



ONLINE MASTER OF ARTS IN  
EDUCATION PROGRAM HANDBOOK

Education Department  
Effective: Fall 2017

[augie.edu/graduate](http://augie.edu/graduate)

## WELCOME

I am excited to welcome you to the Master of Arts in Education program at Augustana University. You are part of a cohort that has representatives from around the country, and in some cases, from around the globe! I am proud that you chose to pursue your graduate degree at Augustana.

This Program Handbook will acquaint all students about many aspects of Augustana University, as well as specifics about the Master of Arts in Education program. In these pages, you will see descriptions of the supports and services available to students, as well as our rules governing academic life, and our Code of Student Conduct. This code provides the model for student interactions and is central to Augustana's unique culture and community. I ask that you review these rules and the code and abide by them.

Augustana University offers exceptional opportunities to collaborate with colleagues as students progress through the program. The design of the program also allows teachers to explore a particular area of interest by choosing an area of concentration. These have been designed in partnership with Learner's Edge to provide professional development in response to expressed professional needs and interests.

The program is very much aligned to the mission and core values of the university, as well as the conceptual framework of the department, and specific program goals and outcomes. Information about the mission, values, and conceptual framework have been provided in this Program Handbook.

As a graduate student, you are expected to work diligently and with a high degree of independence. At the same time, you will complete programs in the context of community. This community is in the form of small cohorts, with well-qualified and caring instructors, who seek to provide both high expectations and care as students engage in their work.

Thank you for choosing Augustana. I hope you find that your program is both challenging and fulfilling.

Respectfully,

A handwritten signature in cursive script that reads "Laurie Daily".

Education Department Chair  
Master of Arts in Education Program Director

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## INTRODUCTION



This handbook acquaints you with the standards, rules, policies, values, and responsibilities that characterize student life at Augustana. This handbook also provides you with certain graduate degree program descriptions and requirements needed to earn a Master of Arts in Education degree. Please read the entire handbook for a better understanding for the graduate degree. Students are expected to read, understand, and comply with the provisions of the handbook and to be guided by the spirit of the standards.

This handbook has been developed to provide general information about this graduate program and should be used only as a supplement to the standard Augustana University Graduate Catalog and other graduate publications.

No handbook can anticipate every circumstance or question regarding university policies. Accordingly, this handbook is not intended to be a legally binding contract, and Augustana reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the handbook from time to time as it deems appropriate based upon the facts and circumstances surrounding each situation, in its sole and absolute discretion.

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Notice of Nondiscrimination: Augustana adheres to all federal and state civil rights laws banning discrimination in institutions of higher education. Augustana is committed to providing equal access to and participation in employment opportunities and in programs and services, without regard to race, color, religion, creed, sex, pregnancy, sexual orientation, gender identity, genetic information, national origin, ancestry, age, veteran status, or disability. Augustana complies with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act, and other applicable laws providing for nondiscrimination against all individuals. Augustana will provide reasonable accommodations for known disabilities to the extent required by law. This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of Augustana policy on nondiscrimination. When brought to the attention of Augustana, any such discrimination will be appropriately remedied by Augustana according to the procedures below. This Policy is not intended to create a contract between Augustana University and any other person. Inquiries or concerns should be directed to: Beth Elam, Title IX Coordinator & Assistant Dean of Students, Dean of Students Office — Edith Mortenson Center #116, 605.274.4124, [belam@augie.edu](mailto:belam@augie.edu), [augie.edu/titleix](http://augie.edu/titleix).

# THE UNIVERSITY'S MISSION AND VALUES

## THE MISSION OF AUGUSTANA UNIVERSITY

Inspired by Lutheran scholarly tradition and the liberal arts, Augustana provides an education of enduring worth that challenges the intellect, fosters integrity and integrates faith with learning and service in a diverse world.

## THE AUGUSTANA MOTTO

Over the past century Augustana has built a tradition of intellectual freedom. Augustana students are not expected to conform intellectually to any preconceived pattern. The University offers unusual encouragement to all individuals to think independently and to develop their own unique talents and abilities in a way that will best serve their God, their society and themselves. Augustana students are given an unusual amount of responsibility, individually and as a group, in managing their own affairs. The motto of the University bears this out: "Enter to Learn - Leave to Serve."

## THE AUGUSTANA COVENANT

Augustana University's five shared core values; Christian, Liberal Arts, Excellence, Community and Service guide all members of the campus community. The Augustana Covenant was written by the Senate of the Augustana Student Association in order to define these shared values in their words to ensure that students have an understanding of the rights and responsibilities that accompany membership in our university community.

- **CHRISTIAN: I recognize that dialogue centered on the Christian faith is essential to an Augustana education.**  
*We encourage the search for religious faith by learning through open dialogue with those of our own faith and with those of other faiths. We understand the importance of relating Christian virtue and ethics to every facet of life.*
- **LIBERAL ARTS: I recognize the critical importance of an education of enduring worth.**  
*We are responsible for our own growth as individuals. We value the development of broad knowledge and skills crucial in a changing world. We affirm a passion for learning as a lifelong process that leads to a rich understanding of people and their interactions.*
- **EXCELLENCE: I recognize that I have a responsibility to commit myself to high standards and integrity.**  
*We acknowledge the necessity of nurturing potential and recognizing achievement as key to the continuous pursuit of excellence in a challenging intellectual environment. We seek to act ethically as we honor our values and commitments in our private as well as our public behavior.*

- **COMMUNITY: I recognize that I am part of a community that benefits when every individual respects one another and works for the common good.**

*We aim to cultivate a diverse community of individuals respectful of and empowered by one another. We commit ourselves to the preservation of an environment that fosters learning and growth. We realize that our actions can affect every member of the community.*

- **SERVICE: I recognize that every learner benefits from a devotion to service at Augustana and in the larger community.**

*We aspire to give of ourselves by accepting the call to servanthood. We reach outward by agreeing to serve God and society by integrating academic study, career, and service.*

### THE AUGUSTANA SEAL

The Augustana Seal is composed of a circle representing eternity, a triangle representing the Trinity, and a book which is the Bible.

The “Cross” running through the book is the Chi Rho (the monogram and symbol formed from the first two letters “X” and “P” of the Greek word for Christ).

The letters VDMA are symbolic of the Augustana motto “VERBUM DEI MANET IN AETERNUM” or “The word of God endures forever.”

The letters on either side of the Bible are the Alpha and Omega of the Greek alphabet symbolizing the beginning and the end.

The lamp is the Lamp of Knowledge.

The three dates represent the founding dates of the school: 1860, the founding of the University in Illinois; 1889, the founding of the Lutheran Normal School in Sioux Falls; 1918, the Augustana University and later, Augustana University in 2015.



## RIGHTS, FREEDOMS, AND RESPONSIBILITIES

Augustana is committed to the acquisition of knowledge, the pursuit of truth, the development of students, and promotion of the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the Augustana community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

**Freedom to Teach and Learn.** The responsibility to secure and to respect conditions conducive to the freedom to learn is shared by all members of the campus community. The professor in the classroom and in conference shall encourage free discussion, inquiry, and expression. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

**Freedom from Discrimination.** Augustana University is committed to providing equal access to and participation in employment opportunities and in programs and services, without regard to race, color, religion, creed, sex, pregnancy, sexual orientation, gender identity, genetic information, national origin, ancestry, age, veteran status, or disability. Augustana complies with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act, and other applicable laws providing for nondiscrimination against all individuals. The University will provide reasonable accommodations for known disabilities to the extent required by law.

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

**Freedom of Association.** Students are free to organize and join associations to promote common interests provided the organization's purpose is consistent with the University's mission and values. Student organizations shall submit a constitution (i.e., a statement of purpose, criteria for membership, and rules of procedure) to the Center of Campus Life as a condition of institutional recognition. Institutional recognition also requires the organization to have an advisor who is affiliated with Augustana. Official recognition affords an organization with support from the Augustana Student Association, use of facilities and general support for programming.

**Freedom of Inquiry and Expression.** Students and their organizations are free to examine and discuss all questions of interest to them and express opinions publicly and privately. They shall always be free to support causes by orderly means to the extent that these activities do not disrupt the regular and essential operations of the University. Officially recognized student organizations shall be allowed to invite persons or organizations of their choosing. Procedures



for inviting and hosting guest speakers are coordinated through the Center for Campus Life as a point of scheduling and approval for the event. Augustana University maintains that the invitation and/or sponsorship of speakers and no-institutional organizations by recognized student organizations does not imply approval or endorsement of the views expressed either by the sponsoring student organization or the University.

The student body has a clearly defined means through the Augustana Student Association to participate in the formulation and application of institutional policy affecting academic and student affairs.

As the publisher of student publications and related media, Augustana University bears the legal responsibility for the content. In the delegation of editorial responsibility to students, Augustana provides sufficient editorial freedom and financial autonomy for students to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community. The Publications Board has the responsibility to provide clarification about editorial freedom for all recognized student publications. The editorial freedom of student editors and managers entails corollary responsibilities to be governed by elements of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

The student press shall be free of censorship and advance approval of copy. Its editors and managers are free to develop their own editorial policies and news coverage keeping in mind the rights of all students in respect to valid coverage of all aspects of student life.

All university published and financed student publications and related media shall explicitly state on the editorial page that opinions expressed are not necessarily those of Augustana or the student body.

# CODE OF STUDENT CONDUCT

## FOREWORD

Augustana University's Code of Student Conduct is committed to fostering an environment that promotes informed citizenship, respect for human community and fairness.

The following statements of policy, standards and rules define inappropriate conduct for the Augustana community. These behavioral expectations apply to all students, whether undergraduate, or graduate.

Each student bears responsibility for his or her conduct and to also assume reasonable responsibility for the behavior of classmates and guests.

Augustana strives to respond to all reports of violations in a prompt manner with an emphasis on non-adversarial resolution, reasonable determination of consequences, and meaningful implementation of remedies.

## DEFINITIONS

For purposes of Augustana's Code of Student Conduct, the following terms and definitions will apply.

The term "**Augustana**," "**university**" or "**institution**" means Augustana University, Sioux Falls, SD.

The term "**student**" means any person enrolled or participating in Augustana University courses and sponsored off-campus programs. Enrollment begins when the student physically arrives on the campus, at the program's location, or logs on to the online instructional delivery program. Enrollment lasts for as long as the student maintains a continuing academic relationship with Augustana University.

The term "**university officials**" means any person employed by the university who performs assigned administrative or professional responsibilities.

