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2019-2020 GRADUATE 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 www.augie.edu.

Privacy Policy

Augustana University strives to ensure the privacy and accuracy of confidential information. View our online privacy policy at www.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 a request 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 programs and activities. Students need to substantiate the need for services by providing current and appropriate documentation to be submitted by a qualified 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 Student Academic Support Service Office at 605.274.4127 or 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.

MISSION OF AUGUSTANA UNIVERSITY

The Mission of Augustana

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 mission of Augustana is reflected by the following five core values:

Christian

Augustana, as a college of the Evangelical Lutheran Church in America, centers on worship, welcomes all faiths, nurtures the search for a mature religious faith, and relates Christian faith and ethics to learning and service.

Liberal Arts

Augustana provides an education of enduring worth by affirming that teaching and learning are central and life-long, by providing a broad understanding of humans and their interactions, and by enriching the lives of students by exposure to enduring forms of aesthetic and creative expressions. An education of enduring worth is created by the development of broad knowledge and skills crucial in a changing world, by the creation of an awareness of one's own religious and ethical beliefs as well as those of others, and through the cultivation of health and wellness.

Excellence

Augustana commits to high standards and integrity by practicing faithfulness in teaching, learning, supporting and administrating, nurturing potential, challenging the intellect, acting ethically, and by recognizing achievement.

Community

Augustana fosters caring for one another and our environments by responding to needs, respecting human differences, empowering one another, and by tending to the ecology of place.

Service

Augustana affirms that wholeness includes reaching out to others by accepting the call to servanthood, promoting justice, integrating career and service, and by serving church and society.

Augustana at a Glance

History of the University

Higher education in the early days of this country was dominated by private colleges originated by religious groups who saw in them a means to provide leadership for their churches, schools, and communities. Scandinavian immigrants to this country were no exception.

The institution which was to become Augustana College began with the foundation of Hillsboro Academy in Hillsboro, Illinois, in 1835. By 1846, a Scandinavian Lutheran group had changed the name to "The Literary and Theological Institute of The Lutheran Church of the Far West."

The ambitious new name set the pace for the institution as it moved with the tide of immigration into America's West. The school was moved to Springfield, Illinois, where it became Illinois State University and numbered among its students John Hay, who later became the nation's Secretary of State, and Robert Todd Lincoln, son of Abraham Lincoln.

In 1860, due to differences over matters of doctrine, Professor Lars Paul Esbjorn and a group of followers moved to Chicago and established The Augustana Seminary with Esbjorn as the first president. The College has chosen to mark this as its founding date.

The name Augustana is drawn from the origin of the Lutheran Church in the Augsburg Confession in 1530 during the time of the Reformation. The Latin designation of this document was the *Confessio Augustana*.

During and after the Civil War, the fledgling college was caught up in the westward movement of pioneers. The school moved with its constituents to Paxton, Illinois, in 1863; and then in succession to Marshall, Wisconsin, in 1869; to Beloit, Iowa, in 1881; and to Canton, Dakota Territory, in 1884.

In 1918, following the union of three Lutheran synods, the College was moved to Sioux Falls where it merged with the Lutheran Normal School to form the present institution.

In 2015 the name Augustana College changed to Augustana University.

Twenty-three presidents have served Augustana since its founding: Lars Esbjorn (1860-1863); T. N. Hasselquist (1863-1869); August Weenas (1869-1870); J. Anderson (1870-1876); David Lysnes (1876-1884); M. D. Miller (1884-1889); C. S. Salveson (1889-1890); Anthony G. Tuve (1890-1916); P. M. Glasoe (1916-1918); H. S. Hilleboe (1918-1920); C. O. Solberg (1920-1928); H. J. Glenn (1928-1929); O.J.H. Preus (1929-1932); C.M. Granskou (1932-1943); Lawrence M. Stavig (1943-1965); Charles L. Balcer (1965-1980); William C. Nelsen (1980-1986); Sidney A. Rand (1986-1987); Lloyd Svendsbye (1987-1992); Sidney A. Rand (1992-1993); Ralph H. Wagoner (1993-2000); Bruce R. Halverson (2000-2006); Robert C. Oliver (2006-2017); Stephanie Herseth Sandlin (2017-).

Management

The immediate management and control of the University is vested in the Augustana University Association composed of the South Dakota, Southwestern Minnesota, Nebraska, and Western Iowa Synods of the Evangelical Lutheran Church in America. The association is incorporated under the laws of South Dakota, and functions through a Board of Trustees.

Accreditation

Augustana is accredited as a four-year institution by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The M.Ed program does not lead to any type of licensure or endorsement. Certified teachers in South Dakota are allowed to add an endorsement in K-12 Special Education or Early Childhood Special Education provided they have met all current requirements for endorsement. <https://doe.ssd.gov/cerification/endorsements.aspx>. All graduate degree programs are also approved by the Veterans Administration under Title 38, U.S. Code in accordance with VAR 14253 and 14273.

The baccalaureate program in nursing is accredited by the Commission on Collegiate Nursing Education and is fully approved by the South Dakota Board of Nursing. The University is also approved by the Commission on Accreditation of Athletic Training Education (CAATE), the National Accrediting Agency for Clinical Laboratory Science (NAACLS), the Committee on Professional Training of the American Chemical Society, and the National Association of Schools of Music.

The University is on the approved list of the American Association of University Women. It is authorized under Federal Law to enroll non-immigrant alien students.

Augustana holds membership in the Association of American Colleges and Universities, the Council of Independent Colleges, the Lutheran Educational Conference of North America, the South Dakota Association of Independent Colleges, the College Board, the Association of Governing Boards and the Council for Advancement and Support of Education, and the South Dakota Association of Colleges of Teacher Education (SDACTE). Augustana is an active member and participant in numerous professional and learned societies and groups.

The 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 College 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 College: 1860, the founding of the College in Illinois; 1889, the founding of the Lutheran Normal School in Sioux Falls; 1918, the merger of the two schools to become Augustana College. The name Augustana is drawn from the origin of the Lutheran Church in the Augsburg Confession in 1530 during the time of the Reformation. The Latin designation of this document was the Confessio Augustana. This seal was designed by Ogden Dalrymple, Professor of Art from 1946-1991.

HONOR CODE

As a community of scholars, the students and faculty of Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. As a University of the Evangelical Lutheran Church of America, we understand the individual and collective responsibility we have in fostering integrity. Ultimately, our purpose is to be an engaged body of academically excellent, highly articulate, and morally centered persons who learn about and examine the world together. We believe that only when we are honest with ourselves and each other can we begin to contribute to the world in a meaningful manner.

Augustana's Honor Code consists of inter-related 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.

Honor Pledge:

The Honor Code states the principles that guide our work together. Students will sign an honor pledge on every examination and other assignments deemed appropriate by the faculty member. The Honor Pledge is as follows:

"On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well."

For more information on the Augustana Honor Code visit www.augie.edu/honor.

APPLICATION PROCEDURES

A student interested in pursuing a graduate degree begins by submitting an online application with the Office of Graduate and Continuing Education. Application submission requirements vary somewhat depending upon academic program. Apply through the specific program listed below.

- Master of Education
- Master of Education in Special Education
- Master of Science in Athletic Training
- Master of Science in Genetic Counseling
- Master of Professional Accountancy
- Master of Arts in Sports Administration and Leadership

Non-Degree Seeking Students

Students who do not plan to earn the graduate degree at Augustana University may take graduate courses if they have earned a bachelor's degree and have the necessary prerequisites for courses they wish to take. These students may register for classes at the Registrar's Office. Students will remain in non-degree status unless they apply for acceptance to a specific graduate program, which should occur by the time nine graduate credits are completed.

Undergraduate Seniors

An Augustana senior in good standing may, where appropriate, petition to take 500 level courses for graduate credit (except in student teaching). However, the optional graduate hours cannot be counted as part of the 124 undergraduate hours required for graduation.

International Students

Graduates of universities outside the United States who have completed the equivalent of at least an American baccalaureate degree are invited to apply for admission. International applicants must request each university attended to send transcripts directly to the Office of Graduate and Continuing Education at Augustana University.

Applicants whose native language is not English must submit a report of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service (ETS) of Princeton, New Jersey. A minimum score of 550 on the TOEFL is required, and test results must be mailed directly to the Associate Vice President of Graduate and Continuing Education at Augustana University. Augustana's institutional reporting number is 6015.

Admission Procedure

Acceptance Status

Preliminary Acceptance:

Granted to degree-seeking students who have fulfilled all admission requirements. These students will be granted formal acceptance when they have constructed an acceptable Plan of Study in consultation with the student's faculty advisor and have submitted the plan to the Office of Graduate and Continuing Education. This should be completed by the end of their first semester. Master of Arts in Education students do not need to submit a Plan of Study since these are developed for each cohort and are available at: <http://www.augie.edu/course-sequence>.

Formal Acceptance:

Granted to degree-seeking students when the student has met all admission requirements and has filed a plan of study with the Office of Graduate and Continuing Education. A letter of formal acceptance will be issued to the student.

Provisional Acceptance:

Granted to degree-seeking students whose undergraduate academic records do not meet the minimum admission requirements, but who show promise of development or potential for graduate study. The status of provisionally accepted students is subject to review after completion of six to nine credit hours of graduate work. The courses included in these credits will be specified by the individual graduate program. These students must be granted formal acceptance to the graduate program before being eligible to progress in the program. Provisional acceptance may also be granted to a degree-seeking student who has not yet met all additional requirements for the program to which he/she has applied for admission.

FINANCIAL AID

Federal Financial Aid:

Federal Direct Unsubsidized Loans are generally available to cover the educational costs for Graduate programs. The Federal Direct Unsubsidized Loan has interest accruing from the time the funds are disburse, and is available during any term in which the student is enrolled at least half-time (5 credits or more). This loan is not based on financial need, but interested students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Satisfactory Academic Progress:

Students are expected to maintain satisfactory academic progress in order to retain eligibility for institutional as well as federal assistance. Students whose academic progress falls below certain standards will be placed on probation or dismissed from the university. Graduate students must meet a 3.0 GPA and 67% completion rate of coursework attempted. Transfer hours accepted by the University are included in this calculation, both in the completed and the attempted hours. . In addition, students who exceed 150% of the published program length will be ineligible for federal aid. For example, if a program requires 30 credit hours for completion, the maximum time frame for funding the student is up to 45 credit hours. This criteria is determined based on completed credit hours.

Refund Policy:

Students who withdraw from the institution will have 100 percent of their tuition and fees refunded during the first calendar week of the term. If the term is offered in modules 100% refund is during the first week of classes. Reference the Refund/Repayment Policy online for term specific dates. Beginning with the eighth calendar day of the standard semester, tuition will be recalculated on a prorated basis.

