



# 2010 – 2011

## Graduate Bulletin

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284  
[www.hamline.edu](http://www.hamline.edu)



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# About the Bulletin

The 2010–2011 Hamline University Graduate Bulletin is the primary resource for academic information, including official curricular requirements, for Hamline University graduate students. The Hamline University Graduate Bulletin is available electronically only at <http://bulletin.hamline.edu>. Updates are made annually.

Students who are admitted for, and enrolled during, the 2010–2011 academic year are subject to the degree requirements described in this Hamline University Graduate Bulletin. The academic standards and policies, courses, and curricula described in this *Bulletin*, and the teaching personnel listed, are subject to change or cancellation by official action of Hamline University. Failure to read this *Bulletin* does not excuse students from the requirements and provisions described herein. Every effort has been made to ensure the accuracy of the information in the Bulletin.

Neither the provisions of this Hamline University Graduate Bulletin nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.

**For more information on graduate admission, contact:**

Office of Graduate Admission  
Hamline University  
1536 Hewitt Avenue  
Saint Paul, MN 55104-1284  
651-523-2900  
gradprog@hamline.edu  
[www.hamline.edu/graduate](http://www.hamline.edu/graduate)

*Hamline University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.*

*Applications for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions holding collective bargaining agreements with Hamline University are hereby notified that this institution does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, disability, age, religion, marital status, sexual orientation, status as a disabled veteran or veteran of the Vietnam era, status with regard to public assistance, or any other classification protected by applicable law. Any person having inquiries concerning Hamline University's compliance with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973 is directed to contact the Office of the Dean of Students, Hamline University, 1536 Hewitt Avenue, Saint Paul, Minnesota, 55104-1284, 651-523-2421. This office has been designated by the University to coordinate its efforts to comply with the aforementioned regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with these regulations.*

*Hamline University further abides by its own nondiscrimination policy which states: Hamline University does not discriminate on the basis of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, or veteran status in its education or employment programs or activities.*

# Mission, Values, Vision

## Mission

To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values, and skills for successful lives of leadership, scholarship, and service.

## Values

Hamline University recognizes its roots in the traditions and values of the United Methodist Church and aspires to the highest standards for:

- creation, dissemination, and practical application of knowledge
- rigor, creativity, and innovation in teaching, learning, and research
- multicultural competencies in local and global contexts
- the development and education of the whole person
- an individual and community ethic of social justice, civic responsibility, and inclusive leadership and service

## Vision

Hamline University will be recognized as a diverse, learning-centered university that is:

- rooted in the tradition of liberal education
- dynamic and actively inclusive
- locally engaged and globally connected
- invested in the personal and professional growth of persons

# Academic Calendar 2010-2011

## Graduate Degree & Licensure On-Campus Programs\*

\* the academic calendar is subject to change. Please check [www.hamline.edu/academiccalendar](http://www.hamline.edu/academiccalendar) for the latest calendar.

<b>Fall Term</b>	<b>2010</b>
Fall term classes begin	Wednesday, September 8
Thanksgiving break	No evening classes Wednesday, November 24; Thursday and Friday, November 25 and 26
Fall term classes end	Saturday, December 18
<b>Winter Term</b>	<b>2011</b>
Winter term classes begin	Monday, January 3
Martin Luther King Jr. holiday (no classes)	Monday, January 17
Winter term classes end	Saturday, January 29
<b>Spring Term</b>	<b>2011</b>
Spring term classes begin	Wednesday, February 2
Easter holiday	Friday, April 22 - Saturday, April 23
Spring term classes end	Saturday, May 14
Commencement	Saturday, May 21
<b>Summer Term **</b>	<b>2011</b>
Fourth of July holiday (no classes)	Monday, July 4

\*\* Some classes meet outside of academic calendar term dates. Please check [www.hamline.edu/classsschedules](http://www.hamline.edu/classsschedules) or [www.hamline.edu/registrar/classes](http://www.hamline.edu/registrar/classes) for current course information.

# About Hamline

Rigorous academics and innovative programs attract and challenge a diverse and talented student body in Hamline University's undergraduate college, graduate schools, and law school. Guided by faculty who are leaders in their fields, Hamline's more than 4,400 students experience an intimate environment of small classes and personal attention along with the opportunities of a comprehensive university.

Ranked first in Minnesota among comprehensive universities by *U.S. News* and *World Report*, Hamline is also Minnesota's first university, founded in 1854.

## Accreditation

Hamline University is accredited by the Higher Learning Commission of the North Central Associations of Colleges and Schools. The Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, and can be reached at 312-263-0456 or 800-621-7440.

Hamline University is also accredited by the:

- American Bar Association;
- Association of American Law Schools;
- American Chemical Society;
- University Senate of the United Methodist Church;
- Minnesota Department of Education/Board of Teaching; and
- National Council for Accreditation of Teacher Education

Hamline's five schools may have additional accreditation in specialized areas. Please contact the dean's office of each respective school for a complete listing.

## Graduate School of Liberal Studies

The Graduate School of Liberal Studies promotes the ideals and values of liberal arts learning. It encourages meaningful dialogue and inquiry across disciplinary boundaries, enabling students to gain a deeper understanding of the human cultural heritage and the issues of contemporary life. It also prepares students who wish to specialize in creative writing and to teach writing at the college level.

- Degrees offered: master of arts (MA) in liberal studies, master of fine arts (MFA) in writing, and master of fine arts (MFA) in writing for children and young adults.
- The interdisciplinary master of arts in liberal studies (MALS) program offers students the opportunity to range freely among academic, artistic, spiritual, and professional issues and ideas.
- The MFA program is Minnesota's first graduate degree program in creative writing. It is distinguished by its interdisciplinary emphasis and its support of work in more than one genre.
- The low-residency MFA in writing for children and young adults is a full-immersion program boasting a five-to-one student to faculty ratio. The program brings students and distinguished faculty from across the country to campus twice a year for eleven days. Afterward, students work independently from home with a faculty advisor throughout the semester.
- The Certificate of Advanced Liberal Studies is available for students already holding a master's degree.
- 2008-2009 enrollment: 250 degree-seeking students.

Graduate School of Liberal Studies  
Admissions: 651-523-2900 or 1-800-753-9753  
gradprog@hamline.edu

## School of Business

Hamline's School of Business offers master's degrees in all three economic sectors of government, business, and nonprofit. In addition, students can earn a doctorate in public administration, dual degrees, and professional development certificates.

- Degrees offered: master of arts (MA) in public administration or nonprofit management; master of business administration (MBA); doctorate in public administration. Joint master's and juris doctor degrees, as well as dual master's degrees.
- The doctorate in public administration was the upper Midwest's first such program.
- International student body provides a distinctive learning atmosphere in which cross-cultural, as well as cross-sector, exchanges occur.
- Concentrations in business include international management, conflict management, human resources, and finance.
- Continuing studies seminars and certificate programs focus on current and relevant subjects to professionals in businesses, government, and nonprofit organizations.
- 2008-2009 enrollment: 550 degree-seeking students.

School of Business  
Admissions: 651-523-2900 or 1-800-753-9753  
gradprog@hamline.edu

## School of Education

For more than thirty years, Hamline's School of Education has inspired, challenged and transformed educators to improve learning for all children. More than 10,000 students have grown professionally through Hamline's quality educational coursework taught in a community of adult learners who value intellectual challenge and scholarship in an environment of mutual respect.

- Degrees offered: doctorate in education (EdD); master of arts (MA) in education; MA in education with an emphasis in natural science and environmental education; MA in English as a second language (ESL); and MA in teaching, which provides initial licensure for new teachers.
- Home to nationally recognized programs and centers, including second language teaching and learning, literacy, the Center for Global Environment Education, and the Center for Excellence in Urban Teaching.
- The school's ESL program, the largest in Minnesota, is internationally recognized.
- Licensure (including principal, superintendent, and special education director), certificate, and continuing education programs serve more than 8,000 educators annually.
- 2008-2009 enrollment: 1,100 degree-seeking students, ranging in age from 21 to 74.

School of Education  
Admissions: 651-523-2900 or 1-800-753-9753  
gradprog@hamline.edu



# Admission Information

Office of Graduate Admission  
1536 Hewitt Ave., MS-A1710  
Saint Paul, MN 55104-1284  
651-523-2900 or 800-753-9753

Admission information and applications can be found at [www.hamline.edu/graduate](http://www.hamline.edu/graduate).

Students wishing to enroll in degree program coursework must be either fully admitted to the degree program or admitted with conditional or special status. Students wishing to pursue an additional teaching license or an administrative license must apply for admission to the appropriate licensure program. Exceptions may be made at the discretion of individual programs. Admission requirements, application instructions, and deadlines are published in each program's materials.

Admission decisions are made by each program's admission committee. The admission committee will not review an application file until all required documents have been received. When a decision is made, the applicant will be notified by mail.

Upon admission, degree-seeking students will be asked to accept their admission and they will receive registration materials, financial policies and procedures, and instructions for accessing student information through Hamline University's secure website, Pipeline.

**Conditional Status:** Conditional admission may be granted, upon the approval of the program director or the admission committee, in those instances where the applicant has not submitted all the required materials to complete the application process. Students must submit all admission requirements prior to the completion of their first semester.

**Provisional Status:** Provisional admission is granted in situations where a student does not meet all academic standards but through the review of application materials demonstrates the ability to be successful in graduate studies. After completion of the first semester, program personnel will review to determine if the student has satisfied the requirements for full admission.

**Special Status:** Students who wish to take graduate courses for credit but do not wish to be degree candidates may be allowed to register on a space-available basis. To do so, students must apply for Special status. Application forms for Special status are available from the Office of Graduate Admission or on the program's Website.

A Special student must hold a bachelor's degree from a regionally accredited institution. Special students are expected to participate fully in all classes. Courses taken under Special status may later be applied toward degree requirements, provided that satisfactory grades are achieved. A student may take up to three courses under Special status. Special students are not considered degree seeking and are not eligible for financial aid.

**Inactive Status:** Students who have not enrolled in Hamline course work for one year from the term of their last registration will be placed on inactive status. Students who wish to have their record reactivated may do so by contacting the program in writing and requesting to be placed on active status. The period of inactivity will be counted as a part of the time frame to complete the program.

**Reactivation, Readmission, Deferral:** Students who have been admitted for a specific term may defer their admission to a following term by contacting their program office. Students who have been made inactive or who have withdrawn and wish to resume their graduate program must go through a review by program staff. Additional documentation for readmission may be requested by the program.

**International Students Additional Requirements:** Applicants with a degree from a non-U.S. institution must submit official or certified-true academic records along with a course by course credential evaluation from a NACES approved evaluator ([www.naces.org](http://www.naces.org)). An explanation of the grading system should be submitted if it differs from the

U.S. 4.0 system. Students are responsible to cover all fees of such evaluation as well as to make their own arrangements with the Credential Evaluation Company to send their documents to Hamline University directly.

A minimum TOEFL score of 550 (written exam) or 213 or above (computer-based exam) must be achieved and submitted to Hamline University directly from the Educational Testing Service. The exception to this is the Master of Arts in ESL which requires a minimum TOEFL score of 600 (written). Visit [www.ets.org/toefl](http://www.ets.org/toefl) for more information about the TOEFL exam.

An Affidavit of Support needs to be completed and signed by the person who will be paying for your expenses during your studies here at Hamline and in the United States. The person that signs the Affidavit of Support must also include his/her bank statements as a proof of the said funding.

## Financial Aid and Scholarships

Hamline University graduate students are generally not eligible for need based or institutional grants. However, graduate students may choose to apply for Federal Stafford Loans to help defray their education costs. To be eligible for Federal Stafford Loans, graduate students must maintain at least half-time status (four credits per semester). In addition to Federal Stafford Loans, some graduate students are eligible to borrow Federal Graduate PLUS loans and/or private alternative educational loans up to the cost of their education.

Hamline University's graduate programs offer the following annual scholarships:

### Graduate School of Liberal Studies:

**Bailey Scholarship:** Awarded yearly to an outstanding writer in the MFA program

**MALS Alumni Endowed Scholarship:** Awarded yearly to one student in the MALS program.

### School of Business:

**Brooks Scholarship:** Awarded yearly to a female student in either the master's or doctorate program in public administration. Recipients must be committed to the advancement of women, plan a career in public administration, and show academic achievement.

**Novak Scholarship:** Awarded annually to a student in either the master's or doctorate program in public administration. Recipients must show commitment to public service and the community and academic achievement.

Another important source of financial aid for Hamline University graduate students comes from outside scholarships. These are scholarships that students procure on their own from resources outside of Hamline. Graduate students are encouraged to register at [www.fastweb.com](http://www.fastweb.com), a major national scholarship database/resource. In addition, graduate students should also regularly check the Hamline University scholarship list that is maintained by the Financial Aid Office. This list is available in paper format in the Student Administrative Services Office, and in electronic format on Hamline's Financial Aid website at [www.hamline.edu/outsidescholarships](http://www.hamline.edu/outsidescholarships).

# Academic Standards and Policies

## Hamline University Graduate Programs



# Academic Standards

(Note: Changes in the following standards and policies may go into effect periodically.)

The following are policies that apply specifically to graduate students; however, additional Hamline University policies apply as well. Visit [www.hamline.edu/policies](http://www.hamline.edu/policies) for more information.

## Academic Integrity-Graduate School Statement

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Hamline University. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the academic integrity policy, academic penalties may be prescribed by the instructor of the course in question including, but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from the university.

The student has the right to appeal the instructor's or administrator's decision to the appropriate graduate school dean, and if still dissatisfied, to the Vice President for Academic and Student Affairs. In the case where the dean is the instructor or administrator, a second member of the school/program faculty will be asked to perform an independent investigation and make a recommendation. The decision of the Vice President for Academic and Student Affairs is final.

## Academic Progress for Graduate Students

Students must make satisfactory progress toward their degree or license. Students who, for example, have poor class attendance records, fail to complete several courses, or have a consistently low GPA may be suspended at the discretion of the program dean/ director and the faculty advisory committee.

## Accommodations for Disabilities

Hamline University is committed to ensuring all qualified students equal access to academic and extracurricular activities. The goal of Disabilities Services is to enable students with disabilities to maximize their educational potential and to develop independence and self-advocacy skills to the fullest extent possible within the standard university curriculum.

Both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 governs Hamline University. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability against people in programs or activities receiving or benefiting from federal financial assistance. The ADA of 1990 is a federal civil rights law that guarantees equal opportunity for individuals with disabilities in state and local government services, public accommodations, employment, transportation, and telecommunications. It upholds and extends the standards for compliance set forth in section 504 to include all policies, procedures, and practices that impact the treatment of students with disabilities.

Hamline requires:

- Recent and appropriate documentation from a qualified professional to verify the need for accommodations, adjustment, and/or services
- Current documentation, including testing and diagnosis information, that has occurred within the past three years

- Consultation with the student in determining appropriate accommodations, adjustments, and/or services timely requests for all accommodations, especially testing
- Advance notice for any requests for alternate format materials. These materials can take up to six to eight weeks to obtain
- A meeting with Disability Services at the beginning of each semester to review accommodations and to keep professors updated

Services and support provided may include, but are not limited to:

- Alternate format reading materials
- Books on tape
- Braille
- Large print
- Assistive technology in accommodations room
- Classroom note takers
- Strategies for studying
- Sign language interpreters
- Testing services
  - Extended time
  - Reader
  - Reduced distraction room
- Advocacy and tools for self-advocacy
- Assistance with accessibility issues
- Disability information for the University
- Meetings with prospective students
- Referrals for assessments
- Priority registration if needed
- Individual meetings
- Community links
- Liaisons to faculty, staff, and other university services

Undergraduate and graduate students who need accommodations should contact Kathryn Rainbolt, director of disability services, at 651-523-2521. If any student feels that the provisions in the above policy are not being met, they should contact Alan Sickbert, dean of students and grievance coordinator, located in Dean of Students Office, Old Main 112, or by telephone at 651-523-2134.

## **Attendance/Assignments**

Students are not permitted to attend classes for which they are not registered.

Students are expected to attend all course meetings and to turn in all course work as assigned. Students who are unable to attend a class or submit an assignment in a timely manner should inform their instructor in advance. Academic penalties, including failure of a course, may be imposed for missing class meetings or late assignments. Expectations for online courses are handled on a course-by-course basis.

Students who miss class to observe religious holidays or to attend political caucuses will not be penalized if arrangements are made with the instructor in advance.

If class assignments include group work, each student in the group must contribute his or her fair and proportionate share to the project.

Students may not submit substantially similar work or material for more than one course unless they obtain permission from the instructors of all applicable courses. This applies to courses taken simultaneously or in different terms.

## **Class Cancellation**

In the unlikely event that course enrollment does not reach the minimum, the course will be canceled. Students are notified seven days in advance.

## **Commencement**

Graduates are honored at the annual commencement ceremony held at the end of each spring term. Clearance of all financial obligations is essential in order to receive a diploma. Diplomas are distributed within six to eight weeks following commencement. The transcript degree conferral date is the date when final requirements are met or the term end date (when earlier).

## **Course Evaluation**

Students are expected to evaluate their current courses and quality of instruction at the conclusion of every course. If a student has a concern outside the evaluation process, it is recommended that the student first address the instructor. If unable to resolve the concern, the student should consult with the program dean to discuss both informal and formal processes for dealing with the concern. In a case where the instructor is the dean, the student should consult with the Vice President for Academic and Student Affairs.

## **Grade Definitions and Grading Information**

Students may occasionally have the option of choosing a grading system (letter grade, pass/no pass, audit, etc.) and must identify this preference at the time of registration. This decision is irreversible. To protect student identity and confidentiality, grades are not given out over the telephone or faxed, and transcripts are not released if a student's account balance is not current. For official transcript information, call 651-523-2345 or check [www.hamline.edu/transcript](http://www.hamline.edu/transcript).

Grades: The following grades may be assigned:

Grade	Value/Definition
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	.70

F	0.00
AU	Audit-no credit given-attended class
EX	Registration extended to following term
I	Incomplete
N	No credit
P	Pass-credit awarded
W	Withdrawn

- A. **Grade Appeal:** Students wishing to appeal a grade should first contact the instructor. If the matter remains unresolved, the student may appeal to the program dean and, if still dissatisfied, to the Vice President for Academic and Student Affairs. In the case where the instructor is the program dean, first appeal will be to the instructor, and the second appeal will be directly to the Vice President for Academic and Student Affairs. The decision of the Vice President for Academic and Student Affairs is final.
- B. **Grade Changes:** Grade changes may be applied for up to a year after the grade was officially recorded in the Registrar's office.
- C. **Incomplete Grade:** With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). An instructor must update an "I" to a final grade within four months after the end of the registration term (or by August 31 if the student intends to graduate in the summer). Otherwise, the "I" will convert to an "F" grade.

If an "I" has been converted to an "F," the student may complete the necessary course work, at the instructor's discretion, within one year in accordance with the grade change policy. The student may not complete course work after that time.

**Note:** All instructors enter "I" grades via Piperline before a term's grading deadline. However, for undergraduate students, the instructor must also file an agreement for an incomplete (completed between the undergraduate student and the instructor) with his/her department chair before the final grade deadline for the term. The form is available at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).

- D. **Audit Grades:** Generally, students may audit master's level courses on a space-available basis and with the permission of the program office. Students who audit a course will not receive academic credit for the course. The decision to audit is irreversible. Upon completion, a final grade of AU is assigned to the student's permanent record. Auditors participate in all classroom activities, projects, and assignments but do not receive evaluation for their work. Graduate School of Liberal Studies writing courses, School of Business MBA modules, and EdD courses may not be audited. Contact the program office for audit registration and fee information. Students intending to audit a course must submit a registration form with needed approvals to the Registration and Records office (East Hall 113) no later than the last day to add or drop the course.
- E. **Grades for Degree Program and Licensure Students:** For masters and doctoral students, only grades of "B" or better, or Pass, are acceptable toward graduation. Exceptions are described below. All grades appear on students' official transcripts, but only letter grades are calculated into the GPA. Grades for courses transferred into a graduate degree program at Hamline are not calculated into students' GPAs. Degree program and licensure students may view final grades on Piperline at [www.hamline.edu/piperline](http://www.hamline.edu/piperline) approximately two weeks after the last day of class. Students without a PIN should come to the Student

Administrative Services office (East Hall 113) during office hours with their student ID to obtain one, or call 651-523-3000.

- F. **Grades for Graduate School of Liberal Studies Students:** Residencies, internships, and capstone projects are graded on a Pass/No Credit basis, while all other classes are assigned a letter grade. Sampler courses may be taken by degree-seeking students for a letter grade or for Pass/No Credit. Sampler classes taken for Pass/No Credit may not be used for degree credit.
- G. **Grades for School of Business Students:** For MBA students, grades of C or better are acceptable for graduation. All graduate students must maintain a 3.0 GPA in order to graduate. Letter grades are assigned for all courses, including capstones. GPA 8992 Dissertation II and GPA 8993 Dissertation III are graded on a Pass/No Credit basis.
- H. **Grades for School of Education Students:** Students in the Master of Arts in Education (MAEd) and Master of Arts in ESL programs receive a Pass/No Credit upon completion of the capstone. All education licensure advanced practica are taken Pass/No Credit (except for the Advanced Reading Practicum and Keyboarding Practicum, which are taken for a letter grade). All other education licensure course work that is to be used toward licensure must be taken for a letter grade. Education licensure students must maintain a 3.0 GPA in order to be recommended for any licensure. The practicum seminar and exit interview in Administrative Licensure are taken for no credit, but a "P" is issued upon completion of the processes.
- I. **Repeat Grades/GPA for All Students:** See program specific requirements for grades. The original grade will remain on the transcript. The most recent course grade will be used in computing the GPA.

## Holds

If your Hamline University account is in arrears, a financial hold is placed on your student account. You will be eligible to receive or request an official transcript or a diploma only after an obligation is cleared and the financial hold is removed.

## Military Leave

An enrolled student who is an active reservist called to active duty in one of the armed military services may receive a future credit in the amount of tuition paid during the term the student withdraws. Tuition paid includes cash payments, student loans, Pell Grants, Minnesota State Grants, SEOG grants and outside scholarships paid on the student's behalf. Hamline scholarships and grants are not included in determining the future credit.

The Financial Aid office will apply the credit to the student's account during the term the student re-enrolls. The amount of the future credit will be determined by student accounts and Financial Aid in consultation with the Registrar's office. A student receiving the credit will be provided with a letter at the time of withdrawal stating the terms of the credit. A copy of the letter will be filed with Financial Aid, Student Accounts, and Registrar's office for the student's file. The credit will be valid for no more than three years from the date the student commences the non-voluntary military leave. Students should contact the Registrar's office with copies of all military orders.

## Name Changes

Name change requests for current students must be made to Registration & Records (East Hall 113). Hamline alumni may make requests to either their respective alumni or registrar's office.

- A. **Current and Former Students:** All current and former students have the opportunity to change their names on institutional records upon the production of evidence showing the student name has been officially changed, accompanied by a written request from the student. A certified copy of a court order, a marriage certificate, or a dissolution decree reflecting the new name in full are examples of the evidence required to support an official name change. Diplomas are issued with the student's legal name on file at the time of degree completion.
- B. **Gender Changes:** A certified copy of a court order is required, along with a written request from the student in order to change gender and name on institutional records.
- C. **Minor Variations in Names:** Minor changes in names can be made without a court order at the discretion of the Registrar (for example, spelling corrections or revisions). In these instances the student must provide documentation such as a current driver's license with photo, Social Security card, or resident alien card.



## Registration

The Hamline registration website at [www.hamline.edu/registration](http://www.hamline.edu/registration) lists registration instructions, course information, academic calendar for the term, and registration forms for degree and licensure students. Registration closes the day before the beginning of the course. Courses involving travel or other events may have earlier deadlines.

All Hamline course offerings are available at [www.hamline.edu/classsschedules](http://www.hamline.edu/classsschedules) and at [www.hamline.edu/registrar/classes](http://www.hamline.edu/registrar/classes).

Contact Student Administrative Services at 651-523-3000 (East Hall 113) if you have questions related to registration.

- A. **Degree Program and Licensure Students** register for masters and doctoral level classes on Piperline at [www.hamline.edu/piperline](http://www.hamline.edu/piperline).
- B. **Professional Development for Educators Students** register for classes online through Piperline at [www.hamline.edu/piperline](http://www.hamline.edu/piperline).
- C. **Non-Degree/Non-License Students** (such as Sampler and Adult Special students) register by mail, fax, or in person in the Student Administrative Services office (East Hall 113). Publications are available listing courses; however, the most current are always listed on Piperline. Early registration is recommended as classes may fill. However, students may register for classes up until the first day of class as long as the class is still open.
- D. **Special Registrations** such as independent studies, internships, field experiences, capstone, advanced practicum, personal assessment, and other individual projects require specific registration forms and approvals. The appropriate forms are available online or in the program offices. Prior to submitting a special registration, students should consult their advisor or a faculty member regarding the format of the project. Students approaching their capstone projects should meet with a faculty advisor for guidance well before the registration term begins. Most special registrations require the permission of the project advisor, and sometimes that of the program dean or director. The student is responsible for obtaining all necessary permissions before submitting the registration to Student Administrative Services.
- E. **Registration Processing:** Registrations for all students are processed on a first-come, first-served basis. Registrations received from students with registration holds will not be processed until the hold (financial or administrative) is released. For degree- and license-seeking students, a \$50 late fee is charged for registrations received after the last day to add/drop a course. This fee will also be charged if a registration cannot be processed by that deadline because of a registration hold (administrative or financial).
- F. **Maximum Credit Loads:** The maximum credit load allowed for all degree programs (except Graduate Education MAT) is eight semester credits per term, unless permission is received from program dean, director, or faculty advisor. The maximum credit load for Graduate Education MAT students is sixteen semester credits per term.
- G. **Enrolling after the Class Start:** Instructor permission is required to add a course after the class has started. Appropriate forms to add/drop are available in Student Administrative Services (East Hall 113). MAEd learning community students should contact the program coordinator.
- H. **Enrolling after the Class Ends:** Instructor permission is required to add a course after it has ended. Registration requests received up to one year after a course has ended will be processed; later requests will be denied.
- I. **Confirmation of Registration:** Students can check their Piperline schedules to confirm registration at [www.hamline.edu/piperline](http://www.hamline.edu/piperline). Students may request their Piperline pin by calling Student Administrative Services at 651-523-3000.

