therapy Practicum (1 credits)
 BIO 103 - Human Anatomy & Physiology (4 credits)
 PSY 105 - Principles of Psychology (4 credits)
 PSY 203 - Lifespan Development (4 credits)
 PSY 262 - Abnormal Psychology (4 credits)

The **Equivalency Plus+ Master of Music Therapy** will complete the courses outlined previous two sections (MMT and Equivalency Plus), as well as the course listed below.

MUS 113 - Music Theory and Aural Skills I
 MUS 114 - Music Theory and Aural Skills II
 MUP xxx Primary Lessons (minimum 4 semesters needed)
 MUE xxx Chamber or Large Ensemble (minimum of 4 semesters needed)
 MUS 213 - Music Theory and Aural Skills III
 MUS 214 - Music Theory and Aural Skills IV
 MUS 231 History and Literature of Music, Antiquity to 1750 (4 credits)
 MUS 232 History and Literature of Music, 1750 to Present (4 credits)

Plan of Study

There are three tracks for the Master of Music Therapy program. The first is for individuals who hold a bachelor's degree in music therapy. They follow the master of music therapy track. The second track is for individuals that hold a bachelor's degree in music. They follow the Equivalency Plus Master of Music Therapy track. The third is for individuals that hold a bachelor's degree that is not in music, but have a strong music background. They follow the Equivalency Plus+ Master of Music Therapy track.

Admission to MMT

- [Online Application](#)
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- 2 letters of recommendation (can be submitted online through the application-please have your recommenders email addresses when you begin the application).
- Proof of Board Certification
- An Audition (this can be taped or live) ten to fifteen minutes of your best instrument(s).
- Essay-(can be submitted as part of the online application) no longer than three pages addressing the following questions.
- Describe your goals as a music therapist and how an MMT degree will help you reach those goals.

- Tell about a moment that helped encourage you to begin a career in music therapy.
- As a music therapist you will help people from all walks of life and with a variety of needs and illnesses, how are you qualified (physically, mentally, and emotionally) to assist these people in improving their quality of life?

Please note that you can upload your essay directly into the online application. You may also input the names and emails of your recommenders and the system will send them a link to directions and the checklist we request they fill out for you.

If not submitted with the online application, materials need to be sent to:

Augsburg University
Graduate Admissions, CB 65
2211 Riverside Ave S.
Minneapolis, MN 55454

or emailed to gradinfo@augzburg.edu

For Academic Policies, please see Academic Policies.

Accreditation and Affiliation

Augsburg is regionally accredited by:

The Higher Learning Commission

The Master of Music Therapy Program is accredited by:

National Association Schools of Music (NASM)

American Music Therapy Association (AMTA)

MMT Faculty

Annie Heiderscheit, Assistant Professor, Director of Master of Music Therapy. BME-MT, Wartburg College; MS, Iowa State University; PhD, University of Minnesota.

Debbie Bates, Instructor.

Kimberly Donley, Instructor.

Nancy A. Jackson, Instructor.

Juyoung Lee, Instructor.

Dawn McDougal Miller, Instructor.

Emma Moonier, Instructor.

Master of Science in Physician Assistant Studies

Mission

The mission of the Augsburg University PA Program is based on a foundation of respect and sensitivity to persons of all cultures and backgrounds and oriented toward providing care to underserved populations. Students are well educated 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.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Continued Accreditation to the Physician Assistant Program sponsored by Augsburg University. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next comprehensive review of the program by ARC-PA will be Spring 2019.

About PA

As defined by the American Academy of Physician Assistants:

“PAs are health professionals licensed or, in the case of those employed by the federal government, credentialed to practice medicine in association with designated collaborating physicians. PAs are qualified by graduation from an accredited PA educational program and/or certification by the National Commission on Certification of Physician Assistants ... Within the physician-PA relationship, PAs provide patient-centered medical care services as a member of a healthcare team. PAs practice with defined levels of autonomy and exercise independent medical decision making within their scope of practice.”

In the state of Minnesota, a PA is licensed 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 delegation agreement with a licensed physician.

Curriculum

The Physician Assistant program at Augsburg is approximately 27 months long with studies beginning each year in the summer semester. The program accepts up to 33 students for each new class. Graduates will receive a Master of Science in Physician Assistant Studies and a PA certificate.

Approximately 16 months of the program is didactic, or classroom work, including courses in human gross anatomy, pathophysiology, clinical medicine, pharmacotherapy, history and physical exam skills, research, and professional issues. The academic phase of the program also includes development of practical skills through the use of case studies, simulated patients, and technical skills workshops (i.e. suturing, casting/splinting).

The clinical phase is completed in approximately 12 months. The clinical phase of the program is designed to effectively train students for practice by providing them with rotation experiences in different specialties and a variety of practice settings. To that end, each student will be required to complete rotations outside the metropolitan area. Each student will gain clinical experience in family medicine, pediatrics, women’s health, behavioral health, emergency medicine, internal medicine, surgery, and various specialties. The clinical phase will culminate with a preceptorship that is designed to solidify the student’s skills. Clinical instructors include Physicians, PAs and other health care providers.