The term "**charge**" means an allegation of a potential violation of a policy, standard or rule.

The term "**complainant**" means any person who submits information indicating that a student may have violated the Code of Student Conduct.

The term "**respondent**" means any student charged with a violation of the Code.

The term "**investigation**" means the follow through on a complaint to ascertain details and circumstances associated with a complaint alleging a violation of the Code.

The term "**hearing**" means any meeting, conference or other formal review process in which decisions are made regarding matters of student conduct.

The term “**advisor**” means a person selected by and assists a complainant or respondent throughout the student conduct process. Students may choose any person as their advisor, including but not limited to staff, faculty, family member, and legal counsel. The advisor’s role in the hearing is to personally advise the student. During the hearing, the advisor may consult with their advisee quietly or in writing, or outside during breaks. The advisor may not conduct or direct cross-examination, ask questions, or make presentations or comments to the student or hearing body during the hearing.

The term “**burden of proof**” describes the standard of evidence used to make a determination of responsibility in a student conduct hearing. Augustana uses a “Preponderance of Evidence” standard which means that it is more likely than not that a violation occurred.

The term “**sanction**” is used to describe remedies and/or requirements given to a student in response to a violation of the Code of Student Conduct.

The term “**premises**” includes all land, buildings, facilities, and other property in the possession of, owned, used, leased or otherwise controlled by Augustana University (including adjacent streets and sidewalks).

The term “**university**” means Augustana University.

The term “**organization**” means a group whose members are primarily Augustana students including but not limited to academic, social, athletic, recreational, religious, or similar groups. Under most circumstances, an organization has complied with requirements for university recognition and are advised by a member of the faculty or staff.

## **JURISDICTION AND AUTHORITY**

Augustana University’s student conduct procedures have as a primary purpose to be educational. Decisions that resolve incidents of misconduct and those determinations that remedy violations are made in a spirit of equity and fairness.

The Code of Student Conduct applies to behaviors that take place on campus, at university-sponsored events and may also apply to off-campus settings including the online environment when the conduct affects a substantial university interest.

At Augustana, the following designated personnel, boards and panels as defined have a responsibility for the student conduct process.

### **Administrative Hearings**

The administration and faculty serve as an initial level of response with most code of student conduct violations. Augustana personnel responsible for activities, programs and facilities in most cases assume responsibility to investigate, to review the facts, and to exact sanctions if necessary and appropriate.

Administrative hearings are also convened when there is concern for inappropriate disclosure, at times of extreme emergency, or when immediate action is warranted either for the sake of the

welfare of an individual or of the campus community. During times when the Conduct Review Board cannot be convened (i.e., the end of an academic year or end of a semester, summer school, etc.) the administration will act on all student conduct matters.

### **Conduct Review Board**

The Conduct Review Board has authority to review incidents involving violations of policies, standards and rules except complaints involving academic integrity (Honor Code) and civil rights (discrimination, harassment, stalking, retaliation etc.). This board may review appeals and referrals from administrative hearings.

The Conduct Review Board is composed of three students appointed by the Augustana Student Association, three faculty members and one administrator. The Dean of Students (or designee) will serve as the convener of the board and non-voting advisor.

### **Equity Grievance Panel**

The Equity Grievance Panel is convened by the University's Title IX Coordinator to review complaints of violations that involve discrimination, harassment, and/or retaliation. The [Equity Grievance Process](#) outlines the policies and resolution procedures that guide the Equity Grievance Panel.

### **Honor Board**

The Honor Board has responsibility to review reports of violations of academic integrity policies. Augustana's [Honor Code](#) consists of interrelated elements that guide scholarship and learning; the Honor Pledge, the Honor Board, and a set of judicial procedures that guide the University's adjudication of academic integrity violations.

## **POLICIES, STANDARDS AND RULES**

The following statements of policy, standards and rules define inappropriate conduct for the Augustana community. The Code of Student Conduct applies to all students, whether undergraduate, or graduate, in settings that take place on campus, at university-sponsored events, and may also apply to off-campus settings including the online environment when the conduct affects a substantial university interest.

**Academic Integrity** is vital to the academic classroom at Augustana because it involves the search for and acquisition of knowledge and understanding. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is a violation of the [Honor Code](#).

**Alcoholic Beverages.** The possession and use of alcoholic beverages on the premises and at university sponsored functions is prohibited. The following provides additional clarification regarding alcohol-related standards and procedures:

- It is unlawful in the State of South Dakota for persons under the age of 21 to possess or consume alcoholic beverages. It is also illegal to sell or distribute alcoholic beverages to persons under the age of 21.

- Medical Amnesty – Seeking medical assistance when faced with an alcohol or drug related emergency far outweighs the consequences of a policy violation. No student seeking medical assistance for oneself or for another will be subject to disciplinary action for the sole violation of an alcohol or other drug violation provided the student acts in good faith and cooperates with university officials.
- Alcoholic beverage use is permitted in designated housing facilities ([theme houses and apartments](#)) when students are 21 years of age or older.
- Intoxication and other alcohol-related behavior is not condoned.
- Alcoholic beverage paraphernalia such as beer bong used for drinking contests are prohibited.
- The possession of alcoholic beverage containers, either full or empty, is taken as a presumption of use and possession.
- It is a violation, even when present in a defined location such as a residence hall room where alcoholic beverage containers are present.
- Advertising that promotes the use of alcoholic beverages is not permitted.
- Student organization funds may not be used to purchase alcohol or sponsor an event where alcohol is available.

**Assault** is conduct that threatens or endangers the health or safety of a person by acts that are painful, injurious, intimidating, insulting or offensive. This includes any willful attempt or threat to inflict physical or emotional harm, with an apparent ability to commit the act.

**Bullying and cyberbullying** is a repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or emotionally.

**Computer and technology resources** are provided for non-commercial, academic use. It is expected that students apply a normal standard of academic integrity, polite conduct and respect for the rights and privacy of others and abide by all state and federal laws.

Augustana uses campus email as a primary way of communicating with students and staff. It is expected that all students, faculty and staff will check their university assigned e-mail regularly.

**Dating Violence** is violence between those in an intimate relationship to each other on the basis of actual or perceived membership in a protected class (this includes romantic relationships, dating, domestic and/or relationship violence). This policy relates directly to federal and state civil rights laws banning discrimination in institutions of higher education. Any such discrimination will be appropriately remedied according to the [Equity Grievance Process](#).

**Dishonesty** is possessing false and/or misleading information and furnishing false information to university officials acting within the scope of their duties. Dishonest acts include lending, borrowing or altering university identification, forgery, alteration, or misuse of school documents and/or records, and the manufacture, attempted use, distribution, or sale of false identification.

**Disorderly conduct** is prohibited on university premises and at university-sponsored activities. Disruptive conduct is an act that intentionally obstructs teaching, research, administration, disciplinary procedures, freedom of movement, and other lawful activities on the campus and at university-sponsored events. Augustana prohibits acts that violate the civil rights of others and any actions that obstruct university programs through the use of force, violence, or obstructive behavior.

**Domestic Violence** is violence between those in an intimate relationship to each other on the basis of actual or perceived membership in a protected class (this includes romantic relationships, dating, domestic and/or relationship violence). This policy relates directly to federal and state civil rights laws banning discrimination in institutions of higher education. Any such discrimination will be appropriately remedied according to the [Equity Grievance Process](#).

**Drugs.** The use and/or possession of drugs except when prescribed by a physician, and the distribution of drugs and is prohibited on the premises and at university sponsored activities. The following provides additional clarification regarding related standards and procedures:

- A violation of this drug policy (i.e., narcotics, stimulants, depressants and hallucinogens) is subject to state and federal laws and may be referred to law enforcement officials.
- The possession of drug-related paraphernalia such as bong and pipes is a violation of state law and may be referred to law enforcement officials.
- Medical Amnesty – Seeking medical assistance when faced with an alcohol or drug related emergency far outweighs the consequences of a policy violation. No student seeking medical assistance for oneself or for another will be subject to disciplinary action for the sole violation of an alcohol or other drug violation provided the student acts in good faith and cooperates with university officials.

**Failure to comply** with directives of university officials or law enforcement officials acting in the performance of their duties.

**Firearms.** (See policy on weapons.)

**Fire Safety.** The following prohibited acts are subject to city and state fire codes and violations may be referred to local authorities.

- Tampering with fire safety equipment such as extinguishers, smoke detectors, alarms and building fire exits.
- The possession and/or discharge of fireworks.

- Burning candles, incense and other actions involving an open flame, particularly in campus housing facilities.

**Harassment** is a form of discrimination that may be created by oral, written, graphic, or physical conduct that interferes with, limits or denies the ability of an individual to participate in or benefit from university-sponsored programs, activities, or opportunities.

**Hazing** is an act likely to cause physical or psychological harm or social ostracism when related to the initiation, pledging, joining, or any other group-affiliation activity on the basis of actual or perceived membership.

**Intimidation** is an implied threat or act that causes an unreasonable fear of harm in another.

**Retaliation** includes intimidation, threats, or harassment against any person reporting a student conduct incident and/or cooperating in the investigation of an incident including witnesses.

**Sexual Misconduct.** Augustana is committed to a safe environment that promotes dignity and respect and will not tolerate sexual misconduct in any form. Sexual misconduct is not only a violation of an individual's rights and dignity, it is an act that affects our entire campus community. This policy relates directly to federal and state civil rights laws banning discrimination in institutions of higher education. Any such discrimination will be appropriately remedied according to the [Equity Grievance Process](#). The following acts constitute a violation of this policy; sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, and sexual exploitation. These acts are presented in detail as part of the University's [civil rights policies and procedures](#).

**Stalking** is defined as a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear. This policy relates directly to federal and state civil rights laws banning discrimination in institutions of higher education. Any such discrimination will be appropriately remedied according to the [Equity Grievance Process](#).

**Theft** is stealing from, causing damage to, or malicious misuse of university premises or controlled property or the property of any member or guest of the campus community.

**Tobacco (Smoking).** Augustana is a [tobacco-free campus](#). The use of tobacco products in or on university premises is prohibited and includes; cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco, such as hookahs, or simulate the use of tobacco, such as electronic cigarettes.

**Unauthorized entry** into or exit from university premises.

**Weapons** defined as all firearms, air guns, sling shots, bows, knives with blades over 6 inches in length, etc. are prohibited on the premises and at university sponsored activities. Secure storage for hunting weapons is available in the Campus Safety Office.