## Release of Student Information (FERPA)

Access to student records, which complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), is described below:

- A. **Definitions**  
**Record:** A record includes any data or information about you and related individuals, regardless of the media used to create or maintain the record.

**Education Records:** Educational records include records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (that is, "personal files"). Your educational records are located and maintained by administrators in one or more of the following offices: Admissions; Alumni Relations; Financial Aid; Registration & Records; Student Accounts, and your academic program office. **Note:** The Registration & Records office is the only university office authorized to issue official transcripts and certify students' enrollment status. All requests for such documentation must be directed to that office.

**Public Information:** Public information (also called "directory" information) consists of your student name, student ID number, address, e-mail address, telephone number, dates of attendance, class, full-time or part-time status, photographs taken and maintained by the university, previous institutions attended, major/ minor field of study, degrees and dates conferred, past and present participation in officially recognized sports and activities, physical factors of athletes, and date and place of birth. Records of arrests and/or convictions are public records and thus not subject to university policy. Note: If you wish to restrict the release of your directory information, you must do so by notifying the Graduate Schools Registrar.

**Release in Emergencies:** The confidentiality of all records may be broken in an emergency if deemed necessary by the severity of the emergency, the usefulness of the records, and the extent to which time is critical.

- B. **Release to You:** Your records are available to you with the following exceptions: confidential letters of recommendation submitted prior to 1975; records of your parents' financial status; records related to your student employment that are subject to other laws and are administered by the Human Resources office; medical and psychological records (which will be released only to a healthcare professional designated by you) and, if you signed a voluntary waiver of access, letters of recommendation related to admission, candidacy for awards, and candidacy for employment-these records may be used only for the purpose originally intended. You may see any of your available records within 45 days after submitting a written request to the Registration & Records office, either in person or by mail. You will receive an interpretation of the record upon request, at or after the time that access is granted.
- C. **Release to Hamline Faculty and Staff:** Your records are available to members of the faculty and staff (school officials) who have a legitimate need for them, as determined by the administrator of the office responsible for maintenance of the record.
- D. **Release to Others:** Except as specified below, your records will be released only upon completion of a consent form or letter you have signed. Any such release will include a notice that further release by the recipient is prohibited by law. A record of the release will be maintained.  
Records about you will be released without your consent to your parents if you are a dependent as defined by the Internal Revenue Service; to federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research (provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher); to agencies responsible for accreditation of the institution or its programs; in response to a lawful subpoena, after making reasonable attempts to provide prior notification and opportunity for objection by you; and to institutional security officers when necessary for a criminal investigation.
- E. **Retention of Records:** Hamline University reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records will ensure that a record being challenged is not destroyed prior to resolution of the dispute.  
Transcripts and other documents submitted from other institutions or agencies are the property of Hamline University and will not be reissued to applicants, students, alumni, or any other party.

# Graduate and Professional Schools Satisfactory Academic Progress Policy

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Hamline University of Financial Aid is required by the U. S. Department of Education to establish, publish, and apply. The Financial Aid Office measures academic performance and enforces SAP standards to ensure that financial aid recipients progress toward completion of their degree or certificate program. Students who fail to meet these standards become ineligible to receive financial aid until compliant with all of the requirements detailed in this policy.

To demonstrate Satisfactory Academic Progress, a student's academic performance must meet two main SAP components. The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

## Section 1: Standards of Satisfactory Academic Progress

- A. **Grade Point Average** – All graduate and professional students must maintain a cumulative GPA that is equivalent to the graduation standards published by their program.
- B. **Credit Completion** – Students must complete 67% of all credits attempted. A completed credit has a grade of A, B, C, D, HP, or P. Withdrawals, incompletes, and repeated courses are included in attempted credits.
- C. **Maximum Time Frame** – All students are expected to finish their degree or certificate within an acceptable period of time. Financial aid recipients may continue to receive federal aid through their cumulative attempted credit that equals 150% of the required number of credits needed to complete their program, including transfer credits from another college that apply to the Hamline program. Students who require developmental coursework may appeal to have the 150% limit extended.

## Section 2: Definitions/Conditions

- A. **Credit** – A credit is the unit by which academic work is measured.
- B. **Attempted credit** – An attempted credit includes all credits for which you are registered at the beginning of each term.
- C. **Cumulative credits** – Cumulative credits represent the total number of credits evaluated (attempted and earned) for all periods of enrollment at the University, including summer and J-terms or terms for which the student did not receive aid.
- D. **Earned credits** – Earned credits are those that are successfully completed with a grade of A, B, C, D, HP, and P and all plus and minus variations. Grades of I, W, N, F, and EX, or drops are not counted as earned credits. Audit credits are not counted as attempted or earned credits.
- E. **Grade Point Average (GPA)** – The GPA is calculated using a grade point value outlined in the catalog for grades A, B, C, D, and F and all plus or minus variations. Although a grade of P or HP will count as credit earned, it carries no grade point value.
- F. **Incompletes** – An "I" or "EX" are included in the cumulative credits attempted. These credits cannot be used as earned credits until a passing grade is assigned.
- G. **Repeat Credits** – Repeats may be allowed in order to improve a grade or meet program requirements. They are included in credit completion and maximum time frame standards. The most recent grade will become the grade calculated for GPA.
- H. **Transfer Credits** – Grades associated with transfer credits are not included in the cumulative GPA calculation. Transfer credits accepted by Hamline University that are applicable to the current degree program apply toward the maximum time frame calculation for that program.
- I. **Change of Degree and Dual Degree** – Many students receive multiple awards from Hamline University. Only attempted credits eligible for application toward the student's current degree program will count toward the maximum time frame of that degree. Attempted and earned credits under all degrees will be included in the calculation of GPA and credit completion. Students who change degree or seek a dual degree may appeal for an extension of the maximum time frame provision of this policy. Appeals will be evaluated on an individual, case-by-case basis.

- J. **Consortium/Joint Program Credits** – Credits accepted by the University are included with attempted and earned credit totals.

### Section 3: Implementation

Following the second term of enrollment, academic progress for every financial aid applicant will be monitored after each term or at the mid-point of the program, whichever is less. All of a student's academic coursework is considered in the review process, whether the student received aid that term or not. The assessment will be based on the student's entire academic record, including all transfer credit hours accepted. Because grades may not be available before the next scheduled term begins, it is possible that financial aid may be disbursed before the review is conducted. In the event that a student is found to be ineligible for the financial aid that has been disbursed due to failure to meet one of the standards, the aid that was disbursed will be canceled and returned to the appropriate program(s). If the student successfully appeals and is granted a probationary term, the aid can be reinstated for that term.

- A. **Probation** – If the student does not meet either the GPA or Credit Completion standard, the student will be placed on Financial Aid Probation for the next registered term. While on probation, students are eligible to receive financial aid. Students on probation are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid probation, the student must meet the cumulative their programs minimum GPA requirement and 67% credit completion standards. If a student does not achieve the minimum cumulative standards, s/he may remain on financial aid probation and eligible for financial aid if s/he earns the minimum GPA and completes 100% of the attempted credits during the probationary term. A student who has reached the maximum time frame prior to completing the program will no longer eligible for financial aid. There is no probation for the maximum time frame requirement.

- B. **Financial aid ineligibility** – Students who do not meet the minimum cumulative GPA and/or credit completion ratio or do not meet the terms of financial aid probation will be no longer eligible for federal, state or institutional aid. Students may be eligible for private loan programs and outside assistance that does not require SAP.

Provided the student's academic status allows for registration, s/he may attend the University at his or her own expense until the minimum cumulative GPA and credit completion requirement has been met.

Hamline University may immediately deem a student ineligible for financial aid in the event of extraordinary circumstances, such as a student who registers for but does not earn any credits for two consecutive terms, or a student who demonstrates an attendance pattern that abuses the receipt of financial aid.

Students who failed to meet these standards due to unusual circumstances may appeal the financial aid SAP suspension status.

- C. **Academic suspension** – Students who have been suspended by the University are no longer eligible for financial aid. If a student is readmitted, s/he must complete the SAP appeal process. Eligibility for financial aid will be determined based on financial aid SAP standards through a review of the academic record.

### Section 4: Right to Appeal

A student who is unable to achieve satisfactory academic progress and is suspended from enrollment and/or financial aid has the right to appeal based on unusual or extenuating circumstances, such as medical or personal problems. The student may appeal the financial aid suspension status at any time during the year if:

- The record shows that the student has now earned the required cumulative minimum GPA and credit completion ratio to meet SAP standards.

- The student is readmitted after suspension by the University.
- Unusual circumstances interfered with the student's ability to meet SAP standards, including but not limited to:
  - Illness, accident, or injury experienced by the student or a significant person in the student's life.
  - Death of a family member or significant person in the student's life.
  - Divorce experienced by the student or parent.
  - Reinstatement after an academic dismissal or extended break in the student's enrollment.
  - Personal problems or issues with spouse, family, roommate, or other significant person.
  - Exceeding time frame while in a second undergraduate or dual degree program or as a result of changing major.

To appeal, students must submit to the Financial Aid Office the following:

- A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency.
- An explanation of how the barriers to academic success have been removed.
- Third party documentation to support the circumstances.

## FINANCIAL AID MAXIMUM TIME FRAMES

COLLEGE/PROGRAM	DEGREE	MAXIMUM TIMEFRAME (CREDIT HOURS)	MINIMUM GPA
<u>Graduate School of Liberal Studies</u>			
Master of Fine Arts	MFA	48 credit hours w/in 7 years	3.0
Master of Fine Arts in Writing for Children and Young Adults	MFA	52 credit hours w/in 5 years	3.0
Master of Liberal Studies	MALS	38-40 credit hours (depending on choice of final project) w/in 7 years	2.8
<u>School of Business</u>			
Doctorate in Public Administration	DPA	52 credit hours w/in 10 years	3.5
Master of Business Administration	MBA	48 credit hours w/in 7 years	3.0
Master in Nonprofit Management	MNM	48 credit hours w/in 7 years	3.0
Master in Public Administration	MPA	48 credit hours w/in 7 years	3.0
<u>School of Education</u>			
Administrative Licensure		14 credit hours	3.0
Doctorate in Education	EdD	68 credit hours w/in 7 years	3.0
Master of Arts in Education	MAEd	34 credit hours w/in 7 years	3.0
Master of Arts in Education: Natural Science and Environmental Education	MAEd:NSEE	35 credit hours w/in 7 years	2.5
Master of Arts in English as a Second Language	MAESL	42 credit hours	3.25
Master of Arts in Teaching	MAT		
Elementary		63-65 credit hours w/in 7 years	3.0
Secondary		49 credit hours w/in 7 years	3.0
K-12		51 credit hours w/in 7 years	3.0
English Second Language		26-31 credit hours	3.0

## **Student Status (Full-Time/Part-Time Status)**

For Hamline graduate degree and licensure students, full-time status is defined as 8 semester credits per term and half-time status is 4 semester credits per term. For graduate education continuing studies students, full-time status is defined as 12 semester credits per term and half-time status is 6 semester credits per term.

## **Technology Use**

Hamline University recognizes the growing importance of technology as a means to support its missions of education, research and service, and therefore provides faculty, students and staff with access to technology, which includes a high-speed local area network, access to shared network software and storage space, public computing facilities, support services, on-line Library databases and access to the Internet. In return users of Hamline's technology must be committed to complying with university policies and applicable law on appropriate use of these systems. All users of Hamline's technology are expected to observe the highest standards of responsibility and ethics. In general this means that an individual's use of technology should not infringe on the rights of other users, utilize an unfair share of system resources, or interfere with the normal operation of the computer system.

Because we are an academic community, the faculty, students and staff of Hamline University honor intellectual property, respect the privacy of data, and respect the rights of others. As a carrier of information, Hamline University does not subject users' files to prior review. However, the University does make its best effort to educate the community in responsible use and respond when violations are pointed out.

Each information technology resource-those existing on campus as well as external ones to which we are connected-has an owner. Attempts, even unsuccessful ones, to use or access any resource without the permission of the owner are a violation of this policy. All assessors must respect conditions of access and use stipulated by the owner. Although individuals are not the owners of accounts assigned to them (Hamline University is the owner), they are the owners of the files they create, and have rights to privacy and responsibilities to control access by others. You must respect others' rights when you communicate with them over networks. Anything less than adherence to the letter and spirit of copyright laws and regulations is unethical and possibly illegal. Users must obtain permission of the creator or publisher to copy software written by others. Users must abide by license agreements controlling copying and use of software and data files of all kinds (text, audio, graphics, video, etc.)

University resources are provided solely for the education and research mission of Hamline University and may not be used for commercial or for-profit purposes. Users who express opinions and positions through the university's IT resources must make clear that these opinions and positions are those of the individual who posts them, not of the university. Because Hamline University is the owner of all IT resources granted to users, the university reserves the right to deny use to those who have used them in an irresponsible manner. Offenders may also be subject to disciplinary action through existing structures for faculty, students and staff, as described in relevant handbooks.

People who use both on-campus and external network media (including any communication performed on the network for any purpose) must do so responsibly and in a manner that constitutes respectful behavior as defined in the faculty, staff, and student handbooks. It is unethical not to adhere to this type of behavior, even when communicating with people outside the Hamline community. For example, no form of harassment, as defined in the student, faculty and staff handbooks, will be tolerated within any media. In addition, all communications must include the sender's complete network address, unless the service explicitly invites anonymous communication. If someone requests you stop communicating electronically with him/her, you are required to do so immediately.

Questions concerning this policy should be directed to the Chief Information Officer, 651-523-2630.

## Appropriate Use of Technology

### A. Use of Computers is a Privilege

Hamline University maintains a variety of computing and network resources for use by students, faculty, staff, and guests in support of the university's mission of education, research, and service. Access to these resources is a privilege, and the university can revoke that privilege if university policies are not followed.

### B. Only Appropriate Uses Are Permitted

Hamline's technology may be used by students, faculty, staff, and guests for appropriate uses only, as defined in the policies.

#### 1. Appropriate uses of Hamline's computer systems include primary uses and secondary uses.

Technology can be used for the following primary uses:

- Learning;
- Research;
- Teaching;
- Internal and external communication/collaboration;
- University administrative functions;
- Authorized extra-curricular activities;
- Access to the Internet for appropriate uses defined in this policy;
- Other uses supported in the current version of the Hamline University student/faculty/staff handbooks, or in other university policies;
- Other uses that support the professional activities of the faculty and staff.

#### 2. Hamline's technology may also be used for secondary uses, as long as such uses do not interfere with staff and faculty work duties. At times, however, it may be necessary to restrict secondary uses if they interfere with primary uses. Secondary uses include:

- Personal communication;
- Personal projects;
- Recreational activities.

### C. Prohibited Uses

Prohibited uses are those uses, which interfere with or are contrary to appropriate uses of the computer systems or network, furtherance of the university's mission, or compliance with the university's policies or applicable law. Prohibited uses of the university's technology include:

1. Interference with the operation of any university computer systems or network;
2. Interference with the security of any university computer systems or network;
3. Unauthorized attempts to alter files or systems;
4. Making unauthorized changes to the configuration or wiring of equipment;
5. Intentionally damaging software or hardware;
6. Intentionally disrupting the university's network, website, or email systems;
7. Removing software or hardware from Hamline's computer systems without authorization;
8. Use of Hamline computer systems for personal or private commercial gain without appropriate authorization from a Hamline University cabinet member;
9. Use of university technology to access or change non-public information about any individual, or to access, without authorization, any email, voice mail, or other communications intended for another individual.

### D. Internet Activities

Use of the Internet must be in compliance with all applicable laws and university policies. The following guidelines should be observed:

Software may be downloaded from the Internet only when the owner of the software has granted permission for doing so.

Users should scan all downloaded software for viruses. Copyrighted materials (including text, graphics, video and audio) downloaded from the Internet, should only be used with the permission of the copyright holder, or to the extent allowed by fair use.



All personal and organizational web pages published by users of the Hamline computer system should clearly indicate who has created them. No one may create a presence on the Internet, such as a home page, which purports to be an official publication of Hamline University, without the written approval of the Hamline University Vice President for University Relations. See the Hamline University Web Policy for more information.

Confidential information from personnel files or student records cannot be placed on or transmitted through the Internet, unless it is appropriately encrypted or secured.

## Compliance with Applicable Law

### A. Various Laws Apply to Use of Technology

The privilege of using Hamline's technology is conditioned upon the technology user complying with all applicable law. Applicable law includes the law relating to defamation, pornography, trade secrets, theft, copyright, criminal actions, and sexual harassment.

### B. Compliance with Copyright Laws for Software

Nearly all computer software is protected by the copyright laws. The exceptions to this rule are so few that users of Hamline's technology should assume that all software on Hamline's computer system, on third party systems, or available through the Internet is protected by copyright, unless there is clear information to the contrary. Simply stated, the copyright laws allow a user of software to use the software, load it onto the hard drive of a computer, and retain the original disk as an archive copy. The copyright laws do not allow a user to modify the software, make more copies of it, store copies on both a home and a university computer, or distribute the software through the Internet, unless the license agreement permits those activities. Unless a user of Hamline's computer systems knows that any of those activities is permitted by the applicable license agreement, users of Hamline's computer systems shall not copy any software, modify any software, load copies of it onto a network or on multiple hard drives, or distribute the software in any way, including through the Internet.

### C. Licensing of Computer Software

All users of Hamline's technology must cooperate with Hamline in ensuring that the university properly obtains all software included for use within Hamline's technology. Users should refer to Hamline University policies on Information Technology Software Purchases. Obtaining copies of software without appropriate licenses or using software in a manner beyond the rights granted in any license are violations of this and other university policies, and can subject the individuals involved to discipline.

### D. Use of Unlicensed Software

All software installed on the university's computer systems must be properly licensed, either by the university, or by the individual user. The university will monitor its computer systems to ensure that unlicensed software is not installed on its computers. Individuals who install software on their office computers must keep records to show that this software is properly licensed, and they must inform the network manager that the software has been installed.

### E. Compliance with Copyright Laws for Text, Audio and Video

Nearly all written, audio, and pictorial (including graphics and video) material is protected by the copyright laws, regardless of whether it is in a hard copy, an electronic copy, or on the Internet. The exceptions to this rule are so few that users of Hamline's technology should assume that all such materials in hard copy or available in electronic form or through the Internet are protected by copyright, unless there is clear information to the contrary. Simply stated, the copyright laws allow a user to read, listen to, or view the copyrighted material. The copyright laws do not allow a user to modify a copyrighted work, make copies of it (beyond those allowed by fair use), distribute copies of a work through the Internet, or broadcast a copy of a work (such as in the case of video or audio) on any channel or network. As with materials from a library or other sources, the user is responsible for using materials obtained off the Internet in compliance with the copyright laws and the Hamline University Information Technology Responsible Use Policy for Copying.

# Hamline University Information Technology Responsible Use Policy for Copying

Because we are an academic community, the faculty, students and staff of Hamline University honor intellectual property, respect the privacy of data and recognize the rights of others. In turn, each individual has a responsibility to use copying and reproduction technologies in a responsible manner, consistent with the overall Technology Use Policy. Anything less than adherence to the letter and spirit of copyright laws and regulations is irresponsible, unethical, and possibly illegal.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in the media. It encompasses respect for the right of acknowledgement, the right to privacy and right to determine the form, manner, and terms of publication and distribution.

Because printed, recorded, and digitized information is easily reproduced, respect for the work and personal expression of others is critical. All assessors must respect conditions of access and use stipulated by the owner of a given resource. Violations of authorial integrity including plagiarism, invasion of privacy, unauthorized access and copyright violations may be grounds for sanctions against members of the Hamline community. The University does not exercise prior review of copied materials. However, the University does make its best effort to educate the community in responsible use and respond when violations are pointed out.

Protected Works Include Eight Categories:

- Literary works
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pictorial, graphic and sculptural works
- Motion pictures and other audiovisual works
- Sound recordings
- Architectural works, including drawings, blueprints and the final structure

All Hamline faculty, students, and staff are held accountable to the Hamline University Information Technology Responsible Use Policy for Copying.

Individuals, not Hamline University, will be held accountable for liability for willful infringement of copyright laws.

## Security of Computer Systems

### A. Protection Against Unauthorized Access

Each individual desiring access to Hamline's computer systems must comply with the procedures administered by Hamline's Information Systems department for obtaining a password and systems access. Each individual is responsible for choosing and protecting an appropriate password for that person's access to the university computer systems. Each individual is responsible for all actions taken and uses of the computer systems made under that individual's password. Faculty, staff, students, and guests shall not share passwords, post them on computer terminals, or otherwise communicate a password to anyone, other than their supervisors at Hamline and Hamline technical systems personnel.

### B. Unauthorized Internet Access

Each individual is responsible for proper and lawful use of the Internet when it is accessed using Hamline technology. The rules for use of the Internet are basically the same as for use of Hamline's computer systems and use of paper documents. Prohibited uses of the Internet include all the prohibited uses of the university's computer systems defined in this policy, as well as any other uses of the Internet which would be

a violation of applicable law. For example, Hamline's technology cannot be used to access the Internet for the sending of harassing material, pornography, chain letters, or defamatory matter.

#### C. Privacy of Files

Respecting the privacy of others' work and communications is an important value in an academic community that promotes the free exchange of ideas and civil discourse. Computer files and email messages stored on the Hamline computer system are considered private to the extent allowed by law and university policy. As indicated in Section II C of this policy, attempts to access stored files or communications of another user, without authorization, are prohibited. However, it is important for users of Hamline technology to realize that the privacy of computer files, email, and voicemail cannot be guaranteed and should not be assumed. Since Hamline University owns and maintains the computer and communication technology used by its students, faculty, and staff, it has the responsibility to service and repair these systems and to ensure that all university policies and applicable laws are observed. Hamline technology users should be aware that: Technology services staff has access to all computer files and email stored on the Hamline network servers. In the course of their normal duties they may see the content of these files. In order to resolve some types of problems with the computer system it may be necessary to examine the content of a file. There are cases in which Hamline University has the obligation to reveal the content of files stored on its computer systems. Hamline will examine or reveal the contents of user files if it is required by law or by court order, or in cases where there is reason to suspect serious violations of federal or state regulations, or of university policies. In the case of an internal investigation, access to a user's files must be authorized in writing by two university vice presidents.

#### D. No Expectation of Security on Internet

Information and messages sent over the Internet can be intercepted in various ways. Users of Hamline technology to access the Internet cannot assume that information they send over the Internet will be or remain confidential and inaccessible to anyone other than the intended recipient.

## Related Policies

All Hamline University policies, including Freedom of Expression, Discrimination & Harassment, Academic Integrity, University Authority and Civil Penalties, Posting Policy, and the Judicial Code apply to use of any university technology. These policies can be used as guidelines to determine whether an individual is using the university's computer systems in an appropriate or inappropriate manner.

## Enforcement of Policies

#### A. Notification of Violations

Hamline encourages individuals to report any suspected violations of Hamline policy regarding Hamline's technology and the proper uses of it to the Director of Information Systems or an appropriate Hamline cabinet member. The university shall be responsible for investigating any potential violations, and encourages individuals to cooperate in the investigations. Hamline considers violations of this policy to warrant serious review and action.

#### B. Discipline for Policy Violations

Use of Hamline University's technology in violation of this policy may result in disciplinary action. Alleged violations of this policy will receive the same due process as any other alleged violation of university policy.

## Email Guidelines

Email provides essential communication regarding teaching/learning/community and general operations of the university. All degree-seeking students, all full-time faculty, and all staff are required to use the official Hamline email account that has been provided for Hamline-related correspondence. All university correspondence, including assignments, course materials, financial aid information, employment and benefits information, safety and security alerts, news and events, and other important information, will only be sent to official Hamline addresses, and many notices will only be sent via email. Individuals are responsible for any messages sent to their official Hamline email accounts.

## Network Connection Policy

Hamline University is committed to the use of technology to further the education of its students. As part of this commitment, Hamline University has pre-wired every residence hall room with network connection, providing every residence hall room with the ability to connect to Hamline's network and via this network, to the Internet/ World Wide Web. Hamline University has also wired a number of classrooms on campus and several Law School Library carrels so that a student may connect from a laptop to Hamline's network via one of these classrooms or carrels. The following policy outlines the connection process, guidelines for network use, process for resolving network connection problems and hardware and operation system standards.

As a student user, you are expected to read and follow the policy as outlined in the software section of this website.

## Web Policy

The Hamline University website provides online access to university and external information sources that support teaching, learning, marketing, and administration of the university.

Information on the website is provided by members of the community, including faculty, staff, and students, to enhance communication and informed decision-making by facilitating access to current information. The Hamline University Web Policy guides the development and publishing of that information.

## Questions

Users of Hamline's technology are encouraged to ask questions and seek information on the topics covered in this policy, in order to be better able to comply with this policy. Questions about the appropriate use of computer and technology resources should be directed to the Chief Information Officer (651-523-2630). Questions regarding disciplinary actions and procedures should be directed to the appropriate office: for students, the dean of students; for staff, the director of human resources; and for faculty, the dean of the appropriate academic unit.