Room and board charges will be refunded on a prorated basis beginning with the first day of the term. Any financial aid credited to the student's account will also be adjusted. No refund is made after 60 percent of the term has passed. Review the complete policy online. For information specific to the current academic year, please check out our online resources.

Grievance Policy:

An individual has the right to file a complaint with outside enforcement agencies including:

United States Department of Education Office of Civil Rights

Equal Employment Opportunity Commission

South Dakota Division of Human Rights

South Dakota Department of Labor

South Dakota Secretary of State

Higher Learning Commission

State or local law enforcement or prosecution authorities

In the event an individual in another state wishes to file a complaint with their state agency, a listing of all state boards can be found online.

Military and Veteran Assistance:

Designated as both a Yellow Ribbon School and a Veteran Friendly School, Augustana University is committed to assisting veterans in their pursuit of post-secondary education. The University also participates in the Army ROTC and the Air Force ROTC programs for students who are interested in military careers. Veterans and their families can utilize the traditional GI Bill® as well as the Post 911 GI Bill benefits for tuition and fees at Augustana. Review the complete policy online.

Code of Conduct:

The Higher Education Opportunity Act of 2008 requires the development and enforcement of a Code of Conduct to govern all educational loan activity. See Code of Conduct for more information.

GRADUATE DEGREE REQUIREMENTS

Degree Requirements

The following requirements apply to all graduate degree programs at Augustana unless specified otherwise for a particular program. Certain degree programs may have additional requirements identified under the specific program description provided in this catalog.

Requirements for All Programs

1. A minimum of 30 credit hours, including courses specified in particular degree programs. All degree programs must include at least 50 percent of 600 level courses.
2. A cumulative GPA of 3.0. No credit toward the degree will be allowed for grades below 2.0 (C). If a student's cumulative GPA falls below 3.0 for two consecutive academic terms, the student may be subject to dismissal from the graduate program.
3. Proficiency in written English, as demonstrated in the writing assignments in graduate courses.
4. A minimum of 21 credit hours taken at Augustana University, with the last 8 credit hours taken at Augustana.
5. Completion of all work for the degree within a seven-year period. If a course becomes obsolete, it must be replaced with a more recent course or repeated.
6. The successful completion of a graduate paper if required by a specific program. The graduate paper has a twofold purpose. First, it allows the student to develop in-depth knowledge in a carefully defined subject area that is of interest and will be useful to the student; second, it demonstrates that the student possesses the skills of research, synthesis, and written exposition expected of candidates for the graduate degree.
7. A passing grade on a comprehensive written exam covering the course work of the student's program OR a synthesis portfolio OR Research Synthesis Project that validates that the student has successfully met all course and program objectives and documents how course work has enhanced attainment of program outcomes.
8. A passing grade on an oral examination if required by a specific program. All candidates for a graduate degree shall take an oral examination. It is the final evaluation of whether the candidate has mastered the skills and knowledge required to earn the graduate degree. The oral examination is an opportunity for the candidate to defend the graduate paper and to validate orally the learning that has occurred as a result of graduate study.

Additional Graduate Program Policies and Information

Transfer Credits

A maximum of nine (9) 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 and Continuing Education;
- the credits have not been utilized in earning an undergraduate degree;
- a grade of B- or better was earned for the credits; and
- the credits are not outdated (more than 7 years old).

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 are the same as for a first one at Augustana.

Workshop Credit

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 program director and the Associate Vice President of Graduate and Continuing Education must be obtained at the time the plan of study is developed. Workshops with a 500-number or higher are graduate level.

Correspondence Course Credit

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, Interim, Spring) is available at the Registrar's Office 605.274.4121 and the Office of Graduate and Continuing Education 605.274.4043. There is a special listing of graduate courses in each semester's course schedule.

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.

Unit of Instruction and Course Load

Augustana grants academic credit using the semester hour as the basic unit of instruction. Students taking 9 to 16 credit hours in a regular semester and 3 to 4 credit hours in the January term are regarded as full time students.

International graduate students (non-U.S. citizens) must carry a minimum load of nine (9) credit hours during both the Fall and Spring semesters to maintain their student status with the United States Bureau of Citizenship and Immigration Service. Exceptions to this rule are allowed in only two cases:

- a. In the student's final semester if the student needs fewer than 9 credit hours to graduate, or
- b. In another semester if all required courses, except sequential courses, have been taken.

Grading Policies

- No credit toward the degree will be allowed for grades below C.
- Satisfactory-Unsatisfactory grading (S/U) is available only for 670: Sports Administration Portfolio and Research Proposal, and 698: Research and Writing Tutorial. No quality points are awarded for S/U grades.
- A grade of I (incomplete) is assigned if course requirements are not yet completed. An I grade is changed to an F (fail) if not removed by the middle of the following semester.
- An IP (in progress) grade is used to designate a course in progress. IP grades are given only for courses taken under the Independent Learning Program, special project courses requiring more than one semester to complete, or for 698: Research and Writing Tutorial. An IP grade is changed to an F if not removed one year after the beginning of the term in which the course was begun.

Late Registration

Graduate students will register for courses during periods announced in the Augustana Academic Year Calendar after their application for graduate standing has been approved and after conferring with their program director or academic advisor. Students are urged to be in attendance at the first meeting of the class, but late registration is possible through 5:00 p.m. on the third day after the beginning of classes. Only in exceptional cases will a student be allowed to register after this time. If a student registers after the last published day for registration, a late registration fee may be charged.

Withdrawal from a Course

An official withdrawal is granted only to students who complete the withdrawal petition properly and return it to the Registrar's Office. Students who stop attending class without filing such a petition will jeopardize their prospects of receiving a refund and may incur academic penalties.

Students enrolled in cohort programs of study who withdraw from the sequence of offered courses may put completion of their degree in jeopardy. Cohort students may also be subject to a withdrawal fee.

Tuition and Fee Payment

Registration for classes constitutes a financial agreement between the student and Augustana University. If payment is not made on or before validation, any outstanding balance owing is subject to a 1.25% per month interest charge. No diploma, grades, transcript of credit, or honorable dismissal will be issued until all student bills have been paid in full.

Academic Grievance Procedure

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

Step 1

The student shall take a complaint to the instructor within two weeks into the following term (mid-February for Fall or Interim issues; mid-September for Summer or Spring issues.) 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 is 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 Dean of Students, the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Application for Graduation

Students must declare their intention to complete their program requirements by filing a graduation application form with the Registrar's Office approximately eight months prior to their anticipated graduation date. Augustana University awards graduate degrees at the conclusion of each term (Fall, Spring and Summer). Failure to apply for graduation prior to the deadline will result in a delay in graduation. Diplomas will be available approximately four to eight weeks after the conclusion of the term, when it has been ascertained that all requirements have been met transcripts will indicate degree completion date.

Commencement Attendance

Graduate students are encouraged to participate in the commencement exercises at which their degree is to be awarded, or the first ceremony after their degree is awarded. Caps, gowns and hoods should be ordered through the Augustana Bookstore (605.274.4417) two (2) months before graduation.

Students unable to attend the commencement ceremony must indicate on the application for graduation that they will not be present.

Exception to Academic Policies

Students who desire that an exception be made to an academic policy must submit a regular petition to the Registrar's Office. The Petition for Exception to a Published Academic Regulation form may be secured from the Registrar's Office.

Graduate Faculty

Definition of Graduate Faculty

The graduate faculty is comprised of Augustana and adjunct faculty members who hold terminal degrees or extensive tested experience in their respective disciplines.

Graduate Faculty Roles

Throughout the course of the graduate program, each student will be working with a faculty advisor, a faculty paper tutor and an examination committee. The role of these individuals is as follows:

- a. Faculty advisor—helps student develop and approve the plan of study.
- b. Faculty paper tutor (if required by the program)—provides guidance and expertise about the format and content of the graduate paper. (This may or may not be the same person as the faculty advisor).
- c. Examination committee (if required by the program)—evaluates the synthesis portfolio (or comprehensive written exam), the graduate paper, and the comprehensive oral exam.

Those who serve as advisors, paper tutors, or members of either the Admission Committee or the Examination Committee will be tenured or tenure-track faculty members with a terminal degree in their respective discipline. The program Admission Committee is composed of three faculty members: the director of the graduate program and two other graduate faculty members. The program Admission Committee is appointed by the director of graduate education in consultation with the program director. The Examination Committee is composed of three

faculty members including the student's Faculty Paper Tutor and two graduate faculty members with appropriate disciplinary knowledge. An Examination Committee may include one faculty member who does not have a terminal degree and is not tenured or tenure-track if that faculty member has expertise relevant to the student's project. The Examination Committee is appointed by the program director in consultation with the student.

Graduate Course Definition

A graduate level course examines ideas in a more in-depth way than an undergraduate course. First, it focuses on key issues and topics which would be important to the professional in the field. Second, students in a graduate course will be required to become familiar with research literature about the subject. The third element of a graduate course is a substantial writing assignment, which demonstrates that students not only understand their subject in depth, but that they have intellectually engaged the most recent research and writing about their particular subject.

INTEGRATIVE STUDIES COURSE

Unless otherwise approved for a specific program, graduate programs at Augustana University include an Integrative Studies Core of three courses. These included 600: Introduction to Graduate Research is required in all programs. The other two Master Seminar courses of the Integrative Studies Core vary for different programs.

698: RESEARCH AND WRITING TUTORIAL (2 credit hours)

A faculty paper tutor will advise and direct the student in the preparation of the graduate paper (see page 9 for a description of the graduate paper requirement). A student may register for this tutorial only after successful completion of the 600: Introduction to Graduate Research course. The student will complete the tutorial no later than the final term of his/her planned program of studies. To register for the tutorial, the student must submit the form: Application for Candidacy Part A, Permission to Register for 698. The student must bring the completed and signed permission form (available from the graduate web page), with a copy of the research proposal attached, to the Office of Graduate Education. This course is numbered (Department) 698 and is graded S/U. The final grade for 698 will be submitted after the student has completed the paper and passed the oral exam. A maximum of one year is allowed for completion of the tutorial. In the M.Ed program, 698 is replaced with 695: RESEARCH SYNTHESIS PROJECT (3 credit hours)

OTHER GRADUATE COURSES

697: TOPICS IN (DEPARTMENT) (2-4 credit hours)

Departments may use this title to offer one-time courses on special topics within their discipline. These courses are numbered (Department) 697.

599/699: INDEPENDENT STUDY (2-4 credit hours)

Students may contract with a faculty member to undertake a learning experience through independent study. The independent learning experience may be a regular departmental course at the 500 level or above (called independent scholarship), or it may be uniquely designed to meet a student's special interest in a topic not covered in the regular curriculum of the University. The objectives, activities, and methods of evaluation are worked out between the student and the faculty supervisor, using an independent study form obtained from the Registrar's Office. These courses are numbered 599 or 699.