A student will be required to complete the clinical phase at site(s) determined by the Augsburg PA Program to provide the student with the best educational experience. Clinical rotation sites will be located throughout the state of MN, locations in the 5 state area, and potentially beyond.

The Augsburg PA program includes time away from the program at varying times which may or may not differ from the traditional breaks at Augsburg University; these breaks contribute to the overall 27-month length of the program.

PA Program Sample Calendar

YEAR 1

Summer

PA 501 - Human Anatomy and Neuroanatomy

PA 503 - Human Pathophysiology

Fall

PA 511 - History and Physical Exam Skills I

PA 521 - Pharmacotherapy I

PA 531 - Clinical Medicine I

PA 542 - Professional Issues

PA 546 - Clinical Practice Seminar I

Spring

PA 512 - History and Physical Exam Skills II

PA 522 - Pharmacotherapy II

PA 532 - Clinical Medicine II

PA 547 - Clinical Practice Seminar II

PA 555 - Research Tools for the Physician Assistant

YEAR 2

Summer

PA 533 - Clinical Medicine III

PA 545 - Clinical Phase Transition

Master's Project course, one of the following*:

PA 599 - Directed Study

ML 577 - International Experience

Fall

PA 6XX - Clinical Rotations 1, 2, 3

Spring

PA 6XX - Clinical Rotations 4, 5, 6

YEAR 3

Summer

PA 6XX - Clinical Rotations 7, 8

PA 62X - Preceptorship

PA 690 - Capstone

*Other program-approved options may be available

For a complete list of courses and descriptions, see the [Course Description Search](#).

Admission to the PA Program

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.

Qualified applicants will have:

- Bachelor's degree (in any major) from a regionally-accredited four-year institution
- Minimum cumulative GPA of 3.0 as calculated by CASPA at the time of application
- Minimum science GPA of 3.0 as calculated by CASPA at the time of application
- Completed the Augsburg University PA Program Supplemental Application
- Completed the prerequisite courses listed below

Prerequisite Courses

To be an eligible applicant for the PA 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.

The following six (6) prerequisite courses must be completed with grades of C or higher at a regionally accredited two-year or four-year college or university (within the timeline specific to your degree status as defined below).

- One full course of psychology
- One full course of physiology* (human/vertebrate/organ)
- One full course of microbiology*
- One full course of biochemistry*
- One full course of statistics
- One course of medical terminology

*Labs are recommended but not required.

- Online prerequisite courses from accredited institutions are also accepted.
- Prerequisites must have been completed within 10 years of the start date of the program and, in general, must be completed by May 1 of the year of matriculation.
- The Augsburg PA Program does NOT accept advanced placement (AP credit) or experiential learning in place of required prerequisite courses.
- GRE and MCAT are not required for application to this program.

Strongly Recommended

Highly competitive applicants to the Augsburg PA Program will also have:

- Direct patient care experience. This is the best type of experience to obtain in order to strengthen an application. We recommend at least 2000 hours of paid, direct, hands-on clinical patient care to be competitive in this category.
- Additional science courses such as anatomy, genetics, immunology, other biology courses, and organic chemistry
- Demonstration of motivation for the PA profession by formally shadowing a PA or other health care provider.
- Demonstration of a commitment to, and involvement with, underserved communities

PA Program Application Process

The Augsburg PA Program has a two-step application process—first applying through CASPA and then through the Augsburg University PA Program supplemental application.

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 portal.caspaonline.org.

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

Additional Application Details:

The Augsburg PA Program requires three letters of recommendation submitted through the CASPA process. We strongly recommend that one be from an employer/colleague (a professional reference), one letter be from a professor or adviser (an academic reference), and the third from a person of your choice. Be sure that your letter writers are able to tell the committee about you as well as his/her experiences with you and observations about you.

Your Supplemental Application must be submitted electronically on or before August 1 in order to be considered.

We use the CASPA "Complete Date" to determine if you have met the application deadline of August 1. The "Complete Date" on your application must be August 1 or prior in order to be considered meeting the deadline. CASPA assigns a "Complete Date" when they have received your electronic application, transcripts from all schools attended, 2 of your 3 letters of reference, and payment. Until those criteria are met, your application will not be given a "Complete Date."

Your GPA (cumulative and science) is set at the time of your CASPA submission and is calculated by CASPA. The Augsburg PA Program will not recalculate GPAs as additional coursework is completed post CASPA submission. We will request grade reports for your prerequisite courses and add them to your file as they are completed, but your official GPA, as calculated by CASPA, will be the GPA of record for your application.

Selection Process

Competitive applicants will be reviewed by the admissions committee.

The admissions committee looks for a balanced application by reviewing key criteria such as cumulative GPA, science GPA, and direct patient care experience followed by overall academic record, service to underserved (meaning disadvantaged, minority, or underrepresented populations), essay responses, knowledge of the profession, fit with the program goals and mission, and recommendation letters.

As the committee completes application review, candidates are selected for an interview. The interviews are generally conducted during the fall months. Candidates come to campus to interview with program faculty, staff, and current students, and to view the St. Paul campus.