## Time Limits

- A. **Program Completion for Degree Program Students:** Master's degree programs are to be completed within seven years. In extenuating circumstances, the student may make a written request to the program chair/dean for an extension of the seven-year limit. The letter should outline the reasons for the request and a time line for completing degree requirements.
- B. **Program Completion for Non-Degree Students:** Licensure program completion has no time limits; however, students should note that Hamline University retains the right to modify learning contracts to reflect program changes. If changes occur, students will be given one-year advance notice of the change.
- C. **Final Paper/Project:** See chart below.

## TIME LIMITS FOR FINAL PAPER/PROJECT

PAPER/PROJECT	PROGRAM	TIME LIMIT
Proseminar	Graduate School of Liberal Studies (MALS)	One Semester.
Thesis I and II Synthesis I and II	Graduate School of Liberal Studies (MFA)	Each thesis/synthesis registration must be completed in two semesters. If the student is unable to do so, he/she must reregister and pay for the course again.
Master's Thesis	School of Business	2 Terms
Capstone	School of Business	1 Term
Dissertation I-III	School of Business	Dissertations should be completed within one-and-a-half to two years.
Capstone	School of Education	Capstones must be completed in two years from the term of registration. If it is not completed in this time frame, the student must reregister for the capstone course.
Dissertation I-IV	School of Education	Dissertations must be completed within the seven-year program time limit. Extensions may be granted upon request to the department chair.

## Transcripts

Hamline University maintains a voice recording, 651-523-2345, listing instructions for ordering a transcript. Transcripts of all Hamline University coursework (other than School of Law) can be obtained by submitting an online request in Piperline ([www.hamline.edu/piperline](http://www.hamline.edu/piperline)) or by sending a signed request (see [www.hamline.edu/transcript](http://www.hamline.edu/transcript)).

For the protection of students and former students, transcripts will not be faxed and all transcript requests must be personally signed. No transcript will be released until all financial obligations to Hamline have been met.

## Transfer Credit/Credit Equivalencies

- A. **Transfer of Credit:** The chart at [http://www.hamline.edu/shared/policies/all\\_grad\\_student/grad\\_school\\_transfer\\_credits.html](http://www.hamline.edu/shared/policies/all_grad_student/grad_school_transfer_credits.html) outlines various programs and transfer credit policies. Grade points are not transferable to Hamline. In other words, approved transfer credit will not affect the Hamline GPA. All transfer credit must be earned at regionally accredited institutions. Please contact the program office with specific questions. Students may apply for credit transfer with the assistance of their advisor. Credit may be transferred onto a student's graduate degree transcript from Hamline's Graduate Continuing Studies program and from other accredited institutions subject to certain limitations.

The Application for Transfer Credit form is available from each program office. Official sealed transcripts, mailed directly from the other institution to the program office, are required to support transfer credit application. The program office, in conjunction with the registrar determines the eligibility of transfer-of-credit requests, which may be submitted once a student is advanced to candidacy.

Transcripts and other documents submitted from other institutions or agencies are the property of Hamline University and will not be reissued to applicants, students, alumni, or any other party.

- B. **Licensure Program Equivalencies:** Students pursuing licensure may be granted equivalence for courses taken at other institutions. Courses are not transferred onto the student's Hamline transcript. The equivalence is noted on the student's learning contract, an outline of a student's requirements for completing the licensure program.

## Tuition and Fees

- A. **Tuition:** The Financial Policies and Procedures brochure with current tuition and fee information is distributed to new degree seeking students. The brochure is updated annually and is available from the Student Administrative Services office or online at [www.hamline.edu/studentaccounts](http://www.hamline.edu/studentaccounts).
- B. **Dual Degree Tuition:** Graduate students seeking two degrees will be billed the tuition rate for their primary curricula until that degree is complete. Primary curricula will be determined by the degree program started first.
- C. **Fees:**
  - 1. **Program Fees:** New students who are fully admitted to any graduate degree program are charged a one-time \$175 program fee to be paid with the first term's tuition. The fee covers binding of the capstone and graduation expenses.
  - 2. **Textbooks and Course Materials:** The cost of textbooks and course materials is handled in a variety of ways. Some courses may require additional materials such as course packets and CDs. Minneapolis Center courses may provide books for the students. These charges may be added to the student's account. Please contact the program for more specific information. When course materials are required, the corresponding cost covers the photocopying as well as the cost of procuring copyright permission from the publisher(s).
  - 3. **Other Fees:** Occasionally, a fee to cover special materials, supplies, or food will be added to the cost of the course.

## Withdrawal/Add/Drop

- A. **From Courses:** Refer to the current academic calendar at [www.hamline.edu/academic](http://www.hamline.edu/academic) for adding/dropping/ withdrawal deadlines or call Student Administrative Services at 651-523-3000 if you have questions. If a student drops or withdraws from a class, the effective day of the drop is the day the completed form is returned to the Student Administrative Services office (East Hall 113), not when the student stopped attending class. The amount of tuition owed is calculated from the effective day of the drop. A student who stops attending a course without dropping it will continue to be billed for tuition charges. (Note: MFA in Writing for Children & Young Adults students follow the above for non-residency terms. During residency terms, students may withdraw up to 10 days prior to the start of the residency and owe no tuition. If withdrawing fewer than 10 days before the start of the residency, 100% of the tuition will be owed.)
- B. **From Programs:** Any student who wishes to withdraw from a program must notify the program office in writing.

## Transfer Credit

Degree Program	Timeframe Limit	Credit Total/Level Elective vs. Core	Credits before Admission to Program	Credits/Level from Hamline/Graduate Courses	Credits/ Level Non-Hamline Coursework	Minimum Grade	Exceptions
<b>MAEd</b> <i>(Required: 34 credits total; Includes 10 elective credits)</i>	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	10 credits (Graduate level) limit toward Elective only. Credits cannot apply to Core and cannot be from an already-earned degree.	10 credits  (at least 5 must be Hamline University credits.)	10 Graduate/License credits if no non-Hamline credits are being used. All Hamline graduate credits are okay to fit the 10 credits.	5 Graduate level maximum. Transcript must state work is at graduate level. (<6000 level is suspect)	B- (no P/S)	
<b>MAEd NSEE</b> <i>(Required: 35 credits total; Includes 14 elective credits)</i>	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	14 credits (Graduate level) can apply to Electives or Core. Credits cannot be from an already-earned degree.	9 credits (or 14 credits from Hamline license or certificate program.)	9 Grad (or 14 Graduate/License credits if no non-Hamline credits are being used. All graduate credits are okay to fit the 14 credits.)	5 Grad level maximum. Transcript must state work is at graduate level. Credits can apply toward electives or core. (<6000 level is suspect)	B- (no P/S)	
<b>MAESL</b> <i>(Required: 34-48 credits total, depending on fulfillment of prerequisites)</i>	Handled on a case-by-case basis	16 credits (Graduate level) can apply to Electives or Core pending faculty approval based on age, course content, level, and grade.	27 from license or certificate program		Must be graduate level.	B-	Faculty meets with student to create learning contract and determine transfer credit equivalencies.
<b>MALED</b> <i>(Required: 34 credits total; includes 10 elective credits)</i>	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	5 credits (Graduate level) can apply to Electives. Credits cannot be from an already-earned degree. At least half of the Elective credits must be completed through Hamline University.	5 credits (Graduate level) may be used towards electives, provided all other transfer criteria are met.	10 credits (Graduate level) completed at Hamline prior to admission can be transferred to the MALED program as Elective credits.	5 Graduate level maximum. Transcript must state work is at graduate level. (<6000 level is suspect)	B- (no P/S)	
<b>MAT</b> <i>(Required: credits vary based on license)</i>	Handled on a case-by-case basis	8 credits of required professional education coursework.			Must be equivalent and must be B- or higher	B-	Program representative meets with student to determine transfer credit equivalencies.

## Transfer Credit

<b>Degree Program</b>	<b>Timeframe Limit</b>	<b>Credit Total/Level Elective vs. Core</b>	<b>Credits before Admission to Program</b>	<b>Credits/Level from Hamline/Graduate Courses</b>	<b>Credits/ Level Non-Hamline Coursework</b>	<b>Minimum Grade</b>	<b>Exceptions</b>
<b>EdD</b> <i>(Required: 68 credits total; Includes 16 elective and 16 dissertation credits)</i>	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	16 credits (Graduate 8000+ level) limit toward Elective only. Credits cannot apply to Core and cannot be from an already-earned degree.	Must be post-master's degree and at discretion of chair.	8000+ level taken after graduate degree earned. Administrative Licensure GED 8100+ courses, GLS, HSB, and School of Law courses may apply to electives.	8 credits (8000+ level) from non-Hamline EdD or PhD with minimum grade of B. Cannot be part of already-earned degree. Chair's approval required.	B- (no P/S)	Maximum of 16 credits from Administrative License may apply with minimum grade of B.
<b>DPA</b>	Must be fewer than 10 years from date admitted to the program.		N/A		8 doctoral credits.	B- (no P/S)	
<b>MBA, MPA and MNM</b>	Must be fewer than 7 years old from date admitted to degree program.	8 graduate credits. Credits cannot be from an already-earned degree.			8 graduate credits.	B- (no P/S)	
<b>MFA and MALS</b>	Must be fewer than 10 years from date admitted to program.		N/A	N/A	Must be from accredited institution.	B (no P/S)	Depending upon the area in which a student chooses to focus, additional transfer credits may be allowed. This is decided on an individual basis.
<b>MFA in Writing for Children &amp; Young Adults</b>	Must be fewer than 10 years from date admitted to program.	From low-residency MFA programs in writing for children & young adults: 2 residencies and 2 semesters. From low-residency MFA programs in writing: 1 residency and 1 semester. From traditional residency MFA programs: 8 credits (graduate level).	N/A	N/A	Must be from Accredited institution.	B (no P/S)	Depending on review by Hamline MFA faculty and staff.



# Program and Course Descriptions

## Hamline University Graduate Programs



# Graduate School of Liberal Studies

The Graduate School of Liberal Studies promotes the ideals and values of liberal arts learning. It encourages meaningful dialogue and inquiry across disciplinary boundaries, enabling students to gain a deeper understanding of the human cultural heritage and the issues of contemporary life. It also prepares students who wish to specialize in creative writing and to teach writing at the college level. The school offers three graduate degree options, the master of arts in liberal studies (MALS), the master of fine arts in writing (MFA), and the master of fine arts in writing for children and young adults (MFA). In addition, the school offers the bachelor of fine arts (BFA) degree. These degree programs are purposefully linked to each other to provide unique learning opportunities for writers and humanists.

## Liberal Studies (MALS)

The MALS program at Hamline, created in 1980, is an innovative concept in graduate education designed to offer the serious student opportunities to range freely among academic, spiritual, artistic, and professional issues and ideas. Students in MALS choose from a range of courses not available within traditional graduate programs. Students learn how to see the world through the lenses of multiple disciplines, then transform that knowledge into unique expressions of their own ideas and worldview. Students learn basic concepts in a range of disciplines such as literature, art, philosophy, history, psychology, sociology, and science and how to relate these concepts to the broader world.

The resulting interdisciplinary approach extends students' intellectual and creative resources, encourages them to discover connections between their learning and professional lives, and promotes openness to new ideas.

## MALS Degree Requirements

(Total 40 credits)

### Core Seminar

(4 credits)

The core seminar is the first step in the MALS journey. Each core seminar draws widely from different disciplines focused on a particular subject – for example, “The Heritage of Hope,” “Home: An Interdisciplinary Study,” or “Changing Values in Civilization.” Students develop the skills of active listening, interdisciplinary thinking and research, critical writing, and substantive discourse.

Upon successful completion of the core seminar, and with faculty recommendation, new students are advanced to degree candidacy. They then pursue a series of seven or eight courses. One of these is a course on the essay in which they learn the fundamentals of writing critical and personal essays. In a second course entitled “The Creative Process,” students cultivate and explore their own and others' creative processes, and in a third, “Public Intellectual Practicum,” they learn interdisciplinary methods of inquiry and research. Students further select two interdisciplinary seminars and two or three electives. The student works toward a final capstone project, either in the form of a synthesis (two electives) or proseminar (three electives).

- GLS 8000 - MALS Core

## The Essay

(4 credits)

We believe, to quote Donald Murray, Pulitzer-Prize winning journalist and poet, that “writing is the fundamental tool of the intellectual life.” All MALS students take a course on the essay, which will instruct them on the techniques of writing the critical and personal essays. This course will help to prepare students for their final capstone project and will provide a vehicle to carry the ideas and values they explore in GLS outside the academy and into the real world.

- GLS 8010 - The Essay

## The Creative Process

(4 credits)

After all the courses and critiques, the advice and aspirations, the writer's true insurance policy is a close working relationship with his or her own creative process. This course will be structured as an investigation to enable each student to identify “right practice”: the qualities of and conditions for a productive individual approach to the creative process. We will examine the testimonies of both writers and creators in other disciplines for patterns and collective wisdom; consider the role of the mind, body, and spirit in provoking or sustaining the creative moment; and attempt to integrate the mysterious and the practical. Participants will be asked to explore a variety of approaches to the creative process and to bring an attitude of curiosity and attentiveness to investigating their own process.

## Public Intellectual Practicum

(4 credits)

People who share academic knowledge with the general public are sometimes called public intellectuals, people like Carl Sagan, Edward Said, Susan Sontag, Henry Louis Gates, E.O. Wilson, and Camille Paglia. These men and women are original thinkers who can write well and who wish to explore and debate real-world issues and problems and share their ideas with a wider audience. Since the great issues of our time defy easy or simple solutions, the public intellectual often explores diverse fields of inquiry, seeking to draw connections that result in deeper understanding. Students in the practicum will choose a subject or issue to investigate using interdisciplinary methods of inquiry and research. They will explore writing and presentation strategies appropriate for different kinds of audiences (e.g., essay, radio commentary, podcast, video script, blog, public presentation, etc.). Students will learn how to communicate clearly and persuasively with a wider audience, to conduct interdisciplinary research, and to act upon their creative and intellectual potential.

## Interdisciplinary Seminars

(8 credits)

To ensure a core emphasis on the integration of knowledge across disciplines, students will take at least two courses from a select list of interdisciplinary seminars. Each of these courses will explore a subject(s) or theme(s) through the lenses of at least three disciplines in the liberal arts.

## Elective Courses

(8 credits for Synthesis Option/12 credits for Proseminar Option)

Master of Arts in Liberal Studies electives focus upon complex disciplinary and interdisciplinary fields and issues. Courses are developed around the following threads, or subject areas.

## Individual and Society:

Explores fundamental issues of self and society, the public and private realms, drawing upon works in the humanities and in the social and physical sciences. Students think deeply about the complex nature of humans in their environments.

## Literature and the Arts:

Looks at literature and the arts as reflections of the creative process and its relationship to the larger world. Sometimes the relationships between and among disciplines are straightforward, as when poems inspired by works of visual art are studied together. At other times the connections are subtle, as when a theme is transformed by contact with various media and art forms.

## Spirituality and Religious Life:

Spirituality and religious life, as a thread in the liberal arts, embodies our practice of interdisciplinary investigation. Many subjects, from poetry and music, to anthropology and biology, cosmology, quantum physics, and psychology contribute to theological and spiritual exploration of life's great mysteries, including questions of meaning and faith, morality, the role of the human, and the nature of the Divine.

## Mid-Point Advising:

After four or five courses, students meet with their advisor to chart the rest of the journey toward the degree. Student and advisor also explore possible topics for the final capstone project, and prepare a timeline for completion.

## Capstone:

The capstone is the most tangible end product of the MALS program. In this final phase, focused discussion and extended research are brought to bear on the student's chosen area of investigation. The capstone may be a synthesis, a longer work (approximately eighty pages or more) of either critical research and analysis, or a mixture of critical and creative work. Or, the capstone may be a proseminar essay, a shorter, more scholarly paper (approximately thirty to forty pages) exploring a chosen issue.

- Synthesis Option GLS 8495 (8 credits)
- Proseminar Option GLS 8496 (4 credits)

## MALS Application Requirements:

- Completed application (online at [www.hamline.edu/gls/admission/apply\\_mals.html](http://www.hamline.edu/gls/admission/apply_mals.html)).
- Essay questions. Respond to each of the following questions in a three-to-four page, double-spaced essay:
  1. How and why have you decided to pursue graduate study in an interdisciplinary program? How can the MALS/CALS program further your personal and/or professional aims? What special abilities, personal qualities, and life experiences do you bring to the MALS/CALS program, including an independent study projects, writing, or research in which you have been engaged, and titles of any published works?
  2. What book, thinker, artist, or writer (choose one) has had significant influence on you? Please include reference to key stylistic or content elements which you believe to be of special importance.
- Official, sealed transcripts from your undergraduate degree-granting institution.
- Two letters of recommendation. Request these letters from two people familiar with your academic and/or professional qualifications. Letters of recommendation should be sent to the Office of Graduate Admission.

- Any supplemental materials you wish the admission committee to consider.

## Writing (MFA)

The Master of Fine Arts in Writing is a terminal degree for students who wish to pursue careers as writers and/or who want to teach writing at the college level. Hamline's MFA program, established in 1994, was the first MFA degree in creative writing in Minnesota. It is distinguished from many writing programs around the country by its interdisciplinary emphasis and its encouragement of multi-genre explorations.

Students join a community of writers and scholars within an intensive, book-driven program of liberal studies. They can choose from an array of interdisciplinary electives, including courses in literary publishing.

Many students will focus primarily on one genre in the advanced stage of the program as they move toward thesis. Students can choose from poetry, fiction, creative nonfiction (e.g., the essay, memoir, biography, etc.), children's literature, or any combination of genres. Courses in playwriting and screenwriting also are offered.

## MFA Degree Requirements

(Total 48 credits)

### Core Seminar

(4 credits)

The MFA journey begins with a core seminar course, "Writers and Readers: Creators Both." The course is a reading-intensive examination of the relationship between reading and writing. Students expand their knowledge of the craft of writing and the use of literary texts as guides for their own work. They also learn the value of giving and receiving constructive feedback, and increase their understanding of the creative process and of the relationship between writer and reader. After successful completion of the Core Seminar, and with the recommendation of the core professor, the student becomes a degree candidate. The next phase includes six writing courses and three electives.

- GLS 8001 - MFA Core

### Groundings Course

(4 credits)

MFA students complete a total of six writing courses. One must be a fundamentals course covering craft techniques in depth in one of the genres. (Groundings in the Craft: Elements of Fiction, Creative Nonfiction, or Poetry). Another must be an advanced course in the genre in which the student does his/her thesis (Advanced Workshop: Fiction, Creative Nonfiction, or Poetry). Students choose from an array of other writing courses that are offered each term.

- GLS 8300 - Groundings in the Craft: Elements of Poetry
- GLS 8320 - Groundings in the Craft: Elements of Creative Nonfiction
- GLS 8340 - Groundings in the Craft: Elements of Fiction

### Writing Courses

(16 credits)

- GLS 8360-8399

## Advanced Course

(4 credits)

- GLS 8400 - Advanced Poetry
- GLS 8420 - Advanced Creative Nonfiction
- GLS 8440 - Advanced Fiction

## Electives, one of which must be an interdisciplinary Seminar

(12 credits)

MFA students choose three elective courses to complement their exploration of the writing craft and expand their knowledge of other areas. One of these courses must be an interdisciplinary seminar.

## Mid-Point Advising:

After completion of six courses, MFA students meet with their faculty advisor to discuss their goals and progress in the program. Under consideration are the student's plans for thesis, including the choice of genre(s), prospective thesis advisors, and timeline for completion of degree requirements.

## Capstone

(8 credits)

The MFA capstone is a two-part process, Thesis 1 (GLS 8491) and Thesis 2 (GLS 8492) respectively. Each is one semester long. If necessary, Thesis 1 or 2 can be extended to two semesters.

- GLS 8491: Thesis I - requires a completed draft of the envisioned work. During this phase, students work with their primary advisor on content, craft, and process. At the end of Thesis 1, the student and primary advisor meet to identify the strengths and weaknesses of the work and to discuss revisions.
- GLS 8492: Thesis II - students then register for Thesis 2 in which they revise the draft into a book-length work of acceptable literary quality that shows mastery of the craft. Both primary and secondary advisors read and critique the final draft. Students also are required to write an artist's statement in which they discuss their process and goals in writing the thesis and explore the subjects and themes contained therein.

## MFA Application Requirements:

- Complete application (online at [www.hamline.edu/gls/admission/apply\\_mfa.html](http://www.hamline.edu/gls/admission/apply_mfa.html)).
- Essay questions. Respond to each of the following questions in a three-to-four page, double-spaced essay:
  1. Describe your background and experience with writing, including any published works and awards or honors received in writing. Describe your strengths and weaknesses as a writer. Discuss personal and/or professional goals you hope to attain through this program. Include mention of additional work or experience that seems relevant to this application.
  2. What book or writer has had significant influence on you? Please include reference to key stylistic or content elements which you believe to be of special importance.
- Writing sample  
MFA in Writing: Attach a 20-page creative writing sample. Prose should be double-spaced. Choose whatever you regard as your best work.
- Official, sealed transcripts from your undergraduate degree-granting institution.
- Two letters of recommendation. Request these letters from two people familiar with your academic and/or professional qualifications.

- Any supplemental materials you wish the admission committee to consider.

## Writing for Children and Young Adults (MFA)

The Master of Fine Arts in Writing for Children and Young Adults offers an exciting opportunity to those individuals who wish to write fiction, nonfiction, and poetry for children and young adults. This program, established in 2007, is a natural extension of the Master of Fine Arts in Writing that Hamline established in 1994.

The MFA in Writing for Children and Young Adults is a low-residency program that requires limited, intense periods of time on campus. Students and faculty congregate twice a year, each for eleven days. During the residencies, students attend lectures and workshops. They are then assigned to an advisor to work with throughout the semester. The low-residency model accommodates working adults and those who do not wish to or cannot relocate to attend college.

### MFA in Writing for Children and Young Adults Requirements

(Total 52 Credits)

The usual time frame for earning the MFA in Writing for Children and Young Adults degree is two years.

#### Five Residencies

(20 credits)

Each January and July, faculty and students gather for eleven days of intensive—and exhilarating—lectures, workshops, seminars, and readings devoted exclusively to writing for children and young adults. Faculty, visiting writers, and graduating students deliver lectures that examine a broad range of issues for writers in the field. Workshops and seminars are led by faculty. Personal attention for students is assured by the low student-faculty ratio that is a hallmark of our program. Readings allow students and faculty alike to share their latest creative work with attentive and enthusiastic audiences. All residency events will be held on the Hamline University campus. Summer living quarters will be on the Hamline campus as well, while winter living quarters will be at a nearby hotel with shuttle-bus service provided for students and faculty to travel easily from their lodgings to campus and back. Following each residency, the student works with a faculty advisor who provides mentoring and detailed manuscript critique by way of monthly correspondence. During the final (fifth) residency, students present a formal lecture as well as a reading of their work.

- GLS 8350 (4 credits)
- GLS 8352 (4 credits)
- GLS 8354 (4 credits)
- GLS 8356 (4 credits)
- GLS 8358 (4 credits)

#### Four Semesters

(32 credits)

In the first two semesters, students are required to submit—in addition to their creative writing—monthly critical responses to assigned works in the field. The assigned reading is designed to provide students with pertinent lessons in craft as well as a comprehensive overview of the field of children's literature in English. In the third semester, students must submit—in addition to their creative writing—a critical thesis of twenty or more pages on an aspect of children's/young adult literature, or an aspect of craft or literary theory pertaining to the field. In the fourth semester, students must submit a creative thesis: a book-length manuscript of original work (e.g., poems, short stories, picture books, a novel—middle grade or young adult, creative nonfiction).

- GLS 8351 (8 credits)
- GLS 8353 (8 credits)
- GLS 8355 (8 credits)
- GLS 8357 (8 credits)

## MFA in Writing for Children and Young Adults Application Requirements:

- Complete application (online at [www.hamline.edu/gls/admission/apply\\_mfa.html](http://www.hamline.edu/gls/admission/apply_mfa.html)).
- Essay questions. Respond to each of the following questions in a three-to-four page, double-spaced essay:
  1. Describe your background and experience with writing, including any published works and awards or honors received in writing. Describe your strengths and weaknesses as a writer. Discuss personal and/or professional goals you hope to attain through this program. Include mention of additional work or experience that seems relevant to this application.
  2. What book or writer has had significant influence on you? Please include reference to key stylistic or content elements which you believe to be of special importance.
- Writing sample  
Low-residency MFA in Writing for Children and Young Adults: Attach a writing sample in at least one of the following areas: two to three picture book stories, 20 pages middle grade prose (double-spaced,) 20 pages young adult prose (double-spaced.).
- Official, sealed transcripts from your undergraduate degree-granting institution.
- Two letters of recommendation. Request these letters from two people familiar with your academic and/or professional qualifications.
- Any supplemental materials you wish the admission committee to consider.

## Graduate School of Liberal Studies Courses

### GLS 8000 - MALS Core

The core seminar is the first step in the MALS journey. Each core seminar draws widely from different disciplines focused on a particular subject – for example, “The Heritage of Hope,” “Home: An Interdisciplinary Study,” or “Changing Values in Civilization.” Students develop the skills of active listening, interdisciplinary thinking and research, critical writing, and substantive discourse.