Additional Program Requirements

The various degree requirements at Augustana University vary by program. These requirements may include a Graduate Paper, a Synthesis Portfolio, a Written Comprehensive Exam, a Research Synthesis, and/or an Oral Examinations. Below is a description of each of these requirements:

GRADUATE PAPER – Master of Arts in Sports Administration and Leadership

If required by a specific program, a graduate paper is to be a work of serious, creative scholarship and/or research, written under the guidance of a faculty paper tutor. It should demonstrate graduate level writing ability, along with careful and extensive research. Note: Research or projects which involve gaining information from or about human participants must be reviewed by the Institutional Review Board (IRB) for the Protection of Human Subjects in Research before the research or project begins.

The completion of the graduate paper occurs through enrollment in 698: Research and Writing Tutorial. The student should enroll in 698: Research and Writing Tutorial once they have chosen their paper tutor and are ready to start on their graduate project. Registration for the tutorial must occur no later than the semester preceding the term in which program completion is anticipated. To register for the tutorial, the student must have 1) submitted Application for Candidacy Part A, Permission to Register for 698, and 2) Institutional Review Board (IRB) approval (where applicable). The registration form is available online from www.augie.edu/graduate and must be submitted to the Office of Graduate and Continuing Education with a copy of the approved proposal attached. A student is allowed a maximum of one year to complete the tutorial.

Guidelines for the graduate paper:

Three copies of the completed draft of the graduate paper shall be submitted to the Office of Graduate and Continuing Education who then will distribute the copies to the examination committee. Following successful completion of the oral exam, the graduate student shall deliver three final copies of the graduate paper to the Office of Graduate and Continuing Education. The copies of the graduate paper (minimum of

35 pages in length) are to be submitted on uniform size (8 inches by 11 inches) good quality white paper. The graduate paper is to be written using the current APA (American Psychological Association) style. The paper is to be double-spaced and word-processed (letter quality printer), allowing a margin of one and one half inches on the left side and one inch on the other three sides. Photographs, maps, charts, etc., may be included using a photocopy process. Sturdy covers must be used for the final copies. Bound copies may be submitted if preferred.

SYNTHESIS PORTFOLIO – Master of Arts in Sports Administration and Leadership

The purposes of the synthesis portfolio are to validate that the student has successfully met all course and program objectives and to document how course work has enhanced attainment of program objectives. The candidate shall prepare a synthesis portfolio according to department guidelines. A student's examination committee will review and evaluate the portfolio prior to the scheduling of the oral exam. The portfolio will include the following four (4) items:

1. Title Page
2. Table of Contents
3. A typed essay reflecting on the student's personal and professional development during the program of study. The essay will address each of the graduate program objectives and describe how scholarly course work supports the student's achievement of program outcomes. Evidence of scholarly work included in the portfolio must be referenced clearly in the essay. The essay shall be of sufficient length to reflect depth and breadth of study and meet departmental guidelines.
4. Papers, projects, and other examples of scholarly work for each course in the program of study. Artistic projects should be photographed and included in the portfolio. All projects must be appropriately labeled with course number, title, and completion date.

THE WRITTEN EXAMINATION – Master of Professional Accountancy

The purpose of this examination is two-fold: 1) to encourage students to review their course work and integrate the knowledge they have gained, and 2) to allow the graduate faculty to assess whether the student has gained the knowledge and acquired the skills of analysis and synthesis that are the hallmarks of the graduate degree.

The written exam consists of 200 multiple-choice questions (170 scored items; 30 pre-test items). An examinee has four (4) hours to complete the examination. The candidate will be asked to select the one best answer from four options provided for each question.

- After copies of the graduate paper have been submitted to the Office of Graduate Education, the comprehensive written exam will be arranged for the scheduled date on the academic calendar. Examination questions for the written exam will be obtained from each of the candidate's examination committee members. The Office of Graduate and Continuing Education will be responsible for administering the examination and for distributing the completed exam to the committee members for evaluation.
- The candidate must receive a pass on all three written examination questions, OR have the synthesis portfolio approved by all examination committee members, to be eligible to proceed to the oral examination.
- A candidate who fails the written examination, or does not successfully complete the synthesis portfolio, may retake the examination or redo the portfolio once in attempting to successfully complete this program requirement.

RESEARCH SYNTHESIS PROJECT – Master of Education

Each student will design and complete a scholarly final project, which will henceforth be referred to as the Research Synthesis Project. This will be completed under the guidance of a faculty member, who is the Primary Instructor for the EDUC 695 course.

The Research Synthesis Project is an in-depth study of a topic of professional interest in the selected area of concentration that M.Ed students select and investigate using research findings from empirical studies and other scholarly sources. It is an opportunity for students to demonstrate their abilities to conduct an extensive research review, and demonstrate their professional writing abilities. This course will support students in generating a paper of publishable quality. Part of the final project will include the student's potential application of their research to their future professional practice. The application to future practice should be linked to learning and/or curriculum theory.

Students are expected to develop and submit a prospectus (anticipated length is 3-5 pages) within the first weeks of the 695 course. The instructor will guide the process and provide written approval before the work on the project begins. The guidelines for the prospectus follow:

1. Indicate your topic in the form of a question.
2. Connect your topic of study to your selected area of concentration.
3. Provide a reason or rationale for your interest in finding answers to your question.
4. Explain the topics that you determine need to be researched in the professional literature in order to explore your question in a comprehensive manner.
5. In the American Psychological Association (APA) format, list 15-20 potential references associated with your question. Feel free to use EasyBib to help you with this portion of the prospectus.

Feedback/approval on the prospectus will be given by your Instructor.

Advanced Final Project Criteria

The final project, graded according to the attached rubric, begins with a question that is connected to the student's specific area of concentration. An appropriate scholarly plan that addresses the question and then determines application to the student's classroom practice is the end result of the project.

The length of the paper should be 25-35 pages. (The 25-35 page requirement does not include the submission of artifacts for future application of research. Students may submit artifacts related to future application for up to an additional 15 pages.)

The following format provides a road map for the students:

- Cover Page
- Table of Contents
- Introduction
- Research question
- Importance of the study and the connection to your work
- Definition of terms
- Limitations of the study
- Review of Related Literature (minimum twenty resources)
- Analysis
- Application
- Context: classroom, school, community
- Application options (These are simply recommendations, not requirements.): practice within the school or classroom, curriculum development, creation and implementation of an assessment tool, implementation of a particular strategy or technique, or other options.

References

The majority of your references should have been published within the past 7 years.

Submitting the approved final project: The initial submission of the completed drafts and final version will be done via Moodle.

Evaluation of the Final Project

The Research Synthesis Project will be evaluated using the Evaluation Rubric provided in Moodle. The project is the only source of the final grade for the course, and will be given a letter grade according to the points earned.

ORAL EXAMINATION - Master of Arts in Sports Administration and Leadership; Master of Professional Accountancy

Some programs require an oral examination, other do not. For those that do, it is the final evaluation of whether the candidate has mastered the skills and knowledge required to earn the graduate degree. The oral examination is an opportunity for the candidate to defend the graduate paper and to validate the learning that has occurred as a result of graduate study.

Procedure:

- Upon successful completion of 698: Research and Writing Tutorial, it is the candidate's responsibility to provide the Office of Graduate and Continuing Education with sufficient copies of the paper for all members of the examination committee at least 15 working days prior to the scheduled oral examination to allow the committee time to review the graduate paper.
- The Office of Graduate and Continuing Education will distribute copies of the candidate's graduate paper to the examination committee members.
 - a. The candidate will schedule the date and time with committee members.
 - b. The faculty paper tutor will schedule a room and arrange for presentation equipment.
- Upon satisfactory completion of the oral examination, the members of the examination committee will endorse the examination report form.
- The candidate's faculty paper tutor, who will chair the oral examination, will deliver the completed examination report form to the Office of Graduate and Continuing Education.
- The candidate's paper tutor shall report a grade of Satisfactory (S) or Unsatisfactory (U) for the tutorial (698) to the Registrar's Office. At the oral examination committee's discretion, a letter grade may be reported.
- A candidate who fails the oral examination may retake it once in attempting to successfully complete this program requirement.
- Following the successful completion of the oral examination, the candidate shall deliver three final copies of the graduate paper to the Office of Graduate and Continuing Education. (The copies will be deposited in the department of concentration, Mikkelsen Library, and the Office of Graduate and Continuing Education.)

ACADEMIC PROGRAMS

Master of Arts in Sports Administration and Leadership

The graduate program in Sports Administration and Leadership is a collaborative effort between the Departments of Exercise and Sport Science, Communication Studies, and Business Administration.

MISSION STATEMENT

The program of study for the M.A. in Sports Administration and Leadership will prepare individuals for leadership roles in a variety of sport-related professions. The combination of didactic instruction and practical experiences encourages integration and synthesis of course work into real-life applications. The integrative studies core reflects Augustana's commitment to the liberal arts as a foundation for ethical leadership and decision-making in any profession, while the elective studies component of the program allows each individual to customize his/her program of study with course work related to personal goals and interests.

OUTCOMES

Candidates seeking their M.A. in Sports Administration and Leadership must:

- demonstrate ability to apply theory(ies) of sports administration and leadership in practical experiences
- exhibit in-depth knowledge of current issues in sports administration
- understand and apply ethical/legal standards for professionals in sports administration
- demonstrate advanced skills in oral communication
- demonstrate advanced skills in written communication
- demonstrate advanced skills in critical thinking
- demonstrate advanced skills in researchA graduate paper, a synthesis portfolio, and oral exam serve as the culminating projects for this degree. The graduate paper is a work of serious, creative scholarship and/or research, which demonstrates graduate-level writing ability along with careful and extensive research. The synthesis portfolio documents how various coursework and experience has enhanced the attainment of program objectives. Finally, the oral exam is an opportunity for the candidate to defend the graduate paper and to validate the learning that has occurred as a result of graduate study.

MA SPORTS ADMINISTRATION AND LEADERSHIP DEGREE REQUIREMENTS

DEGREE REQUIREMENTS

Sports Administration and Leadership Studies Core

BSAD 675	Statistical Methods	3
BSAD 640	Sport Management	3
SAL 570	Foundations of Graduate Research	3
SAL 698	Research and Writing Tutorial	2
		Subtotal: 11

Integrative Studies Core

COMM 650	Leadership and Decision-Making	3
PHIL 615	Ideas That Have Shaped Our World	3
PHIL 690	Ethics of the Profession	3
SAL 580	Introduction to Graduate Research	3
		Subtotal: 9

Select one or both of PHIL 615 and PHIL 690. One is required, the other may be used toward the Elective Studies.