## **FILING A COMPLAINT**

Any member of the campus community may file a grievance against a student for misconduct. It is preferred that the complaint be presented in writing and delivered to the Dean of Students Office (Note: Honor Code grievances are directed to the Academic Affairs Office). It is desired that a complaint or grievance be reported within ten class days as the longer someone waits to report, the harder it becomes to obtain information and to make determinations regarding an alleged violation.

All reports are acted upon promptly. The University will attempt to treat each report with as much concern for privacy as possible. Subject to the Augustana's obligation to redress violations, the University reserves the right to notify, investigate and warn as necessary in order to appropriately pursue resolution of the complaint. In all cases, Augustana will give consideration to the complainant with regard to how the grievance is pursued.

## **INVESTIGATION**

Upon receiving a grievance report, a preliminary investigation will be conducted to determine if the report merits further investigation and/or whether the grievance can be addressed by an administrative hearing, by mutual consent of the parties involved, by the Campus Review Board, the Honor Board, or the Equity Grievance Panel.

All investigations will be thorough, reliable and impartial, and will entail interviews with all relevant parties and witnesses, and by obtaining available evidence and other information as necessary.

Investigations may take longer when initial reports of grievance fail to provide direct first-hand information. Upon occasion, it may be required to undertake a short delay when civil or criminal charges on the basis of the same behaviors that invoke this process are being investigated. Augustana's action will not be altered or precluded on the grounds that other non-university (civil or criminal charges) involving the same incident has been filed or that charges have been dismissed or reduced.

The imposition of interim restrictions or a suspension may be considered prior to the completion of the investigation in order to ensure the safety and well-being of persons involved in the complaint and other members of the campus community.

## **HEARINGS AND CONFERENCES**

Every effort will be made to provide fair and just educational measures for students against whom complaints are being made (hereafter referred to as the respondent or responding student).

- The respondent shall be entitled to an expeditious hearing of the case. The hearing shall be conducted in such a manner as to provide substantial justice but shall not be unduly restricted by rules of legal procedure or legal evidence.
- If brought before a hearing as a member of a group, the respondent has the right to have the case heard individually.



- The responding student shall be informed of the reasons for the hearing with sufficient information and sufficient time to ensure opportunity to prepare for the hearing.
- Hearing proceedings are private. While the content of the hearing is private, parties have discretion to share their own experiences. If at any time during the hearing, invited attendees are disruptive of the proceedings, the chairperson may exclude such persons from the hearing room. In those cases, the chairperson may direct that the hearing be recessed and reconvened in closed session.
- In the event of a hearing by the Conduct Review Board, the complainant and respondent will be given a list of names of review board members. If either party objects to a review board member, they may with a statement of cause, challenge the seating of a board member. Review board members will only be unseated if the chair concludes that their bias precludes an impartial hearing.

### **ADVISORS**

Students have the right to be accompanied by an advisor. The advisor's role in the hearing is to personally advise the student. The advisor may not conduct or direct cross-examination, ask questions, or make presentations or comments to the student or hearing body during the hearing.

### **BURDEN OF PROOF**

All decisions are made on the basis of a preponderance of evidence standard (i.e., whether it is more likely than not that the accused individual committed the alleged violation).

### **INTERIM ACTIONS**

In certain circumstances, Augustana may take interim action(s) to safeguard the university community before a student conduct hearing begins or is completed. Interim action(s) may be imposed immediately without prior notice when there is a need to take an individualized response based on the status of the student, the seriousness of the alleged violation(s) and/or the potential for an ongoing threat or disruption to the university community.

Interim actions may include, but are not limited to, "no contact" orders, relocation in campus housing, adjustments to class schedule, and denied access to the premises and/or all other activities or privileges for which the student might otherwise be eligible.

A student may also be suspended on an interim basis if the student has engaged in, or threatens to engage in behavior which causes physical harm to self, to others, would place others in fear of imminent danger, and/or causes disruption of, or interference with the normal operations of the university.

### **SANCTIONS**

Student conduct sanctions are educational in nature with a desired outcome of instilling an understanding that Augustana students are responsible for their actions. Sanctions for most violations will include consequences that; redirect a student's behavior toward an acceptable

standard expected of all members of the university community, protect the university community from the potential for harm or injury, require restitution for property that is lost, stolen or damaged, and give support for financial redress to a victim for loss, harm or destruction of personal property. At times, sanctions may be specified that involve educational assignments such as research papers and planning and/or presenting a program related to the policy violation. Such sanctions will not involve physical labor unless the assignment is a service-related project that is directly related to the violation.

Sanctions become effective immediately following the completion of the hearing and receipt of the conduct letter, unless otherwise stipulated.

The following sanctions may be imposed for violations of a conduct policy, standard or rule. It is understood that more than one of the following consequences may be imposed for any single violation.

**Warning** – Notification that the behavior was unacceptable with a warning that further infractions of any policy, procedure or directive will result in a more severe sanction or responsive action.

**Probation** – Formal reprimand for a violation of the Code of Student Conduct that specifies a more severe disciplinary sanction in the event that the student or organization is found in violation of any university policy, procedure or directive within a specified period of time. Terms of the probation may also include “no contact” orders, relocation in campus housing, denied access to premises and activities or privileges for which the student might otherwise be eligible, and other measures deemed appropriate.

**Suspension** – Termination of enrollment status for a definite period of time not to exceed two years, and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure at the University.

**Residence Hall Suspension** – Separation from campus housing for a specified period of time. Suspension may result in the forfeiture of all or part of the housing fee for the remainder of the academic term according to Augustana’s published refund policy.

**Expulsion** – Permanent termination of enrollment status, revocation of rights to be on the premises for any reason or attend Augustana-sponsored events.

**Residence Hall Expulsion** – Permanent separation from campus housing that may result in a forfeiture of all or part of the housing fee for the remainder of the academic term according to Augustana’s published refund policy.

**Withholding Diploma** – Augustana may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a grievance pending or as a sanction, if the student is found responsible for an alleged violation.

**Revocation of Degree** – Augustana reserves the right to revoke a degree awarded from the University for fraud, misrepresentation or other violation of policies, procedures or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.

**Organizational Sanctions** – De-activation, de-recognition, and/or loss of privileges for a specified period of time.

**Denied Access and Other Actions** – Augustana may exercise reasonable authority, in its sole and absolute discretion, to deny access to the premises if it is believed that an individual poses a threat to the safety, health or welfare of oneself or other persons, or property.

The University may also assign other consequences as deemed appropriate. Examples of “other actions” include restorative experiences, restitution, and mandated referrals to educational workshops or counseling. Failure to complete assignments and/or sanctions may result in a monetary assessment.

**Monetary Assessments** – Restitution, the compensation for loss, damage, or injury may take the form of service-related assignments and/or monetary or material replacement. Failure to pay or make arrangements for payment of monetary assessments may result in a business office hold that will prevent class registration/enrollment in a subsequent academic term.

## **STUDENT CONDUCT RECORDS**

The Dean of Students Office shall maintain student conduct records. Relevant student conduct records and related information shall be made available to hearing boards to assist in recommendation of an appropriate sanction, and to other university officials who require such information to fulfill their official duties.

Students may arrange to review their own student conduct records and related information by contacting the Dean of Students Office.

Except as provided elsewhere in this code and/or as required by law, the University shall not communicate a student's conduct record to any person or agency without prior written consent of the student.

Student conduct records shall be maintained for seven (7) years from the last recorded entry, then destroyed.

## **APPEALS**

A request for appeal consideration must be submitted in writing within five (5) class days or business days of the delivery of the written finding.

Any party may appeal, but appeals are limited to the following:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).

- To consider new evidence, unknown or unavailable during the original hearing or investigation that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included. New evidence that could not have been previously discovered and that, had it been presented at the initial hearing, would have substantially affected the original decision will be treated as grounds for a new hearing by the original judicial body.
- The sanction imposed is substantially disproportionate to the severity of the violation.

The original conduct decision will stand if the appeal is not timely or is not based on the grounds listed above and as such, the decision is final.

All parties should be informed of whether the grounds for an appeal are accepted and the results of the appeal decision.

Once an appeal is decided, the outcome is final and further appeal is not permitted.

### **REVISIONS TO THE CODE OF STUDENT CONDUCT**

Because this code of student conduct cannot anticipate every circumstance regarding institutional policy, Augustana reserves the right to amend, supplement, interpret, rescind, or deviate from policies from time to time as it deems appropriate based upon the facts and circumstances surrounding each situation, in its sole and absolute discretion. The contents of this code of student conduct supersedes and revokes all prior statements of policy.

The Code of Student Conduct is also available in an online format (published by the Dean of Students Office as a part of the [Student Handbook](#)). This online version contains all current amendments (revisions) to policies, standards and procedures related to the [Code of Student Conduct](#).

## OTHER POLICIES AND PROCEDURES

### **Academic Policies and Procedures**

Information about academic policies and procedures (i.e., Honor Code, eligibility, probation, dismissal, grading system) is published in the “Catalog of Graduate Studies.” Go to [augie/catalog](http://augie.edu/catalog) to access the Catalog.

### **Reservation of Authority**

Augustana University reserves the right to modify or change the curriculum, admission and degree requirements, tuition or fees, and other policies without prior notice. The information in this catalog is not regarded as creating a binding contract between the student and Augustana University. The most recent changes to these policies can be found at [augie.edu](http://augie.edu).

### **Privacy Policy**

Augustana University strives to ensure the privacy and accuracy of confidential information. View our online privacy policy at [augie.edu/privacy](http://augie.edu/privacy).

### **Notice of Nondiscrimination and Affirmative Action**

The heart of Augustana University is its faculty and its academic programs. We believe that classroom and personal instruction should be the primary focus of the collegiate experience. The University also promotes involvement and encourages each student to make a contribution to the life of the campus community. Augustana will consider for admission any student whose character is consistent with the mission of the University and who shows evidence of ability to benefit from university life.

Augustana University is committed to providing equal opportunities for access to and participation in its programs and services, without regard to sex, sexual orientation, race, color, religion, national origin, age, or disability, except that, as an institution of the Evangelical Lutheran Church in America, the University reserves the right to use a qualification based on religion if such a qualification is related to a bona fide occupational requirement. Augustana has designated the Director for Human Resources as the University’s affirmative action officer.