As interviews are completed, seats in the incoming class are offered. A list of alternates will be selected in January to fill seats that accepted candidates may not claim. All applicants are notified of their final status by mid-February.

Accepted candidates must complete and pass a background check prior to matriculation and annually through the program. Failure of the background check may result in the inability to participate in clinical rotations, failure to obtain licensure, and/or dismissal from the program.

Academic Policies

Please see the PA program website at www.augsburg.edu/pa for further details about policies outlined here.

Technical Standards

All PA students must possess those intellectual, ethical, physical, and emotional capabilities necessary to undertake and achieve levels of competence in the full curriculum required by the faculty. A stated intention to only practice in a narrow field of medicine does not alter the requirement that all students take and achieve full competence across the entire curriculum.

Essential characteristics and abilities prescribed here are requisite for admission, promotion and graduation from the program. All matriculates, students and graduates must meet all prescribed essential characteristics and abilities, either with or without reasonable accommodations.

The physician assistant 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 the PA Program at Augsburg University must have, with or without reasonable accommodation, multiple abilities and skills including: perception/observation, communication, motor/tactile function, cognition, and behavioral and social attributes.

Perception/observation

Students must be able to perceive, by the use of senses and mental abilities, the presentation of information through:

- Small group discussions and presentations
- Large-group lectures
- One-on-one interactions,
- Demonstrations (physical exam maneuvers)
- Patient encounters (at a distance and close at hand)
- Written material (powerpoints, textbooks, and readings)
- Audiovisual material (slides, medical videos)

Communication

Students must be able to skillfully communicate (in English) verbally and in written form. These communication skills must enable the candidate to obtain a medical history in a timely fashion from a wide variety of patients, and to communicate effectively, efficiently and sensitively with faculty, fellow students, all members of the health care team, other professionals, patients and their families. The student must be able to produce a written write-up in the clinical rotations, which includes patient history, physical exam and assessment. Also, the candidate must be able to comprehend written material sufficiently well to understand accurately common medical records, laboratory reports, and pharmacological prescriptions.

Specifically, students are expected to:

- Received communication
- Observe changes in mood, activity and posture
- Perceive nonverbal affective and gesture communication
- Elicit information
- Convey information
- Clarify information
- Create rapport
- Develop therapeutic relationships
- Demonstrate competencies

Motor/tactile function

Students must have sufficient motor function and tactile ability to meet the competencies required for graduation and to:

- Attend (and participate in) classes, groups, and activities which are part of the curriculum
- Communicate in a written format
- Dissect cadavers
- Examine gross specimens in gross anatomy and pathology laboratories
- Prepare microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states (e.g., streak plates, perform gram stains and use a microscope) necessary for such studies
- Observe gross and microscopic structures necessitates the functional use of the senses of vision and touch and is enhanced by the functional sense of smell

- Perform a complete physical examination, including observation, palpation and percussion and auscultation
- Use instruments such as, but not limited to, a stethoscope, an ophthalmoscope, an otoscope, and a sphygmomanometer
- Perform basic laboratory tests, using a calculator and a computer, placing electrodes and reading an EKG, and interpreting common imaging tests
- Function in outpatient, inpatient, and surgical venues (standing in a sterile environment and gown while actively assisting the surgical team)
- Move in the clinical setting so as to act quickly in emergencies
- Perform clinical procedures such as, but not limited to, the following: pelvic examination, genital examination, digital rectal examination, drawing blood from veins and arteries and giving intravenous injections, basic cardiopulmonary life support, spinal puncture, suturing and wound care, casting/splinting, and simple obstetrical procedures

Cognition

Students must have sufficient cognitive (mental) capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions, medical literature and individual teaching settings and in clinical settings.

Students must be able to demonstrate higher-level cognitive abilities, which include:

- Rational thought
- Measurement
- Calculation
- Conceptualization
- Analysis of information
- Synthesis of information
- Organization of information
- Representation (oral, written, diagrammatic)
- Appreciate three dimensional spatial relationships among structures
- Appreciate logical sequential relationships among events
- Memory
- Application
- Clinical reasoning (form and test hypotheses in order to enable effective and timely problem-solving in diagnosis and treatment of patients)
- Ethical reasoning
- Sound judgment

Behavioral and Social Attributes

Students must possess the emotional health and maturity 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. In summary, PA students must be able to:

- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication
- Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients
- Develop mature, sensitive, and effective relationships, not only with patients but with all members of the Augsburg community and healthcare teams
- Tolerate physically, emotionally, and mentally demanding workloads

- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health
- Take responsibility for themselves and their behaviors
- Positively represent the Augsburg University PA Program and the PA Profession

Documentation of a Disability

The Augsburg University PA Program is committed to the admission and matriculation of qualified students. Augsburg University does not discriminate on the basis of race, color, religious belief, national or ethnic origin, age, disability, gender, sexual orientation, gender identity or expression, marital status, familial status, genetic information, status with regard to public assistance, or citizenship in its educational policies, admissions policies, employment, scholarship and loan programs, athletic and/or school-administered programs, except in those instances where there is a bona fide occupational qualification or to comply with state or federal law.