Elective Studies

Minimum of 12 credit hours.

If both PHIL 615 and 690 are taken, three of those six hours may count toward the 12 needed electives.

BSAD 531	Advanced Finance	3
BSAD 541	Sport Law	3
BSAD 545	Advanced Sport Marketing and Promotion	3
COMM 665	Advanced Public Relations	3
PE 610	Seminar: Success in Coaching	3
SAL 645	Applied Sport Psychology	3

Subtotal: 12

Master of Education

The Master of Education program at Augustana is delivered completely online and is offered to those who hold a bachelor's degree with an emphasis in education and are eligible for licensure.

The program consists of completing a minimum of 30 credit hours in the following areas:

- Integrative Studies Core - 9 required credits (3 - 3 credit courses)
- Education Studies Core - 12 required credits (4 - 3 credit courses)
- Concentration Courses - 9 required credits (3 - 3 credit courses)

The program features five areas of concentration to choose from:

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 Learners Edge. (www.learnersedgeinc.com).

MISSION STATEMENT

The graduate degree program in the Education Department emulates the Circle of Courage philosophy focusing on belonging, mastery, generosity and independence. The program is designed to enhance an individual's ability to create positive learning environments for learners by building classrooms and schools that promote belonging, mastery, generosity, and independence. To that end, the program provides in-depth knowledge and application of educational research to classroom practice.

OUTCOMES

Overarching Program Goals

The MEd 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 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
For additional information on this program and other requirements for participating in the M.Ed. Program, please refer to www.augie.edu/master-arts-education.

MED DEGREE REQUIREMENTS

DEGREE REQUIREMENTS

Integrative Studies Core

EDUC 600	Introduction to Graduate Research	3
EDUC 601	History and Philosophy of Education	3
EDUC 610	Issues in Education	3

Education Studies Core

EDUC 607	Foundations and Principles of Curriculum	3
EDUC 611	Differentiation and Diversity	3
EDUC 615	Technology in Education	3
EDUC 695	Research Synthesis Project	3

Select Concentration

Minimum of 9 credit hours.

Choose from one concentration area: Instructional Strategies, Reading, Special Populations, STEM, Technology

Instructional Strategies

EDUC 6131	The Brain and Best Practice Teaching	3
EDUC 6132	Inquiry Teaching and Learning	3
EDUC 6164	The Fundamentals of Using Universal Design (UDL)	3

Reading

EDUC 6150	Literacy Assessment and Teacher Practice	3
EDUC 6151	Reading for Understanding: Comprehension Instruction K-12	3
EDUC 6152	Teaching Reading in the Content Areas	3

Special Populations

EDUC 6142	Autism Spectrum Pedagogy	3
EDUC 6160	Inclusionary Practices in Education	3
EDUC 6163	Trauma Informed Strategies for Teaching & Learning	3

STEM

EDUC 6110	STEM Fundamentals	3
EDUC 6111	STEM Bridges	3
EDUC 6112	STEM Implementation	3

Technology

EDUC 6120	Technology and the 21st Century Learner	3
EDUC 6121	Web Based Instruction	3
EDUC 6122	Instructional Technology Tools	3

Master of Education in Special Education**MISSION STATEMENT**

Augustana University seeks to prepare graduates of the Master of Education in Special Education program to become well prepared teachers and leaders competent to support children and youth with disabilities in educational settings. The program provides in-depth knowledge within two areas of specialization (i.e. K-12 Special Education or Early Childhood Special Education).

OUTCOMES

- Apply legal and ethical standards related to the education of children and youth with disabilities.
- Use evidence-based, research-grounded interventions to the support learning and behavior of children and youth with disabilities.
- Develop and apply instructional practices based on knowledge of children and youth with disabilities, their families, communities, and curricular standards.
- Assess the development and learning of children and youth with disabilities, and use that information to direct and monitor the effectiveness of interventions.
- Develop skills for supporting collaboration with families, including skills needed to effectively collaborate with others to accomplish this.
- Analyze, synthesize, and apply research to inform professional practice.
- Demonstrate ability in scholarly writing.

SPED DEGREE REQUIREMENTS**DEGREE REQUIREMENTS****Core Courses: Early Childhood and K-12--12 required courses**

SPED 600	Introduction of Graduate Research	3
SPED 621	Collaboration with Families and Professionals in Special Education	3
SPED 622	Special Education Law and Leadership	3
SPED 695	Research Synthesis Project	3

Specialization Area: Early Childhood--15 required credits

SPED 630	Development in Early Childhood	3
SPED 631	Introduction To Early Childhood Supports and Services	3
SPED 632	Methods in Early Childhood Special Education	3
SPED 633	Observation & Assessment in Early Childhood Special Education	3
SPED 6165	Challenging Behavior in Young Children	3

Specialization Area: K-12--12 required credits

SPED 640	Classroom and Behavior Management	3
SPED 641	Assessment in Special Education	3
SPED 642	Methods for Working with Students with Disabilities	3

SPED 6162	The Essentials of Transition for Students with Disabilities	3
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Elective Courses

The ECSE majors select one course (3 credit hours) from the below list; and the K-12 majors select two courses (6 credit hours) from the below list.

SPED 6160	Inclusionary Practices in Education	3
SPED 6161	The Principles of Co-Teaching	3
SPED 6163	Trauma-Informed Strategies for Teaching and Learning	3
SPED 6164	The Fundamentals of Universal Design for Learning	3

Master of Professional Accountancy

The Master of Professional Accountancy (MPA) is a professional master's degree program that prepares students to enter the accounting industry. The MPA includes required advanced accounting courses designed to provide essential knowledge in current areas of accounting. Students will be able to choose from a variety of accounting electives that will provide them with specific skills sought by employers. In addition, following the liberal arts mission of the college, students will choose electives from the business, communications, and the philosophy departments. The end result of this program will be students who have obtained the appropriate accounting knowledge to pass the CPA exam as well as graduates with strong foundations of overall knowledge.

OUTCOMES

The learning objectives for the M.A. in Professional Accountancy include:

- Demonstration of the ability to apply the theories of accounting to real-world experiences
- Exhibit an in-depth knowledge of current issues in accounting
- Gain an appreciation for the FASB & GASB codification
- Demonstration of advanced skills in critical thinking

APPLICATION AND ADMISSION

- Students will apply in spring for fall admittance into the program and in the fall for interim or spring admittance into the program. Students who have successfully completed or are currently enrolled in Intermediate Accounting II are encouraged to apply. Provisional admittance may be given if all requirements are not met.

Below is a complete list of requirements for full admittance.

Prerequisite Courses:

- Principles of Accounting 1 & 2 (ACCT 210 & 211)
- Intermediate Accounting 1 & 2 (ACCT 322 & 323)
- Individual Taxation (ACCT 344)
- Business Law 1 (BSAD 340)

Other admission requirements:

- 90 hours of completed coursework
- 3.0 cumulative Grade Point Average
- 3.0 cumulative Grade Point Average in Accounting (ACCT) courses
- Acceptable GMAT/GRE Exam Score
 - Current AU students: BEFORE scheduling exam, contact the Director of the MPA Program.
 - Acceptable score is defined in the following formula:
 - GMAT Exam: Cumulative GPA x 100 + GMAT score = at least 800
 - GRE Exam: Cumulative GPA x 100 + GRE score = at least 600

FINANCIAL AID FOR MPA

Students enrolled in the 3 + 2 Master in Professional Accountancy (MPA) will be considered graduate students for federal aid purposes beginning in the term following completion of 124 credits. During the semesters in which a 3 + 2 student is a graduate level status, they will

pay no more in net tuition per semester than they would have paid in that same semester as an undergraduate student. This assumes the student is in good academic standing and enrolled full-time.

Federal financial aid regulations will apply. Once classified as a graduate student, federal need based aid will no longer be available. Graduate students may be eligible to borrow unsubsidized direct loans only.

Students who have completed their BA or BS prior to enrolling in the MPA program will be eligible for Augustana gift assistance during the term(s) in which they are enrolled as graduates taking full loads of 9 credits or more in Fall and Spring terms and at least 3 credits in J-term. They are not eligible for Augustana gift assistance during terms in which they are enrolled in less than full-time status. Students who begin the program after completion of their undergraduate degree will be classified as graduate status throughout their entire MPA program.

MPA DEGREE REQUIREMENTS

DEGREE REQUIREMENTS

Required Courses

Required courses include 7 courses / 21 credit hours.

ACCT 645	Organizational Tax	3
ACCT 605	Accounting Information Systems	3
ACCT 610	Not for Profit Accounting	3
ACCT 648	Advanced Accounting	3
ACCT 549	Auditing	3
ACCT 695	Accounting Internship	3
BSAD 580	Business Law II	3
		Subtotal: 21

Elective Courses

Minimum of 9 credit hours of electives required, 3 credit hours must be from 600-level courses.

ACCT 597	Topics	3
ACCT 600	Accounting Topics	3
BSAD 531	Advanced Finance	3
BSAD 675	Statistical Methods	3
COMM 650	Leadership and Decision-Making	3
COMM 665	Advanced Public Relations	3
PHIL 615	Ideas That Have Shaped Our World	3
PHIL 690	Ethics of the Profession	3

Successful completion of the MPA Exit Exam.

Master of Science in Athletic Training

ADMISSION

Admissions

In order to ensure adequate clinical placements for students, prospective students will participate in a competitive admissions process. Subjective and objective point scales will be used to determine student acceptance. Students should contact the Athletic Training Program Director for the latest admission information.

Prospective students will accumulate points for the successful completion of the following criteria:

- Each candidate must participate in 50-100 clinical observation hours under the direct supervision of an athletic trainer prior to April 1st of the year in which they are applying for acceptance.
- Each candidate must demonstrate a minimum cumulative 2.5 GPA at the time of application and complete the pre-requisite courses with a letter grade of “C” better.
- Each candidate must submit a letter of intent, the Application for Admission Form and submit three recommendation forms from a non-family member to the Program Director of Athletic Training by April 1st of the year in which they are applying for acceptance. Late applications will be accepted and reviewed on a rolling basis until spots are filled.
- Each candidate must also demonstrate proof of a completed physical examination, medical history form, immunization record, blood borne pathogen training and Technical Standards document.

Successful completion of all of the prerequisites mentioned above does not guarantee admission into the Athletic Training Program.