### **Assistance for Students with Disabilities**

Augustana University will consider requests for reasonable accommodations from any student (full or part time) with a documented disability. The purpose of accommodations is to ensure that students are not discriminated against on the basis of their disability and that the University is providing accessibility in all academic programs, and activities. Students need to substantiate the need for services by providing current and appropriate documentation to be submitted by a qualified third party professional. The documentation must clearly identify the disability and its impact on the student’s current level of functioning in a post-secondary setting. Services and accommodations are provided on a case by case basis to meet the individual needs of the student.

It is in the student’s best interest to contact the Director of Accessibility and Academic Support at least three weeks prior to the beginning of each academic term so that appropriate accommodations can be planned in a timely manner. Contact the Director of Accessibility and Academic Support in the Student Success Center at 605.274.4127 or the directly at 605.274.5503, or [success@augie.edu](mailto:success@augie.edu) with your questions.

Augustana University is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the University does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in university programs and activities, nor are persons with disabilities denied the benefits of these programs or subjected to discrimination.

### **Alcohol and Drugs: General Statement & Response to the “Drug Free Schools and Communities Act of 1988”**

Augustana University is committed to preventing alcohol and drug abuse and the unlawful possession, use, and distribution of alcoholic beverages and drugs. In compliance with the Drug Free Schools and Communities Act of 1989 (Public Law 101-226), information about applicable laws and consequences pertaining to the unlawful possession, use, and distribution of illicit drugs is published annually.

Augustana recognizes the serious problems related to the abuse of alcohol and the illicit use of drugs in our society today and we are committed to a campus environment that reflects a desire to address alcohol and drug related behaviors. The following goals give direction to providing a healthy, safe, and secure place to live, work, and study.

**Laws** – Augustana acknowledges and supports local, state, and federal laws pertaining to alcohol abuse and the illicit use of drugs.

**Policies** – Student, faculty and staff policies govern the use, possession and distribution of alcoholic beverages and illegal drugs. Augustana strives to confront any person whose behavior or performance may be affected by alcohol or drugs.

**Support** – Augustana is committed to provide support services to students, faculty and staff regarding substance abuse or dependency. The following campus resources are available to any individual or group who needs assistance:

- Dean of Students Office Mortenson Center 605.274.4124

### **Alcoholic Beverages: Advertising Guidelines**

These guidelines give institutional direction for all publications; newspaper, tabloid, athletic program, brochure, catalog, book, magazine, or periodical sanctioned or published by Augustana University.

- Advertising of which the primary purpose is to sell alcoholic beverages is not permitted.
- Alcohol-related advertising will not portray drinking as a necessary ingredient for social or academic success.
- Advertising will not encourage high-risk use such as any emphasis on drinking games, and activities that promote a quantity and frequency of alcohol consumption.
- Advertising will not disclose prices for alcoholic beverages.

- Name brand advertising of beverages is prohibited. Beverage companies wishing to provide public service announcements to address responsible use of alcohol and drinking and driving may be considered as an exception to this guideline.

### **Insurance: Student Health and Accident Coverage**

U.S. Residents – Augustana recommends that all full-time students have health insurance or other medical plan coverage that complies with the Affordable Care Act. Full-time students (or part-time students who have paid the full activity fee) may visit the Campus Clinic or the designated off-campus Sanford Clinic with no charge for office visits with a nurse. Students will need to supply their insurance card for appointments with physicians and other medical staff, lab work, shots and procedures that are not included in the basic office visit charge.

International Students – Augustana requires all international students to maintain medical insurance that provides coverage in the United States and meets certain minimum benefit requirements. Augustana will automatically enroll all international students in Augustana’s International Student Accident and Sickness Plan. The insurance premium will be added to the student’s bill unless proof of coverage specifies that the alternate policy will provide benefits equal to Augustana’s plan. Refer to previous paragraph for basic coverage provided by the Campus Clinic or designated Sanford Clinic located off-campus.

### **Student Records**

Augustana University believes that the education records of current and former students shall be kept confidential according to provisions of the Family Educational Rights and Privacy Act of 1974 as amended and hereafter referred to as FERPA.

Augustana will not disclose information contained in education records to anyone outside of the institution without the student’s consent except to officials of another school in which the student seeks or intends to enroll, and to federal, state and local agencies and authorities as permitted under FERPA.

Education records are documents that relate directly to a student and include academic transcripts and supporting documents, student judicial records, financial aid records, and career placement records. These records may be disclosed to Augustana personnel with legitimate educational interest without prior consent. (Note: Augustana may disclose financial records to parents or guardians of a dependent student as defined by the Internal Revenue Code of 1964. Parents or guardians of students under the age of 21 may also be notified if their son/daughter violates alcohol and drug policies per the Higher Education Act Amendments of 1998.)

The following information is not considered a part of a student’s education record and therefore is not subject to FERPA provisions:

- Personal records kept by a member of Augustana staff which are not revealed to others and are kept in the sole possession of the staff member.
- Student employment records that relate exclusively to the student in the capacity of an employee.

- Campus Safety Department records which are maintained solely for law enforcement purposes.
- Health records maintained by the Campus Clinic, Counseling Services and recognized professionals and paraprofessionals if those records are used solely for treatment and made available only to those persons providing treatment.

**Request for Review** – Students have a right to review their education records as provided by the provisions of FERPA. Items requested for review shall be made available no later than 45 calendar days following receipt of the written request. Note: No official academic transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

**Limitations on Student Rights** – There are some limitations on the rights of students to review their records. Students shall have no right to inspect or review:

- Confidential letters and recommendations associated with admission, employment, or job placement if a student has signed a waiver, or the receipt of an honorary recognition.
- Education records containing information about more than one student, in which case Augustana will permit access only to that part of the record pertaining to the inquiring student.
- Financial records of the student’s parents or guardians.

**Directory Information** – Items of public or directory information contained in education records may be released at the discretion of Augustana officials without the student’s prior consent. This public information includes: name, place and date of birth, names of parents and home address, university address, photograph in university directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

**Request to Withhold Disclosure** – A student may choose to refuse disclosure of education records including items of public or directory information without prior consent by contacting the Dean of Students Office. The request to withhold information will remain in effect as long as the student continues to be enrolled or until the student files a written request to discontinue the withholding.

**Challenge to Contents of Education Records** – A student who believes their education record contains information that is inaccurate or misleading, or otherwise in violation of their privacy, is encouraged to informally discuss this concern with an administrator responsible for the department or area in which the record is located. If the administrator decides to not amend the record as requested, the student may appeal to the Dean of Students.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is: *Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.*



## **ADMISSIONS:**

### **MASTER OF ARTS IN EDUCATION PROGRAM**

#### **General Requirements**

A student holding a bachelor's degree and interested in working toward a graduate degree first obtains, completes and files an official application with the Office of Graduate Education. The following documents must be submitted:

- official application (program-specific\*)
- official transcripts from each university or university attended sent directly to the [Augustana Graduate Education office](#)
- two recommendation forms testifying to the applicant's character and ability to do graduate work (at least one reference should be from a teacher) (program-specific\*)
- a two- to three-page typed essay in which the applicant discusses his or her academic interests, educational goals, and plans for graduate study (program-specific\*)
- non-refundable application fee of \$60 (Students enrolled as fulltime undergraduate students at Augustana at the time of application to the program are exempt from paying this fee.)
- a cumulative grade point average of 3.0 (B) or better.
- sufficient undergraduate work in the proposed field of study to satisfy specific program admission requirements and graduate credit course prerequisites (See admission requirements for specific programs. For example, applicants for the Master of Arts in Education hold or are eligible for licensure.)

*\* Refer to specific program prerequisites for additional requirements.*

If you have questions, please contact the **Office of Graduate Education** at:

Office of Graduate Education  
Augustana University  
2001 S Summit Ave  
Sioux Falls, SD 57197

605.274.4043  
Fax: 605.274.4450  
[graduate@augie.edu](mailto:graduate@augie.edu)

## ACADEMIC INFORMATION AND POLICIES

### Accreditation

Augustana University is accredited by The Higher Learning Commission of the North Central Association of Universities and Schools. The address and phone number of the association are, as follows:

**The Higher Learning Commission**  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1413  
800.621.7440

Original accreditation 1931; Last accreditation visit 2011; Next accreditation visit 2021. Augustana University's credential program for teacher and administrative services are approved by:

- NCATE — [National Council for Accreditation of Teacher Education](#)
- [South Dakota Department of Education](#)

### Timeline Degree Completion Requirement

A student has seven years to complete all requirements for the Master of Arts.

### Tuition/Fees/Financial Aid

Graduate program costs for a Master of Arts degree at Augustana are found on the [fee schedule](#). For information on funding options, please contact the [Office of Financial Aid](#) at 1.800.727.2844, option 2 — or email [financial.aid@augie.edu](mailto:financial.aid@augie.edu).

### Transfer Credits

A maximum of nine semester hours of graduate credit earned at other accredited institutions may be transferred to Augustana and applied to a student's graduate program providing that:

- an official transcript is provided
- the credit is approved by the Program Director and Director of Graduate Education
- the credits have not been utilized in earning an undergraduate degree
- a grade of B- or better was earned for the credits
- the credits are not outdated (more than seven years old)

Transfer requirements for the Master of Arts in Education are [specific to the program](#).

### A Second Master of Arts Degree

Up to nine semester hours from a completed graduate degree program, earned either at Augustana or another accredited institution, may be applied toward a second master of arts degree. All other requirements for a second master of arts degree at Augustana are the same as for the first. (Some cohort programs require all 32 credit hours; no credits from other courses will apply.)

### **Workshop Credits**

A maximum of three graduate credit hours for [workshop experience](#) may be applied to some graduate degree programs. The workshop must be closely related to the student's educational intent, and the approval of the advisor and the Director of Graduate Education must be obtained at the time the graduate plan of study is developed. Workshops with a 500-number or higher are graduate level. A combined total of nine credit hours may be applied from transfer and workshop courses.

### **Correspondence Course Credits**

Graduate credits earned in off-campus correspondence courses normally will not apply to graduate degree programs.

### **Course Schedules**

Information concerning graduate courses offered in any given term (summer, fall, spring) is available at the [Registrar's Office](#) (605.274.4121) and the Office of Graduate Education (605.274.4043).

There is a special listing of graduate courses in each semester's [course schedule](#). You also may access a copy of the [Graduate Catalog](#), which is the same as the printed version. The University reserves the right to cancel courses in which the registration is deemed insufficient and to change instructors or the meeting time and place of classes when conditions make it necessary.