The PA Program will not discriminate against such individuals who are otherwise qualified but will expect all applicants and students to meet the published technical standards.

All Augsburg students have been accepted by the college based on their ability to succeed academically and are required to meet the same academic and technical standards. Disability Resources (CLASS Office) provides academic support and reasonable accommodations to students with disabilities or temporary conditions. If you have ADHD, a mental health disability, a learning disability, a physical/sensory impairment, a chronic health condition, are on the autism spectrum, or have another disability, the CLASS office can provide you with reasonable accommodations and support.

Disability Specialists provide:

- Determination of appropriate accommodations
- Individual support
- Instruction in learning strategies
- Help with time management and organizational skills
- Assistance with course selection

Accommodations may include:

- Alternative testing (extended time, limited distraction)
- Assistive technology
- Alternative format textbooks and course materials
- Notetaking support
- Housing accommodations
- Classroom accommodations

Some Examples of Disabilities

- Attention-Deficit/Hyperactivity Disorder (ADHD/ADD)
- Learning Disabilities
- Psychiatric Disabilities
- Autism Spectrum Disorders
- Head Injury/Traumatic Brain Injury
- Physical Disabilities and Systemic Illnesses
- Deafness/Hearing Impairment
- Blindness/Low Vision
- Disabilities that are sporadic or degenerative in nature
- Temporary conditions

Accessing accommodations is an ongoing and interactive process where information can be gathered from the student and from other relevant sources. We ask that students interview with a Disability Specialist to discuss their requests. We prefer students to present any documentation that describes their disability and the impact on educational experiences

directly to the CLASS office. We encourage students to seek support early. Each student's requests will be evaluated on an individual basis.

The first step in accessing services is to call CLASS to schedule an appointment with a Disability Specialist, (612) 330-1053.

Advanced Placement and Experiential Learning Policy

The PA Program does not offer advanced placement to admitted students. All students admitted to the PA Program must complete the entire curriculum.

The Augsburg PA Program does not award academic credit to an individual for experiential learning. Applicants desiring admission to the Augsburg 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 phase.

Employment while in the Program

Program faculty discourage outside employment while in the Augsburg PA 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 PA 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. For information on withdrawal, see the Academic Policies section.

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.

For the full readmission policy and reapplication process, please contact the program.

Costs of the PA Program

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

For complete and current payment options go to the Student Financial Services website at www.augsburg.edu/studentfinancial.

PA Program Faculty

Eric Barth, MPAS, PA-C, Assistant Professor.

Vanessa Bester, MPAS, PA-C, Associate Director, Assistant Professor.

Jenny Kluznik, MPH, MPAS, PA-C, Academic Coordinator, Assistant Professor.

Holly Levine, MD, Medical Director, Assistant Professor.

Kristen Lindvall, MPAS, PA-C, Clinical Assistant Professor.

Skye Peltier, MPH, MPAS, PA-C, Instructor.

Amanda Perkins, PharmD, Instructor.

Alicia Quella, PhD, PA-C, Program Director, Clinical Associate Professor.

Eric Van Hecke, MPAS, PA-C, Instructor.

Trent Whitcomb, MS, PA-C, Instructor.

Meredith Wold, MPAS, PA-C, Instructor.

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 and at the same time offer the flexibility to help them meet their individual goals.

Attending Augsburg University will transform and develop your professional life in unexpected ways. We have two concentrations. The first, Multicultural Clinical Practice (MCCP), will prepare you for direct clinical practice with individuals, families, and groups. The second, Multicultural Macro Practice (MCMP), will prepare you for macro social work practice with organizations, communities, and other large systems.

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, PhD, LISW

Director, Master of Social Work

MSW Mission

Our mission is to develop competent social work professionals for advanced multicultural practice which promotes social justice and empowerment towards the well-being of people in a diverse and global society.

Program Overview

The MSW program prepares social work students for agency-based practice in public and nonprofit 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 individuals live in and are affected by their 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 social work programs
- Advocate for the eradication of oppression and discrimination
- 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 seek licensure with the social work board of your state. For more information on CSWE accreditation go to www.cswe.org.

Augsburg University is accredited by the Higher Learning Commission. For a complete list of Augsburg's accreditations, approvals, and memberships, see the Accreditation, Approvals, and Memberships section of this catalog.

Plan of Study

Students entering Augsburg's MSW program with a bachelor's degree from a discipline other than social work are classified as foundation students. 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 are classified as advanced standing students. Full-time advanced standing students are enrolled in a 13 month program. Part-time advanced standing students are enrolled in a 25 month program.

All students must complete the MSW degree in no more than 4 years following matriculation.

Academic Calendar

The MSW program meets on a semester calendar, with classes offered September through August. Classes typically meet every other weekend with an occasional back-to-back weekend. Field practicum hours are generally completed during weekday hours. If a student lives outside the Twin Cities metro area, the field practicum hours can be completed at a placement near the student's place of residence. Hours per week vary depending on the agency placement and the student's availability. For academic calendars and schedules, go to www.augsburg.edu/registrar.