Notes: MALS Students only; required of MALS students

Credits: 4 credits

### GLS 8001 - MFA Core

The MFA journey begins with a core seminar course, "Writers and Readers, Creators Both." The course is a reading-intensive examination of the relationship between reading and writing. Students expand their knowledge of the craft of writing and the use of literary texts as guides for their own work.

Notes: required of MFA students

Credits: 4 credits



## **GLS 8002 - Public Intellectual Practicum**

People who share academic knowledge with the general public are sometimes called public intellectuals, people like Carl Sagan, Edward Said, Susan Sontag, Henry Louis Gates, E.O. Wilson, and Camille Paglia. These men and women are original thinkers who can write well and who wish to explore and debate real-world issues and problems and share their ideas with a wider audience. Since the great issues of our time defy easy or simple solutions, the public intellectual often explores diverse fields of inquiry, seeking to draw connections that result in deeper understanding. Students in the practicum will choose a subject or issue to investigate using interdisciplinary methods of inquiry and research. They will explore writing and presentation strategies appropriate for different kinds of audiences (e.g., essay, radio commentary, podcast, video script, blog, public presentation, etc.). Students will learn how to communicate clearly and persuasively with a wider audience, to conduct interdisciplinary research, and to act upon their creative and intellectual potential.

Notes: required of MALS students

Credits: (4 credits)

## **GLS 8010 - The Essay**

We believe, to quote Donald Murray, Pulitzer-Prize winning journalist and poet, that “writing is the fundamental tool of the intellectual life.” All MALS students take a course on the essay, which will instruct them on the techniques of writing the critical and personal essays. This course will help to prepare students for their final capstone project and will provide a vehicle to carry the ideas and values they explore in the Graduate School of Liberal Studies outside the academy and into the real world.

Notes: MALS Requirement MFA Elective

Credits: 4 credits

## **GLS 8012 - The Soul in the Workplace**

Credits: 4 credits

## **GLS 8014 - The New Story**

Credits: 4 credits

## **GLS 8015 – Revolutions**

Credits: 4 credits

## **GLS 8016 - Good, Evil, & Personal Responsibility**

Credits: 4 credits

## **GLS 8017 - Virginia Woolf**

Credits: 4 credits

## **GLS 8018 - Feminist Art Then & Now**

Credits: 4 credits

## **GLS 8019 - Path to Voice & Form**

Credits: 4 credits

## **GLS 8020 - Life, Death & Love: Mozart and Brahms**

Credits: 4 credits

**GLS 8022 - Versions and Visions of Family**

Credits: 4 credits

**GLS 8023 - Moveable Americans**

Credits: 4 credits

**GLS 8026 - World Religions in Dialogue and Conflict**

Credits: 4 credits

**GLS 8027 - The Resilient Spirit**

Credits: 4 credits

**GLS 8028 - The Art and Life of Andy Warhol**

Credits: 4 credits

**GLS 8029 - The Labyrinth**

Credits: 4 credits

**GLS 8030 - The Workings of Live Theatre**

Credits: 4 credits

**GLS 8031 - Georgia O'Keeffe**

Credits: 4 credits

**GLS 8059 - Frida Kahlo**

Credits: 4 credits

**GLS 8060 - Birth and Death**

Credits: 4 credits

**GLS 8061 - Universe Story**

Credits: 4 credits

**GLS 8084 – Apocalypses**

Credits: 4 credits

**GLS 8132 - Post-Soviet Russian Writers**

Notes: MALS and MFA Elective

Credits: 4 credits

**GLS 8133 - Role of Critic in Society**

Credits: 4 credits

**GLS 8200 – Bookmaking**

Credits: 2 credits

**GLS 8221 - Literature & Commerce: Publishing**

Credits: 4 credits

**GLS 8300 - Groundings in the Craft: Elements of Poetry**

In this course, students study important elements of poetry: metaphor, simile, voice, forms and structures for poems, free verse structures, and the image.

Notes: MFA only  
Credits: 4 credits

**GLS 8307 - Poetry: The Sacred**

Credits: 4 credits

**GLS 8314 - Bring on the Poetry**

Credits: 4 credits

**GLS 8320 - Groundings in the Craft: Elements of Creative Nonfiction**

This foundation class explores the fundamental craft skills and broad structural subgenres of creative nonfiction.

Notes: MFA only  
Credits: 4 credits

**GLS 8340 - Groundings in the Craft: Elements of Fiction**

The focus is on the fundamentals of writing fiction: character development, scene, plot, narrative voice, structure, setting, and dialogue.

Notes: MFA only  
Credits: 4 credits

**GLS 8360 - Topics: Creative Nonfiction**

Credits: 4 credits

**GLS 8361 - Playwriting/Screenwriting**

Credits: 4 credits

**GLS 8362 – Playwriting**

Credits: 4 credits

**GLS 8365 - The Picture Book**

Credits: 4 credits

**GLS 8370 - The Short Story**

Credits: 4 credits

**GLS 8371 - Author & Vision in Poetry**

Credits: 4 credits

**GLS 8372 - Geography of Memory**

Credits: 4 credits

**GLS 8374 - Plot in Fiction**

Credits: 4 credits

**GLS 8375 - Music in Poetry**

Credits: 4 credits

**GLS 8376 - Character Development in Fiction**

Credits: 4 credits

**GLS 8379 - Revising Form and Content**

Credits: 4 credits

**GLS 8383 - Writing a Suspenseful Novel**

Credits: 4 credits

**GLS 8384 - Lyric Essay**

Credits: 4 credits

**GLS 8385 - Experimental Literature**

Credits: 4 credits

**GLS 8400 - Advanced Poetry**

The focus of the course will be on completing new work which will become part of a book-length manuscript.

Notes: MFA only

Credits: 4 credits

Prerequisite: GLS 8300

**GLS 8403 - The Narrative Lyric**

Credits: 4 credits

**GLS 8420 - Advanced Creative Nonfiction**

This class is a sequel to Groundings in the Craft: Elements of Creative Nonfiction. Its purpose is to build upon fundamental craft knowledge already practiced by the student, and to pursue rigorously and adventurously the development of finished works that reflect a writer's vision and knowledge.

Notes: MFA only

Credits: 4 credits

Prerequisite: GLS 8320

**GLS 8440 - Advanced Fiction**

This is an advanced level, thesis preparation class designed for students who have had substantial coursework and who are ready to begin the serious work of shaping a book-length fiction thesis.

Notes: MFA only

Credits: 4 credits

Prerequisite: GLS 8340

**GLS 8462 - Introduction to Literary Theory**

Credits: 4 credits

## **GLS 8485 - Water~Stone: Creative Nonfiction**

Credits: 4 credits

## **GLS 8486 - Water~Stone: Fiction**

Credits: 4 credits

# **School of Business**

**Hamline Park Plaza 570 Asbury Street, Suite 303, 651-523-2284**

The Hamline School of Business offers advanced degrees in Business Administration, Nonprofit Management and Public Administration and undergraduate degrees in economics and business administration – with majors in finance, general business, international business, management, and marketing. The Hamline University School of Business prepares people at the undergraduate, masters and doctoral levels to enhance the quality of leadership, service, and collaboration within and among government, business, and nonprofit organizations.

## **Doctorate in Public Administration (DPA)**

The doctorate in public administration (DPA) is a cohort program that starts every other fall term. A cohort is a group of students who start and finish a program together. This program is available at the Hamline University Saint Paul Campus. The Hamline University doctorate in public administration (DPA) is ideal for professionals who wish to build on the knowledge and experience they have already attained, who are anticipating their next career step, or who want to pursue the highest qualification in their profession.

The Hamline University doctorate in public administration (DPA) is a part-time program designed for working professionals interested in the in-depth analysis of state and local public policy issues. The program integrates theory and practice, service and values to foster students' critical thinking skills and scholarship. Students completing the Hamline University doctorate in public administration (DPA) program should expect to achieve:

- Advanced public leadership skills and knowledge, with a focus on critical issues and challenges facing senior managers in governance and politics
- Mastery of the field of public administration, due to an in-depth exploration of contemporary ideas and practices related to public administration
- A substantial ability to work with, synthesize, and integrate public administration concepts
- Enhanced skills as producers and consumers of public administration research, applying this advanced knowledge to the field and to the workplace
- An improved ability to communicate public administration concepts to diverse audiences
- Enrichment through interaction with other reflective public administration practitioners

**NOTE:** Hamline recognizes that many professionals interested in public administration may have received master's degrees or extensive graduate-level education in fields other than public administration. To accommodate these students, the Hamline University School of Business offers options to prepare academically prior to entering the program.

## DPA Degree Requirements

(Total of 48 credits, exam completion and dissertation completion/defense)

### 5 Required Core Courses

(20 credits)

- GPA 8501 - Historical Foundations and Professional Development
- GPA 8502 - Research Methods
- GPA 8503 - Critical Issues for Public Administrators
- GPA 8504 - Advanced Organizational Theory and Leadership
- GPA 8506 - Advanced Seminar in Public Policy

### 4 Elective Courses

(16 credits)

Choose from any School of Business course level 8500 or above.

### Final Exam:

After completion of all coursework, students must pass a final comprehensive exam.

### Earning a Certificate in Advanced Public Administration (CAPA)

After completion of the above, students may exit the program with a certificate in advanced public administration (CAPA) or continue working toward the doctorate in public administration.

The CAPA is ideal for professionals who wish to build on the experience and knowledge they have already attained, and who anticipate substantial increases in their responsibilities. Through skills learned in the certificate program, students may be able to advance their careers, and also advance the field of public administration, allowing for more effective public leadership.

### Dissertation Completion/Defense

(12 credits)

The completion and defense of a dissertation is the final requirement in the doctorate of public administration (DPA) program. The DPA candidate must demonstrate a high level of academic competence, which typically results in a significant contribution of new knowledge in the field. The DPA dissertation usually focuses on applying theory to practice in the contexts of critical public issues and the student's professional experience. To advance to degree candidacy, the DPA candidate is required to complete the Dissertation I course and successfully defend a dissertation prospectus. Then, the DPA candidate is expected to register for dissertation work (Dissertation II and Dissertation III) for two consecutive semesters, leading to the completion and successful defense of the Dissertation. However, a student who is able to rearrange her or his work schedule to permit more intense concentration on the dissertation may register for Dissertation II and Dissertation III in the same semester. This requires prior approval from the student's advisor and her or his dissertation committee chair.

- GPA 8507 - Dissertation I: Advanced Research Methods
- GPA 8992 - Dissertation II
- GPA 8993 - Dissertation III

## Time Limit:

New students enter in the fall semester, and normally complete most or all of their core courses together. (Exceptions can be arranged with the approval of a student's advisor and the program faculty coordinator.) Satisfactory/steady progress is typically completion of one course per term, two or three terms per year. Normally students complete all required core courses within the first three years of study.

**NOTE:** Ten years is the maximum time allowed for students to complete the doctorate in public administration (DPA) program.

## NOTE:

These requirements are consistent with other doctoral program requirements (as per the National Association of Schools of Public Affairs Administration Committee on Doctoral Programs, 1993).

## DPA Application Requirements:

- Completed application form (available online at: [www.hamline.edu/gsm/admission/online\\_application.html](http://www.hamline.edu/gsm/admission/online_application.html))
- Personal Statement. A one- to two-page personal statement, typewritten and double-spaced, detailing:
  - why you have chosen Hamline University,
  - how the degree program will help you meet your career goals, and
  - which concentrations or policy areas are of interest to you and why.
- Professional résumé or curriculum vitae.
- Official transcripts from all undergraduate and graduate work. If your transcripts are in a language other than English, you must submit both the original and an official or a certified course by course English translation. The Hamline University School of Business reserves the right to require applicants to have their academic records evaluated by an academic credential evaluator.
- Three letters of recommendation, written by people familiar with your academic and/or professional history, detailing your specific qualifications to pursue advanced study (letters from family members are unacceptable).
- Writing sample. A sample of your academic or work-related writing, typewritten, at least three pages in length, written in the last two years, and written solely by you.

## Business Administration (MBA)

The master of business administration (MBA) program is designed as a modular program. The module topics surface in everyday activities and long-term planning for all organizations. Many programs provide stand-alone courses in these topics. Our approach is to integrate these topics throughout the four core modules, with repeated emphasis from a variety of perspectives.

The master of business administration (MBA) is available at the Hamline University Saint Paul and Minneapolis campuses as a cohort program. (A cohort is a group of students who start and finish a program together.)

All students in the master of business administration (MBA) program are required to complete forty-eight academic credits. This includes four core modules and two elective courses. If a student chooses to specialize, then he or she may choose a concentration by completing one additional elective course.

## MBA Degree Requirements

(Total of 48 credits)

4 Core Modules (40 credits)

### Module 1: Leading People with Integrity and Purpose

- MBA 8101 - Management & Organizational Behavior
- MBA 8102 - Human Resource Management
- MBA 8160 - Leadership Development
- MBA 8191 - Project Management

### Module 2: Managing and Leveraging Organizational Finances and Operations

- MBA 8210 - Managerial Accounting
- MBA 8220 - Managerial Finance
- MBA 8240 - Managerial Economics
- MBA 8290 - Business Process Management—Operations

### Module 3: Understanding External Environments for Long-term Success

- MBA 8330 - Managing the Global Marketplace
- MBA 8350 - Marketing Management
- MBA 8380 - Business Law and Regulatory Environment
- MBA 8381 - Social Responsibility and Sustainability

### Module 4: Proactive Planning, Change and Development

- MBA 8420 - Strategic Financial Analysis
- MBA 8460 - Strategic Management
- MBA 8461 - Mergers & Acquisitions
- MBA 8491 - Capstone/Field Study

### 2 Elective Courses

A range of elective courses are available for students who plan not to specialize in an area of interest. If no concentration is chosen, any two elective courses may be chosen.

### Program Sequence

Semester 1	Module 1	10 credits
Semester 2	Module 2	10 credits
Semester 3	Module 3	10 credits
Semester 4	Electives	8 credits
Semester 5	Module 4	10 credits



## Time Limit

The MBA is a 21-month cohort program; however, 7 years is the allowed maximum.

## Concentrations

There are three concentrations within the master of business administration (MBA) program. Concentrations can be earned by completing three elective courses within the concentration area. Each allows a student to focus more deeply on one area of interest. Students may select three electives within their chosen concentration, but concentrations are not required. Currently, students can complete concentrations in:

### International Management

- MBA 8030 - Global Business
- MBA 8031 - International Business Transactions
- MBA 8097 - International Seminar

### Conflict Management

- MBA 8010 - Negotiation Theory & Practice
- MBA 8011 - Conflict Management Systems Design
- MBA 8012 - Conflict Theories

### Finance

- MBA 8020 - Corporate Finance
- MBA 8021 - Financial Institutions and Markets
- MBA 8022 - Finance Theory & Applications

## Grades

Grades below C do not count toward the 48 credits required to graduate. A student who earns a C- or below in a competency within a required MBA module must repeat that competency. When the competency is repeated and a grade of C or better is earned, the GPA is recalculated. Students will be advised to retake the competency at the next available opportunity to maintain degree progression.

A student who earns a C- or below in an elective may choose to retake the elective, in which case his/her GPA will be recalculated if the grade earned is C or better. If a student chooses not to retake the elective, and instead chooses a different elective, the grade of C- remains part of the overall GPA calculation.

## Additional Requirements

Completion of undergraduate coursework in accounting, economics, and statistics with a grade of B or better.

## MBA Application Requirements

- Completed application form/application fee (If you submit a paper application, there is a non-refundable fee of \$30.)
- Official transcripts from all undergraduate and graduate work
  - Official sealed transcripts from a regionally accredited college or university should be sent directly from the institution to the Graduate Admissions Office.
  - If your transcripts are in a language other than English, you must submit both the original and an official or certified course by course English translation. The Hamline University School of Business reserves the right to require applicants to have their academic records evaluated by an academic credential evaluator.
- Minimum of two years of relevant post-baccalaureate work experience.
- Current résumé
  - A professional résumé including a chronological list of your employers, positions held, and job responsibilities.
- Personal statement
  - A 1-2 page personal statement, typewritten and double-spaced, detailing: (a) why you have chosen Hamline University, (b) how the degree program will help you meet your career goals, and (c) which concentrations or fields are of interest to you and why.
- Writing sample
  - A sample of your academic or work-related writing, typewritten, at least three pages in length, written in the last two years, and written solely by you.
- Three letters of recommendation written by people familiar with your academic and/or professional history, detailing your specific qualifications to pursue advanced study, and sent directly to the Office of Graduate Admission. (Letters from family members are unacceptable.)
  - If your letters of recommendation are in a language other than English, please send the original letters and certified English translations.

## Nonprofit Management (MNM)

The Hamline University master in nonprofit management (MNM) program gives working professionals the practical knowledge, tools, and skills they need to manage effectively and meet the complex fiscal and economic challenges of the nonprofit sector. The Hamline University master in nonprofit management (MNM) program is recognized as the premier master's degree program in the region dedicated exclusively to practitioners and professionals in the discipline. The curriculum content combines the theories of the nonprofit management discipline with organizational practices and skills training of the sector.

The master in nonprofit management (MNM) is available at the Hamline University Saint Paul campus. An accelerated master in nonprofit management (MNM), a cohort program, is also available. (A cohort is a group of students who start and finish a program together.) Please contact the School of Business office at 651-523-2284 for more information.

All students in the master in nonprofit management (MNM) program are required to complete forty-eight academic credits. This includes ten required core courses, one elective course, one final course (either Capstone Skills Development or Master's Thesis). For some students without nonprofit work experience, an internship with a nonprofit organization is also a program requirement.

**NOTE:** Requirements for the accelerated master in nonprofit management (MNM) program are slightly different. Students are required to take 12 set courses.

The master in nonprofit management (MNM) program begins with a fundamentals course, which provides students with a sound foundation in the history, theory, and management standards of the nonprofit sector. Other courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills.

## MNM Degree Requirements

(Total of 48 credits)

10 Required Core Courses (40 credits)

- GPA 8002 - Fundamentals of Nonprofit Management
- GPA 8010 - Professional Ethics
- GPA 8020 - Organizational Theory and Behavior
- GPA 8032 - Financial Management for Nonprofit Organizations
- GPA 8052 - Human Resource Management for Nonprofit Organizations
- GPA 8062 - Law for Nonprofit Organizations
- GPA 8070 - Research Methods
- GPA 8082 - Volunteer Management
- GPA 8110 - Governance and Planning in Nonprofit Organizations
- GPA 8362 - Fundraising for Nonprofits

### 1 Elective course

(4 credits)

One elective course must be chosen from among the School of Business graduate level courses.

### 1 Final Course

(4 credits)

Choose from:

- GPA 8492 - Capstone Skills Development for Nonprofits
- GPA 8495 - Master's Thesis

## Additional Requirements

- Completion of an accounting course prior to taking Financial Management for Nonprofit Organizations (GPA 8032) for students with no accounting background.
- Completion of an internship (GPA 8494) for students with limited nonprofit sector experience.

## Time Limit

Generally, it will take students 2-3 years to complete the traditional MNM program; however, 7 years is the allowed maximum.

## MNM Application Requirements

- Completed application form (available online at: [www.hamline.edu/gsm/admission/online\\_application.html](http://www.hamline.edu/gsm/admission/online_application.html))
- Personal statement. A one-to two-page personal statement, typewritten and double-spaced, detailing:
  - why you have chosen Hamline University,
  - how the degree program will help you meet your career goals, and
  - which concentrations or policy areas are of interest to you and why
- Professional résumé or curriculum vitae.
- Official transcripts from all undergraduate and graduate work. If your transcripts are in a language other than English, you must submit both the original and an official or a certified course by course English translation. The Hamline University School of Business reserves the right to require applicants to have their academic records evaluated by an academic credential evaluator.
- Three letters of recommendation, written by people familiar with your academic and/or professional history, detailing your specific qualifications to pursue advanced study (letters from family members are unacceptable).
- Writing sample. A sample of your academic or work-related writing, typewritten, at least three pages in length, written in the last two years, and written solely by you.

## Public Administration (MPA)

The Hamline University master in public administration (MPA) gives working professionals the practical knowledge, tools, and skills they need to manage effectively and to meet the complex fiscal and economic challenges of their sector.

The master in public administration (MPA) is available at the Hamline University Saint Paul campus. An accelerated master in public administration (MPA), a cohort program, is also available. (A cohort is a group of students who start and finish a program together.)

All students in the master in public administration (MPA) program are required to complete forty-eight academic credits. This includes eight required core courses, three elective courses, one final course (either Capstone Skills Development or Master's Thesis). If students choose to specialize, then they may choose a concentration. For some students, an internship with a government entity is also a program requirement.

**NOTE:** Requirements for the accelerated master in public administration (MPA) program are slightly different. Students are required to take 12 set courses.

The master in public administration (MPA) program begins with a fundamentals course, which provides students with a sound foundation in the history, theory, and management standards of the government sector. Other courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills.

## MPA Degree Requirements

(Total of 48 credits)

8 Required Core Courses (32 credits)

- GPA 8000 - Foundations in Public Administration
- GPA 8010 - Professional Ethics
- GPA 8020 - Organizational Theory and Behavior
- GPA 8030 - Public Fiscal Management

- GPA 8040 - Public Policy Analysis
- GPA 8050 - Human Resource Management for Government
- GPA 8061 - Administrative Law
- GPA 8070 - Research Methods

### 3 Elective courses

(12 credits)

Three elective courses must be chosen from among the School of Business graduate level courses.

### 1 Final Course

(4 credits)

Choose from:

- GPA 8490 - Capstone Skills Development for Government
- GPA 8495 - Master's Thesis

### Additional Requirements

- Completion of an economics course prior to taking Public Fiscal Management (GPA 8030) for students with no economics background.
- An internship (GPA 8494), for students with limited public sector experience.

### Time Limit

Generally, it will take students 2-3 years to complete the traditional MPA program; however, 7 years is the allowed maximum.

### MPA Application Requirements

- Completed application form (available online at: [www.hamline.edu/gsm/admission/online\\_application.html](http://www.hamline.edu/gsm/admission/online_application.html))
- Personal statement. A one- to two-page personal statement, typewritten and double-spaced, detailing:
  - why you have chosen Hamline University,
  - how the degree program will help you meet your career goals, and
  - which concentrations or policy areas are of interest to you and why
- Professional résumé or curriculum vitae.
- Official transcripts from all undergraduate and graduate work. If your transcripts are in a language other than English, you must submit both the original and an official or a certified course by course English translation. The Hamline University School of Business reserves the right to require applicants to have their academic records evaluated by an academic credential evaluator.
- Three letters of recommendation, written by people familiar with your academic and/or professional history, detailing your specific qualifications to pursue advanced study (letters from family members are unacceptable).
- Writing sample. A sample of your academic or work-related writing, typewritten, at least three pages in length, written in the last two years, and written solely by you.

# Dual Degree and Joint Degree Programs

The dual degree and joint degree programs allow students to receive graduate training across sectors and disciplines.

## Dual Degree Programs in Management

Students earn separate graduate degrees in two sectors and save time and money in completing them. Dual degree students are required to complete seventy-two academic credits, and both degrees are granted upon completion of the seventy-two credits. Dual degree programs offered:

- Public Administration and Business Administration
- Business Administration and Nonprofit Management
- Public Administration and Nonprofit Management

## Joint Degree Programs in Law and Management

In collaboration with the Hamline University School of Law, the Hamline University School of Business offers law students the opportunity to earn two degrees which combine law and public administration, management (business sector), or nonprofit management. These joint degree programs allow students to earn two separate professional and graduate degrees and to save time and money in completing the degrees. Law students enrolled in any of these joint degrees are required to complete thirty-six academic credits and four Hamline Dialogues. For information about joint degree programs in law and management, contact the Hamline University School of Business office by phone at 651-523-2284. Joint degree programs offered:

- Law and Public Administration (JD/MPA)
- Law and Public Administration for International Lawyers (LLM/MPA)
- Law and Nonprofit Management (JD/MNM)
- Law and Nonprofit Management for International Lawyers (LLM/MNM)
- Law and Business Administration (JD/MBA)
- Law and Business Administration for International Lawyers (LLM/MBA)

# School of Business Courses

## **GPA 8000 - Foundations in Public Administration**

This course introduces students to the professional study of public administration. The course provides a historical overview of American public administration and each of its significant sub-fields, as well as an introduction to contemporary reform efforts, both within and outside the public sector. Students learn to integrate their own experiences with key concepts in public administration and to use these experiences and concepts to plan the rest of their master's programs.

Credits: 4 credits

### **GPA 8002 - Fundamentals of Nonprofit Management**

This course provides an overview of the historical development of the nonprofit sector, an introduction to emerging issues and leadership challenges for the sector, and a close look at management issues unique to the nonprofit sector. The class also examines the missions, operations, and challenges of nonprofit organizations.

Credits: 4 credits

### **GPA 8010 - Professional Ethics**

This course explores selected theories of ethics and fundamental principles of ethical management, with a focus on practical approaches to dealing with ethical dilemmas across the public, private, and nonprofit sectors.

Credits: 4 credits

### **GPA 8020 - Organizational Theory and Behavior**

This course examines the concepts, analytical tools, and personal skills relevant to the study of behavior in organizations. The course uses simulations, case studies, and discussion. It explores planned organizational change, the relationship between accomplishing tasks and fulfilling a mission, and other crucial topics in organizational life.

Credits: 4 credits

### **GPA 8030 - Public Fiscal Management**

This course analyzes government revenue and expenditure policies, with an emphasis on the Minnesota state budgetary process. Topics include principles of public fiscal management, tax and spending systems, revenue sources, intergovernmental relations, and the administrative and political aspects of fiscal policy.