Progression Requirements

Academic Progress

Progression through the Athletic Training Program is contingent on students continuing to make adequate academic progress through the program. Academic progress is determined as follows: 1) Maintain a 2.7 cumulative grade point average, 2) Attaining a C or better in all preceding athletic training class, 3) Attaining a C- or better in all required pre-requisite/co-requisite courses, and obtaining at least an 85% or better on all exams or quizzes in athletic training courses or performing remediation to demonstrate comprehension. Students will be granted a one semester probationary period if their GPA falls below the 2.7 threshold. Failure to increase the cumulative GPA to 2.7 during the probationary semester will result in a referral to the Athletic Training Program Director for review. This may result in a delay of progression and/or dismissal in the program.

Students that do not obtain the necessary final grade in an athletic training course or pre-requisite/co-requisite class will be required to retake the course. Students will not be allowed to enroll in subsequent required athletic training courses without approval from the Athletic Training Program Director. This approval will be contingent on space availability, recommendations from the student’s advisor and course professor of the failed course and professional judgment of the Athletic Training Program Director.

Any failure to maintain academic progress will result in mandatory meetings with the Athletic Training Program Director to determine a plan of action. This remediation plan may include the addition of requirements for the student to regain sufficient academic progress at the discretion of the Athletic Training Program Director. Failure to adhere to the remediation plan will result in dismissal from the program.

Clinical Progress

Progression through the Athletic Training Program is contingent on students continuing to make adequate clinical progress. Clinical progress is defined as follows: 1) Attaining a B- or higher in all Athletic Training Clinical Experience/Internship courses, 2) Attaining a “Meets Expectations” on at least 60% of all clinical evaluation scores. Failure to maintain clinical progress will result in a dismissal from the program.

Compliance with Athletic Training Handbook

Students are required to comply with all aspects of the Athletic Training Handbook. Failure to maintain compliance will be handled according to the policy that was breached. Of specific note, students must maintain eligibility for clinical experiences according to Section 5.05. Failure to maintain compliance may result in dismissal from the program.

Professional and Ethical Behavior

Professional and Ethical Behavior is required of all Athletic Training Students. Specifically, students must comply with the National Athletic Trainers Association Code of Ethics, clinical site policies and procedures, and confidentiality agreements. In addition, students are expected to maintain the highest levels of professionalism including appearance, punctuality, and demeanor. Students should also consult the Augustana University Student Handbook and the University catalog for policies relating to possession of alcoholic beverages/use of illegal drugs. Any violations of professional or ethical behavior will result in dismissal from clinical laboratory and disciplinary action in accordance with University policies. At the discretion of the Athletic Training Program Director, this may also include additional student requirements and/or dismissal from Athletic Training Program.

MISSION STATEMENT

Augustana University will prepare our Athletic Training graduates to serve as qualified health care professionals educated and competent in the management of health care issues associated with physically active patients.

OUTCOMES

Program Goals

Athletic Training Candidates will:

- Prepare the students to practice the profession by utilizing knowledge and skills obtained through their three years of structured and sequenced didactic education.

- Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.
- Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.
- Prepare our graduates to become qualified health care professionals.

MS ATHLETIC TRAINING DEGREE REQUIREMENTS

DEGREE REQUIREMENTS

Required Courses

AT 500	Clinical Experiences in Sports Medicine I	2
AT 501	Clinical Experiences in Sports Medicine II	2
AT 510	Evidence Based Medicine and Clinical Decision Making	2
AT 520	Treatment Techniques in Athletic Training	3
AT 550	Introduction to Injury Evaluation and Treatment (Upper Extremity)	4
AT 560	Advanced Injury Evaluation and Treatment (Lower Extremity)	4
AT 591	Clinical Experiences in Athletic Training I	3
AT 592	Clinical Experiences in Athletic Training II	3
AT 601	Intro to Clinical Immersion in Athletic Training	2
AT 615	Administrative Topics in Athletic Training	2
AT 620	Advanced Procedures & Simulations in Athletic Training	4
AT 640	Physiology & Psychology of Injury and the Healing Process	4
AT 665	Medical Aspects of Sport	2
AT 668	BOC Prep	1
AT 670	Athletic Training Research I	1
AT 671	Athletic Training Research II	1
AT 672	Athletic Training Research III	3
AT 673	Athletic Training Research IV	3
AT 695	Clinical Immersion in Athletic Training	16

Master of Science in Genetic Counseling

The Master of Science in Genetic Counseling is a full-time program requiring 62 credit hours, 50 didactic credits and 12 practicum credits. The curriculum consists of a carefully planned series of courses and rotations scheduled over 21 months--9 months as a first-year student and 12 months as a second-year student. The student learning experience involves coursework, rotations, and hands-on participation to prepare students to sit for the American Board of Genetic Counseling (ABGC)-certification exam and enter the profession as entry-level genetic counselors. In its entirety, the curriculum will foster successful students and create highly desirable and sought-after graduates for employers.

Students complete 15 rotations over the 21 months to fulfill the 12 practicum credits. The program has relationship with numerous rotation sites in the Sioux Falls, SD area and San Diego, CA. All students enrolled in the program spend their first academic year in Sioux Falls, SD, whereas half of second-year students train in the Sioux Falls area (including Fargo and Bismarck, ND and Bemidji, MN) and half train in San Diego, CA

First-year students are slowly introduced to clinic and lab settings through five short-term, patient-facing rotations that alternative with five clinical skills rotations, which allow them to develop and practice their skills in a simulated environment. Rotation settings include adult, lab,

pediatric, prenatal, and high-risk breast clinic. Cases may include, but are not limited to, Huntington's disease, carrier screening, Down Syndrome, metabolic disorders, and newborn screening. Students can expect to spend their first months primarily observing cases, then gradually increase their genetic counseling skills and participation during sessions.

Second-year students complete five eight-week rotations. The first eight-week rotation occurs between May and August. The four remaining rotations start in late August and continue in May. Second-year students spend considerably more time in rotations than first-year students and have expanded roles and independence within sessions. Rotations include adult, cancer, industry, lab, pediatric, preconception, prenatal, and teratology settings. The Sioux Falls area locations offer the ability to gain additional experience in infertility genetics, pharmacogenetics, and primary care genetics, whereas the San Diego locations offer unique training experiences in biotech and genetic labs as well as exposure to emerging fields.

With the exception of the second-year rotation that takes place in the summer after a student's first academic year, students will simultaneously complete rotations and coursework. Although second-year students are in physically separate locations, all program students are connected through discussion-based classes using real-time, interactive video.

OUTCOMES

The mission of the program is to provide an education of enduring worth that cultivates wisdom and advances patient care by developing genetic counselors into astute communicators, scholarly professionals, and engaged members of their communities. The program seeks to train well-rounded genetic counselors and give them a strong foundation in both genetic science and interpersonal communication skills.

Students who graduate from this program will:

- Demonstrate excellent written and oral communication skills.
- Display strong scientific and empathetic foundations.
- Demonstrate the capacity to excel as genetic counselors in fast-paced, real-world settings.
- Exhibit collaboration and relationship-building skills.
- Produce meaningful graduate research projects.
- Understand and appreciate the far reach of genomics (e.g., personalized medicine, business, diversity, media).

APPLICATION AND ADMISSION

Applications to the ASGCGP are accepted fall through winter each year for admission to the program the following fall. Exact dates vary by year.

The application process consists of two parts.

1. *Registration with the Genetic Counseling Admissions Match through National Matching Services Inc.* Registering with the Match costs \$100. The Match was established to enhance the process of placing applicants into positions in master's-level genetic counseling programs that are accredited by the Accreditation Council for Genetic Counseling (ACGC). The match uses an algorithm that takes into account both applicants' and programs' preferences. All applicants must register for the Match with NMS before applying to participating genetic counseling graduate programs, and applications to the program cannot be reviewed until an applicant has registered for the Match. At the conclusion of all program interviews, both applicants and programs will submit ranked lists of preferred placements to NMS according to deadlines posted on the NMS website. The binding results of the Match will be released to both applicants and programs simultaneously in late April.
2. *Application directly to the program.* Applying to the program costs \$60. Students enrolled as full-time undergraduate students at Augustana University at the time of application to the program are exempt from paying the program's application fee. Applicants do not pay the \$60 application fee in Slate until they submit their application. Submission through Slate alone does not constitute a complete application to the program. Applications are not complete until all materials have been received by Augustana University's Office of Graduate Education.

Requirements for All Applicants

Slate account

- All applicants must apply through Slate and submit materials, as noted, to Augustana University's Office of Graduate Education.

BA or BS degree

- A bachelor's degree is required to enter the program. However, you may complete your application prior to completing your bachelor's degree.
- The program does not require a specific undergraduate major for admission. However, common undergraduate majors include biology, chemistry, and psychology.
- The program does not require specific undergraduate courses. However, the strongest candidates will have taken a variety of scientific courses, especially in the biological sciences, and they will have taken most, if not all, of the following courses prior to admission to the program.

Biology (two semester or quarters)
 Chemistry (two semesters or quarters)
 Biochemistry (one semester or quarter)
 Genetics (one semester or quarter)
 General psychology (one semester or quarter)
 Statistics (one semester or quarter)

- The most desirable applicants will also have had a rich and varied undergraduate education. Other courses that may help prepare applicants to succeed as genetic counseling graduate students and future genetic counselors include developmental biology, embryology, human development, writing, communication, business, and ethics.

Official transcript(s)

- An official transcript from every post-secondary institution you have attended for at least one semester's time is required. You will need to arrange for each college or university you have attended to forward an official transcript of your coursework to Augustana University's Office of Graduate Education.
- Official transcripts sent through the postal system should be sent to:

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

- Official Transcripts sent through email should be sent to graduate@augie.edu.

GPA's

- You will need to enter your cumulative GPA as well as your GPS in the Natural Sciences in the online application. Directions for calculating your Natural Sciences GPA are found within Slate.
- While the program does not specify a minimum GPA, the applicant pool is competitive. The large majority of applicants have a minimum GPA of 3.0. The average cumulative GPA for admitted students 2016-2019 is 3.4, similar to the national average for genetic counseling graduate programs. Your cumulative GPA--as well as your GPA in the Natural Sciences--will be assessed, but they are only one component of your application.

Official Graduate Record Examination (GRE) General Test scores

- You must submit official GRE scores for the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections. GRE Subject Tests are not required. The institution code for Augustana University is 6015; the department/major field code for genetics is 0210. Please note, GRE scores are valid for five years. Please see the GRE website for more information.
- Even if you already have a graduate degree, the program requires GRE scores from within the last five years. Genetic counseling graduate programs are competitive, and the program receives applications from many applicants who have already earned at least one graduate degree. The program uses your GRE scores to assess your ability to do well in a genetic counseling graduate program and compare your abilities with those of other applicants. While the program does not specify minimum GRE scores, most applicants have at least 2 GRE scores over 50, and the strongest applicants have GRE scores in the 60th-70th percentile. GRE scores are only one component of your application.