Class Periods

Classes meet in 2-4 hour blocks on Friday evenings, 6 to 10:00 pm; Saturday mornings, 8:00 am to 12 pm; and Saturday afternoons, 1:00 to 5:00 pm. Each class meets on campus for 8 sessions in a given semester and for 4 sessions on campus in a summer term (May-June), with the expectation that students engage in hybrid online learning activities between on-campus class weekends.

Time Commitment

Although classes meet on weekends, students spend time on their studies during non-class weekends and weekdays in accordance with our hybrid learning format. Hybrid learning is a combination of face-to-face class sessions and online/experiential learning. 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 3 to 4 hours outside of class working on online activities, assignments, readings, or group projects. A student may also spend 15 to 20 hours per week in the field practicum during the fall and spring semesters (a span of 8 to 9 months for each practicum). In the final year of study, students complete a summative evaluation or a portfolio, which requires significant independent research, analysis, and writing.

Some MSW students work full-time while enrolled in the program. However, full-time employment is not recommended. Most students 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.

Credit and Contact Hours

MSW courses range from 2 to 4 semester credits. Depending on the number of credits, students will spend 16 to 32 hours in the classroom per course. Students will also be expected to engage in activities and 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 (Multicultural Clinical Practice [MCCP] or Multicultural Macro Practice [MCMP]). Any changes to a student's cohort selection must be approved by the MSW director.

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, required 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 semesters (fall and spring). These hours are completed concurrent with enrollment in the fieldwork seminars as well as other MSW courses.

MSW Curriculum Components

Foundation Curriculum

In the foundation courses and field practicum, students are introduced to social work as a profession. Students learn both historical and contemporary theories and practice methods relating to both the individual and the environment. During the foundation year, students 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 students apply this generalist knowledge of theories and practice methods in the generalist field practicum. The field practicum is completed concurrently with enrollment in two field 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

After completing the foundation requirements, students enroll in the concentration curriculum that they selected at the time their application to the program. Students also complete an advanced field practicum. Augsburg offers two concentrations: Multicultural Clinical Practice (MCCP) or Multicultural Macro Practice (MCMP). In either concentration, students deepen their 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, students apply this advanced knowledge of theories and practice methods in the concentration field practicum. The field practicum is relevant to their chosen concentration and is completed concurrently with enrollment in two field seminar courses. As a capstone to the MSW program, students complete a portfolio project or a summative evaluation project.

Multicultural Clinical Practice (MCCP) Concentration

Multiculturalism is a process requiring practitioners to have a deep awareness of their social and cultural identities, as well as the ability to use multiple lenses when working with diverse populations. With person-in-environment as an organizing perspective, multicultural clinical social work practice addresses the biopsychosocial and spiritual functioning of individuals, families, and groups. To this end, graduates of the MCCP concentration develop competence in using relationship-based, culturally informed, and theoretically grounded interventions with persons facing challenges, disabilities, or impairments, including emotional, behavioral, and mental disorders.

Multicultural Macro Practice (MCMP) Concentration

In the tradition of Jane Addams, macro social work practice directs energy toward changing agency, government, and institutional policies that obscure or oppress people. Social work leaders must advocate for social change where necessary to ensure social justice within the context of cultural understanding and awareness. The Multicultural Macro Practice concentration responds to this demand for leadership.

The macro social work practitioner recognizes the strengths and abilities of individuals and communities to implement change. The social work macro practitioner works with these individuals to do so. In the MCMP concentration, students learn the knowledge and skills necessary to work with others to achieve needed social change. They also learn to develop, lead, guide, and administer programs that serve diverse people in a variety of settings.

Portfolio or Summative Evaluation Project

- Portfolio Project (MCCP students)
- The goal of the MCCP Portfolio is to enhance the integration of theory and practice, as well as to offer more vivid portrayals of a student's academic and professional experience than traditional assessments. By definition, portfolios are formative (i.e., designed for guided reflection and self-evaluation). However they are also summative documents in that they illustrate students' competencies. All MCCP students are required to create a portfolio during their final year of study. Items in a portfolio might include videos, process recordings, reflective statements, writing samples, case analyses, term papers, electronic submissions, policy activities, feedback from service users, self-evaluations of personal progress, and links to references.
- Summative Evaluation Project (MCMP students)
- All social workers must evaluate their practice to determine whether they are helping or harming clients. While in the concentration practicum, MCMP students will design and implement a program evaluation for their summative project. This 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 in both concentrations have the option of completing a thesis in addition to either the portfolio or summative evaluation project. Credit for the SWK 699 general elective is given for this option. Students work with a thesis advisor to develop more in-depth research skills contributing to social work knowledge. To pursue the thesis option, students should notify the MSW program director by the end of spring semester of the foundation year.