Credits: 4 credits

### **GPA 8032 - Financial Management for Nonprofit Organizations**

This course introduces concepts and techniques in financial management applicable to nonprofit organizations. The focus is on nonprofit accounting, the interpretation and analysis of nonprofit financial statements, data and procedures for operational forecasts and budgets, financial responsibility, and the duties of nonprofit boards.

Credits: 4 credits

### **GPA 8040 - Public Policy Analysis**

This course evaluates a variety of approaches and models used to analyze the making of public policy by examining the assumptions and limitations of each model. Current policy issues are explored. Each student designs and completes a significant research project on a selected public policy issue.

Credits: 4 credits

### **GPA 8050 - Human Resource Management for Government**

This course examines current case law, regulations, and trends that define and influence the personnel function. Topics include recruitment, selection, compensation, employee motivation, collective bargaining, organizational philosophies, and legislation and regulation.

Credits: 4 credits

### **GPA 8052 - Human Resource Management for Nonprofit Organizations**

This course provides an overview of the human resources function, with emphasis on the unique issues facing nonprofit organizations. It examines challenges of recruitment, retention, compensation, and personnel policies. Special attention is given to the role of boards and other volunteers.

Credits: 4 credits

### **GPA 8061 - Administrative Law**

This course has been designed to be user-friendly to the nonlawyer and has as its goal to acquaint students with the fundamental principles and concepts of administrative law. Taught from a public administration perspective, the course provides students the opportunity to explore the interplay between and among politics, democracy, and bureaucracy; to examine bureaucracy's relationship to the legislative branch of government and to the courts; to learn about the administrative process at the local, state, and federal levels; to focus on the regulatory aspects of administrative law with particular attention to controlling risks, solving problems, and managing compliance; and to take a look at some contemporary substantive issues through the lens of administrative law.

Credits: 4 credits

### **GPA 8062 - Law for Nonprofit Organizations**

This course examines the legal history and frameworks of nonprofit organizations. Emphasis is placed on the laws relating to the incorporation and tax-exempt status of nonprofit organizations. The course includes an examination of how nonprofit organizations influence legislation and rule-making processes. Students look at issues of accountability for nonprofit organizations and analyze the differences between profit and nonprofit organizations.

Credits: 4 credits

### **GPA 8070 - Research Methods**

This course is designed to enhance managers' applied research skills in both their quantitative valuations and qualitative evaluations of various issues that confront them in their roles as decision-makers. Topics include research purpose and design; literature reviews; survey and data collection; statistical hypothesis testing; and research-proposal development

Credits: 4 credits

### **GPA 8082 - Volunteer Management**

This course explores the theories and practices required to develop and implement effective volunteer management programs within nonprofits. Topics include planning to ensure the success of volunteer programs, outlining the steps of appropriate volunteer recruitment, creating effective personnel policies and procedures, orientation training, supervising and evaluating, and recognizing volunteers for their contributions. Some related topics covered: what is national service, the changing demographics of the community volunteer, and organizational responsibilities and liabilities with administering volunteer programs.

Credits: 4 credits

### **GPA 8100 - Communications and Marketing for Nonprofits**

This course explores research and marketing techniques used by nonprofits. Examines the importance of long range strategic planning for nonprofit organizations' market development. The course involves students in exercises in brand development and management, audience targeting, development of key messages, and other components of effective communication.

Credits: 4 credits

### **GPA 8110 - Governance and Planning in Nonprofit Organizations**

This course introduces the governance process in nonprofit organizations, including the composition, roles, and responsibilities of governing boards; the relationship between boards and staff; and the role of governing boards in planning. Examines strategies for analysis and intervention when governance structures are not serving organizational needs.

Credits: 4 credits



### **GPA 8120 - Labor Relations**

This course offers a wide review of Labor Relations. The course assumes a general understanding of relationships between management and organized labor and other core graduate courses specifically organizational theory and human resource management. The instructional approach is in the survey form and will employ lecture, readings, guest speakers, student presentation, and case study to achieve its objectives. It is not intended to train students for specialized careers in labor relations in a single course, but to acquaint the student with the underlying values, systems, laws and procedures shaping Labor Relations and the pertinent topics affecting the workplace today.

Credits: 4 credits

### **GPA 8130 - Housing & Economic Policy**

This course examines economic development theories and housing policies in the United States. Emphasis upon understanding how economic and housing markets operate and how national, state, and local governments can influence business investment and job development decisions and the construction and rehabilitation of housing for different populations. This course first provides an overview on how economic and housing markets function. The discussion will include discussion of basic principles of macro and microeconomics and then analysis of specific views of economic development, including export-base, core-periphery, and locational theories. The course then provides specific analysis and evaluation of the different policies and techniques governments have used to secure economic and housing goals. Among the techniques examined will be: tax incentives and TIFs, bonding, public subsidies, public/private partnerships, infrastructure development, and direct government investment in, or ownership of housing and economic development entities.

Credits: 4 credits

### **GPA 8201 - Public Dispute Resolution**

This course is an introduction to the public policy formation and implementation process. Public organizations encounter many situations where negotiation skills and mediation training in a public context is useful. Neighborhood disputes, development issues or special interest concerns require public officials to negotiate and mediate between parties in order to reach consensus and resolution to different opinions and points of view. These skills are different than the typical policymaking and implementation training that most public officials are used to. In today's world of public participation and citizen awareness, negotiation and mediation skills are essential.

Credits: 4 credits

### **GPA 8208 - Organizational Culture**

Organizations with highly effective cultures are more able to attract funding and clients, have stronger market share and profit, and serve more constituents more effectively than organizations with weaker cultures. In this course, you will learn how to determine the effectiveness of an organization's culture and what you can do to maximize the performance of public, private, or nonprofit organizations.

Credits: 4 credits

### **GPA 8221 - Public Negotiation Skills Building**

This course is designed to give the student a working knowledge of the theory and practice of negotiations in various public sector settings. The course is structured to allow the student to spend considerable time in realistic role-play exercises and will cover employee to employee, labor and community interest group dispute resolution through the use of bargaining skills and tactics. Participants will be involved in team negotiations with other members of the class.

Credits: 4 credits

### **GPA 8222 - Public Mediation Skills Building**

Conflict is not necessarily good or bad. Conflict can be dysfunctional, and it can be difficult and dangerous for personal, business, or institutional relationships. Conflict often requires a third party neutral to assist parties in resolving their disputes and in creating valuable and workable relationships after their disagreements. This course provides students with the basic skills to become a mediator, and it provides students with an understanding of common mediation principles and practices. Students will also learn how mediation fits into the broader area of Alternative Dispute Resolution.

Credits: 4 credits

### **GPA 8223 - Contemporary Social Policy Issues**

This course is open to advanced master's level students. This course examines the historical context, theoretical arguments, and political controversies surrounding current and emerging social policy issues. Consideration is given to the impacts of changing social policies on vulnerable populations, the delivery of health and human services, and society at large.

Credits: 4 credits

### **GPA 8225 - Critical Issues in Public Administration**

This course explores in-depth those changes that are likely to have the greatest impact on local government managers in today's environment. External factors such as changing demographics, rising citizens' expectations, and the evolving nature of federalism will be examined as context for how effective managers must now respond. Several important internal issues such as how to motivate the new work force, how to determine the costs and benefits of technology in service delivery, and governing body expectations for successful managers will also be covered.

Credits: 4 credits

### **GPA 8228 - Public Arbitration Skills Building**

This course is designed to make students familiar and comfortable with arbitration as a dispute resolution process in the public sector. Students will have a chance to participate in several scripted arbitration proceedings that will give them knowledge of the legal requirements and tactical underpinnings of this common workplace process. Employees will be made aware of the State Statutes governing public employee disputes and will become familiar with both salary and discipline arbitration proceedings.

Credits: 4 credits

### **GPA 8230 - Municipal County Administration**

This course is a survey of contemporary issues facing municipalities specifically in Minnesota and generally in the upper Midwest. The semester will explore the practicalities and politics of managing a municipal organization using a variety of current practitioners in the field. Areas of concentration will include: community roles and power structures, city council and staff relations, public safety and public works issues, land use and community development, employee relations, finance, legal authority and emerging issues of governance and the role of citizen participation. Students currently will find this class a good way to acquire a broad-based understanding of municipal operations and the complexities of this occupational field.

Credits: 4 credits

### **GPA 8235 - Strategic Planning & Decision Making in the Public Sector**

The first half of the course is a survey of strategic planning, to include: organization of the planning process; the mission statement; analysis of environmental strengths, weaknesses, opportunities, and threats (SWOT analysis); and identifying strategic issues or goals. We will also review the effectiveness of strategic planning in government. Students will examine strategic plans and work in teams on planning exercises. As strategic planning should lead to decision making in an organization, the second half of the course is on normative and behavioral decision making. Several normative models of decision making are introduced and contrasted with findings from psychological research and behavioral decision theory on how individuals and groups make decisions in practice. Research shows that people often do not think in the best way or make the best decisions to reach their own goals. Topics include utility theory, expert systems, Kohlberg's stages of moral thinking, and the effectiveness of individual versus group decision making. Psychological biases are shown to occur in probability estimation, hypothesis testing, preference reversals, framing effects, and risk avoidance.

Credits: 4 credits

### **GPA 8243 - Public Negotiation and Mediation**

This course's focus is on mediation as an element of the negotiation process. It will concentrate on the role of the mediator as a neutral facilitator within the conflict resolution process. The course includes lectures, discussions, and mediation and negotiation exercises that give participants an opportunity to acquire essential skills and familiarize themselves with mediation and negotiation procedures. This course also explores major themes in negotiation theory and practice, including distributive versus integrative bargaining, personality styles, multi-party negotiation, and ethical issues.

Credits: 4 credits

### **GPA 8244 - Advanced Public Arbitration**

This course's focus is on more complicated public arbitration cases. Particular emphasis will be placed on labor and management issues. Time is also devoted to the legal framework of public arbitration. This course will explain procedural and evidentiary issues and will address decision-making and writing awards.

Credits: 4 credits

### **GPA 8245 - Advanced Public Mediation**

This course covers advanced public mediation techniques, strategies, and tactics. The course is designed to enhance the participant's basic mediation skills. Special emphasis will be given to intercultural disputes, improving communication skills, and option development techniques. The course will also focus on the facilitative and evaluative approaches to public mediation. Participants in the class will be involved in numerous exercises and will have opportunities to experience co-mediation in a public arena.

Credits: 4 credits

### **GPA 8250 - Legislative Practicum**

An in-depth exploration of how the state legislative processes operates and how knowledge of the law-making process is critical to public policy management and advocacy. The course will employ reading, discussion, guest presenters, on-site visits, and a project that requires students to follow a bill from start to finish.

Credits: 4 credits

### **GPA 8260 - Alternative Service Delivery**

This course is open to advanced master's level students. State and local governments are facing their worst fiscal crises in years. As a result, public officials in Minnesota and across the United States are seeking either more cost effective or alternative ways to deliver public services, including the employment of what President Bush calls "faith-based initiatives." This course examines the theoretical underpinnings, debates, and track record of the various alternatives to delivery public services. Topics include: privatization, vouchers, contracting out, public/private and public/nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We shall also examine several policy areas where alternative means to deliver services have been tried or advocated including criminal justice, education, health care, welfare, energy, and transportation.

Credits: 4 credits

### **GPA 8270 - Social Identities & Conflict**

This course will examine issues of race, gender and ethnicity as they influence conflict in the changing workplace. This course is designed to provide participants an opportunity to examine conflicts in multicultural settings and how these are influenced by various social identities. This course will also engage students in reflective dialogue concerning issues of cultural diversity in the workplace and their impact on the process of social conflict. Emphasis will be placed on conflicts involving race, gender and ethnicity and will include discussions of issues of disability, sexual identity, social class and religion. Included in the course goals are the following: 1) Gaining a theoretical understanding of various issues and perspectives on social identity. 2) Understanding the role community and culture can play in the ways individuals see, understand and respond in conflict situations. 3) Examining how issues of social identity and social conflict manifest personally as well as professionally. 4) Identifying a range of strategies and resources to help us address social conflict more effectively in diverse organizational settings.

Credits: 4 credits

### **GPA 8360 - Lobbying for Nonprofits**

This course provides the historical and theoretical context for nonprofit involvement in advocacy and lobbying; addresses organizational infrastructure needs in building capacity for public policy work; examines legal guidelines for nonprofit lobbying; and provides students with practical experience in working with the legislative process at the state or local level.

Credits: 4 credits

### **GPA 8361 - Fundamentals of Philanthropy**

This course examines the history, key issues, and emerging trends of philanthropy. Identifies the unique issues and career opportunities in this discrete component of the nonprofit sector. This course is for students interested in the field of philanthropy and practitioners in the field who want to gain an understanding of the history and issues that frame the context for their work.

Credits: 4 credits

### **GPA 8362 - Fundraising for Nonprofits**

This course examines strategies for diversifying revenues and creating short and long-term development plans. This course helps students develop skills in conducting research, identifying resources for public and private grants, and writing proposals. Covers capital campaigns, earned income opportunities, membership development, individual donors, planned giving campaigns, and other fundraising initiatives.

Credits: 4 credits

### **GPA 8440 - Social Demographics**

This course will look at some of the details impacting our society and specifically how immigration, aging, and policy converge in our society and ultimately in our policymaking. Any one of the three issues covered in this course could be a separate, semester long course. This course covers basic concepts present in each of the three areas.

Credits: 4 credits

### **GPA 8490 - Capstone Skills Development for Government**

This course requires students to integrate the diverse materials mastered in the core program, formulate business recommendations, and communicate findings in oral and written form. In a series of structured simulations of contemporary problems commonly encountered by administrators, students receive the opportunity to practice managerial skills and demonstrate the leadership necessary for effective managerial performance.

Credits: 4 credits

Notes: MPA capstone

### **GPA 8492 - Capstone Skills Development for Nonprofits**

This course provides MANM soon-to-be-graduating students with a rigorous classroom and practicum course that helps them demonstrate the skills and knowledge they have mastered in the program and test their critical thinking and skills abilities to manage and/or lead a nonprofit organization. Students will study and examine the critical or current issues of the nonprofit sector, complete an applied research project with a Twin Cities organization, and present the project including a final paper and presentation to a MANM Nonprofit Board of Review (a panel of nonprofit leaders selected) at the end of each semester.

Credits: 4 credits

Notes: MANM Capstone

### **GPA 8494 - Internship**

Any student without professional work experience in his or her field of study is required to participate in an internship. This internship is an additional course that will not fulfill an elective requirement. Each student is notified at the time of admission whether an internship is a required component of his or her individual program. If the student is required to complete an internship, he or she must work with his or her advisor in planning the internship.

Credits: 4 credits

### **GPA 8495 - Master's Thesis**

Research and writing of a major academic or professional paper of approximately 50 to 100 pages in length under the supervision of a student-selected faculty member and committee that integrates knowledge and skills acquired in the program. Individual master's theses must be approved by a faculty committee, and oral defense of the final paper is required. The master's thesis is completed over two semesters. The master's thesis is an option for all MAM, MANM, and MPA students on the Saint Paul campus. Dual degree students may complete a master's thesis on a cross-sector issue.

Credits: 4 credits

### **GPA 8497 - Independent Study**

Independent study provides an opportunity to work independently under the direction of a faculty member. The student and the instructor work out a course of study before the term begins and typically meet four to six times throughout the term to discuss readings and papers. Students may take one independent study.

Credits: 1 - 4 credits

### **GPA 8501 - Historical Foundations and Professional Development**

This course examines how public administration and nonprofit management have evolved as fields of study, and how they are designed and practiced. The academic and career development goals of individual students are addressed. Students are prepared to integrate theory into practice at an advanced level.

Credits: 4 credits

### **GPA 8502 - Research Methods**

Advanced Research Methods introduces students to the basic techniques of quantitative and qualitative research required in the field of public administration. Students learn how to define a research project and select appropriate methodologies to investigate political and social phenomena. Emphasis is also placed on learning how to interpret and critically evaluate public administration research.

Credits: 4 credits

### **GPA 8503 - Critical Issues for Public Administrators**

This course identifies and explores important contemporary issues facing public administration practitioners, and looks at how these issues relate to major ideas in the history of the field. This course examines leading-edge professional practices related to these issues, and the extent to which these practices have been successful in local, state, and national contexts. Students integrate their learning from the other core courses and prepare for written exams in the program.

Credits: 4 credits

### **GPA 8504 - Advanced Organizational Theory and Leadership**

This course is an advanced, in-depth examination of the concepts, analytical tools, and personal skills underlying behavior in organizations. It explores the relationship between task accomplishment and human fulfillment in the context of planned organizational change.

Credits: 4 credits

### **GPA 8506 - Advanced Seminar in Public Policy**

This course examines the theoretical and philosophical approaches used to systematically examine the public policy process. Because no single theory or model can adequately describe the complexities of this process, the analytical frameworks and assumptions of the major approaches to policy analysis are emphasized, and emerging theories explored. In individual assignments, students are encouraged to examine policy issues and frameworks that relate to potential dissertation topics.

Credits: 4 credits

### **GPA 8507 - Dissertation I: Advanced Research Methods**

This course prepares students to design, develop, complete, and defend an applied dissertation research project. The nature and purpose of dissertation research are explored, and technical issues relevant to research in the field of public administration are examined. By the end of the course, students are expected to develop dissertation prospectuses of sufficient quality to be submitted to their dissertation committees for review and approval. (Graded on an A-F basis)

Credits: 4 credits

### **GPA 8521 - Comparative Public Administration**

This course uses theories from comparative political science and public administration to examine the public administration systems of different countries and/or regions through case studies. Given the growing interdependence of nations and globalization of public policy concerns, practitioners of public administration often need to deal with a public administration issue beyond their borders. This course will help bring a broader perspective to practitioners, which will help them in dealing with such situations as well as aid them in assessing local public administration issues from a new perspective.

Credits: 4 credits

### **GPA 8523 - Contemporary Social Policy Issues**

This course examines the historical context, theoretical arguments, and political controversies surrounding current and emerging social policy issues. It considers the impacts of changing social policies on vulnerable populations, the delivery of health and human services, and society at large.

Credits: 4 credits

### **GPA 8524 - Housing and Economic Development Policy**

This course examines economic development theories and housing policies in the United States. Emphasis upon understanding how economic and housing markets operate and how national, state, and local governments can influence business investment and job development decisions and the construction and rehabilitation of housing for different populations. This course first provides an overview on how economic and housing markets function. The discussion will include discussion of basic principles of macro and microeconomics and then analysis of specific views of economic development, including exportbase, core-periphery, and locational theories. The course then provides specific analysis and evaluation of the different policies and techniques governments have used to secure economic and housing goals. Among the techniques examined will be: tax incentives and TIFs, bonding, public subsidies, public/private partnerships, infrastructure development, and direct government investment in, or ownership of housing and economic development entities.

Credits: 4 credits

### **GPA 8527 - Alternative Service Delivery**

State and local governments are facing their worst fiscal crises in years. As a result, public officials in Minnesota and across the United States are seeking either more cost effective or alternative ways to deliver public services, including the employment of what President Bush calls "faith-based initiatives." This course examines the theoretical underpinnings, debates, and track record of the various alternatives to delivery public services. Topics include: privatization, vouchers, contracting out, public/private and public/nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We shall also examine several policy areas where alternative means to deliver services have been tried or advocated including criminal justice, education, health care, welfare, energy, and transportation.

Credits: 4 credits

### **GPA 8600 - Strategic Planning and Decision Making in the Public Sector**

The first half of the course is a survey of strategic planning, to include: organization of the planning process; the mission statement; analysis of environmental strengths, weaknesses, opportunities, and threats (SWOT analysis); and identifying strategic issues or goals. The effectiveness of strategic planning in government is also examined. Students will examine strategic plans and work in teams on planning exercises. As strategic planning should lead to decision making in an organization, the second half of the course is on normative and behavioral decision making. Several normative models of decision making are introduced and contrasted with findings from psychological research and behavioral decision theory on how individuals and groups make decisions in practice. Research shows that people often do not think in the best way or make the best decisions to reach their own goals. Topics include utility theory, expert systems, Kohlberg's stages of moral thinking, and the effectiveness of individual versus group decision making. Psychological biases are shown to occur in probability estimation, hypothesis testing, preference reversals, framing effects, and risk avoidance. Doctoral students will lead discussions and write papers on assigned topics.

Credits: 4 credits

### **GPA 8992 - Dissertation II**

The preparation of a successful doctoral dissertation (one approved by the student's doctoral committee), with direction from the student's committee. (Graded on a Pass/no Credit basis)

Credits: 4 credits

### **GPA 8993 - Dissertation III**

The preparation of a successful doctoral dissertation (one approved by the student's doctoral committee), with direction from the student's committee. (Graded on a Pass/no Credit basis)

Credits: 4 credits

### **GPA 8997 - Independent Study**

Independent study provides an opportunity to work independently under the direction of a faculty member. The student and the instructor work out a course of study before the term begins and typically meet four to six times throughout the term to discuss readings and papers. Students may take two independent studies.

Credits: 1 - 4 credits

### **MBA 8010 - Negotiation Theory & Practice**

Through both lecture and simulation, this course explores major themes in negotiation theory and practice, including distributive versus integrative bargaining, personality styles, multi-party negotiation, and ethical issues. Students are encouraged to reflect on the theoretical foundations that underlie our actions and on the many considerations that influence effective and ethical negotiation practice.

Credits: 4 credits

### **MBA 8011 - Conflict Management Systems Design**

This course will help you improve decisions, increase creativity, enhance others' performances and your capacity to build a healthy, productive workplace. The classroom will be a metaphor for "organization". Students will experience how conflict is managed individually and systemically. The class will discern patterns, roles, concerns, power differentials and differing workplace assumptions. Participants will work in teams within the organization to design customized conflict responses. The course will merge theory and practice, challenging students on best practices, conflict prevention tools, and alternative dispute resolution options.

With a greater in-depth appreciation for workplace culture, systems and people, class team members will gain familiarity with the necessity of assessments, buy-in, design teams, development, implementation, roll-out and feedback loops. Participants will build their capacity to manage conflict more effectively on a systemic basis using principles of organizational systems design.

Credits: 4 credits

### **MBA 8012 - Conflict Theories**

This course explores the nature of conflict from a range of theoretical and research-based perspectives including psychology, communication, and group and social dynamics. This course lays a foundation for further study in conflict management and resolution.

Credits: 4 credits

### **MBA 8020 - Corporate Finance**

This course presents the theory and practice of corporate finance. Topics include concepts of corporate valuation, financial statement analysis and forecasting; the evaluation of capital investments under differing assumptions about risks and the state of the world; the financing choice for capital projects; the effects of debt, equity and derivative financial instruments on the value of the firm; dividend policy and other stakeholder forms of payment; corporate restructuring, bankruptcy, and merger; issues in corporate control and compensation.

Credits: 4 credits

### **MBA 8021 - Financial Institutions and Markets**

This course begins with a discussion of the financial system and financial institutions and the relationship between interest rates and security prices, the money market where interest rates are determined, and the role of the consumer and business and government in the financial markets. The course 1) examines how markets are organized and how trading occurs; and 2) establishes a framework for understanding how existing markets are set up, how trading occurs in them and how these markets evolve over time. The concentration is on securities markets and trading practices, but most of the principles developed are also applicable to other kinds of markets – markets for products, service and information.

Credits: 4 credits

### **MBA 8022 - Finance Theory & Applications**

This course covers the major decision-making areas of corporate finance and selected areas of financial history. Focusing on financial analysis and planning, corporate policies, valuation, and risk management. Topics will include firm capital structure and payout policy, short-term and long-term financial planning, options, risk management and derivatives, and corporate restructuring. The course builds upon the topics covered in MBA 8220: Managerial Finance.

Credits: 4 credits

### **MBA 8030 - Global Business**

This course will focus on practical issues of global business. We will discuss foreign direct investment, joint ventures, licensing and distribution agreements. Topics covered will include exporting, counter trade, supply chains, global human resource management, global marketing, and financial management in international business. We will also examine entry strategies for doing business in global markets. The students will apply the topics covered by working in groups to develop an international marketing plan to enter a foreign market with a specific product or service.

Credits: 4 credits

### **MBA 8031 - International Business Transactions**

This course provides students with an understanding of selected types and forms of international business transactions. It examines the role of business organizations in these transactions and focuses on international dispute mechanisms and how business disputes are resolved using these mechanisms. Attention is given to regional trade agreements such as NAFTA, ASEAN, and MERCOSUR. The WTO, the United Nations ICSID, UNCITRAL, and non-governmental options such as the International Chamber of Commerce will also be examined. Some time is devoted to public and private international organizations and how they influence the resolution of business disputes. Specific international dispute centers, such New York, London, and Stockholm are examined in light of their practices and procedures. International business transactions are an essential part of today's business and dispute resolution methods utilized in resolving conflicts are essential for business graduates.

Credits: 4 credits

### **MBA 8040 - HR Strategy**

Typically the majority of an organization's costs relate to people, yet few organizations take a strategic approach to HR management. This course provides an in-depth review of the essential elements required to develop a strategic HR role. It also includes the development of a human capital strategic plan for an organization, which facilitates student skill development in this critical area. This course should be of interest to HR professionals, those who are considering the field of HR, and/or those who are interested in the potential to significantly impact organizational profits.

Credits: 4 credits

### **MBA 8097 - International Seminar**

Credits: 4 credits



### **MBA 8101 - Management & Organizational Behavior**

Managing people requires a broad range of interdisciplinary knowledge and skills. To be effective, managers must have solid planning and organizational skills. They must also have solid understanding of human behavior, and how human behavioral tendencies affect and are affected by organizational systems, processes, and interactions. This component of Module 1 helps students develop the knowledge and skills needed to effectively manage people in organizations. Topics include fundamentals of social cognition, individual differences, judgment and decision making, motivation, organizational power and politics, managerial communications, and conflict management.