### **Course Time Commitment**

Accreditation standards dictate the number of hours expected for the completion of graduate courses. Since the standard expectation is 45 hours of work for each credit, a three credit graduate course requires approximately 135 hours of work. This translates to approximately 15-20 hours of work per week in a 7-week course. Itemized engaged time for each course is listed specifically on each course syllabus.

### **Attendance Policy**

Overall, student "attendance" in online courses will be defined as active participation and engagement in the course as described in each course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation and engagement, which can be documented by any or all of the following methods: student tracking in Moodle; submission/completion of assignments; participating in synchronous and/or asynchronous course assignments; i.e., weekly discussion boards, forums and chats; and communications with the instructor.

Students who do not log on to the course within the 100% drop/add (census) period for the course will be considered a "no-show" and will be administratively withdrawn from the course without record. Drop/add and withdrawal dates are listed on the academic calendar, online in the Graduate Office program section; and on the course syllabus.

Students who fail to maintain active participation and engagement in an online course as defined in the course syllabus will be processed in accordance with the University's current attendance

policy. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Success in this online course is dependent on your active participation and engagement throughout the entire 7 weeks of the course. As such, you are required to complete all assignments by the due dates, and to actively participate in synchronous and/or asynchronous course requirements according to established timelines.

If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.

(\*Note: EDUC 695 Research Synthesis Project course is a 14-week class and the time requirements will vary based on student's proficiency in scholarly writing.)

### **Registration / Drop/Add and Withdrawal Dates**

Master of Arts in Education student's registration is maintained and processed by the Education Program Coordinator. The Coordinator will monitor your plan of study and will register students accordingly as deemed by the student's plan of study. It is the student's responsibility to contact the Coordinator if he/she needs to drop or withdrawal from their courses. Courses may be dropped with 100% refund or withdrawn by the published dates accordingly. These dates can be found for your courses each semester on:

- your Registration Email Confirmation for that given semester/session that is emailed to you by the Coordinator;
- the Master of Arts in Education website – [augie.edu/maed](http://augie.edu/maed); and on
- your course syllabus.

### **Appeals of Grades/Academic Disputes**

#### **Formal Candidate Complaints**

If a candidate comes to the Education Department Chairperson with a concern or a complaint, candidates are encouraged to work directly with the faculty member with whom they have a concern or complaint. However, if a candidate desires to file a formal complaint, they are asked to complete the Education Department Candidate Formal Complaint Form and submit it to the Education Department Chairperson. Upon receipt of the completed form, the Education Department Chairperson reviews the form and schedules a meeting with the candidate and the involved faculty. If the candidate is not satisfied with the outcome of the departmental level handling of the complaint, they may elect to go through the university's Academic Grievance Procedure.

#### **Academic Grievance Procedure**

Candidates are encouraged to conference with the individual professor with whom they have a concern, complaint or issue to resolve the situation. Candidates who wish to file a formal complaint may do so by completing the Teacher Education Candidate Formal Complaint Form.

Candidates may also elect to make use of the university's academic grievance procedure. The academic grievance procedure shall be used in all cases involving grievances by students against faculty or other students concerning alleged academic injustices relating to grades, cheating, or unprofessional conduct.

**Step 1.** The student shall take a complaint to the instructor within two weeks of the occurrence. If the grievance concerns a final semester grade the complaint must be made within three weeks of the distribution of term grades. If the student feels unable to approach the instructor, the grievance may be taken to the chair of the department in which the instructor is a member (if the instructor is the department chair, the grievance should be taken to the division chair). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the department/division chair, the matter is settled.

**Step 2.** If the student feels dissatisfied with the instructor's response to the grievance the student may take the grievance to the chair of the department in which the instructor involved is a member or to the division chair if the instructor is the chair of the department. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The department (or the division) chair shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the department (or division) chair shall judge pertinent, the chair shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the chair and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

**Step 3.** If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the department (or division) chair, either may appeal the decision to the Academic Dean within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Academic Dean shall ask the department (or division) chair for the written record of the grievance procedure to that point. Through consultation with the Vice President for Student Affairs, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

### **Maintaining Good Academic Standing**

A student must maintain a 3.00 to remain in good academic standing in the program. If a student drops below the cumulative GPA of 3.00 at the end of any given semester, the student is placed on academic probation. If a student's cumulative GPA stays below 3.00 for two consecutive academic terms, the student may be subject to dismissal from the graduate program.

### **Academic Dismissal**

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy the stipulations of the probationary status and return to "good standing" within the stated time when notified will be dismissed from the program.

## **Academic Honesty**

All submitted work and assignments should be genuine and reflections of student achievement from which the student should derive personal satisfaction and accomplishment in their courses. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Code of Conduct section at the beginning of this handbook.

Instructor of the courses reserves the right to utilize electronic means to help prevent plagiarism. All assignments are subject to submission for textual similarity review to Turnitin. Turnitin is an originality detection service. Its use in this class is both to prevent plagiarism and to help the student improve his or her writing. [Turnitin.com](http://Turnitin.com) compares a document with its extensive database of submitted papers, published works, and documents from the internet. Turnitin issues a “similarity score.” Your instructor will review the similarity report and make any determinations about any improper citations, missing citations, or plagiarism. Student papers will be retained in the global Turnitin repository for future comparisons. Consequences for academic dishonesty could range from failing of the assignment to dismissal from the program and/or University.

## **Grading System**

The grade point average (GPA) at Augustana University is computed on a 4.0 point scale and determined on the basis of the scale below for the program. Specific grading requirements for each course may vary and the letter grades cannot be defined here other than as generally stated below. The grading scale cuts off below a “C”, due to the stated policy in the 2014-16 Graduate Catalog (P.13). Only grades of C or better may be applied to the program. No credit toward the degree will be allowed for grades below “C”.

All courses applied to the program must be completed with an overall GPA 3.00 and no course for which a final grade below “C” is assigned may be used to satisfy this requirement.

The following grade points are applied by the Registrar’s to the Grade Point Average for each final grade submitted by the instructor.

<b>Percentage</b>	<b>Grade</b>	<b>Grade Points</b>
96 to 100	A	4.0
92 to 95	A-	3.7
88 to 91	B+	3.3
84 to 87	B	3.0
80 to 83	B-	2.7
76 to 79	C+	2.3
72 to 75	C	2.0
71 or below	F	-

## **Capstone Experience**

All students in the program are required to complete and participate in a substantial research synthesis project (EDUC 695) which is planned and completed under the direction of a graduate faculty member. The project allows students to conduct an in depth study of a topic of professional interest related to the selected area of concentration in the program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

Students will have to complete all components of the research synthesis project as outlined in EDUC 695 Research Synthesis Project Guidelines and Evaluation Rubric as stated in the course. For more information, please see the section on EDUC 695.

## **Graduation**

You will receive an email on your Augie email approximately a year before you have completed all of your classes as to how you apply for graduation. This application must be completed before you will be able to graduate.

## **General Orientation Information**

**Augustana Bookstore** [augie.edu/bookstore](http://augie.edu/bookstore)

Located in the Morrison Commons, Augustana's Bookstore provides textbooks, supplies and a full range of University-branded items, such as sweatshirts, caps, T-shirts and more. You can also shop for larger quantities of online merchandise at [augiepromos.com](http://augiepromos.com) for high-quality, Augustana-branded products. Textbook information is available on the Augustana Bookstore website in the textbook section. The Bookstore will stock copies of the required textbook for anyone need to purchase them.

## **Business Office**

The Business Office at Augustana University assists students with all financial transactions with the University. This includes payment for classes, refund checks, tuition waivers and payment plans. All students must finalize financial aid arrangements and verify their student account balance is paid in full prior to the start of a semester. Payments may be made by cash, check, or money order in the Business Office; or echeck, direct debit, VISA, MasterCard, Discover or American Express payments may be made through the Student Portal. For more information, please visit their website at [augie.edu/business-office](http://augie.edu/business-office), or contact them by phone 605.274.5239 or by email [businessoffice@augie.edu](mailto:businessoffice@augie.edu).

## **Financial Aid**

Do you need assistance paying for graduate school? Here at Augustana University, we offer eligible students a variety of financial aid resources to help fund their graduate education. Financial aid can be received through a grant, scholarship, loan, or assistantship program if applicable. Payment plans and emergency loans through the University are also available for certain circumstances. For more information regarding specific financial aid opportunities, please visit their website at [augie.edu/finaid](http://augie.edu/finaid), or contact them by phone 605.274.5216 or 800.727.2844, option 2; or by email [financial.aid@augie.edu](mailto:financial.aid@augie.edu).

### **Registrar Office**

The Registrar's Office is where all of your enrollment records are maintained and the details of your academic standing are housed. Through this office and its support, students can request copies of official transcripts, inquire about enrollment verification, preparing official diplomas, degree audit, and posting of degrees, and oversee grade entry each term. For more information, please visit their website at [augie.edu/registrars-office](http://augie.edu/registrars-office) or contact them by phone 605.274.4121 or by email [registrar@augie.edu](mailto:registrar@augie.edu).

### **IT Support [augie.edu/its](http://augie.edu/its)**

Once admitted to Augustana University and after we have filled all of the cohorts for the given semester, you will receive the "Getting Started at Augustana University" email that will contain your login credentials for your Augustana University computer account. You will need your account information to access important web-based portals such as My.Augie, Moodle, and your Augie email. If you encounter or have difficulties/questions in regards to your account, please contact the IT Computer Helpdesk by 605.274.5331 or by email [helpdesk@augie.edu](mailto:helpdesk@augie.edu).

### **Helpdesk Fall and Spring Hours:**

Monday - Thursday 8 a.m. - 7 p.m.

Friday 8 a.m. - 5 p.m.

Email: [helpdesk@augie.edu](mailto:helpdesk@augie.edu)

Phone: 605.274.5331

There are three ways that you will stay connected: through **Augustana email**, **Moodle**, and your [my.augie.edu](http://my.augie.edu) portal account. You'll find access to these three services as the first three links in the left navigation menu at [augie.edu/students](http://augie.edu/students).

When you log in you will be provided with the following info:

Your ID number

Your user name

Your email address

Your password is: AUxxxxxx (AU plus the ID number)

Please use the following instructions to change your password ASAP. ***There is a window of opportunity for you to do this and this MUST be done first before attempting any other resource access***). You will not have full access to resources until you have changed your password **FIRST!**



Open your web browser and go to [my.augie.edu](http://my.augie.edu). **DO NOT LOG IN**

1. On the left side of the window, click "Password Management"
2. Fill in your username
3. Fill in your initial password
4. Choose a new password and type it in each of the boxes - check the password requirements at the top of the box
5. Click Send
6. Answer the security questions

Your password should now be changed.