Resume or CV

- A resume or current curriculum vitae (CV) must be submitted by uploading it to the "Upload Documents" section of your Slate application.
- The strongest applicants will have volunteer and/or professional experiences utilizing communication and advocacy skills and exposure to the genetic counseling profession.

Examples of volunteer and/or professional experiences include crisis counseling, working with and mentoring youth (e.g. through Big Brothers Big Sisters), or providing support services for veterans. The list of possibilities is limitless.

One of the best ways to understand the genetic counseling profession is to spend time with practicing genetic counselors. By interviewing or shadowing one or more genetic counselors, one can more fully understand the occupation and critically evaluate it as a career choice.

- Resume/CVs, personal statements, and letter of recommendation are great places to highlight your volunteer and/or professional experiences--particularly those in which advocacy and/or face-to-face communication skills were utilized--as well as your exposure to the genetic counseling profession (e.g. shadowing).

Personal statement

- You must upload a personal statement--1250 words or less--highlighting your motivation to become a genetic counselor and emphasizing your prior and current experiences and exposure to genetic counseling, and how both have prepared you to enter and will benefit you in the profession. Let us know about yourself, your life, and your interest in our program.

Letters of recommendation

- You must submit three references names and email addresses on your Slate application. This information will automatically generate emails to the persons providing a reference, with instructions for completing and submitting the reference form. Letters should be from individuals familiar with your academic accomplishments, counseling-related activities, and/or potential to be a genetic counselor (e.g. academic advisors, professors, laboratory supervisors, genetic counselor supervisors of internship experiences, etc.).

Photograph

- You must upload a head and shoulders only photograph in Slate for identification purposes.

Additional Requirements for International Applicants*WES Evaluation*

- If you received your undergraduate degree from a country other than the United States, Canada, United Kingdom, Ireland, Australia, or New Zealand, in addition to the materials noted above, your application request a World Education Services (WES) Course-by-Course Evaluation Report (Basic or ICAP). You are responsible for paying for the report and having it deliver to Augustana University. Please see the WES website for more information.
- WES will authenticate and evaluate your academic credentials, including degrees and diplomas earned abroad, and determine their U.S. equivalencies. Once WES has confirmed receipt of all required applications, documents, and fees, a report will be completed in seven (7) business days. Please see the WESS website for more information about fees and to apply.

TOEFL or IELTS scores

- If you received your undergraduate degree from a country other than the United States, Canada, United Kingdom, Ireland, Australia, or New Zealand, in addition to the materials noted above, you must submit official TOEFL or IELTS scores to prove English-language proficiency. The program requires a minimum TOEFL score to 87 or a minimum IELTS score of 6.5. The TOEFL institution code for Augustana University is 6015, and the department code for genetics is 06. Please see the TOEFL website or IELTS website for more information.
- If you believe you can prove English-language proficiency via another means, please email the program at genetics@augie.edu to be considered for an exception. The program will notify you by email whether or not an exception has been granted.

MS GENETIC COUNSELING DEGREE REQUIREMENTS**DEGREE REQUIREMENTS**

- Successful completion of all course work (50 credits), with a cumulative B average (3.0) average. No credit toward the degree will be allowed for grades below C (2.0).
- Passing each clinical rotation (12 total credits) with satisfactory evaluations from the clinical supervisor, along with a completed ACGC logbook containing a minimum of 50 core qualifying cases.
- Successful completion of a Master's Graduate Project and presentation.

Upon completion of the didactic, practicum, and research degree requirements, graduate will be awarded the degree Master of Science in Genetic Counseling and will be eligible to sit for the American Board of Genetic Counseling (ABGC) national certification exam. The ABGC is the credentialing organization for the genetic counseling profession in the United States and Canada. Certification by the ABGC indicates that individual practitioners have met the standards necessary to provide competent genetic counseling services. Certification requirements are available on the ABGC website.

Required Courses

GENC 610 will be taken each fall and spring semester (4 times).

GENC 550	Genomics and Business (odd years)	3
GENC 563	Diversity in Genetic Counseling (even years)	3
GENC 610	Seminar in Medical Genetics/Journal Club	1

GENC 620	Genetic Counseling I	2
GENC 621	Genetic Counseling II	2
GENC 622	Genetic Counseling III	2
GENC 623	Genetic Counseling IV	2
GENC 625	Communication & Interviewing Skills for the Genetic Counselor	2
GENC 630	Genetics in Medicine I	3
GENC 631	Genetics in Medicine II	3
GENC 635	Genetic Diagnosis & Laboratory Methods	3
GENC 636	Metabolic Genetics and Newborn Screening	2
GENC 637	Cancer Genetics	2
GENC 660	Genetics and the Community I	2
GENC 661	Genetics and the Community II	2
GENC 665	Ethics in Genetics and Biomedical Sciences	2
GENC 670	Genetic Counseling Research I	1
GENC 671	Genetic Counseling Research II	1
GENC 672	Genetic Counseling Research III	3
GENC 673	Genetic Counseling Research IV	3
GENC 680	Clinical Practicum in Genetic Counseling I	2
GENC 681	Clinical Practicum in Genetic Counseling II	2
GENC 682	Clinical Practicum in Genetic Counseling III	4
GENC 683	Clinical Practicum in Genetic Counseling IV	4

GRADUATE COURSES

ACCT - Accounting

ACCT 549 - Auditing (3)

Procedures and standards of public accountants. Emphasis on auditor's working papers and submission of audit statements.

ACCT 597 - Topics (3)

Each course offering may be a different topic in Accounting. Past topics and descriptions include: Managerial Accounting: Identifying, measuring, analyzing and interpreting the organization's financial position and reports to support managers in decision-making.

ACCT 600 - Accounting Topics (3)

Each offering of this course may be a different topic in Accounting. Past topics and descriptions include; *Capstone in Financial Accounting*: The consolidation of the information obtained in all of the accounting courses - bringing together the disparate pieces into one culminating event. *Estate and Gift Planning*: A study of the methods to preserve family and institutional wealth through proper planning. Particular attention will be given to estate and gift taxes associated with the distribution of wealth.

ACCT 605 - Accounting Information Systems (3)

This course will introduce students to the development, operation, and auditing of accounting information systems. Future accounting and finance professionals will learn how to oversee accounting system functions, implement and review systems of internal controls, and understand how to ensure organizations have accurate financial information to support decision-making. Classes will include hands-on application with software packages. Students will be expected to become competent in applying their new knowledge to real world applications.

ACCT 610 - Not for Profit Accounting (3)

A study of the unique accounting standards applicable to non-profit entities, including state and local governments. Topics covered include fund accounting, the appropriation process, and program budgeting.

ACCT 645 - Organizational Tax (3)

A study of tax accounting for partnerships, corporations, and trusts, with an emphasis on corporation tax accounting problems.

ACCT 648 - Advanced Accounting (3)

Partnership and corporate problems involving consignments, installments, liquidations, consolidations, estates, agencies, and branches.

ACCT 695 - Accounting Internship (3)

This internship program provides an opportunity for students to participate in a learning experience away from the traditional classroom. Students will be placed with local organizations so they may participate with the managerial and financial reporting processes. Students will observe and apply in practice the concepts and theories learned in the classroom. The student will be under the direct supervision of an officer of the cooperating

organization and progress will be monitored by the department's internship coordinator.

AT - Athletic Training

AT 500 - Clinical Experiences in Sports Medicine I (2)

This course is designed to provide students with the opportunity to develop their clinical skills in the field of athletic training. Students will be required to participate in clinical experience rotations within the clinical education plan of the athletic training program. Specifically in this course, students will demonstrate their competency in the skills of prevention of injuries and illness through screening and physical activity, immediate management of athletic injuries, and the application of splinting, taping, and bracing techniques. Prerequisite: PE 280.

AT 501 - Clinical Experiences in Sports Medicine II (2)

This course is designed to provide students with the opportunity to develop their clinical skills in the field of athletic training. Students will be required to participate in clinical experience rotations within the clinical education plan of the athletic training program. Specifically, this course, students will demonstrate their competency in the skills of emergency care, environmental monitoring, and the application of therapeutic modalities. Prerequisite: PE 280.

AT 510 - Evidence Based Medicine and Clinical Decision Making (2)

This class will introduce the concept of evidence-based medicine and provide the student with information on how evidence-based medicine can affect the clinical practice of athletic training and enhance the care given to patients.

AT 520 - Treatment Techniques in Athletic Training (3)

This course is designed to teach students about the skills needed in the immediate treatment of athletic injuries/illnesses. Focus will be on emergency skills and procedures, environmental monitoring and intervention, and the application of therapeutic interventions within the first part of the injury cycle. Prerequisite: PE 280.

AT 550 - Introduction to Injury Evaluation and Treatment (Upper Extremity) (4)

This course is designed to build upon the initial evaluation skills discussed in PE 280. Students will be required to understand and perform the basic techniques of injury evaluation and treatment. Specifically, students will focus on the specific evaluation procedures for the head, cervical/thoracic spine, shoulder, elbow and hand. In addition, students will focus on the common injuries to each region as well as creating and implementing a comprehensive treatment plan. Prerequisite: AT 520.

AT 560 - Advanced Injury Evaluation and Treatment (Lower Extremity) (4)

This course is designed to build upon AT 550. Students will focus on the specific evaluation procedures for the lumbar spine, hip, knee and foot. In addition, students will focus on the common injuries to each region as well as creating and

implementing a comprehensive treatment plan. Prerequisite: AT 550.

AT 591 - Clinical Experiences in Athletic Training I (3)

This course is designed to provide students with the opportunity to develop their clinical skills in the field of athletic training. Students will be required to participate in clinical experience rotations within the clinical education plan of the athletic training program. Specifically in this course, students will demonstrate their competency in the skills of evaluation and treatment of athletic injuries. An emphasis will be placed on the hip, knee, and ankle. This class starts during the summer prior. Prerequisite: AT 501. Corequisite: AT 550.

AT 592 - Clinical Experiences in Athletic Training II (3)

This course is designed to provide students with the opportunity to develop their clinical skills in the field of athletic training. Students will be required to participate in clinical experience rotations within the clinical education plan of the athletic training program. Specifically in this course, students will demonstrate their competency in the skills of evaluation and treatment of athletic injuries. An emphasis will be placed on the spine, head, shoulder, elbow, and hand. Prerequisite: AT 591. Corequisite: AT 560.

BSAD - Business Administration

BSAD 531 - Advanced Finance (3)

A comprehensive exploration of theoretical and empirical financial literature and the application to corporate financial policies and strategies. Topics covered include capital and ownership structures, contracting, mergers and acquisitions, financial distress situations and risk management.