Credits: 3 credits

### **MBA 8102 - Human Resource Management**

This component of Module 1 provides an overview of human resource management in organizations, and examines the role of the human resource (HR) function in developing strategy and creating sustainable competitive advantages. The techniques, policies, processes, strategies, and practices used by companies and managers to effectively and efficiently utilize human resources will be discussed. Topics of discussion will include staffing, compensation, training and development, performance management, and employment law.

Credits: 2 credits

### **MBA 8160 - Leadership Development**

The concepts of management and leadership are often compared. One way to define leadership in a managerial context is that leadership is the extent to which a manager has influence over others above and beyond their positions-based power or authority. This component of Module 1 will help students develop two distinct sets of skills that will help them become leaders: self-leadership and team building. Topics will be introduced in regular class settings, and then be developed through intense full-day workshops and follow up activities.

Credits: 3 credits

### **MBA 8191 - Project Management**

The ability to manage projects from idea to implementation requires a broad set of knowledge and skills. According to the Project Management Body of Knowledge (PMBOK), a project is "a temporary endeavor undertaken to create a unique product, service, or result." Effective project management is by nature and integrative activity that requires interpersonal, technical, financial, and strategic skills. This component of Module 1 will serve two purposes. First, it will introduce students to the scope of knowledge and tools required to manage successful projects. Second, it will provide context for integration of many elements of the Hamline MBA program, including the transition from Module 1 to Module 2.

Credits: (2 credits)

### **MBA 8210 - Managerial Accounting**

This course will build on financial accounting principles and examine the tools that support management measurement and control of costs and operations. Financial forecasting and budgeting will be introduced for establishing performance targets. Cost volume and differential pricing techniques will be examined as tools for making tactical decisions. Budgeting, job order and activity based costing will be examined as tools for measuring day-to-day operations. Alternative performance measures will be examined for measuring progress towards strategic goals.

Credits: 3 credits

### **MBA 8220 - Managerial Finance**

Today, managers need to understand the fundamentals of financial management to make good decisions. This course covers the issues in Finance that a manager is likely to encounter. The course will discuss the financial statements, cash flows and the time value of money. Once we understand these basics, we will discuss issues surrounding corporate financing including valuing equity and debt. We will discuss capital investment and how a company decides to allocate its resources in a value-maximizing manner. We will also discuss risk and return and how it ultimately affects the company's cost of capital along with capital structure and dividend policy.

Credits: 3 credits

### **MBA 8240 - Managerial Economics**

This course examines supply and demand and the effect of elasticity on price, income and total revenue. With this foundation, marginal analysis and opportunity cost concepts will be introduced. The course will then examine how economic principles are impacted by different market structures (perfect competition, monopoly, monopolistic competition and oligopoly). The course will conclude with analysis on how economics impacts strategy and business decision-making.

Credits: 2 credits

### **MBA 8290 - Business Process Management—Operations**

Business operations are driven by business processes. This course will examine key operational business processes (sales/collection, acquisition/payment, conversion, finance) developing an understanding of workflow, inputs/outputs and data needs. An internal integration perspective will establish the foundation for dealing with external business partners. Technology tools and applications which enable business process efficiency and integration will also be introduced.

Credits: 2 credits

### **MBA 8330 - Managing the Global Marketplace**

Managers need a background in global trade to function in the international marketplace. We will cover globalization, outsourcing and international trade theory. The discussions of the organization of international business and import-export issues will help the students understand the planning involved in effectively moving a business into the global marketplace. There will be coverage of ethical issues in international transactions. Materials on cross cultural negotiations, human resource issues and strategies for entering a specific international market will aid the students in negotiating a license agreement in class covering a specific product or service to be distributed in an international market.

Credits: 3 credits

### **MBA 8350 - Marketing Management**

Marketing expertise has emerged as a key requisite in determining the success of organizations. This course will prepare students to lead organizations through complex challenges in the local and global marketplace. State-of-the-art marketing practices, theories, case studies, and trends are blended into results-oriented actions that equip students with the skills and knowledge necessary to make sound marketing decisions.

Credits: 3 credits

### **MBA 8380 - Business Law and Regulatory Environment**

Business Law and Regulatory Environment provides a clear understanding of the basic principles of business law. Among the topics covered are contracts, sales, intellectual property, business organizations, agency, securities regulation, negotiable instruments, e-commerce and antitrust law. When the students complete the course they should be able to identify and work through common legal problems and ethical issues they will face in the workplace.

Credits: 2 credits

### **MBA 8381 - Social Responsibility and Sustainability**

Students in the two-credit Social Responsibility and Sustainability course will examine viewpoints on what responsibility businesses have to their stakeholder groups. We will also explore the evolving role of sustainability in the business community and opportunities to incorporate social responsibility issues in business strategy and daily business practices. Our exploration of sustainability will include a diverse range of industries.

Credits: 2 credits

### **MBA 8420 - Strategic Financial Analysis**

Viewing strategy through the lens of financial performance sharpens (or enhances) management (or management capabilities). Whether evaluating alternative strategies, setting strategy-assessing metrics, or judging strategy implementation -- financials play a paramount role. Strategic Financial Analysis is designed to provide students with both theory and hands-on analytical practice to analyze and support strategic decisions.

Credits: 2 credits

### **MBA 8460 - Strategic Management**

This component provides a broad understanding of business strategy. Strategy literature is evaluated to assess applicability of classic frameworks in the 21st century. Business cases are discussed and analyzed with a focus on competitive strategy, the economics of information, resource allocation, industry analysis, and the importance of mission and goals. This component integrates knowledge and skills of previous coursework (in Modules 1-4) as well as electives.

Credits: 3 credits

### **MBA 8461 - Mergers & Acquisitions**

This course draws on financial, economic, and legal concepts from previous modules to examine mergers and acquisitions as a growth strategy for a firm. Topics include: strategic motives for mergers and acquisitions; methods of valuation of acquisition targets; financing sources; due diligence (legal and regulatory issues and best practices); and post merger integration.

Credits: 2 credits

### **MBA 8491 - Capstone/Field Study**

The Capstone/Field Study Competency provides several benefits. First, it serves an integrative role, allowing you to apply skills developed throughout your Hamline MBA education to issues being faced by an actual business organization with real issues and opportunities involving multiple functions. Second, it requires you to formulate a business plan for an organization contemplating significant change. Finally, it will provide opportunities for dialogue with industry leaders, again allowing you to blend theory and practice in understanding the complicated world of business today.

Credits: 3 credits

## **School of Education**

The School of Education (HSE) has a long history of providing coursework tailored to meet the needs of local and regional educators. Our vision is to inspire, challenge, and transform. HSE faculty and staff understand and respond to the needs of working adults and are committed to offering programs for adult learners that provide active and reflective learning in an atmosphere of mutual respect and intellectual challenge. More than 8,000 educators enroll in coursework through Hamline's School of Education. A variety of degree and licensure programs are offered to graduate students including:

- Master of Arts in Education (MAEd)
- Master of Arts in Education: Natural Science & Environmental Education (MAEd: NSEE)
- Master of Arts in English as a Second Language (MAESL)
- Master of Arts in Literacy Education (MALED)
- Master of Arts in Teaching (MAT)
- Doctorate in Education (EdD)
- Initial Licensure Programs
- Additional Licensure Programs

In addition, HSE includes the Continuing Studies, Partnerships, and Initiatives Department, the Center for Excellence in Urban Teaching, and the Center for Global Environmental Education to meet your ongoing professional development needs.

# Doctorate in Education (EdD)

The learning community structure and thematic curriculum of the doctorate in education (EdD) provide intellectually stimulating and collaborative teaching and learning. Each community remains together during a set of core courses, thus deepening personal connections and enriching shared experiences. Eight powerful themes are integrated into the curriculum: building community; constructivism/constructing knowledge; language/communication; child/adult development; technology; leadership; inquiry; and assessment. The themes form the nucleus for exploring and understanding current education ideas and issues. The quality of the doctoral experience results from the meaningful program design, the exploration of eight program themes and their implementation, the responsive setting of the learning climate, and the skills and expertise of the faculty and students.

## EdD Degree Requirements

(Total 68 credits)

12 Required Core Courses (36 credits)

- GED 8501 - The Learning Organization
- GED 8502 - Educational Foundations
- GED 8504 - Educational Organizations
- GED 8505 – Leadership
- GED 8507 A - Frameworks for Inquiry
- GED 8507 B - Frameworks for Inquiry
- GED 8508 - Advanced Inquiry
- GED 8513 - Paideia Seminar: Knowledge Construction
- GED 8514 - Doctoral Writing Seminar
- GED 8515 - Paideia Seminar: Community Building
- GED 8516 - Equity and Social Justice Policy
- GED 8517 - Paideia Seminar: Inquiry and Reflection

## Elective Courses

16 credits)

(see below)

## Dissertation

(16 credits)

- GED 8991 - Dissertation Credit I
- GED 8992 - Dissertation Credit II
- GED 8993 - Dissertation Credit III
- GED 8994 - Dissertation Credit IV

Advancement to Candidacy after required coursework is complete

Maintenance of a minimum grade of 3.0 (B grade or higher) in all courses

Successful completion of the following:

- a written examination

- a synthesis presentation
- a portfolio
- a dissertation

## Schedule of Required Courses

Courses GED 8501 - GED 8517 meet for ten weeks per term across fall and spring terms. Within each 4-credit course there are four weekend sessions (Friday night 5-9 p.m. and Saturday 9 a.m.-5 p.m.). Within each 2-credit course there are two weekend sessions. The schedule for each year is distributed well in advance of the year's terms. Because there are so few sessions per course, consistent attendance is required.

## Electives

There are 16 semester credits of electives. At Hamline, students may use 8000-level graduate courses offered by the School of Education and selected courses from the Graduate School of Liberal Studies, the School of Business, and the School of Law to fulfill the elective credits. Students may take graduate courses for transfer from other institutions. Continuing studies or professional development courses from Hamline and other institutions are not accepted as doctoral work.

Students may request transfer of credits taken prior to admission or may earn all elective credits while enrolled in the EdD. Students may transfer up to eight semester graduate credits taken prior to admission at Hamline or other institutions toward their elective credits. Approval depends on meeting the transfer-credit criteria.

EdD students who earn an advanced certificate (8000-level course numbers) or an administrative license through the School of Education may apply these credits toward their electives, whether they earned the certificate or license before or during their doctoral work. For example, Hamline University administrative licensure holders may transfer 16 credits. Note: Administrative licensure students apply for admission to that program separately. Licensure course work may precede, overlap, or extend beyond earning an EdD.

## EdD Application Requirements:

- Completed application (available online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Personal statement of educational aims.
- Resume.
- Official sealed transcripts of undergraduate and graduate work.
- Three letters of recommendation, at least two from instructors familiar with the applicant's learning and leadership capacity as described in the recommendation form.
- Submission of a short, article-length piece of writing (ten pages) demonstrating ability to synthesize and portray thinking about a critical issue in education as described in the application form.
- Interview with a faculty committee following successful review of application and materials described above.

## Education (MAEd)

Designed to help educators meet the challenges of today's schools and society, this program continues Hamline's tradition of relevant curriculum, outstanding faculty, and personal attention. The curriculum builds on your knowledge and prior experience and links theory to practice. Instructional strategies promote reflection, engagement, and collaboration. At the heart of the curriculum is a set of guiding questions that stimulate thought-provoking discussion

and professional growth. Elective credits are chosen based on personal and professional interests and needs. A Hamline certificate or license may be applied as electives.

The MAEd program is available on Hamline's campus and in learning communities around the state. Both formats include an online or distributed learning component (for example: videos, field trips, or online discussions) to provide opportunities beyond the bounds of the traditional classroom. Learning communities meet as a cohort during the school year and take the core classes together.

## MAEd Degree Requirements

(Total 34 credits)

24 Required Core Credits

- GED 8020 - Explorations: Reflection, Community Building, and Knowledge
- GED 8021 - Designing Effective Learning Environments
- GED 8022 - Action Research: Practice and Application
- GED 8023 - Capstone Practicum
- GED 8024 - Educating for Equity and Social Justice
- GED 8025 A - Public Policy: Design and Action
- GED 8025 B - Public Policy: Design and Action
- GED 8495 - Capstone

## 10 Elective Credits

(selected by the student)

Half of the ten elective credits (5 credits) must be completed through Hamline University. Elective credits may be earned through 6000, 7000, or 8000-level Hamline University graduate courses or at other accredited institutions. Graduate work (either through Hamline University or another accredited institution) completed before admission into the MAEd program may be used towards elective credits, provided the transfer criteria are met. Transfer of prior credit occurs after successful completion of GED 8020. Most elective choices are made to meet students' personal curriculum and instructional needs. A Hamline certificate or licensure program may be used to fulfill the elective requirement.

## MAEd Application Requirements:

- Completed application (online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Written essay
  - a. Why have you decided to pursue graduate study?
  - b. How will the MAEd meet your personal and/or professional goals?
  - c. What outcomes do you expect as a result of the MAEd program at Hamline University?
- Official, sealed undergraduate degree transcript.
- Two letters of recommendation.

## English as a Second Language (MAESL)

If you have licensure or a certificate in ESL, TEFL, adult ESL, or bilingual education, you have the option of pursuing an advanced degree in ESL. Developed in consultation with experts in the field and designed for those currently teaching, the MAESL offers online and evening courses to accommodate working adults. MAESL graduates are ESL

teachers/leaders who understand systems of language, the language-culture relationship, how these affect learning, and integrate technology into instruction. Courses integrate linguistics and literacy, feature practical applications, and are taught by experienced professionals.

## MAESL Degree Requirements

(Total 41-48 credits)

The following outline shows the three different routes by which an MAESL can be obtained. Please refer to the section that reflects the program of interest to you. Bilingual licensure students should consult with an advisor about appropriate equivalencies for their bilingual coursework.

### I. MAESL/TEFL Strand (41 credits)

#### A. Completion of the TEFL program or its equivalent (8 credits):

- ESL 6620 - TEFL Certificate Course

#### B. Completion of the following ESL courses (20 credits):

- ESL 6636 - Course Design for Adult ESL Classes
- ESL 6638 - Assessment of the Adult English Language Learner
- ESL 7519 - Linguistics for Language Teachers
- ESL 7650 - Basics of Modern English
- ESL 7660 - Second Language Acquisition
- ESL 7502 - Language and Society
- ESL 7610 - History of English

#### C. Completion of the following upper division coursework (13 credits):

- ESL 8010 - Phonetics and Phonology
- ESL 8020 - Advanced Linguistic Analysis
- ESL 8490 - Research Methodology
- ESL 8495 – Capstone

### II. MAESL/ADULT Strand (41-43 credits)

#### A. Completion of the Adult ESL Certificate (8 credits):

This certificate includes:

- ESL 6631 - Introduction to the Adult English Language Learner: Developing Reading/Writing Skills
- ESL 6634 - Introduction to the Adult English Language Learner: Developing Oral Skills
- ESL 6636 - Course Design for Adult ESL Classes
- ESL 6638 - Assessment of the Adult English Language Learner

#### B. Completion of the following ESL courses (18 credits):

- ESL 7519 - Linguistics for Language Teachers
- ESL 7650 - Basics of Modern English
- ESL 7660 - Second Language Acquisition
- ESL 7502 - Language and Society
- ESL 7610 - History of English

- ESL 6612 - Advocating for English Language Learners
- C. Completion of a practicum experience (2 credits):
- ESL 7790 - Advanced Practicum
- D. Completion of the following upper division coursework (13 credits):
- ESL 8010 - Phonetics and Phonology
  - ESL 8020 - Advanced Linguistic Analysis
  - ESL 8490 - Research Methodology
  - ESL 8495 – Capstone
- III. MAESL/K-12 LICENSURE Strand (43 credits)
- A. Completion of the following K-12 Licensure courses (25 credits):
- ESL 7519 - Linguistics for Language Teachers
  - ESL 7650 - Basics of Modern English
  - ESL 7660 - Second Language Acquisition
  - ESL 7755 - Development of Literacy Skills
  - ESL 7753 - Testing & Evaluation of English Language Learners
  - ESL 7610 - History of English
  - ESL 7502 - Language and Society
  - ESL 7776 - ESL Methods
- B. Completion of an approved elective with a literacy, technology or cultural focus (2 credits)
- C. Completion of the following (2 credits):
- ESL 6612 - Advocating for English Language Learners
- D. Completion of a practicum experience (1-6 credits):
- ESL 7790 - Advanced Practicum
- E. Completion of the following upper division coursework (13 credits):
- ESL 8010 - Phonetics and Phonology
  - ESL 8020 - Advanced Linguistic Analysis
  - ESL 8490 - Research Methodology
  - ESL 8495 - Capstone

### MAESL Application Requirements:

- Completed application (available online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Two letters of recommendation from professors with whom you have studied. These may include Hamline professors.
- Official sealed transcript of undergraduate and relevant graduate work. Hamline licensure and TEFL program graduates do not need to resubmit transcripts.



- Submit an academic paper dealing with a second language issue that shows that you can:
  - a. synthesize information from several sources; or
  - b. apply information from academic or research articles to your teaching or personal experience.
- MAESL students must have at least two years of high school or one year of college foreign language, or the equivalent. Foreign language study must be documented.

## Literacy Education (MALED)

The courses in the Master of Arts in Literacy Education (MALED) will provide a comprehensive, rigorous focus on literacy instruction and leadership.

### Acquired skills and knowledge

Teachers who graduate from the MALED program will:

- Develop the expertise, confidence and skills needed to become teacher leaders in their classrooms, schools and communities.
- Gain experience staying abreast of literacy theory, research and classroom application.
- Become supporters, promoters and advocates of literacy in schools and communities.

### Conceptual framework and guiding questions

The Professional Education Program at Hamline University is committed to developing teacher-leaders who promote equity in schools and society, build communities of teachers and learners, construct knowledge, and practice thoughtful inquiry and reflection. This conceptual framework is reflected in a series of guiding questions woven throughout the MALED curriculum.

Each required course has a set of guiding questions. The following is a sampling from one of the required courses, GED 8030: Essentials in Literacy & Learning:

- What is literacy and how does the expanding definition of literacy affect teaching and learning?
- What is the relationship between literacy theories and beliefs, values and practices?
- How does a theoretical context for understanding research support study in diverse educational contexts?
- How can seminal literacy research in language, literacy and culture inform practice?
- What are the foundations of building and sustaining a learning community of literacy professionals?
- How do the essentials in literacy and learning contribute to the research base for the capstone?

## MALED Degree Requirements

(Total of 34 credits)

The MALED includes 34 total credits, 24 required and 10 elective.

At least five of the ten elective credits should be literacy-focused. Most elective choices are made to meet students' professional learning needs. Credits may be earned through 6000, 7000, or 8000-level Hamline University Graduate Continuing Studies/Professional Development courses or at other accredited institutions.

The MALED provides a broad array of literacy-rich elective credit options and draws upon established certificates, licensures and institutes to provide you with wide-ranging choice in elective credit. The variety of these options will

enable you to tailor your learning experiences to specific areas of literacy education (e.g., reading, writing, children's literature or book arts).

## 24 Required Core Credits

- GED 8030 - Essentials in Literacy and Learning
- GED 8031 - New Literacies in the 21st Century
- GED 8032 - Rethinking Literacy Across the Disciplines
- GED 8033 - Diverse Readers and Writers
- GED 8034 - Literacy Leadership and Coaching
- GED 8035 - Literacy Capstone - Thinking, Researching, Writing
- GED 8036 - Educational Policy and Literacy Practice
- GED 8495 - Capstone

## 10 Elective Credits

(selected by the student)

Elective coursework in this degree may be acquired through graduate language arts courses:

- K-12 Reading License
- Literacy Certificate
- Writing Certificate
- Children's Literature Certificate
- A combination of courses from the above certificates and license
- Other elective credit options

## MALED Application Requirements

- Completed application (online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Written essay: The Admission Committee uses this essay to learn about your plans for the Master of Arts in Literacy Education program and your ability to think and write. Please answer the following questions:
  - a. Why do you want to pursue the Master of Arts in Literacy Education?
  - b. How will the MALED meet your personal and/or professional goals?
  - c. What outcomes do you expect will result from participation in the MALED at Hamline University?
- Official undergraduate degree transcript sent directly from the institution to Graduate Admission or in a sealed, signed envelope. You do not need to supply transcripts for courses taken at Hamline University.
- Two letters of recommendation.

## Transfer of credit guidelines

At least half of the elective credits (five semester credits) must be completed through Hamline University. Up to five semester credits of graduate work from another accredited institution completed prior to admission into the MA program may be used towards elective credits, provided the following transfer criteria are met:

- Official transcript clearly states course is at graduate level.
- Course was completed within 7 years prior to admission.
- Applicant received a letter grade of B- or above.

Up to 10 semester credits completed at Hamline prior to admission can be transferred into the MALED program as elective credits. If you have already earned a Hamline certificate or license, you may bring in 10 semester credits to fulfill the elective requirement.

Transfer of credit for course work completed prior to degree program admission occurs after successful completion of GED 8030: Essentials in Literacy and Learning.

## **Natural Science & Environmental Education (MAEd: NSEE)**

One of the nation's most respected environmental education programs has designed a graduate degree program to bring out the best in you and impact the world in which we live.

Both strands of the MAEd: NSEE program inspire through a focus on leadership development that taps participants' convictions and passions. They promote field based research and community collaborations including partnerships with the Audubon Center of the North Woods, Science Museum of Minnesota, Como Park Zoo & Conservatory, the American Museum of Natural History and other prominent organizations. They challenge through inquiry, reflection and a strong focus on research and transform through a constructivist approach that draws on each student's strengths and experiences as vital contexts for learning.

The MAEd: NSEE program focuses on environmental teaching and learning with an emphasis on systems and problem solving. It is designed for both classroom teachers and non-formal educators.

The MAEd: NSEE Science Education Strand focuses on teaching and learning in the science classroom to address K-12 classroom teachers' specific needs regarding science standards, content, and instruction.

### **MAEd: NSEE Degree Requirements**

(Total 35 credits)

35 Required Credits (includes 14 elective credits)

#### **Foundations Courses**

(6 credits)

- NSEE 8000 - Environment and Society
- NSEE 8010 - History of the Environment

#### **Pedagogy Course**

(2 credits)

- NSEE 8100 - Teaching and Learning in the Environment

#### **Knowledge Courses**

(5 credits)

- NSEE 8200 - Ecological Systems: Biomes
- NSEE 8300 - Social Systems: Environmental Footprints

## Research Courses

(8 credits)

- NSEE 8485 - Introduction to Research
- NSEE 8490 - Field-Based Research
- NSEE 8495 - Capstone

## Electives\*

(14 credits)

Choose from ENED, SCED, and other education 6000- and 7000-level course offerings.

## MAEd: NSEE Science Education Strand Degree Requirements

(Total 35 credits)

**35 Required Credits (includes 14 elective credits)**

### Foundations Courses

(5 credits)

- NSEE 8000 - Environment and Society
- NSEE 8011 - History and Nature of Science

### Pedagogy Course

(3 credits)

- NSEE 8111 - Science Teaching and Learning

### Knowledge Courses

(5 credits)

- NSEE 8200 - Ecological Systems: Biomes
- NSEE 8300 - Social Systems: Environmental Footprints

## Research Courses

(8 credits)

- NSEE 8485 - Introduction to Research
- NSEE 8494 - Science Research Projects
- NSEE 8495 - Capstone

## Electives\*

(14 credits)

Choose from ENED, SCED, and other education 6000- and 7000-level course offerings.

## MAEd: NSEE Application Requirements:

- Completed application (available online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Essay—submit a 500-word essay that describes your personal and professional philosophy of environmental education.
- Résumé.
- Two letters of recommendation. Request these letters from people familiar with your academic and/or professional qualifications.
- Official, sealed transcripts from your undergraduate degree-granting institution.
- Any supplemental materials you wish the admission committee to consider.

## Teaching (MAT)

Designed for working adults, this degree program provides initial licensure and a master's degree in a supportive learning environment. Faculty have K-12 experience and a commitment to helping you become a successful teacher. Learn hands-on applications in an integrated curriculum focusing on urban, multicultural issues. Five categories of licensure are available:

- Elementary K-6 with a 5-8 specialty in communication arts and literature, mathematics, science, or social studies;
- Elementary K-6 with K-8 specialty in world languages and cultures (French, German or Spanish);
- Secondary 5-12 in the specialty areas of chemistry/science, communication arts and literature, life science/science, mathematics, physics/science, or social studies;
- Secondary 9-12 in the specialty areas of chemistry, life science, or physics;
- K-12 in English as a second language (ESL), world languages and cultures (French, German or Spanish), physical education, health 5-12/physical education K-12, or theater arts and dance.

Field placements are integrated throughout the program so you practice what you learn in your courses as you progress toward full-time student teaching. You will develop the skills, content, and confidence to be a highly qualified teaching professional. Graduate education classes typically meet once a week in the evening. You may attend the program on a full-time or part-time basis, according to your preferred pace of study.

For program course requirements, refer to the MAT website or contact the MAT program coordinator. After successfully completing the courses listed in an individually-developed learning contract, students apply for acceptance to student teaching. Upon successful completion of the license requirements, students are recommended for state licensure. Students have seven years to complete their MAT degree after licensure and must maintain a 3.0 overall GPA.