Degree requirements

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

- Successful completion of any admission conditions (see Admission to MSW)
- Successful completion of all required MSW courses
- No more than two courses with a B- grade and with a cumulative GPA of 3.00 or higher
- Successful completion of 920 hours of approved field practica for foundation students or 500 hours of approved field practicum for advanced standing students
- Successful completion and submission of the portfolio project (MCCP) or the summative evaluation project (MCMP)
- Successful completion of all degree requirements within 4 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 Association of Social Work Boards (ASWB) master's level national social work licensure examination 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, depending on the desired licensure. Upon completion of the supervision requirement, one may take the LISW or LICSW's Association of Social Work Boards (ASWB) national social work licensure examination. For the LICSW, there are additional requirements for 360 clinical clock hours in 6 specific categories. 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 - Integrative Field Seminar 1 (taken concurrent with first practicum)*

SPRING

SWK 506 - Practice Methods and Skills 2: Groups and Families*
SWK 535 - Integrative Field Seminar 2 (taken concurrent with first practicum)*
SWK 504 - Applied Research Methods (foundation students only)

SUMMER

SWK 501 - History of Social Welfare Policy*
SWK 516 - Practice Methods and Skills 3: Communities and Policies*
SWK 510 - Advanced Practice Methods (advanced standing students only)
SWK 509 - Human Behavior: Mental Health Assessment and Diagnosis (advanced standing students only)
SWK 504 - Applied Research Methods (advanced standing students only)

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

Concentration Courses

Multicultural Clinical Practice (MCCP) Concentration:

FALL

SWK 610 - Integrative Field Seminar 3: Multicultural Clinical Practice (MCCP) (taken concurrent with second practicum)
SWK 615 - Diversity and Inequality 1: Multicultural Clinical Practice (MCCP)
SWK 628 - Multicultural Clinical Practice (MCCP) with Individuals
SWK 629 - Multicultural Clinical Practice (MCCP) with Families

SPRING

SWK 611 - Integrative Field Seminar 4: Multicultural Clinical Practice (MCCP) (taken concurrent with second practicum)
SWK 616 - Diversity and Inequality 2: Multicultural Clinical Practice (MCCP)
SWK 630 - Multicultural Clinical Practice (MCCP) Policy Practice
SWK 631 - Multicultural Clinical Practice (MCCP) with Groups

SUMMER 1

SWK 634 - Multicultural Clinical Practice (MCCP) Supervision
SWK 639 - Multicultural Clinical Practice (MCCP) Elective
SWK 640 - Multicultural Clinical Practice (MCCP) Capstone
SWK 699 - General Elective

Multicultural Macro Practice (MCMP) Concentration:

FALL

SWK 651 - Integrative Field Seminar 3: Multicultural Macro Practice (MCMP) (taken concurrent with second practicum)
SWK 657 - Diversity and Inequality 1: Multicultural Macro Practice (MCMP)
SWK 660 – Multicultural Macro Practice (MCMP) Research Methods
SWK 667 - Organizations/Social Administrative Practice 1

SPRING

SWK 652 - Integrative Field Seminar 4: Multicultural Macro Practice (MCMP) (taken concurrent with second practicum)
SWK 658 - Diversity and Inequality 2: Multicultural Macro Practice (MCMP)
SWK 668 - Organizations/Social Administrative Practice 2
SWK 670 - Multicultural Macro Practice Policy

SUMMER

SWK 669 - Organizations/Social Administrative Practice 3
SWK 699 - General Elective
SWK 671 – Multicultural Macro Practice (MCMP) Planning

Portfolio or Summative Evaluation Project

Completed and submitted in final year of study.

SWK 699 General Elective

Students in both concentrations complete at least one general elective course.

Fieldwork 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 Multicultural Clinical Practice (MCCP) or Multicultural Macro Practice (MCMP) 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, foundation students will spend a minimum of 920 hours in two field practica. Advanced standing students will spend a minimum of 500 hours in one field practicum. Both the foundation and concentration practica are spread over 2 semesters (fall and spring). Both practica are concurrent with enrollment in integrative field 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 spring semesters 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 spring semesters in this practicum.

Process for Field Practicum Selection

Field practica begin in the fall, but the selection process begins the previous spring in collaboration with two other Twin Cities MSW programs. Students attend a field orientation before beginning their search. Augsburg University and the University of Minnesota - School of Social Work jointly host a field fair where students 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 three of the 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 who wish to do so 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.

Dual Degree in Social Work and Business Administration (MSW/MBA)

Augsburg University offers a dual MSW/MBA degree in social work and business administration. Students enrolled in the dual degree program learn to create better managed and financially sound service organizations to serve diverse communities, both locally and globally.

Purpose

Many social service agencies today require that agency managers combine financial and business expertise with social work practice and policy formation. The MSW/MBA dual degree prepares graduates to function in a workplace that demands the delivery of quality services with increasingly limited resources.

Concentration

The MSW/MBA dual degree includes an accelerated third year of study for MSW students who elect the Multicultural Macro Practice (MCMP) concentration. In this concentration, students learn to effect positive change in social service systems through their work with communities, organizations, and social policy makers. Prior Augsburg MSW graduates who have completed the necessary Multicultural Macro Practice (MCMP) coursework are eligible to return to complete the MBA portion of the dual degree. The MSW degree must be completed before the MBA portion of the dual degree.