BSAD 541 - Sport Law (3)

This course is designed to enable students to expand their knowledge of some of the laws, rules, and regulations that apply to the sport industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, and contract and business law. The purpose of the course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport industry, and to equip students with the skills and strategies needed to work effectively with business executives and lawyers to resolve these issues. The course will focus on the managerial and practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) when they become sport business managers. In-class discussions on current legal issues and emerging legal trends in sport will constitute a major portion of this class.

BSAD 545 - Advanced Sport Marketing and Promotion (3)

Students will learn how professional, amateur and college sports teams manage their businesses, fans, athletes and brands, including planning, hosting and implementing effective marketing programs. Theories will be supplemented with industry-recognized speakers, case studies and historical research. One class project and presentation of that project is required.

BSAD 580 - Business Law II (3)

Emphasis of study covers the topics of bankruptcy, debtor-creditor relationships, and property law as well as commercial

transactions governed by the Uniform Commercial Code (sales of goods, commercial paper, banking, and secured transactions).

BSAD 625 - Sport Finance (3)

Students will learn fundamental approaches to financial management in specific application to sports organization. Topics include budgeting, analyzing financial performance, valuation of investments in facilities and athlete contracts and sources of capital. The course explores perspectives of both professional sports organizations and athletic departments affiliated with athletic institutions.

BSAD 640 - Sport Management (3)

Students will learn how professional and amateur sports teams manage their businesses, fans, athletes and brands, including planning, hosting and implementing marketing programs for specific events and sports programs. Theories will be supplemented with industry-recognized speakers, case studies and hands-on work for local clients. Class/client projects, as well as presentations are required.

BSAD 675 - Statistical Methods (3)

This course is designed to provide an introduction to the use of statistics in sports management. Students will develop a fundamental understanding of probability theory and predictive modeling through linear regression and other techniques. The course will have a strong focus on data collection and analysis to provide insight on the performance of both athletes in the field and the sports professional or amateur sports organization.

COMM - Communication Studies

COMM 650 - Leadership and Decision-Making (3)

This course is a graduate level course in the theories and practice of leadership in organizations. The coursework includes theoretical material as well as projects and case studies that allow students to develop their critical thinking, problem solving and communication skills as leaders.

COMM 665 - Advanced Public Relations (3)

This course focuses on the strategic communication management and relationship-building functions of Public Relations. The course discusses advanced PR concepts/principles and applies them to PR campaigns.

EDUC - Education

EDUC 600 - Introduction to Graduate Research (3)

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)

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 607 - Foundations and Principles of Curriculum (3)

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 610 - Issues in Education (3)

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.

EDUC 611 - Differentiation and Diversity (3)

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)

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)

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 Master of 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, wiring professionally, and applying theory to future practice.

EDUC 6110 - STEM Fundamentals (3)

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.

EDUC 6111 - STEM Bridges (3)

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.

EDUC 6112 - STEM Implementation (3)

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.

EDUC 6120 - Technology and the 21st Century Learner (3)

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 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.

EDUC 6121 - Web Based Instruction (3)

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).

EDUC 6122 - Instructional Technology Tools (3)

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 your 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.

EDUC 6131 - The Brain and Best Practice Teaching (3)

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.

EDUC 6132 - Inquiry Teaching and Learning (3)

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.

EDUC 6142 - Autism Spectrum Pedagogy (3)

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.

EDUC 6150 - Literacy Assessment and Teacher Practice (3)

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.

EDUC 6151 - Reading for Understanding: Comprehension Instruction K-12 (3)

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 your students to having 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 can play in comprehension for the intermediate and middle school student.

EDUC 6152 - Teaching Reading in the Content Areas (3)

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.

EDUC 6160 - Inclusionary Practices in Education (3)

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.

EDUC 6163 - Trauma Informed Strategies for Teaching & Learning (3)

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.

EDUC 6164 - The Fundamentals of Using Universal Design (UDL) (3)

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.

GENC - Genetic Counseling

GENC 550 - Genomics and Business (odd years) (3)

Health care professionals, including those in the field of medical genetics, have traditionally received an abundance of training regarding the clinical aspects of their field. The business side of medicine, however, is not often well understood. This course provides an introduction to many business and legal topics encountered by working genetic professionals, such as coding, billing, reimbursement, marketing, budgeting, public policy, business development, and working with the media.

GENC 563 - Diversity in Genetic Counseling (even years) (3)

Genetics professionals need to understand the diverse backgrounds of their clients in order to empathetically and effectively communicate. Cultural competency is important for reducing health disparities and providing health care that meets the needs of diverse groups of people. This course focuses on the genetic needs of under-served, diverse, unique, and sometimes isolated populations. In the context of medical genetics and genetic counseling, groups of individuals studied in the course include Hutterites, Native Americans, Muslims, Hmong, Ashkenazi and Sephardic Jews, dwarfs, and deaf culture. The course also examines genetics services around the world and working with interpreters.

GENC 610 - Seminar in Medical Genetics/Journal Club (1)

This seminar is a one hour weekly course which includes presentations by genetic counselors, geneticists, primary care physicians, and students. The committed pool of participants and presenters span a wide array of institutions including Augustana

University, Sanford Health (in multiple communities including Sioux Falls, Fargo, Bemidji, and Bismarck), the University of California-San Diego, the greater San Diego community, and other interested academic and healthcare institutions. The intent is to raise the academic interest and scholastic skills of both students and faculty through critical review of the literature and presentations (both case presentations and literature presentations). The series encourages life-long learning, critical analysis of the literature, and development of presentation skills. The format is to alternate weekly between journal club and case presentations (referred to as Genetic conSequences), as well as to alternate between student and faculty presentations. Because of the wide geographic nature of the participants, interactive video will be used.

GENC 620 - Genetic Counseling I (2)

Genetic Counseling I, II, III, and IV represent a series of sequential courses which provide necessary tools for genetic counselors to excel in their careers. The series also explores contemporary and professional issues in genetic counseling. The focus of GENC 620 Genetic Counseling I is: academic methodologies, library research, pedigree collection & storage, medical documentation, and writing.

GENC 621 - Genetic Counseling II (2)

Genetic Counseling I, II, III, and IV represent a series of sequential courses which provide necessary tools for genetic counselors to excel in their careers. The series also explores contemporary and professional issues in genetic counseling. The focus of GENC 621 Genetic Counseling II is: service delivery models, emerging fields of practice, risk calculation, and risk communication.

GENC 622 - Genetic Counseling III (2)

Genetic Counseling I, II, III, and IV represent a series of sequential courses which provide necessary tools for genetic counselors to excel in their careers. The series also explores contemporary and professional issues in genetic counseling. The focus of GENC 622 Genetic Counseling III is: advanced genetic counseling skills, genetic counselors as scholarly professionals, and professional development.

GENC 623 - Genetic Counseling IV (2)

Genetic Counseling I, II, III, and IV represent a series of sequential courses which provide necessary tools for genetic counselors to excel in their careers. The series also explores contemporary and professional issues in genetic counseling. The focus of GENC 623 Genetic Counseling IV is: diagnostic challenges, genetics in the press, media training, and ABGC Board Preparation.

GENC 625 - Communication & Interviewing Skills for the Genetic Counselor (2)

This course teaches foundational counseling and psycho-social skills that will continue to be developed through clinical practicum experiences. The course sets the stage for the "counseling" dynamic of genetic counseling. Trainees learn strategies for intentional interviewing and active listening, as well as about topics such as how to effectively read verbal and nonverbal cues. In general, the first half of each class session will focus on content, skills, and theory, often with lectures/guest lectures. The second half of each class session will be used as an opportunity to put into practice the skills and theory covered as the topic for that day.

GENC 630 - Genetics in Medicine I (3)

This course provides an overview of human genetic variation, heritable genetic diseases, and the field of medical genetics. The class explores the diagnostic process, including dysmorphology, syndromology, physical assessment, and differential diagnoses. Central principles of genetics will be taught using a combination of disease examples, case studies, student presentations, and presentations from content experts. The course is taught in the fall semester, with Genetics in Medicine II being offered in the spring semester (Genetics in Medicine II is a continuation of Genetics in Medicine I, with the content shifting more toward personalized medicine, complex disease, pharmacogenetics, and adult genetic diseases).

GENC 631 - Genetics in Medicine II (3)

Genetics in Medicine II is a continuation of Genetics in Medicine I. While the field of medical genetics has traditionally been one with a strong focus on pediatric and prenatal genetics, a shift in our understanding of adult disease, genetics across the lifespan, and personalized medicine have expanded this historical focus. In addition to exploring single-gene inherited conditions, a major purpose of this class is to examine complex genetics disease, pharmacogenetics, adult genetic disease, and the use of genetic medicine in the primary care setting.

GENC 635 - Genetic Diagnosis & Laboratory Methods (3)

Primary topics covered in this course include: fundamental principles of cytogenetics, chromosome abnormalities, test report nomenclature, molecular (DNA) testing including applicability of new laboratory technologies, whole genome sequencing, variant interpretation, reporting, the informatics process, test development, oversight, and lab set-up. The course also instructs students on systematic use of lab testing in the diagnostic process for genetic conditions.

GENC 636 - Metabolic Genetics and Newborn Screening (2)

This course focuses on genetic counseling for Inborn Errors of Metabolism, many of which are diseases identified by newborn metabolic screening. The course will also cover newborn hearing screening for hemoglobinopathies. Throughout the semester, students will give case presentations about various biochemical disorders and prepare potential genetic counseling case outlines with regard to the specific disorders. They will be graded on their presentations and outlines as well as on quizzes and tests with regard to course content.

GENC 637 - Cancer Genetics (2)

The pace of discovery and medical application in the field of cancer genetics has accelerated rapidly in recent years. This course provides its participants with an understanding of the role of genes in acquired, familial, and inherited cancers. After an overview of terminology and statistics, hereditary cancer syndromes are explored by body system, paying special attention to the role of genetic counseling and genetic testing. Additionally, the course explores surgical options, cancer treatment, and genomic tumor profiling.

GENC 638 - Reproductive Genetics (3)

This course will provide students with a modern understanding of embryology, teratology, and prenatal genetics. The first part of the course will review normal and abnormal fetal development in combination with teratology. Next, the course will provide an overview of infertility, assisted reproductive technologies, prenatal testing, pre-implantation genetic testing, pregnancy loss, cord blood banking, stem cells, and fetal surgery.

GENC 660 - Genetics and the Community I (2)

Genetics in the Community I and II are to be taken sequentially over two semesters. These courses are intended to give students experience working with support groups (local, regional, and national), genetic registries, collaboratives, and community resources. Participants will interact with a family impacted by a genetic disease and provide community education. Additional topics covered in Genetics in the community I include: biobanks, Special Olympics, public libraries, and Birth to Three.