## MAT Degree Requirements

All Licenses (18 credits)

- GED 7801 - Introduction to MAT
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality

## Elementary

- GED 7813 – Fundamental Concepts of Mathematics (4 credits)
- GED 7835, 7836, 7837, 7838 – Teaching Art, Music, Health and Physical Education in Elementary School (1 credit each)
- GED 7840 – Teaching Social Studies in the Elementary School/K-6 (4 credits)
- GED 7845 – Teaching Literacy in the Elementary School/ K-6 (6 credits)
- GED 7850 – Teaching Mathematics and Science in the Elementary School/K-6 (4 credits)
- GED 78xx – Specialty Subject Methods (2 or 4 credits)

## Secondary/K-12

- GED 7871 – Teaching Literacy in Middle and Secondary School/5-12 (2 credits)
- GED 7875 – Teaching in the Secondary School (4 credits)
- GED 78xx – Subject Methods Courses (4 credits)

## Student Teaching

- GED 0050 – Student Teaching Seminar (0 credits)
- GED 7885 – Elementary/K-6 (8 credits); or
- GED 7894 – Secondary/9-12 (8 credits); or
- GED 7895 – Secondary/5-12 (8 credits); or
- GED 7896 – K-12 (10 credits)

## Post Licensure Courses

- GED 8023 - Capstone Practicum
- GED 8025 A - Public Policy: Design and Action
- GED 8025 B - Public Policy: Design and Action
- GED 8495 - Capstone

## MAT Application Requirements:

- Completed application (available online at [www.hamline.edu/education/admission/apply\\_online\\_instructions.html](http://www.hamline.edu/education/admission/apply_online_instructions.html))
- Official sealed transcripts of previous coursework.
- Two letters of recommendation.
- Written essay. Submit a one- to two-page, double-spaced essay discussing why you have decided to pursue public school licensure. Please include your experience (volunteer or paid) in working with children.

# Additional Licensure Programs

An additional license can provide new opportunities and options for teachers with a standard teaching license. Available licenses include:

- Administrative Licenses (Principal, Superintendent, Director of Special Education)
- Bilingual/Bicultural Education License (K-12)
- English as a Second Language (ESL License) (K-12)
- Keyboarding for Computer Applications License (K-8)
- Reading License (K-12)
- Other Additional Licenses
  - Grades 5-8 Specialty
  - Elementary (K-6) with 5-8 Specialty
  - K-12
  - Secondary (5-12) or (9-12)

More information regarding additional licensure programs including course requirements and descriptions is on the Hamline University website at [www.hamline.edu/education/academics/licensure/lic\\_index.html](http://www.hamline.edu/education/academics/licensure/lic_index.html)

## Initial Licensure

Initial licensure is for educators who already hold a bachelor degree, but wish to earn a state K-12 teaching license along with a master's degree. More information regarding initial licensure including course requirements and descriptions is on the Hamline University website at [www.hamline.edu/education/academics/licensure/lic\\_index.html](http://www.hamline.edu/education/academics/licensure/lic_index.html)

## School of Education Courses

### **ESL 6612 - Advocating for English Language Learners**

Are you advocating for students, programs, and professional status? Learn to enlist support from administrators, parents, community, lawmakers, and the media. Through a series of readings, guest speakers, discussions, and assignments, learn how to speak and write about issues with authority, how to identify and organize potential supporters, and how to take practical steps toward changing policies and attitudes that affect ESL students, programs, and teachers.

Credits: 2 credits

Target audience: teachers of ESL/bilingual K-Adult; others who advocate for ESL/bilingual students in a school setting.

### **ESL 6620 - TEFL Certificate Course**

Credits: 8 credits

### **ESL 6631 - Introduction to the Adult English Language Learner: Developing Reading/Writing Skills**

How do adult learners acquire a second language? What is involved in the development of literacy skills? Explore the basic concepts of second language acquisition and the development of literacy skills. Discuss how languages are learned, and the implications for classroom instruction. The development and assessment of reading, writing and academic skills, and the politics of literacy will also be addressed.

Credits: 2 credits

Target audience: ESL teachers of adult learners.

### **ESL 6634 - Introduction to the Adult English Language Learner: Developing Oral Skills**

How can we help the adult ESL learner develop oral skills? Uncover the nature of oral communication. Gain an awareness of the form, meaning and use of spoken English and how to present language to learners most effectively. Learn about the principles of teaching, listening, and speaking; use of authentic materials; and the assessment of oral proficiency and listening comprehension. Develop a basic understanding of the sound system of English phonetics, stress, rhythm and intonation. Learn strategies for teaching pronunciation. Emphasis is on developing classroom practices that maximize students' participation.

Credits: 2 credits

Target audience: ESL teachers of adult learners.

### **ESL 6636 - Course Design for Adult ESL Classes**

How can ESL teachers develop courses to meet a variety of language and learning needs? ESL students come to programs for a variety of reasons: some need English for the workplace; some need survival English; others may want to go on to study in a community college or university. Understand the principles of needs assessment and course design, and learn the tools to develop courses that are tailored to the language and learning needs of your students. Learn how to develop different types of curricula including English for special purposes and content-based courses. Create curricula and materials for use in your own program.

Credits: 2 credits

Target audience: ESL teachers of adult learners.

### **ESL 6638 - Assessment of the Adult English Language Learner**

Learn the basic principles of testing and evaluation, and how assessment is related to curriculum. Learn how to conduct valid and reliable formal and informal assessment of ESL learners. Develop authentic assessment tools for academic and workplace settings. Discuss entrance and exit criteria for ESL programs and how to assess student progress. Explore the politics of testing and assessment.

Credits: 2 credits

Target audience: ESL teachers of adult learners.

### **ESL 7502 - Language and Society**

Focus on the varieties of language and how they reflect social patterns. Explore the importance of language in all our interactions. Examine the social nature of language, and how language reflects social situations. Study the issues of language and social class, ethnic group, and gender, as well as topics in language and nationality, language and geography, and the social nature of writing. Learn to pay particular attention to the social-linguistic situations of second language learners (i.e., those who are not native speakers of a socially dominant language or dialect) as well as the sociolinguistics of language in the classroom.

Credits: 4 credits

Target audience: language arts, modern language, and ESL teachers, K-adult.



### **ESL 7519 - Linguistics for Language Teachers**

Teachers Study language in all its complexity! This is a broad, applied introduction to the study of language including morphology (word forms), syntax (sentence structure), semantics (meaning), and phonetics/phonology (pronunciation), as well as the social and cognitive dimensions of language. Study the application of linguistic skills to language instruction and the use of technology in teaching, in addition to an introduction to graduate-level research and Internet skills in a two-hour in-class library orientation.

Credits: 4 credits

Target audience: teachers K-12.

### **ESL 7610 - History of English**

Have you wondered why the English language has such a bizarre spelling system, so many exceptions to its grammar rules, and the largest vocabulary of any modern world language? Discover the answers by studying the development and forms of the English language from Anglo-Saxon beginnings to present-day standard English and varieties of English. Understand the sociocultural and linguistic forces that cause language to undergo constant change. NOTE: Should be taken after or concurrently with a linguistics course.

Credits: 4 credits

Target audience: language arts and ESL teachers, K-12.

### **ESL 7650 - Basics of Modern English**

An overview of English grammar designed for teachers of ESL grades K-12. Develop an understanding of the basics of English grammar both descriptively and pedagogically, particularly in areas that cause difficulties for learners of English as a Second Language. Improve your skills at error analysis and your ability to effectively incorporate grammar instruction into your classroom in a way that is meaningful and interesting to your learners. NOTE: Should be taken after or concurrently with a linguistics course.

Credits: 4 credits

Target audience: ESL teachers, current or prospective.

### **ESL 7660 - Second Language Acquisition**

How do students learn a second language? Examine the factors that affect how languages are learned—age, environment, academic background, motivation, and developmental processes. Emphasis will be placed on understanding the language learning process and being able to communicate this process to administrators, teachers, and parents. Current research issues will also be addressed, with opportunities for teachers to apply theory to practice.

Credits: 4 credits

Target audience: ESL and bilingual/bicultural education teachers K-12.

Notes: Should be taken after or concurrently with a linguistics course.

### **ESL 7753 - Testing & Evaluation of English Language Learners**

Examine the complex issues of assessment, testing, and evaluation of ESL students, in both ESL and mainstream classrooms. Develop an understanding of the policies, procedures and instruments used in assessing English language proficiency and the academic competency of ESL students. Learn how to use appropriate assessment to improve student performance and how to advocate for students in testing situations.

Credits: 4 credits

Target audience: teachers K-12.

### **ESL 7755 - Development of Literacy Skills**

Literacy development is crucial for the academic success of ESL students! Develop a working knowledge of best practices in literacy development for second language learners. Learn about emergent and content literacy theory and methods through a critical literacy framework.

Credits: 4 credits

Target audience: teachers K-12.

### **ESL 7776 - ESL Methods**

Explore the intersection of theory and practice! Examine historical and contemporary methods for teaching language. Learn to develop lessons that focus on reading, writing, listening, speaking, grammar and vocabulary for a variety of ages, proficiency levels and educational contexts. Learn to write language and content objectives and align standards, objectives, assessment, and activities to ensure purposeful instruction. This course also presents cultural theory and development.

Credits: 4 credits

Target audience: persons seeking ESL licensure.

Notes: Methods should be taken at the end of the licensure course sequence.

### **ESL 7790 - Advanced Practicum**

Credits: variable credits

### **ESL 8010 - Phonetics and Phonology**

Help English language learners attain intelligible pronunciation. This course addresses areas of phonetics and phonology that ESL professionals need to know in order to assess and respond to learner needs. Issues of age, motivation, and context as they relate to pronunciation are discussed. Ideas for integrating pronunciation instruction into various curricula are included as well. The needs of both children and adults are addressed.

Credits: 2 credits

### **ESL 8020 - Advanced Linguistic Analysis**

Using naturally occurring linguistic data from the first languages that ESL practitioners encounter in Minnesota (e.g. Spanish, Hmong and Somali), this course will provide ESL practitioners with a solid understanding of topics in syntax, semantics and pragmatics. The emphasis will be on recognizing pattern and structure (including linguistic universals) and relating this knowledge to the language learning needs of ESL students.

Credits: 3 credits

### **ESL 8490 - Research Methodology**

This course examines the ideological and theoretical underpinnings of research in second language pedagogy and learning. In conjunction with reviewing quantitative and qualitative research methods, students formulate the research question for their capstone projects, design the methodology, and write the literature review.

Credits: 4 credits

### **ESL 8495 - Capstone**

Credits: 4 credits

### **GED 7801 - Introduction to MAT**

An orientation course is required prior to or during the first semester of a student's program in order to facilitate the MAT student's progress through the complexities of the licensure coursework and the gateways toward state licensure. The course will cover material such as the conceptual framework of the program, the requirements of the licensure coursework, and the gateways which have been established for monitoring successful progress through the program.

Credits: 0 credits

### **GED 7815 - Schools and Society**

This course will explore the profession of teaching from historical, philosophical and sociological viewpoints. Students will develop a personal philosophy of education and conduct research on current topics in the field. This course includes three days of school tours and a 30-hour field experience.

Credits: 4 credits

Prerequisite: Concurrent enrollment in GED 7825 is recommended.

### **GED 7825 - Educational Psychology**

This course surveys theories of learning, motivation and intelligence; theories of cognitive, social, and emotional development; and, influences of social and cultural background on development and learning. Students will learn about assessment and evaluation and the theoretical bases for instructional models.

Credits: 4 credits

### **GED 7862 - Education and Cultural Diversity**

This course will explore the impact of diversity in the classroom: race/ethnicity, class, gender, language, sexual orientation, and disability and will explore nature, causes, and effects of prejudice. Approved by MN Department of Education as satisfying the Education 521 human relations requirement.

Credits: 4 credits

### **GED 7867 - Theory to Practice**

This course will require students to analyze the structure and methods of managing learning environments, design developmentally appropriate learning opportunities that incorporate different approaches to learning, learning styles, and multiple intelligences, and practice strategies for culturally mediated instruction and uses of technology to facilitate and enhance learning. This course has a 15-hour field placement.

Credits: 4 credits

### **GED 7872 - Exceptionality**

This course will survey areas of exceptionality such as learning disabilities, physical and mental disabilities, emotional and behavior disorders, and giftedness, and consider their impact on classroom learning. The course will address educational practices for responding to exceptional students' needs. The course includes a 4-hour field placement.

Credits: 2 credits

### **GED 8020 - Explorations: Reflection, Community Building, and Knowledge**

Participants increase their reflection skills through dialogue, writing, and examination of their personal beliefs about teaching and learning. They learn about and practice building community with class colleagues and in their workplaces. They explore how knowledge is constructed individually and socially.

Credits: 4 credits

### **GED 8021 - Designing Effective Learning Environments**

In the context of individual values and beliefs and the complexity of an increasingly diverse society, providing effective learning environments for all students is a continual and complex challenge. Participants take up this challenge by considering a variety of research-based approaches for crafting inclusive, active, and engaging learning environments. These include pedagogically sound technology integration, differentiated instruction, and understanding by design.

Credits: 2 credits

### **GED 8022 - Action Research: Practice and Application**

Participants design an action research project. In the process, they learn to value their own voices and the questions they generate about their professional practice. Engaging in action research enables participants to use structured inquiry as a strategy for enhancing learning environments.

Credits: 2 credits

### **GED 8023 - Capstone Practicum**

As members of an inquiry community, participants challenge contemporary notions of "research." Each participant explores and owns a critical question and drafts a capstone proposal. Participants learn to design and implement an extended structured inquiry.

Credits: 4 credits

### **GED 8024 - Educating for Equity and Social Justice**

This community critically examines education through an equity and social justice lens. Using critical cultural studies and multicultural education as theoretical frameworks, participants collaboratively investigate ways in which racism, sexism, classism, heterosexism, ageism, and other forms of discrimination permeate educational policy and practice. Participants consider what individuals and communities can do to ensure that all students have equitable educational opportunities.

Credits: 4 credits

### **GED 8025 A - Public Policy: Design and Action**

Policy decisions or actions present opportunities for teachers-leaders to use a policy cycle to improve teaching and learning. Participants collect data, analyze problems, and design policy initiatives, which may be at the classroom, department, school, district, state, or federal level.

Credits: 2 credits

Notes: Students must register for both 2-credit sections of 8025 at the same time.

### **GED 8025 B - Public Policy: Design and Action**

Policy decisions or actions present opportunities for teachers-leaders to use a policy cycle to improve teaching and learning. Participants collect data, analyze problems, and design policy initiatives, which may be at the classroom, department, school, district, state, or federal level.

Credits: 2 credits

Notes: Students must register for both 2-credit sections of 8025 at the same time.

### **GED 8030 - Essentials in Literacy and Learning**

Examine the relationship between literacy theories and classroom practice. Expand the definition of literacy as it relates to self, students and society. Learn about and practice building community with colleagues in a literacy environment.

Credits: 4 credits

### **GED 8031 - New Literacies in the 21st Century**

Explore the variety of different text types that can be used to teach 21st century students. Examine visual literacies and methods for teaching reading and writing with multimedia and new literacies. Learn an array of strategies intended to increase new literacy practices in the classroom.

Credits: 2 credits

### **GED 8032 - Rethinking Literacy Across the Disciplines**

Gain an overview of the reading process based on current theory and research. Practice and incorporate instructional methods for teaching and promoting literacy across the disciplines. Learn how to expand language specific to academic subjects and explore assessment tools that strengthen student learning with diverse texts.

Credits: 3 credits

### **GED 8033 - Diverse Readers and Writers**

Through self study and critical reflection, examine how culture informs literacy practices. Expand an understanding of all types of readers and writers. Transform literacy practices, curriculum, and the learning environment to ensure all students have equitable educational opportunities.

Credits: 3 credits

### **GED 8034 - Literacy Leadership and Coaching**

Explore the role of literacy leaders and literacy coaches in schools. Learn a wide range of leadership skills through the study of adult learning, professional development and research-based coaching practices. Examine methods for building and maintaining relationships with colleagues and the school community.

Credits: 3 credits

### **GED 8035 - Literacy Capstone - Thinking, Researching, Writing**

Become a teacher researcher by learning to design and implement structured inquiry in literacy education. Develop a critical question and draft a capstone proposal. Expand an understanding of the research process, methodology and structure of the capstone.

Credits: 3 credits

### **GED 8036 - Educational Policy and Literacy Practice**

Develop an understanding of educational policy at the classroom, department, school, district, state or federal level. Study literacy reform efforts through inquiry, reflection and analysis. Learn how to influence policy and become an agent of change.

Credits: 2 credits

### **GED 8495 - Capstone**

The capstone project is the culmination of a MAEd student's work at Hamline University. It is generally an applied research project conducted in the student's school or workplace. The student works closely with an administrative advisor to construct the research question, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. Registration requires advisor and committee members signatures. Please note: Registration materials, timelines, and formatting guidelines are found in the Program Completion Guide. If you have not received this guide, please contact the MAEd Program office.

Credits: 4 credits

### **GED 8501 - The Learning Organization**

This course examines the social foundations of United States education from comparative and historical perspectives with attention to future trends. The course provides ample opportunities for participants to articulate and understand the presuppositions and suppositions (foundations) of their individual philosophy, knowledge base, valuation of education, schooling, the relationship between teachers and learner, and between skills and knowledge.

Credits: 4 credits

### **GED 8502 - Educational Foundations**

This overview course examines how schools, universities, and other formal organizations built around learning have evolved, particularly in the United States. Learners and learning processes, teachers and teaching processes, and leaders and leading processes will be discussed in the context of education as a discipline.

Credits: 4 credits

### **GED 8504 - Educational Organizations**

This course examines organizations that educate: their structures and processes, cultures, management of change processes, productivity and effectiveness issues, their place in society, and organizational development techniques and theories. Participants will explore the implications of social, cultural, and racial demographic changes on historically Eurocentric thinking about organizations. This exploration offers opportunities to rethink these social constructions.

Credits: 4 credits

### **GED 8505 - Leadership**

This course focuses on understanding and analyzing these aspects of leadership: theories, with special attention to constructivist leadership; complexities of leading in an interdependent world; leader-follower relationships; change and transition; and communication and decision-making processes. Participants will apply their understanding and analysis to personal, professional, and organizational settings.

Credits: 4 credits

### **GED 8507 A - Frameworks for Inquiry**

The major aim of this course is to develop and extend critical habits of mind via inquiry. It surveys the qualitative and quantitative research paradigms. Both paradigms require habits of mind that include: making sense of competing paradigms; framing research questions; respecting data over prejudices; and judging whether conclusions are supported by evidence. This course continues the study of research designs and methods from both paradigms.

Credits: 2 credits

### **GED 8507 B - Frameworks for Inquiry**

The major aim of this course is to develop and extend critical habits of mind via inquiry. It surveys the qualitative and quantitative research paradigms. Both paradigms require habits of mind that include: making sense of competing paradigms; framing research questions; respecting data over prejudices; and judging whether conclusions are supported by evidence. This course continues the study of research designs and methods from both paradigms.

Credits: 2 credits

### **GED 8508 - Advanced Inquiry**

This course extends the knowledge and activities of Frameworks for Inquiry with attention to the intersection of the two paradigms and multimethod designs. Participants critique current research practices, analyze research findings related to current educational issues, and analyze and evaluate the implications of those findings. Participants also draft a dissertation prospectus, which is the initial stage of dissertation work.

Credits: 4 credits

### **GED 8513 - Paideia Seminar: Knowledge Construction**

Participants in the seminar explore and think critically about ideas and practices related one EdD theme: Constructivism/Constructing Knowledge. Exploration is done through Socratic questioning, a set of guiding questions, and active participation in a variety of learning mediums.

Credits: 2 credits

### **GED 8514 - Doctoral Writing Seminar**

Participants focus in improving aspects of writing assignments from the 1st-semester courses. This is done through assessments, analysis of strong and weak models of doctoral-academic writing, focused revision, self-reflection, and goal setting to improve writing for the doctoral course work and the dissertation.

Credits: (2 credits)

### **GED 8515 - Paideia Seminar: Community Building**

Participants in the seminar explore and thinking critically about ideas and practices related to one category of the professional education unit's shared vision: Building Community. Exploration is done through Socratic questioning, a set of guiding questions, and active participation in a variety of learning media.

Credits: 2 credits

### **GED 8516 - Equity and Social Justice Policy**

Notes

In addition to an overview of educational policy development, particular focus is placed on equity and social justice implications of educational policies at the local, state, national, and international levels. This includes the impact of the history of the U.S. civil rights and global human rights movements on educational policy. Public scholarship related to policy is examined. Participants engage in the design, development, and evaluation of policy related to educational policy issues. An underlying principle of the course is policy activism.

Credits: 4 credits

### **GED 8517 - Paideia Seminar: Inquiry and Reflection**

Participants in the seminar explore and think critically about ideas and practices related to one category of the professional education unit's shared vision: Practice thought inquiry and reflection. Exploration is done through Socratic questioning, a set of guiding questions, and active participation in a variety of learning mediums.

Credits: 2 credits

### **GED 8991 - Dissertation Credit I**

Students register for four 4-credit dissertation courses after successful completion of the eight required courses, the written examination, the synthesis presentation, and the portfolio. Working individually with a dissertation committee, students develop the proposal and the dissertation. The completion of the dissertation, including the defense, is the final requirement for the doctor of education degree.

Credits: 4 credits

Notes: All are graded on a Pass/No credit basis

### **GED 8992 - Dissertation Credit II**

Students register for four 4-credit dissertation courses after successful completion of the eight required courses, the written examination, the synthesis presentation, and the portfolio. Working individually with a dissertation committee, students develop the proposal and the dissertation. The completion of the dissertation, including the defense, is the final requirement for the doctor of education degree.

Credits: 4 credits

Notes: All are graded on a Pass/No credit basis

### **GED 8993 - Dissertation Credit III**

Students register for four 4-credit dissertation courses after successful completion of the eight required courses, the written examination, the synthesis presentation, and the portfolio. Working individually with a dissertation committee, students develop the proposal and the dissertation. The completion of the dissertation, including the defense, is the final requirement for the doctor of education degree.

Credits: 4 credits

Notes: All are graded on a Pass/No credit basis

### **GED 8994 - Dissertation Credit IV**

Students register for four 4-credit dissertation courses after successful completion of the eight required courses, the written examination, the synthesis presentation, and the portfolio. Working individually with a dissertation committee, students develop the proposal and the dissertation. The completion of the dissertation, including the defense, is the final requirement for the doctor of education degree.

Credits: 4 credits

Notes: All are graded on a Pass/No credit basis

### **NSEE 8000 - Environment and Society**

Participate in a community investigation of natural and social environmental issues. Explore the concept of environmental literacy, build a solid understanding of the basics of environmental education, and be actively involved in a series of community investigations in human-built and natural locations around Minnesota's Twin Cities. Learn to focus through three "lenses": systems (knowledge of social and natural systems and their interaction); problem identification and solving (ethics typically are an issue in these situations); and move to action (defined as citizenship and stewardship). Examine and reflect on your environmental philosophies and behaviors.

Credits: 3 credits

### **NSEE 8010 - History of the Environment**

From Izaak Walton to Rachel Carson, the history of the environment is filled with dedicated role models. Environmental education is the outgrowth of dedication, perseverance, literature, painting and politics, but the history of environmental ethics, movements and education is not well understood. Meet people like Leopold, Olson, Comstock, Peterson, and Carson; look at the power of the individual, the organization of groups, and emerging and changing ethics. Course includes some humor and some drama.

Credits: 3 credits

### **NSEE 8011 - History and Nature of Science**

Fundamental to effective science teaching is a deep understanding of how science works, its challenges through history, and its impact on those we call "scientists." Explore science through cultural and historical perspectives; share examples of scientists, scientific advancements, and their impacts on society; and design plans for making the history and nature of science standards more inclusive in your curriculum.

Credits: 2 credits

### **NSEE 8100 - Teaching and Learning in the Environment**

Read, discuss, and write about contemporary issues in teaching, learning, and assessment as they apply to education about the environment. It is important to acknowledge that environmental education seeks to influence the environmental decisions and behaviors of the citizens. Think critically about how learning theories apply to practice and explore different approaches to making environmentally literate decisions.

Credits: 2 credits

### **NSEE 8111 - Science Teaching and Learning**

Science classrooms are exciting environments. The combination of hands-on exploration, laboratory activities, vocabulary and research makes science teaching complex and challenging. This is a practitioner's course where science-specific instructional strategies will be actively investigated, including the classroom environment, impact of state and national standards, inquiry as process and pedagogy, effective questioning, misconceptions and gaps in understanding, use of science notebooks/journals, curriculum design, assessment models, state science testing, science literacy, and cultural perspective.

Credits: 3 credits

### **NSEE 8200 - Ecological Systems: Biomes**

The concept of systems is essential to understanding ecological principles; nothing demonstrates this better than the biomes of Minnesota. Each of Minnesota's biomes (prairie, deciduous forest, boreal forest) is an interplay of large geologic, biologic, cultural, and meteorological systems. Within each broad system is a subset of systems recognized as plant communities. Experience hands-on, wet-feet camping; sampling, identifying, and observing; travel and reflection, story-sharing; and science knowledge. Discover applications for your own classroom.

Credits: 3 credits

### **NSEE 8300 - Social Systems: Environmental Footprints**

It's not just how many footprints mark our presence on Earth. It's how big those footprints are. At the heart of the ecological footprint are questions about equity, justice, and sustainability. The typical American consumes between four and eight times more resources than people of other cultures. Create a personal environmental impact statement while investigating the math, science, and social implications of how we live.