Schedule

Years 1 and 2 (September through June)

MSW classes meet on alternating weekends—Friday evenings, Saturday mornings, and Saturday afternoons—and students engage in hybrid learning activities between class weekends.

Year 3 (12–16 months)

MBA classes meet one night per week. The MBA program includes a summer term. See the MBA section for required courses for the dual degree.

Curriculum

- Foundation or advanced standing coursework
- Either 920 hours (foundation) or 500 hours (advanced standing) MSW field practicum experience
- The MSW summative evaluation project may be accepted by the MBA program as partial fulfillment of the MBA project.
- Complete a minimum of ten MBA courses after completion of the MSW degree.
- For more information regarding the MBA coursework required for the MSW/MBA dual degree, see the MBA section.

MBA Admission

MSW/MBA dual degree applicants may apply to both programs at the same time or admitted MSW students may wait to apply to the MBA program until their concentration year. The GMAT is waived for MSW/MBA dual degree applicants. However, all MSW students are required to complete the MBA math modules and achieve a score of 80% or higher before they begin the quantitative courses for the MBA program. MBA application materials include: completed application, two short essays, an updated resume, two letters of recommendation, and a personal interview with the MBA program director. Admission to one program does not guarantee admission to the other.

For a complete list of courses and descriptions, see the [Course Description Search](#).

MSW/LADC License

The Augsburg University MSW program offers a pathway to qualify for the Licensed Alcohol and Drug Counseling credential while studying in the MSW program.

Purpose

The intent of MCCP MSW/LADC credential is to expand the workforce qualified to work with clients who have substance abuse issues and/or co-occurring disorders. Additionally, offering this credential will expand the capabilities and qualifications of our MSW graduates. Adding the LADC requirements and certification to the regular plan of study in the MCCP/MSW program provides opportunities for dually licensed social workers (LICSW/LADC) to engage in the practice of alcohol and drug counseling (as per Minnesota state law) in addition to their ability to conduct diagnostic assessments, individual, family and group treatment once they are appropriately licensed.

Plan of Study

The coursework required for the LADC credential includes the required coursework for the MCCP (Multicultural Clinical Practice) concentration. In addition, there are 4 courses and 1 additional fieldwork experience required. The four additional required courses are: SWK 518, Foundation of Addictions; SWK 519, Motivational Interviewing; SWK 699, General Elective – Co-Occurring Disorders; and SWK 622, MCCP Field Seminar 5. There are 380 additional field internship hours required in addition to the 500 required for MSW Concentration Field Practicum for a total of 880 internship hours. Content in the LADC pathway covers the 10 core functions required of an LADC training plus the 880 field practicum hours. For further information about the requirements for the LADC credential, please refer to the MN Board of Behavioral Health and Therapy.

Admission to MSW

The Augsburg University 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 online 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 application deadline is January 15 each year for matriculation in the following academic year. All application materials noted below are due by the application deadline. For more information go to www.augsburg.edu/msw or call 612-330-1101.

- Completed application form
- Applicants must submit an official transcript(s) from the regionally-accredited institution granting the Bachelor's degree and from the most recently attended institution, if not the same.
 - Military veterans are required to submit all official transcripts from previously attended institutions to qualify for military benefits.
 - In the case where prerequisite requirements exist or transfer credits or waivers are sought, official transcripts are required from institutions at which the prerequisites or equivalents were completed.
 - The Program Director may ask for additional transcripts if determined to be necessary.
- Liberal arts prerequisite coursework including four social science, 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)

- Two recommendation checklist forms, with letters attached, submitted online
- Typed personal statement responding to the questions noted on the application form
- Results of the TOEFL language tests, if applicable
- 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 in the Graduate Admissions section.

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 22 transfer credits. (See Evaluation of Transfer Credit in the Academic Programs and Policies section of this catalog.) Eligible courses must be from a CSWE-accredited MSW program and students must have received a grade of B or higher. Students must complete no fewer than 30 credits at Augsburg in order to receive their MSW degree from Augsburg University.

We do not grant academic credit for work or life experience.

Admission with Advanced Standing

Advanced standing is an application category open to those with a bachelor's degree in social work from a program that is accredited by the Council on Social Work Education (CSWE). Advanced standing applicants may seek waivers for the following eligible MSW courses: Human Behavior and the Social Environment, History of Social Welfare Policy, Practice Methods and Skills 1 and 2, and Integrative Field 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 or higher in order to receive a waiver.

Academic Policies

Academic Achievement

Students must maintain at least a 3.00 cumulative grade point average in the MSW program. If a student falls below a B average, the student will be placed on academic probation. A 3.00 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 3.00, the student may be dismissed from the program. Students are retained in the program who can:

- Maintain expected grade point average (3.00 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 B- will count toward the degree. Courses with a grade below B- must be repeated. No more than two courses can be repeated. If a student receives a grade below B- in a field course, the MSW director will initiate a Level 3 review, as outlined in section 3.2 of the Standards for Social Work Education.