If you have any difficulties changing your password or accessing email, Moodle or your portal, please contact the **Computer Help Desk** at [605.274.5331](tel:605.274.5331) or [helpdesk@augie.edu](mailto:helpdesk@augie.edu).

It is very important that you regularly check your **Augustana email** account. The university and your professors will use this means to send you important information and you will be responsible for the information sent to you at your Augustana email account. So, the next email you will receive will be in regards to your registration for and it will be sent to your Augustana email account. If you would like to have your Augustana email forwarded to another email account, follow the instructions at [augie.edu/ole-email](http://augie.edu/ole-email). Again, if you have any questions regarding this, please contact our **Computer Help Desk** at [605.274.5331](tel:605.274.5331), or [helpdesk@augie.edu](mailto:helpdesk@augie.edu).

**Moodle** is the software that you will use to access your online course, and you may also use it in your face to face courses. You ***MUST*** complete the online orientation in Moodle. If you have any questions about Moodle or the orientation, contact **Sharon Gray, Instructional Technologist** at [605-670-0185](tel:605-670-0185) or [gray@augie.edu](mailto:gray@augie.edu).

You will use your [my.augie.edu](http://my.augie.edu) portal account to pay your bills, check your registration/schedule, and access other information from the university. To login to your [my.augie.edu](http://my.augie.edu) portal account, use your username and password.

## **Technology Requirements**

### ***Minimal Requirements for accessing Augustana University Moodle and Email***

#### **Computer Requirements**

*You must be comfortable and confident with basic computer tasks such as email, attaching files, using the Internet, word processing, creating presentations, updating files on your hard drive, etc.*

- A resource person to help you with basic computer help, if you need assistance.
- A computer system available in your home or school that allows access to moodle.augie.edu, YouTube, and sakai.learnersedgeinc.com.
- PCs must have Windows 7 or 10 operating system. Mac should have a newer OS X.

- Computers should have at least 1 GB RAM, and sufficient hard drive space to hold files.
- Broadband Internet connection such as Cable/DSL/Satellite. All rural areas in the US are covered by satellite now. Dial up connections are NOT acceptable.
- Speaker and microphone
- Scanner or fax may be needed for some courses
- A printer
- Additional software may need to be purchased for some courses

### **Software and Plugins Needed**

1. You will be assigned an Augustana email account.
2. Our system is best viewed through a web browser, such as Mozilla Firefox, Google Chrome, Internet Explorer, and other similar browsers. Some features may not work with all browsers such as Safari, Opera or Netscape. Do not view through AOL.
3. Some of the course documents use Adobe Acrobat format (.pdf). [Download Adobe Reader](#) if not currently installed.
4. While you are an Augustana University student, you have access to Microsoft Office 365. You may download it through the my.augie.edu portal. Click the Augie Life tab and then the ITS-Helpdesk tab/link. It is available for both PCs and Macs. (Please note that it may not work with Chromebooks or iPads. Online versions of Word are available, but may not have all of the features that Office 365 has.)
5. Some courses may have multimedia animations created using Adobe Flash that require you to have the [Flash Plugin](#) installed on your computer.
6. In order to view some animations you will need [Shockwave](#).
7. Most courses will require the use of a media player, [Microsoft Media Player](#) (for Windows) or [Quicktime](#) (for Mac). (Update to the latest version.)
8. Courses require the [most recent version of Java](#) installed.

**Printing** [augie.edu/printing](http://augie.edu/printing)

**Library Services** [augie.edu/library-students](http://augie.edu/library-students)

The library offers Augustana online students off-campus access to the library's electronic resources via a proxy server. The login is now your Moodle/My.Augie login.

For password information or to report a problem call the library at 605.274.4921 or by e-mailing a librarian at [augielibrarians@gmail.com](mailto:augielibrarians@gmail.com).

### **Interlibrary Loan**

The Interlibrary Loan Department works to facilitate and support the teaching, learning, and scholarship of Augustana University and Sioux Falls Seminary students, faculty and staff. The Interlibrary Loan staff strive to provide accurate, timely, and consistent service in a courteous and informed manner in order to provide the best service to our users.

### **Media Services**

Media Services, a department of Mikkelsen Library, is home to the media collection including: DVDs, CDs, audiotapes and other formats; audio-visual equipment and services including: delivery, setup, troubleshooting and pickup; and production facilities for creating new media.

### **E-Reserves/Reserves**

The library supports both electronic reserves as well as traditional (print) reserves. The library's electronic reserves are only available to students registered for that particular class.

### **Technology/Printing**

Information about technology, multimedia and printing access in the library.

### **Circulation**

Information about borrowing, renewing and returning library items.

### **Accessibility Services** [augie.edu/accessibility](http://augie.edu/accessibility)

Augustana values a learning community that is welcoming of all individuals — one that celebrates diversity and is supportive of individuals' needs. It is also our policy to comply with the Americans with Disabilities Act of 1990 and all other applicable federal and state laws that prohibit discrimination on the basis of disability.

The Student Success Center partners with faculty and staff to ensure that all graduate and undergraduate students have an equal opportunity to participate fully in all aspects of the educational environment. We use technological advances and provide accommodations to individuals with documented disabilities to fulfill our institutional commitment of equal accessibility.

Staff members are eager to meet and communicate with you to describe our services in more detail. Learn more about possible accommodations and providing documentation. Contact Susan Bies, Director of Accessibility and Academic Support, at 605.274.5503 or [Susan.Bies@augie.edu](mailto:Susan.Bies@augie.edu).

### **Student Success Center** [augie.edu/success](http://augie.edu/success)

The Student Success Center is a central place for career and academic support services — a hub for educational and vocational engagement. We empower students to discover and achieve their

academic and professional goals from the point of entry to graduation and beyond. By partnering with faculty and other campus offices, we provide the support students need to make the most of their university experience.

Located in the Edith Mortenson Center (Suite 100), we are a central place for career and academic support services – your portal to educational and vocational engagement. We can help with effective study strategies, locating opportunities, networking, writing resumes and preparation for interviews.

### **Additional Student Resources**

Augustana University offers a variety of resources to assist online students in pursuing their educational goals. For more information regarding these resources, please contact the Office of Graduate Education phone 605.274.4043 or by email [graduate@augie.edu](mailto:graduate@augie.edu).

### **Academic Calendar**

Graduate programs do not necessarily follow the published academic calendar for undergraduate programs. Make sure to check with your individual program for your academic calendar as each program has a different plan.

### **How to Register for Classes**

Registering for classes will be done by your graduate studies department.

The University reserves the right to discontinue/cancel classes where registration is deemed insufficient and to change instructors or the meeting of classes when conditions make it necessary.

### **Graduate Catalog [augie.edu/catalog](http://augie.edu/catalog)**

The Graduate Catalog includes the following types of information:

- Mission
- Honor Code
- Application Procedures/Acceptance Status
- Overall Graduate Degree Requirements
- Graduate Program Policies Info
- (e.g. Transfer, Grading, Withdrawing from a Course, Academic Grievance, Exceptions to Academic Policies, etc.)
- Academic Programs (with links to the 4 existing Graduate Programs)
- Graduate Courses

## CONTACT INFORMATION

Augustana University is located at 2001 South Summit Avenue in the south-central part of Sioux Falls. University administrative offices observe regular working hours of 8:00 a.m. to 5:00 p.m. Monday through Friday except for major holidays. After 5:00 p.m. general information is available at the Morrison Commons Information Desk which is open until 10:00 p.m. every night.

For general information about Augustana:

Augustana University  
2001 South Summit Avenue  
Sioux Falls, SD 57197  
Phone: 605.274.0770  
Toll Free: 800.727.2844  
Home Page: [augie.edu](http://augie.edu)

For information about the graduate program:

Office of Graduate Education  
Phone: 605.274.4043  
Fax: 605.274.4450  
Email: [graduate@augie.edu](mailto:graduate@augie.edu)  
Home Page: [augie.edu/graduate](http://augie.edu/graduate)

### Graduate Program

Master of Arts in Education: 605.274.4629

Academic Affairs: 605.274.5417

Academic policies, curriculum, Summer courses, Interim, Graduate Education

Student Academic Support Services: 605.274.5503

Resources for students with disabilities

Business Office: 605.274.4109

Business and financial matters

Financial Aid Office: 605.274.5216

Scholarships and financial aid

Library: 605.274.4921

Library services, instructional media

University Events: 605.274.4546

Events scheduled on campus

Registrar's Office: 605.274.4121

Transcripts, schedules, registration

Dean of Students Office: 605.274.4124

General information and student support

Center for Campus Life: 605.274.5215

Student housing, food service, student organizations

## **MASTER OF ARTS IN EDUCATION PROGRAM**

### **INTRODUCTION**

The Augustana University graduate programs reflect the church-related liberal arts character of the University by including courses especially designed to help candidates explore the central ideas and methodologies of different disciplines, and wrestle with questions of meaning and value. The mission of the graduate program is to stimulate the intellectual capacities of candidates in order to make their lives more satisfying and rewarding. More specifically, it seeks, through advanced study, to expand candidates' knowledge and to strengthen skills important to career, personal fulfillment, and community service.

In recent years there have been significant changes in the field of education. More is expected of teachers and P-12 students in today's classrooms. We are asked to be more intentional in our approach to assessment and in our approach to facilitating student learning. In response to these demands, the Education Department at Augustana University has developed its Graduate Programs in Education to integrate the worlds of theory and practice. In just 19 to 24 months, you can earn a Master of Arts in Education. The program focuses on excellence in classroom teaching and P-12 student learning. You will become part of a cohort of candidates with coursework specifically designed to meet your personal and professional goals.

### **MASTER OF ARTS IN EDUCATION**

The Education Department offers an online graduate degree via a cohort model. Cohorts are offered on a rotational basis beginning summer, fall and spring terms. Augustana, a university of the Evangelical Lutheran Church in America, offers to students of varying backgrounds, interests and ages a unique opportunity to achieve academic excellence and individual development in a Christian context. With its supportive community atmosphere, Augustana assists students in preparing for a life of career, service and continuing enrichment by blending the broad learning experiences of the liberal arts with the candidate's individual professional goals and in relating Christian faith to learning. The university serves the region and the larger society primarily through its undergraduate programs and through other programs designed to meet special community needs.