GENC 661 - Genetics and the Community II (2)

Genetics in the Community I and II are to be taken sequentially over two semesters. These courses are intended to give students experience working with support groups (local, regional, and national), genetic registries, collaboratives, and community resources. Participants will interact with a family impacted by a genetic disease and provide community education. Additional topics covered in Genetics in the community II include: transition from pediatrics to adult health care, transition from school to work for people with disabilities, the role of the social worker in genetics, adoption, Rare Disease Day, and DNA Day.

GENC 665 - Ethics in Genetics and Biomedical Sciences (2)

This course is designed to prepare its students to become educated participants in the issues and debates that surround genomic medicine. The beginning of the course provides an introduction to the histories and theories of biomedical ethics and explains relevant frameworks and terminology. Using this background knowledge, specific biomedical ethics topics are then explored. These topics relative to genetics include: informed consent, genetic testing of minors, duty to warn, sterilization of people with disabilities, return of research findings, sex selection, savior siblings, gene therapy, gene patenting, posthumous paternity, and the moral status of embryos. Case studies are used throughout to encourage discussion and debate.

GENC 670 - Genetic Counseling Research I (1)

Research is important to the field of genetic counseling on many levels. It is necessary that genetic counselors ultimately know how to both evaluate other's research as well as conduct their own. Genetic Counseling Research I provides instruction on critical review of the literature, study design, and developing research questions. In addition to training students to become scholarly genetic professionals, class participants will use the knowledge gained from this class to select a Master's Graduate Project (required for graduation from the genetic counseling graduate program).

GENC 671 - Genetic Counseling Research II (1)

This course builds upon the key principles and knowledge gained in Genetic Counseling Research I, and provides instruction in epidemiology, statistical analysis, human subjects, the IRB application process, funding, and ethics. Students will work on the planning, question design, refinement and details of their selected Master's Graduate Project throughout the semester, and meet regularly with their project advisor.

GENC 672 - Genetic Counseling Research III (3)

Following completion of GENC 670 and 671, students in this course will plan and conduct a research project that contributes to the body of knowledge, or an identifiable need, in the field of medical genetics. This will be done under the guidance of an identified Master's Graduate Project Advisor, working toward the goal of producing a publishable research product and giving an

oral presentation (paper and presentation given during GENC 673).

GENC 673 - Genetic Counseling Research IV (3)

Research is important to the field of genetic counseling on many levels and as such, students in the Master or Science in Genetic Counseling Program are required to plan, conduct, present, and write about an original research project under the guidance of an advisor. This individualized scholarly work may consist of a case series, a case study and literature review, a clinical or laboratory research project, or a clinical application. Each student completes their graduate training with a formal oral presentation and a paper of publishable quality. Students are required to take and pass GENC 670, 671, and 672, prior to GENC 673.

GENC 680 - Clinical Practicum in Genetic Counseling I (2)**GENC 681 - Clinical Practicum in Genetic Counseling II (2)****GENC 682 - Clinical Practicum in Genetic Counseling III (4)****GENC 683 - Clinical Practicum in Genetic Counseling IV (4)****PE - Physical Education****PE 610 - Seminar: Success in Coaching (3)**

This course addresses various ideas and philosophies about what it takes to be successful in coaching. Student presentations, discussions, and contributions by outside speakers are used to embrace the learning experience.

PHIL - Philosophy**PHIL 615 - Ideas That Have Shaped Our World (3)**

An opportunity in a small group setting for students to examine, through readings and discussion, the origin and impact of those philosophical ideas that have helped to shape Western civilization.

PHIL 690 - Ethics of the Profession (3)

The goal for this course is the development of an ethical approach on the part of the individual and the possibilities, resources, and approaches available to him or her for making decisions about, anticipating in and resolving these issues. Various ethical methods and thinkers will be examined, and will be combined with the student's individual research in their own profession or field of concentration.

SAL - Sport Adminin Leadership**SAL 570 - Foundations of Graduate Research (3)**

This course will inform the student about communication, business, and scientific reserach for the purpose of entering a graduate program related to sport administration. Students will analyze primary literature sources to explore potential graduate research topics and gain expert knowledge to inform future administration and leadership choices.

SAL 580 - Introduction to Graduate Research (3)

An introduction to the nature and responsibilities of advanced professional study. Emphasis is placed on professional literature, philosophical approaches, techniques for gathering, analyzing and interpreting data and the writing of research reports.

SAL 645 - Applied Sport Psychology (3)

This course is designed to give students a practical, hands-on introduction to performance enhancement techniques available in sport psychology. Historical and current research will also be explored and critically analyzed.

SAL 698 - Research and Writing Tutorial (2)

This course requires the completion of a substantial research and writing project planned and completed under the direction of a graduate faculty paper tutor. The project allows students to integrate the theory and perspectives gained in previous courses. As one of the culminating projects of the master's program, it should demonstrate competency in research design, literature review, organization, analysis, evaluation, and formation of conclusions pertaining to the research findings. Graded S/U.

SPED - Special Education**SPED 600 - Introduction of Graduate Research (3)**

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.

SPED 621 - Collaboration with Families and Professionals in Special Education (3)

This course presents models for collaborating with families, paraprofessionals, related service providers, and other professionals to support individuals with disabilities across the life span. Emphasis on family systems, teaming, and consultation. Includes focus on the collaborative creation of safe, inclusive, culturally responsive learning environments and making team- and assessment-based decisions for engaging individuals with exceptionalities in meaningful learning activities and social interactions.

SPED 622 - Special Education Law and Leadership (3)

This course provides a review of the most significant federal and state laws governing the education of students with disabilities; and applicable standards of professional ethics. Emphasis is also placed on understanding administrative regulations and policies as well as case law related to the provision of special education supports and services. Student will examine rights and responsibilities of students with disabilities as well as principles for effective advocacy.

SPED 630 - Development in Early Childhood (3)

This course equips educators to explore child development in various domains (i.e., motor/physical, social and emotional, language/communication, and cognitive) for young children (prenatal – primary grades) with a range of ability levels. Particular emphases will be placed on examining theories of development, and how those theories apply to young children with differing ability levels in the assessment and intervention process.

SPED 631 - Introduction to Early Childhood Supports and Services (3)

This course provides information for professionals to understand the legal basis for and requirements related to providing early

childhood supports and services to young children with disabilities and their families. Topics include federal and state rules, guidelines and regulations, service delivery components and practices, current trends and issues, and professional and ethical guidelines and considerations.

SPED 632 - Methods in Early Childhood Special Education (3)

This course presents program models, instructional methods, and curricula in early childhood special education. Emphases are on developmentally appropriate practice, supporting transitions, methods for collaboration, and development of meaningful learning progressions for young children with disabilities. Coaching strategies to support families in implementing routine-based interventions are also explored.

SPED 633 - Observation & Assessment in Early Childhood Special Education (3)

This course is designed to prepare early childhood educators to use multiple methods of assessment and data-sources to guide educational decisions for young children with disabilities. Emphasis is on observing, recording, assessing, and interpreting behavior and interactions among children and families, as well as using assessments to work toward quality learning and performance.

SPED 640 - Classroom and Behavior Management (3)

This course on classroom and behavior management is based on the principles and procedures of applied behavior analysis. Emphasis is on the impact of language delays and disabilities on behavior, as well as implementing and evaluating proactive strategies that promote learning and pro-social behavior and reduce challenging behavior.

SPED 641 - Assessment in Special Education (3)

This course is designed to prepare teachers to administer, score, and interpret standardized educational instruments; use standardized assessments to make eligibility, placement, and program decisions for students with disabilities; and develop and use formative educational and adaptive behavioral assessments to make data-based instructional decisions. Students will be expected to generate an assessment report based on assessment results.

SPED 642 - Methods for Working with Students with Disabilities (3)

This course focuses on effective teaching for students with or at risk for disabilities in general education settings, spanning grades K-12. Emphasis is placed on research-based instructional methods for effective instruction of math, reading, and other academic content areas; as well as methods for effective behavioral supports and interventions. Integration of national, state, and local curricula standards will also be addressed.

SPED 695 - Research Synthesis Project (3)

In this course, the student will plan and complete a substantial research synthesis project 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 Master of Education in Special Education program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, the final product should demonstrate the student's competence in conducting an extensive research review, writing professionally, and applying theory to future practice.

SPED 6160 - Inclusionary Practices in Education (3)

This course will help you become a successful teacher and manager of an inclusive classroom. In this course, you will learn legislation/federal mandates that support the inclusion model. Additionally, you will learn about impacts of inclusive educations on students with and without disabilities, the importance of learner variability and the role of assessment and data in planning instruction in an inclusive classroom. You will increase your understanding of accommodations, modifications and assistive technology, and you will learn about the role of the paraprofessional in the inclusive classroom. 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. Finally, you will have the opportunity to reflect on research, assumptions and insights and plan for implementation of ideas that support inclusive learning like co-teaching and Universal Design for Learning (UDL.)

SPED 6161 - The Principles of Co-Teaching (3)

Co-teaching has increasingly become more popular as education moves to more collaborative models of instruction. This course will help participants reflect on what they can bring to a co-teaching framework and on aspects of co-teaching that are essential for co-teaching partnerships to succeed. Participants will learn the different models of co-teaching, how to co-teach with a specialist, and how to apply specific strategies to foster learning in a collaborative environment. Participants will build knowledge about benefits and challenges associated with co-teaching and about the importance of collaboration. Those who take this course will also have an opportunity to find, develop and use resources related to co-teaching. Appropriate for grade levels K-12.

SPED 6162 - The Essentials of Transition for Students with Disabilities (3)

In this engaging course, participants will learn the basics of transition to adulthood for students with disabilities including employment, post-secondary education and independent living. This course discusses demographics, social policies, and school and post-school factors that predict successful transitions for individuals with disabilities. The course focuses on instructional practices that promote self-determination, self-management, and self-advocacy. Collaborative transition models, supported employment, independent and supported living, postsecondary

education/training, and community-based instruction are also emphasized, as are service-delivery issues related to diverse populations. Participants will learn how to use assessment to plan and how to involve students and families in this process. This course will help educators create successful, exciting opportunities for transition aged students.

SPED 6163 - Trauma-Informed Strategies for Teaching and Learning (3)

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.

SPED 6164 - The Fundamentals of Universal Design for Learning (3)

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. Participants will learn the role of neuroscience in the components of UDL and lesson planning. Also, those taking this course will discover how to arrange or rearrange teaching and learning spaces to fit within the UDL framework. 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.

SPED 6165 - Challenging Behavior in Young Children (3)

Created for early childhood education professionals, this course is filled with strategies designed to assess challenging behaviors, as well as ways to address those behaviors and to plan appropriate interventions, curriculum and teaching practices.

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