Evaluation of Student Field Performance

The criteria for evaluating field performance can be found in the MSW Field Manual, which is located on the MSW Program Internship Placement Tracking website.

Four-Year Limit

All students are required to finish the degree within four years of matriculation. See the Academic Programs and Policies section of this catalog 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 or via the student's Augsburg email account. 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 Student Handbook.

Program Costs

In addition to tuition fees, students can also expect to purchase textbooks and student liability insurance when in a field placement. There may also be additional fees associated with short-term study abroad electives.

Augsburg Scholarships

Augsburg's Social Work Department offers several scholarships each year. Students who are enrolled in the first year of the program are eligible to apply. Awards range in amount from \$300 to \$1,500.

- 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. Suemnig Memorial Scholarship
- Blanca Rosa Egas Memorial Scholarship

MSW Forum

All MSW students are invited to participate in the student-run organization, the 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 departmental governance, curriculum development, and program improvements.

The forum has historically been volunteer based. Any student may serve on the forum, provided the student 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.

MSW Faculty

Laura Boisen, Professor of Social Work. BS, Wartburg College; MSSW, University of Wisconsin; MPA, Iowa State University; PhD, University of Minnesota.

Lois A. Bosch, Professor of Social Work, MSW Program Director. BA, Northwestern College; MSW, University of Iowa; PhD, University of Illinois-Urbana-Champaign.

Nishesh Chalise, Assistant Professor of Social Work, BS, Environmental Sciences, Kathmandu University, Nepal; MSW, Brown School, Washington University; PhD, Brown School, Washington University.

Ankita Deka, Associate Professor of Social Work. BA, Delhi University; MSW, Tata Institute of Social Sciences; PhD, Indiana University.

Christina Erickson, Professor of Social Work, BSW Program Director. BS, University of Minnesota; MSW, University of Minnesota-Duluth; PhD, University of Illinois-Chicago.

Melissa Hensley, Associate Professor of Social Work, Field Education Coordinator. BA, MSW, PhD, Washington University in St. Louis; MHA, University of Missouri–Columbia.

Bibiana Koh, Assistant Professor of Social Work, MSW Field Coordinator. BA, Hartwick College; MA, Columbia University; MAT, School for International Training; MSW, Smith College; PhD, University of Minnesota.

Barbara Lehmann, Associate Professor of Social Work. BA, Knox College; MSW, Tulane University; PhD, Case Western Reserve University.

Nancy Rodenborg, Professor of Social Work, BSW Field Coordinator. BA, Indiana University; MSW, University of Minnesota; MIA, School of International Training; PhD, University of Arizona.

Michael Schock, Associate Professor of Social Work, Department Chair. BA, University of Washington; MSW, University of Minnesota; PhD, University of Washington.

Visiting Faculty

Susan Conlin, Visiting Professor. BA, University of Minnesota; MS, University of Wisconsin-Stout; MSSW, University of Wisconsin.

Paula Watts Zehringer, Visiting Professor. BA, St. Cloud State University; MSW, Augsburg University.

MSW Staff

Doran Edwards, BSW Program Assistant Director

Emily Glynn, MSW Program Coordinator

Lydia Madden, Social Work Department Coordinator & MSW Field Assistant

Augsburg University Board of Regents

For more details, go to www.augsburg.edu/about/leadership/regents.

Ann B. Ashton-Piper
Karen A. Durant '81
Matthew K. Entenza, J.D.
Mark A. Eustis
Nicholas C. Gangestad '86
Amit K. Ghosh '12 M.B.A., M.D.
Alexander J. Gonzalez '90
Bishop Regina Hassanally, *ex-officio*
Rev. Marlene Whiterabbit Helgemo
Diane L. Jacobson, Ph.D.
Eric Jolly, Ph.D.
Mark Johnson '75
Cyndi Jones '81, Ph.D.
Wayne D. Jorgenson '71
Dean Kennedy '75
Toby Piper LaBelle '96
The Honorable LaJune Thomas Lange '75, J.D.
Steven E. Larson '72, M.D.
Karolynn Lestrud '68
Terry Lindstrom '73, Ph.D.
Bishop Patricia Lull, *ex-officio*
Dennis J. Meyer '78
Pamela Hanson Moksnes '79
Nancy Mueller '85
Jeffrey M. Nodland '77
Paul C. Pribbenow, Ph.D.
Rachel Pringnitz '02, '07 M.B.A.
Dean A. Sundquist '81
Jill N. Thomas, J.D.
Rev. David L. Tiede, Ph.D.
Rev. Mark N. Wilhelm, Ph.D., *ELCA advisory member*
Noya Woodrich, '92, '94 M.S.W.

ELCA Vocation and Education Program Unit

Program Director for Colleges and Universities

Rev. Mark N. Wilhelm, Ph.D.

Addendum (May 2020)

Due to the effects of the COVID-19 pandemic, students in Spring 2020 were permitted to declare Pass/No Pass grading for graduate courses normally taught only on the traditional grading scale. This was a one-time exception, and the standard for earning a P grade remained as defined in the [Evaluation and Grading section](#) of this catalog (B or higher achievement).