## EDUCATION DEPARTMENT'S MISSION

The mission of the Education Department is to empower candidates with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development. This philosophy is reflected in publications of various Augustana faculty and is most extensively discussed in the book *Reclaiming Youth at Risk Our Hope for the Future*. There are four overarching values embodied in the model of positive youth development called the Circle of Courage.

The central premise of this model is that a set of shared values must undergird a community of learners, including public education and teacher training institutions. Those shared values include belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. The belonging, mastery, independence, and generosity dimensions are imbued throughout the Augustana Master of Arts in Program and complement the Augustana Core of Liberal Arts Studies.

Graduates of the Master of Arts in Education Program are taught to use these values in creating positive learning cultures that maintain high expectations for all learners.



The Unit's conceptual framework, the Circle of Courage, describes how Augustana University's Education Programs have been influenced and informed by current and historical research in education and by current best practice and reform research. The conceptual framework articulates the Education Program's beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the Unit shares with the professional community its way of seeing, thinking, and being.

A brief summary of each of the four core values follows.

- **Belonging** is an integral part of the Augustana environment. Candidates need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The university encourages candidates' sense of belonging through small interactive classes. Belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Faculty structure the learning environment to create a community of learners.

- **Mastery**, the second value in the Circle of Courage Model, promotes the belief that candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through graduate program requirements to ensure that candidates are disposed to become "master" teachers.
- **Independence** is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, candidates must be secure in the guidance of caring adults and believe they have some power over their world. The graduate cohort programs in education promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility.
- **Generosity** is incorporated into the graduate cohort program through faculty's efforts to display empathy and concern for others. The curriculum within the cohort is designed to assist candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.



# MASTER OF ARTS IN EDUCATION PROGRAM

## MISSION / GOALS / OUTCOMES

The graduate degree programs in the Education Department provides in-depth knowledge and application of educational research to classroom practice. The Integrative Studies component of the master's degree program enables students to interface a liberal arts perspective with rigorous, professional education training.

### ***Overarching Program Goals***

The MA Program candidates will:

- Assume the role of teacher-scholar
- Exhibit strong communication skills-Including writing with a variety of purposes/audiences in mind
- Demonstrate reflective, professional dispositions in both work, and interactions

### ***Master of Arts in Education Outcomes:***

- Explore historical and current global/national/local trends, practices, and issues in education
- Analyze, synthesize, and apply research to inform professional practice
- Develop multicultural competence increasing self-awareness related to diversity issues, as well as ability to plan for differentiation
- Use technology to support learning and productivity
- Demonstrate abilities in scholarly writing
- Demonstrate understanding of both the core values of Augustana University, and the conceptual model of the Education Department

## COHORT MODEL

The Education Department offers the Master of Arts in Education (MAE) degree via a cohort model that focuses on the knowledge, skills, and dispositions necessary for mastery teaching in today's P-12 classrooms. The course of study includes classroom best practices, research-based instructional strategies, CAEP Standards, and knowledge of the National Board for Professional Teaching Standards (NBPTS) core propositions.

Candidates seeking the MA in Education degree must meet the general requirements for all graduate degrees. Candidates must hold a bachelor's degree with an emphasis in education and be eligible for licensure.

Cohort applications for this 19-24 month, non-thesis program will be reviewed when complete applications have been received, with a rolling admission process and the following deadlines:

- **Spring Cohort (2 cohorts of 18 - limited capacity of 36)**  
Completed applications are reviewed at the 1<sup>st</sup> of each month with applicants notified by the 15<sup>th</sup> of each month.
- **Summer Cohorts (5 cohorts of 18 students each)**  
Completed applications are reviewed at the 1<sup>st</sup> of each month with applicants notified by the 15<sup>th</sup> of each month.
- **Fall Cohort (2 cohorts of 18 - limited capacity of 36)**  
Completed applications are reviewed at the 1<sup>st</sup> of each month with applicants notified by the 15<sup>th</sup> of each month.

Augustana University accepts applications for the Master of Arts in Education program from residents of all 50 states and Washington, D.C.

Augustana University also accepts applications from other countries.

## GENERAL REQUIREMENTS FOR GRADUATE DEGREES

- Minimum of 30 credit hours with at least 21 taken at Augustana University and the last 8 taken at Augustana University
- Cumulative GPA of 3.0, no grades below C will be allowed
- Proficiency in written English as demonstrated in graduate coursework
- Completion of all work within a seven-year period

### DEGREE REQUIREMENTS Minimum of thirty (30) credit hours

COURSES	CREDITS
<b>Integrative Studies Core — 9 required credits</b>	
EDUC 600: Introduction to Graduate Research	3
EDUC 601: History and Philosophy of Education	3
EDUC 610: Issues in Education	3
<b>Education Studies Core – 12 required credits</b>	
EDUC 607: Foundations and Principles of Curriculum	3
EDUC 615: Technology in Education	3
EDUC 611: Differentiation and Diversity	3
EDUC 695: Research Synthesis Project	3
<b>Concentration Courses – 9 required credits</b>	

## AREAS OF CONCENTRATION

The program features three areas of concentration:

- **Instructional Strategies:** a focus on practical applications to support student achievement and engagement
- **Reading:** a focus on teaching strategies, assessment, and instruction that facilitates deeper comprehension of fiction and nonfiction texts
- **Special Populations:** a focus on how to support and teach at-risk students, with an emphasis on Autism, Response to Intervention (RTI) and emotional/behavioral issues
- **STEM:** a focus on science, technology, engineering and mathematics
- **Technology:** a focus on utilizing and implementing technology to enhance student learning

The concentration courses in this master's program are provided in partnership with Learner's Edge, Inc. ([learnersedgeinc.com](http://learnersedgeinc.com)) While students select an area of concentration as part of the Master of Arts in Education, none of the options leads to licensure/certification.

## CORE COURSE DESCRIPTIONS

### INTEGRATIVE STUDIES CORE — 9 REQUIRED CREDITS

#### **EDUC 600: Introduction to Graduate Research (3 credits)**

This course is designed to introduce students to research, including action research, as well as users of research information. The user of research information needs this knowledge base in order to evaluate critically the research of others and to be able to translate available research into plans of action that can be carried out in schools and other professional settings. The course will aid professionals in their abilities to locate research studies, interpret and understand them, and to decipher their symbols and terminology.

#### **EDUC 601: History and Philosophy of Education (3 credits)**

This course provides a historical review and philosophical analysis of the basic theories of education. Major emphasis will be on the educational philosophies underlying present practices, curriculum and pedagogy and their implication and application in schools. Historical patterns and events as they relate to education and curricular practices today are covered in this course. The last part of the course is spent analyzing and evaluating the historical and philosophical implications of the topics and ideas covered and determining how they relate to best practice in K-12 classrooms today.

#### **EDUC 610: Issues in Education (3 credits)**

Does merit pay for teachers improve their students' performance? Are charter schools more effective than their public school counterparts? Do rewards and punishments facilitate learning? Should a struggling student be held back a grade? Teachers face all of these questions. This course will study these "hot topics" in the field of education. We will separate the truth from the myths and work to answer these and several other thought provoking questions. By studying the latest research in the field of education we will aim to bring clarity to topics that are commonly blurred by heated debates.

### EDUCATION STUDIES

#### **EDUC 607: Foundations and Principles of Curriculum (3 credits)**

This course provides for a broad study of foundations and principles of curriculum in today's PK-12 schools. Areas of focus include philosophical, historical, psychological and social foundations of curriculum as well as curriculum design, development, implementation and evaluation. Course includes a review of international curriculum trends and issues.

#### **EDUC 611: Differentiation and Diversity (3 credits)**

This course explores race, ethnicity, and language in American education, along with the teaching theory of differentiated instruction. Additionally, the course intent is to increase student self-awareness related to diversity issues. Prejudices, stereotypes, discrimination, and privilege of diverse cultural groups in relation to schools are explored. Students examine differentiating instruction as a way of better helping students in diverse classrooms. Personal growth through increased awareness, sensitivity, and appreciation for diversity is facilitated.

**EDUC 615: Technology in Education (3 credits)**

This course is designed to inspire educators to use instructional technologies that engage students in learning and that enrich teaching to improve student performance. Current and future technology trends in education will be explored. This course will examine practical technology application in learning.

**EDUC 695: Research Synthesis Project (3 credits)**

This course requires the completion of a substantial research synthesis project planned and completed under the direction of a graduate faculty mentor. The project allows students to conduct an in depth study of a topic of professional interest related to the selected area of concentration in the Masters of Arts in Education program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

## AREAS OF CONCENTRATION COURSE DESCRIPTIONS

### INSTRUCTIONAL STRATEGIES

#### **Course #1 EDUC 6130: RTI: Response to Intervention (3 credits) RETIRED SUMMER 2018**

Struggling to address learning difficulties prior to special education services? Learn about the innovative model that is sweeping the country, RTI. Response to Intervention (RTI) assists in raising all student achievement and provides an alternative process for student identification, using proven methods and instructional tools/strategies to support the learner. Learn how to implement RTI, assess students for early identification, and differentiate instruction for diverse learners. This course is appropriate for general and special education teachers at the elementary level, as well as administrators.

### REPLACED WITH

#### **Course #1 EDUC 6164: The Fundamentals of Using Universal Design for Learning (UDL) (3 credits) EFFECTIVE FALL 2018**

This course combines the powerful processes and strategies of Universal Design for Learning (UDL) with lesson planning to ensure educators are meeting the needs of EACH learner. Using an extremely applicable text, videos and relevant applications, the course provides an overview of UDL guidelines. Additionally, teachers will learn new strategies for goal setting and assessment. Educators will be able to increase engagement, infuse lessons with multiple means of content representation, and choose materials and media to enhance their teaching. Teachers will reflect on strategies to ensure professional growth and an increase in student achievement. This course will provide the tools needed to meet the ever changing variability of learners in our classrooms and schools beyond differentiation.

#### **Course #2 EDUC 6131: The Brain and Best Practice Teaching (3 credits)**

This course will help you teach in a more meaningful, powerful manner. You will be a more effective teacher when you can base your teaching methods on updated scientific information about the learning brain. This course will explore the role of emotion in learning, different types of memory rehearsal, how the brain stores and retrieves information, the primacy-recency effect, windows of opportunity, and much more. Learn how to make learning last, and learn how to create a meaning-filled classroom environment. Explore numerous examples of successful brain-based learning strategies in all grade levels and subjects.

#### **Course #3 EDUC 6132: Inquiry Teaching and Learning (3 credits)**

Inquiry learning can be effectively integrated into all classrooms (K-12). Explore the critical ingredients of inquiry and inquiry circles, delving into foundational concepts of comprehension instruction, classroom collaboration, and classroom management as they relate to inquiry success. Join with your students to explore rich content inside and beyond the curriculum — to wonder, question, build knowledge, care, and take action in the world.

## **READING**

### **Course #1 EDUC 6150: Literacy Assessment and Teacher Practice (3 credits)**

This course explores the research behind assessments, grading and the use of data. Participants will also analyze the use of language and how phrases can enhance instruction and student motivation. The course includes multiple reading strategies piloted in actual classrooms and grounded in solid research. Whether your students have special needs or show no apparent learning difficulties, this course will expand your repertoire of teaching strategies and help put students on the road to literacy.

### **Course #2 EDUC 6151: Reading for Understanding: Comprehension Instruction K-12 (3 credits)**

This course will provide numerous strategies to assist the struggling student with reading comprehension. The first section of the course will focus on the primary/elementary student providing real life examples and dozens of scenarios/examples demonstrate effective ways to: select the perfect books, model think alouds, assist students in making important connections, and empower students to have meaningful conversation about the texts they are reading. The second, addresses first and second draft understandings, explores the use of fix-it strategies, collaboration techniques, the use of metaphors to further understanding and the role reflection plays in comprehension for the intermediate and middle school student.

### **Course #3 EDUC 6152: Teaching Reading in the Content Areas (3 credits)**

This course will enable teachers of all content areas to teach their students how to be better readers. The strategies in the course text will make the teaching of reading a practical, achievable goal in every subject. This course contains dozens of proven strategies that help students develop their vocabularies, comprehend informational and narrative texts, and engage in meaningful discussions of what they read. In addition to reading strategies, this course also explores critical elements of reading, strategic processing, and the creation of a classroom environment conducive to reading.



## **SPECIAL POPULATIONS**

### **Course #1 EDUC 6130: RTI: Response to Intervention (3 credits) RETIRED SUMMER 2018**

Struggling to address learning difficulties prior to special education services? Learn about the innovative model that is sweeping the country, RTI. Response to Intervention (RTI) assists in raising all student achievement and provides an alternative process for student identification, using proven methods and instructional tools/strategies to support the learner. Learn how to implement RTI, assess students for early identification, and differentiate instruction for diverse learners. This course is appropriate for general and special education teachers at the elementary level, as well as administrators.

### **REPLACED WITH**

### **Course #1 EDUC 6160: Inclusionary Practices in Education (3 credits) EFFECTIVE FALL 2018**

This course will increase your knowledge base and understanding of inclusion for students with disabilities. You will gain an understanding of legislation and mandates specific to inclusion as well as learn about the impacts of inclusion on students with and without disabilities. You will explore the social, emotional and academic components of an inclusive classroom and learn how to provide an accepting, inclusive classroom that allows each student to reach their full potential. Additionally, you will develop an understanding of assessment, lesson planning and instruction including the use of Universal Design for Learning and co-teaching methods. This course is appropriate for any educator.

### **Course #2 EDUC 6141: Teaching Students At Risk (3 credits) RETIRED SUMMER 2018**

How can you engage the disengaged, connect with the disconnected, and reach the growing number of students in your classroom that are considered at-risk? Explore strategies for increasing engagement and building connections, and delve into identifying criteria for the at-risk students in your classroom. You will gain a better understanding of the contributing factors that put your students at risk. More importantly, you will become armed with strategies to reach and teach this challenging population of students.

### **REPLACED WITH**

### **Course #2 EDUC 6163: Trauma-Informed Strategies for Teaching and Learning (3 credits) EFFECTIVE FALL 2018**

In this course, you will learn how to help your students overcome the impact of adverse experiences as you develop trauma-informed teaching strategies. Beginning with brain research, discover the effect trauma has on students' emotional and academic development. Explore the foundations of trauma-sensitive teaching, including an emphasis on safety, relationships, and resiliency. This course also provides a thought-provoking look at the importance of self-care for educators working with students impacted by trauma.

### **Course #3 EDUC 6142: Autism Spectrum Pedagogy (3 credits)**

Finally, a course specifically designed to help you work with students with autism spectrum disorder (ASD). Explore the following important components: characteristics and types of ASD, the role of assistive technology, intervention models, proven instructional approaches, parent involvement techniques, and available support services.

## **STEM**

### **Course #1 EDUC 6110: STEM Fundamentals (3 credits)**

Educators interested in integrating individual courses toward a STEM (Science, Technology, Engineering and Math) model, developing a larger-scale STEM initiative in their school or enhancing an existing STEM program will find value in this course. Learn why STEM matters, the benefits of various STEM models, strategies to overcome challenges associated with a move toward STEM, and what teachers need to know and do to successfully implement STEM initiatives.

### **Course #2 EDUC 6111: STEM Bridges (3 credits)**

This course considers how STEM education can facilitate connections. Planning effective STEM lessons requires educators to consider multiple factors which woven together help ensure lessons have the greatest positive impact. Through the context of planning for STEM lessons, teachers will investigate various models of technology integration, evaluate how the teacher role transforms with STEM education, and investigate the untapped potential in community and in-school resources can be used to support students and teachers who want to transition to STEM education. Additionally, teachers will consider strategies to support students with disabilities and opportunities to embrace and celebrate diversity through STEM education.

### **Course #3 EDUC 6112: STEM Implementation (3 credits)**

This course is designed to help STEM educators move from ideas for STEM implementation to action. STEM lesson ideas and best practices anchored in science, mathematics, engineering are reviewed. Educators in elementary, middle and high school will be prepared to take their classrooms to the next level of STEM via investigation of ideas for STEM implementation in specific grade levels. Finally, best practices for assessing integrated and authentic STEM lessons will be presented to help teachers reflect and revise STEM lessons as they work toward a culture of continuous improvement.

## **TECHNOLOGY**

### **Course #1 EDUC 6120: Technology and the 21st Century Learner (3 credits)**

Develop the ability to become a knowledgeable, well-equipped educator in this high-tech online world. This course is a blend of theory, research and ideas for working with students who are part of the digital generation. Explore a wealth of intriguing, thought-provoking ideas that can help you improve your craft and participate more fully in the 21st century teaching and learning. Prepare to challenge your thinking, examine your current instruction and stretch your knowledge of what it means to teach and learn in this new generation.

### **Course #2 EDUC 6121: Web Based Instruction (3 credits)**

This course will move educators to think differently about technology's potential for strengthening students' critical thinking, writing, reflection, and interactive learning. This course explores how Web tools can generate exciting new learning formats and explains how to apply these tools in the classroom to engage all students. Specific teaching applications are included for web logs, wikis, and RSS (rich site summary).

### **Course #3 EDUC 6122: Instructional Technology Tools (3 credits)**

Because the digital world can be overwhelming, this course is designed to help you explore the online realm in small, manageable bytes. You will gain an understanding of a wide variety of online tools to enhance the classroom and instruction. Overall guidance for the new digital learners and in-depth direction for the more advanced will be provided. Find ways to stretch both your learning and your students through the user-friendly text and our stimulating online environment.

## **PROGRAM PLAN OF STUDY**

Augustana’s Master of Arts in Education program is taken over a 19 to 24-month period, using a cohort model. Candidates proceed through the program in cohorts of 18 students, which lends support and offers varied perspectives and knowledge to the experience.

The 30 credit-hour program consists of 21 credit hours of core classes, and nine credit hours in one of five concentration areas. Three starting terms (Summer, Fall and Spring), five concentrations and multiple cohorts running at the same time, preclude a generic Plan of Study.

Below are three generic samples of a plan of study based on the term you begin the program for your particular sequence of courses.

### **Sequence of Courses for Summer Cohorts**

<b>Year One</b>	<b>Summer (June-July)</b> EDUC 600 EDUC 601	<b>Fall (1<sup>st</sup> Half)</b> EDUC 610	<b>Fall (2<sup>nd</sup> Half)</b> Concentration Course #1	<b>Spring (1<sup>st</sup> Half)</b> EDUC 615	<b>Spring (2<sup>nd</sup> Half)</b> Concentration Course #2
<b>Year Two</b>	<b>Summer (June-July)</b> EDUC 607 EDUC 611	<b>Fall (1<sup>st</sup> Half)</b> Concentration Course #3	<b>Spring (Full Semester)</b> EDUC 695		

### **Sequence of Courses for Fall Cohorts**

<b>Year One</b>	<b>Fall (1<sup>st</sup> Half)</b> EDUC 601	<b>Fall (2<sup>nd</sup> Half)</b> Concentration Course #1	<b>Spring (1<sup>st</sup> Half)</b> EDUC 600	<b>Spring (2<sup>nd</sup> Half)</b> Concentration Course #2	<b>Summer (June-July)</b> EDUC 610 EDUC 615
<b>Year Two</b>	<b>Fall (1<sup>st</sup> Half)</b> EDUC 607	<b>Fall (2<sup>nd</sup> Half)</b> Concentration Course #3	<b>Spring (1<sup>st</sup> Half)</b> EDUC 611	<b>Summer (June-July)</b> EDUC 695	

### **Sequence of Courses for Spring Cohorts**

<b>Year One</b>	<b>Spring (1<sup>st</sup> Half)</b> EDUC 601	<b>Spring (2<sup>nd</sup> Half)</b> Concentration Course #1	<b>Summer (June-July)</b> EDUC 600 EDUC 610	<b>Fall (1<sup>st</sup> Half)</b> EDUC 615	<b>Fall (2<sup>nd</sup> Half)</b> Concentration Course #2
<b>Year Two</b>	<b>Spring (1<sup>st</sup> Half)</b> EDUC 607	<b>Spring (2<sup>nd</sup> Half)</b> Concentration Course #3	<b>Summer (June-July)</b> EDUC 611	<b>Fall (Full Semester)</b> EDUC 695	

## THANK YOU

Thank you for reviewing this handbook and orientation information. We hope that the information provided will serve as a resources as you begin your Master of Arts in Education journey.

If you have questions regarding this handbook, the Master of Arts in Education program and/or how to begin the applications process, please do not hesitate to contact us.

Thank you for your interest in the Master of Arts in Education at Augustana University!

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This Master of Arts in Education Handbook has been in effect starting August 30, 2017.

\*This Master of Arts in Education Handbook was last up-dated on August 7, 2018.