Credits: 2 credits

### **NSEE 8485 - Introduction to Research**

Research, as a strategy of inquiry, is the central theme of this course. Critical steps in the research process, along with related methodological issues are examined. These include an understanding of a variety of research methodologies, statement and clarification of research problems, research studies, and basic statistical methods for describing data. Emphasis is on understanding the benefits and limitations of research.

Credits: 2 credits



### **NSEE 8490 - Field-Based Research**

Collection, processing, interpretation and presentation of field data are the focus of this course. The interrelationship of all living things to each other and to the environment will provide the content as students make decisions about methods, develop hypotheses, vary experimental conditions and conduct field studies.

Credits: 2 credits

### **NSEE 8494 - Science Research Projects**

Credits: 2 credits

### **NSEE 8495 - Capstone**

The capstone project is the culmination of an MAEd: NSEE student's work at Hamline University. It is generally an applied research project conducted in the student's school or workplace. The student works closely with an administrative advisor to construct the research question, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. This project requires a written component and an oral presentation. Advisor/committee approvals are required at proposal stage before registration occurs. The capstone course is only available to those master's students who are nearing completion of their degree program in Natural Science and Environmental Education.

#### Notes

For further information regarding the capstone committee and process, please phone Renee Wonser at 651-523-2419.

Credits: 4 credits

# Campus Services

Hamline University Graduate Programs



# Campus Services

## Bookstores

### Hamline University Bookstore

Bush Student Center, main floor, MS-C1922  
651-523-2270  
[www.hamlineuniversitybookstore.com](http://www.hamlineuniversitybookstore.com)

The Hamline University Bookstore's primary function is to provide textbook services for undergraduate and graduate schools' classes. The bookstore is the best source for information regarding the correct books for current Hamline classes as well as the best source for used books. The bookstore also provides a number of other services including the sale of Hamline apparel and school and office supplies.

### Student Bar Association Bookstore

School of Law  
Bruce Keil, manager  
651-523-2075

The Student Bar Association (SBA) Bookstore provides textbooks and course materials for School of Law students and also carries supply essentials such as pens, paper, and folders. The bookstore also sells coffee, pastries, pop, and candy throughout the academic year. SBA Bookstore hours are posted on the door. Return policies and information on consignment books is available by calling 651-523-2075.

### Bush Library

Bush Library  
MS-C1919  
Diane Clayton and Julie Rochat, directors  
651-523-2373 Library Circulation Desk  
651-523-2373 Library Hours  
651-523-2375 Library Reference Desk  
[www.hamline.edu/bushlibrary](http://www.hamline.edu/bushlibrary)

Bush Library provides research materials for Hamline students and faculties. The library provides a major collection of books, periodicals, and electronic databases. Bush Library is a popular space for group research as well as quiet individual study. CLICnet is our library consortium catalog; check out or request books from member libraries. A Hamline ID to borrow Hamline or CLIC materials. Reference librarians are here to help you determine what materials you need and how to get them- come to see us in person and also see our research guides. Current Bush Library hours are updated on our website.

### Campus Employment

Old Main, lower level, room 012, MS-C1904  
Dorcas Michaelson, director  
Lori Larkin, manager of student employment  
651-523-2210  
[www.hamline.edu/hr](http://www.hamline.edu/hr)

The Hamline University Student Employment Program provides a student work force that is incorporated into virtually all phases of the university's operations. The program is designed primarily for students who need employment to help finance their education and connect to the university.

## **Career Development Center**

Drew Science, main floor, room 113, MS-B1802  
651-523-2302  
[www.hamline.edu/cdc](http://www.hamline.edu/cdc)

Whether it's choosing a major, finding an internship or tackling the job search, the CDC is here to help. We work with undergraduate and graduate students, as well as alumni to help them explore their unique career interests and achieve their career-related goals. If you're asking the question "What do I want to do with my life?" visit the CDC to find out how we can help you today.

## **Classrooms and Labs**

Campus facilities include, among others, a conference center and technology classrooms in the Law/Graduate Schools Building, the new Klas Center, the fully equipped Robbins Science Center and architectural award-winning buildings designed for interaction-the School of Law Building, Bush Library, and the Giddens/Alumni Learning Center.

## **Commuter Student Services**

Bush Student center, main level, Box 221  
651-523-2420  
[www.hamline.edu/studentactivities](http://www.hamline.edu/studentactivities)

Commuter Student Services provides resources and services to assist students who live off-campus in non-university housing (student lounge located in Bush Library, lower level).

## **Counseling Center**

Manor House, lower level, Room 016  
MS-C1908  
Hussein Rajput, PhD, LP, director  
651-523-2204  
[www.hamline.edu/chs](http://www.hamline.edu/chs)

The Counseling Center promotes students' personal growth and emotional well-being. Counseling can help students cope with concerns including (but not limited to) depression, anxiety, stress, relationships and sexuality, body image, self-esteem, identity development and family concerns. Students may use counseling for one-time consultation or on an on-going basis. All counseling services are confidential, free of charge and provided by doctoral-level psychology staff and interns.

## **Dean's Office**

Graduate School of Liberal Studies, 1500 Englewood, MS-A1730  
Mary Rockcastle, dean  
651-523-2047

School of Business, 570 Asbury Street  
Hamline Park Plaza, Suite 303, MS-A1740  
Julian Schuster, dean  
651-523-2284

School of Education, Drew Hall 66, MS-A1720  
Sheila Wright, dean  
651-523-2600

## **Dining Services**

Sorin Hall, main floor, MS-C1928  
Gayle Hanson, director  
651-523-2381  
[www.hamline.edu/dining](http://www.hamline.edu/dining)

Hamline Dining Service offers multiple dining locations on campus. There is also a wide variety of dining membership plans available to fit any lifestyle. For the best dining experience visit us at [www.hamline.edu/dining](http://www.hamline.edu/dining).

## **Disability Services**

Giddens/Alumni Learning Center, main floor, Room 133W  
Kathryn Rainbolt, director  
651-523-2521  
[www.hamline.edu/disabilities\\_services](http://www.hamline.edu/disabilities_services)

Disability Services offers a variety of services and support to qualified students with disabilities. The office exists to create equal opportunities for students with disabilities by providing reasonable accommodations, and also to assist Hamline in being a community that welcomes qualified students of all abilities. Reasonable accommodations may not compromise or fundamentally alter the essential requirements or objectives of a course of program. Services and accommodations include, but are not limited to: alternative reading materials, note takers, sign language interpreters, testing services, accessibility issues. The Office of Disability Services is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Please call 651-523-2521 to make an appointment.

## **Diversity Integration Office**

Old Main 112, MS-A1775  
651-523-2051  
[www.hamline.edu/diversity](http://www.hamline.edu/diversity)

The Office of Diversity Integration provides coordination, consultation, and advocacy in support of integrating diversity and equity in university-wide programs, policies, procedures, and practices. The director of diversity integration works with students, faculty, and staff in developing and coordinating diversity-centered programs, forums, and campus-wide events; initiating training and development opportunities; supporting curricular, pedagogical, and scholarly innovation; consulting on best practices in the recruitment, retention, and development of diverse students, faculty, and staff; providing leadership in establishing a welcoming campus culture and climate for persons from diverse communities; creating and sustaining a clearinghouse and archive of diversity materials and resources; and forging external partnerships with organizations and groups in the larger community.

## **Graduate Student Life**

1500 Englewood Ave.  
Kelly Krebs, Coordinator of Graduate student Life  
651-523-2902  
[www.hamline.edu/gradlife](http://www.hamline.edu/gradlife)

The Graduate Student Life Office (GSLO) is a part of Student Activities and Leadership Development within the Division of Student Affairs. GSLO strives to connect graduate students to the Hamline community. GSLO cultivates student and organizational development by providing an inclusive environment for leadership and networking opportunities, and awareness of campus services.

## **Hamline University Minneapolis**

Located at the intersection of 394 and 100, Hamline University Minneapolis offers an ideal location to complete a graduate degree in business administration, nonprofit management or public administration. This environment serves the needs of graduate students by offering state of the art classrooms, computer labs and a lounge space. The

location also features a student service center and bookstore. Ample free parking is available to the students along with an array of amenities that make this an exciting option to earn your Hamline degree.

## **Hancock Elementary/Hamline University Collaboration**

The Hancock/Hamline Collaboration is an integral part of the Hamline community, with Hancock and Hamline being across Snelling Avenue from each other since 1887. The mission of the Hancock/Hamline University Collaborative is to build and strengthen the collaborative community through relationships, shared learning, and cultural diversity. "College Begins in Kindergarten" is the motto that helps encourage life-long learning for students in all schools at Hancock and Hamline. Mentoring, tutoring, student teaching, curricular enrichment, and other collaborative projects mean that Hancock and Hamline students, faculty, staff, and administrators work together on a regular basis on both side of Snelling Avenue. To learn more about the collaboration, see [www.hamline.edu/hancock](http://www.hamline.edu/hancock) or call Megan Anderson at 651-523-2836.

## **Health Services**

Manor House, lower level, Room 016, MS-C1908

Barb Bester, director

651-523-2204

[www.hamline.edu/chs](http://www.hamline.edu/chs)

Health Services seek to support students in their academic pursuits by promoting their physical health and personal growth. Health services are provided by registered nurses. Services offered include prevention, evaluation and treatment of a variety of health concerns and wellness. Consultation with a nurse is free. Fees for immunizations and lab tests can be billed to the student's account. All students are eligible for services regardless of insurance coverage.

## **Information Technology Services**

Over 250 computers are housed in public computing labs across the campus. The labs are open 90-100 hours a week and provide access to the Internet and a diverse range of software applications.

The main computer center is located in the basement of Bush Library and also houses the ITS Helpdesk, which is staffed by student lab consultants. There is also a public lab in the School of Law that offers software unique to the legal profession.

A 24-hour lab is available in Sorin Dining Hall. Public printing is available in all computer labs managed by Information Technology Services. Specific information about public printing is available from the ITS website ([www.hamline.edu/its](http://www.hamline.edu/its)) or the ITS Helpdesk (651-523-2220). In addition to the computer labs managed by Information Technology Services, many departments maintain specialized computer labs for students use.

For email information see [www.hamline.edu/current\\_new](http://www.hamline.edu/current_new) and select "Get Started."

## **Klas Center**

New in 2004, the innovative Klas Center combines a sports stadium with community and learning facilities, including casual dining, an outdoor plaza, classroom and conference space, and a third-level ballroom with panoramic views of the fields and Old Main Mall.

## **Multicultural and International Student Affairs (MISA office)**

1475 Hewitt Ave., Box 107

Carlos D. Sneed, assistant dean/director

651-523-2423

[www.hamline.edu/multicultural](http://www.hamline.edu/multicultural)

The Center for Multicultural & International Student Affairs (MISA) offers support, advising, advocacy and programming to undergraduate students of color and all university international students to assist students in their transition to and success at Hamline. MISA staff and initiatives help create a campus community where the needs of

students of color and international students are addressed by offering pre-orientation sessions, workshops, advising, mentoring and support for culturally-specific student organizations and programs, including assistance for international students on immigration and visa regulations and processes. Additionally, MISA sponsors and supports all-campus events that help members of the community learn about issues of diversity, multiculturalism, internationalism and social justice.

## **Parking/Campus Map**

Parking permits are required to park in campus lots between 8 a.m. and 4 p.m., Monday through Friday from mid-August through the end of May. Otherwise, parking is free. Contact Safety & Security with parking questions at 651-523-2100 or visit [www.hamline.edu/parking](http://www.hamline.edu/parking) for more information about parking and a campus map.

## **Pipeline**

Pipeline is the student, faculty, and staff administrative database. Use Pipeline to register and to access course schedules, final grades, unofficial transcripts, account balances, and more. Log in to Pipeline at [www.hamline.edu/pipeline](http://www.hamline.edu/pipeline) For assistance with your PIN, please contact Student Administrative Services (651-523-3000 or stop by East Hall 113).

## **Residential Life**

Manor Hall, lower level, room 026, MS-C1903  
Javier Gutierrez, director  
651-523-2061  
[www.hamline.edu/reslife](http://www.hamline.edu/reslife)

The Office of Residential Life manages all on-campus residence, including residence halls, houses, and the apartment building. Residential Life provides an environment where students and staff work collectively to develop and maintain a safe, respectful and inclusive learning environment. Students are encouraged to meet their hall director and speak with him/her regarding any concerns they may have.

## **Safety and Security**

Drew Hall, main floor, room 128, MS-C1905  
Shirleen Hoffman, director  
651-523-2100  
[www.hamline.edu/security](http://www.hamline.edu/security)

Hamline maintains a twenty-four hours security service, which includes twenty-four hour escort service, twenty-four hour referral service, twenty-four hour emergency response, after hours building access, key control and assistance. Along with a full-time director, two assistant directors, three sergeants, one office manager and an investigator/crime specialist, the security staff is comprised of patrol officers, staff dispatchers and student communications workers. Hamline security officers are charged with the safety and security of people and property, as well as parking enforcement on the Hamline University campus. They are sensitive to the cultural diversity that exists at Hamline and strive to provide quality assistance to the Hamline community.

There may be times when the officers ask an individual for a Hamline ID. Per Hamline policy, all community members are expected to comply with these requests. Hamline security officers are normally uniformed. If a student doesn't know who to ask or what to do about a particular problem, they should contact the Security Office.

## **Student Administrative Services**

East Hall, room 113  
651-523-3000 or 1-800-888-2182  
[www.hamline.edu/sas](http://www.hamline.edu/sas)

Student Administrative Services (SAS) is a centralized services office for students, faculty, and staff. Departments within SAS include Cashier, Financial Aid, Registration & Records (Graduate & Undergraduate), and Student Accounts. SAS is located on the first floor of East Hall, room 113, with office hours of Monday-Friday 9 a.m. to 6 p.m. Cashier hours are Monday-Friday 10 a.m. to 6 p.m. (Closing at 3 p.m. the last day of each month). SAS representatives can be reached at 651-523-3000 and toll-free at 800-888-2182.

## **Student Affairs Division**

[www.hamline.edu/studentaffairs](http://www.hamline.edu/studentaffairs)

Student Affairs has the primary responsibility for making the out-of-classroom environment an integral aspect of your education. This is done through the work of student affairs professionals who understand the development of college students and are committed to enriching the lives of Hamline students. This group of professionals anticipates, solves and manages the daily activities of the students that constitute their area of responsibility in Student Affairs - Counseling Center, Career Development Center, Health Services, Disability Services, Multicultural and International Student Affairs, the Bookstore, Dining Services, the Wesley Center consisting of Religious and Spiritual Life, Office of Service, Learning and Volunteerism and McVay Youth Partnership, and the Campus Life Center consisting of Residential Life, Orientation and First-Year Programs and the Student Leadership and Activities.

## **Student Center**

Bush Student Center, main floor, Box 221  
651-523-2420  
[www.hamline.edu/studentactivities](http://www.hamline.edu/studentactivities)

The A.G. Bush Student Center serves as the focal point of campus activities. It contains Mail Services, Hamline University Bookstore, Chapel, Student Leadership and Activities, Orientation and First-Year Programs, Service Learning and Volunteerism, meeting rooms, and a lounge area. It is filled with activity, excitement, and the warmth that results from students, faculty, and administrators relaxing or enjoying a movie in the lounge.

Student Leadership and Activities is also responsible for coordination of the Student Center Front Desk providing students with a place to go for general information about the campus, events, or student organizations; sales for discount movie tickets, bus passes; discount tickets for major local attractions; information about and tickets for upcoming student organization events; game rental including billiards; information on off-campus housing listings.

## **Veteran Affairs**

Student Administrative Services, East Hall, room 113  
Undergraduate and Graduate Schools, 651-523-3000  
School of Law, 651-523-2468  
Email: [va-rep@hamline.edu](mailto:va-rep@hamline.edu)

Undergraduate and Graduate Schools Veterans should contact the Student Administrative Services Office for certification for benefits and phone numbers for further assistance. Veterans are eligible to receive veterans' benefits while attending the university. School of Law veterans should contact the Law Registrar's Office.



## **Wesley Center**

Rev Nancy Victorin-Vangerud, director and chaplain  
742 Snelling Ave, MS-A1735  
651-523-2750  
[www.hamline.edu/wesleycenter](http://www.hamline.edu/wesleycenter)

The Wesley Center brings together the Office of Service-Learning and Volunteerism; the Religious and Spiritual Life Office; the Wesley Scholars; the McVay Youth Partnership; and the Hancock-Hamline collaboration. Our programs promote compassion, service, inclusiveness, civic involvement, personal and spiritual wholeness and social justice on campus and in the wider community.

### **McVay Youth Partnership**

Jane Krentz, director  
742 Snelling Ave, MS-A1735 651-523-2071  
[www.hamline.edu/mcvay](http://www.hamline.edu/mcvay)

The McVay Youth Partnership, "Youth VOICE", is an after-school program where select Hamline students serve as mentors and role models working with inter-city middle school youths three afternoons per week. McVay fellows are usually juniors or seniors. They work in teams of three, from 3:15 p.m. to 6:15 p.m. on Mondays, Wednesdays and Fridays and are responsible for planning and leading the programming. They are assisted by McVay Inters who bring their own unique talents to the program and work one to two afternoons per week. All staff receives training from CEUT and others, and participates in weekly Monday night meetings.

### **The Religious and Spiritual Life Office**

Rev Nancy Victorin-Vangerud, chaplain and director of the Wesley Center  
Megan Dimond, RSLO Administrative Assistant  
Chapel located in Bush Student Center, second level  
651-523-2315 Megan Dimond  
651-523-2750 Rev Nancy Victorin-Vangerud  
651-523-2687 Rabbi Esther Adler

RSLO fosters and supports spiritual and ethical development of persons from diverse religious traditions and practices, including those with no religious affiliations, and promotes peace, justice and service. Christian, Jewish, Muslim, Buddhist and multi-faith programs are offered. The chaplains offer confidential pastoral care about spiritual questions, personal crisis and other concerns.

### **Service-Learning and Volunteerism**

Bush Student Center, main level, MS-A1735  
Staff offices at 742 Snelling Avenue  
Sharon Jaffe, coordinator of Service-Learning, 651-523-2483  
Megan Anderson, coordinator for Hancock-Hamline Collaboration, 651-523-2836  
[www.hamline.edu/oslv](http://www.hamline.edu/oslv)

Service-Learning means learning to participate in, and contribute to, community. The Office of Service-Learning and Volunteerism, OSLV, offers the Community Service Investigation spring break service-learning trips on topics of economic and racial justice; Election Action; projects on hunger and homelessness; and city Serve. OSLV also connects to the Hancock Elementary School/Hamline University Collaboration.

## **Women's Resource Center**

Bush Student Center, lower level  
Kristin Mapel-Bloomberg, advisor  
651-523-2042

The Women's Resource Center (WRC), established in 1983, is a place for Hamline women and men to get together to work toward making the world a better place for everyone. The purpose of the WRC is to focus on non-partisan social and intellectual action and educational programming focused on the issues of women's health, children and family, careers and internships, as well as to further education about current social topics relating to women. The WRC serves as a resource base to meet the needs of women on campus and to educate the university on the contributions of women to society. Past WRC activities include the celebration of Women's History Month, topical "coffee talks" and other speakers, and book discussion groups.

# Faculty and Staff Directory

## Hamline University Graduate Programs



# Faculty and Staff Directory

For the academic year 2010-2011

Year following name is first year of appointment.

\* indicates part-time

## Graduate School of Liberal Studies

Barrie Borich, 2007-2009\*, 2009

Assistant Professor

BA 1991, University of Minnesota

MFA 2009, Pacific Lutheran University

David Marshall Chan, 2008

Assistant Professor

BA, Yale University

MFA, Syracuse University

MFA, University of California, Irvine

Deborah Keenan, 1988

Professor

BA 1974, Macalester College

Julie Neraas, 1991

Assistant Professor

BA 1976, Whitworth College

MDiv 1979, Princeton Theological Seminary

Sheila O'Connor 1992

BA 1982, University of Minnesota

MFA 1986, Iowa Writers Workshop

Mary Rockcastle, 1991

Dean, Graduate School of Liberal Studies

BA, Douglass College

MA 1980, University of Minnesota

Larry Sutin, 1993

Professor

BA, University of Michigan

JD, Harvard University

For faculty in the MFA in Writing for Children and Young Adults program, please visit the website at [www.hamline.edu/gls](http://www.hamline.edu/gls).

# School of Business

Hossein Akhavi-Pour, 1982-1988\*, 1988

Professor

BA 1969, Faculty of Law, University of Tehran

MA 1975, PhD 1980, Kansas State University

Fahima Aziz, 1994\*, 1995

Professor

Alkire Endowed Chair

BA 1979, Mount Holyoke College

MS 1984, University of Massachusetts, Amherst

PhD 1994, University of Minnesota

David Berg, 2009

Assistant Professor

BA 1981, St. Olaf College

MIBS 1984, University of South Carolina

PhD 1998, University of Minnesota

Mary Bochnak, 1990

Professor

BS 1972, MBA 1976, PhD 1982, University of Minnesota

James Francisco Bonilla, 1996

Associate Professor, Conflict Studies & School of Business

Director, The Race, Gender & Beyond Project

BSE 1976, State University of New York

MA 1986, EdD 1992, University of Massachusetts

Stacie Bosley, 2002-2007\*, 2008

Visiting Assistant Professor

BBA 1994, University of Wisconsin-Madison

PhD 2001, University of Minnesota

Catherine Carter, 2009

Director of Adult & Professional Education

BA, College of St. Catherine

MA, University of Minnesota

Joe Crosby, 2007

Program Assistant

BA 1999, St. John's University

MA 2005, Concordia University

Wendy Delesha, 2008

Assistant Program Director

BS 2005, Northwestern College

MA 2010, Augsburg College

Kenneth Fox, 1996

Associate Professor

Director, Conflict Studies

Senior Fellow, Dispute Resolution Institute

BA 1979, University of California  
JD 1985, Northwestern School of Law at Lewis and Clark College

Elizabeth Gunderson, 1980  
Professor  
BAS 1976, University of Minnesota  
MBA 1981, College of St. Thomas  
PhD 1991, The Union Institute

Cathy Gustafson, 2000  
Assistant Professor  
Program Director, Master in Nonprofit Management  
BA 1974, University of Minnesota  
MA 1994, DPA 2006, Hamline University

James M. Hagen, 2008  
Associate Professor  
AB 1974, University of Michigan  
MS 1987, University of Minnesota  
PhD 1997, University of Illinois

Nancy Hellerud, 1999  
Interim Dean  
Assistant Professor  
BA 1982, MA 1998, Hamline University  
JD 1985, University of Oregon School of Law

William S. Joynes, 1986  
Associate Professor  
BA 1970, University of Minnesota  
MA 1974, Occidental College

Jennifer Keil, 2000  
Associate Professor of Management and Economics  
BBA 1986, University of Michigan  
MBA 1992, PhD 1999, University of Kansas

Bridget Knisely, 2006  
Minneapolis Site Coordinator  
BA 1992, University of Minnesota  
MFA 1995, Catholic University of America

Robert A. Kramarczuk, 2007  
Director of MBA Program and External Outreach  
BA 1977, College of St. Thomas  
MBA 1986, PhD 1987, University of Minnesota

J. Dan Lehmann, 2008  
Assistant Professor  
BS 1974, MS 1975, PhD 1982, University of Illinois

Alfred Lewis, 2009  
Professor  
BS, MBA, DBA, US International University

Jamie L. McClary, 2007  
Program Administrator  
BA 2005, Augsburg College

Kim McKeage, 2010  
Visiting Associate Professor  
BS, Mississippi University for Women  
MS, Oklahoma State University  
PhD, University of Massachusetts-Amherst

Jane Calabria McPeak, 1992  
Associate Professor  
BA 1969, St. Mary's College  
JD 1977, William Mitchell College of Law

Kristen Norman-Major, 2001  
Associate Professor  
BA 1987, Hamline University  
MA 1990, University of Minnesota  
PhD 1996, Vanderbilt University

Amy Offermann, 2008  
Minneapolis Receptionist  
BA 2006, University of Wisconsin-Eau Claire

Guiyou Qiu, 2009  
Visiting Assistant Professor  
BS 1986, Wuhan University  
MS 1998, PhD 2009, University of Wisconsin-Milwaukee

Jack Reardon, 2008  
Professor  
PhD 1991, University of Notre Dame

Robert Routhieaux, 2006  
Associate Professor  
BS 1987, California State University  
MS 1993, PhD 1995, University of Arizona

David Schultz, 1999  
Professor, School of Business; Adjunct Professor of Law; Adjunct Professor, Department of Criminal Justice and Forensic Studies  
BA 1980, SUNY Binghamton  
MA 1982 Rutgers University  
MA 1986, SUNY Binghamton  
JD 1998, PhD 1989, University of Minnesota  
LLM 2003, University of London

Karen Somerville, 2008  
Assistant Professor  
MBA 1990, University of Ottawa  
PhD 2008, Carleton University

Chad Sponsler, 2009  
Visiting Assistant Professor

BA 2002, MBA 2003, University of North Dakota  
JD 2008, Hamline University

Imen Tebourbi, 2009  
Assistant Professor  
BCOM 2000, IHEC Carthage  
MS 2002, HEC Montreal  
PhD 2006, Université Paris Dauphine

Alyssa Tetrault, 2008  
Administrative Assistant  
BA 2003, Concordia College

Nancy Webber, 2008  
Visiting Instructor  
BS 2002, MBT 2004, University of Minnesota

Amy Zabinski, 2006  
Assistant Director of Operations  
BS 2003, University of Wisconsin-River Falls  
MLIS 2007, Dominican University



# School of Education

Sharon Androff, 1990

Coordinator for Certificates and Co-Sponsored Courses  
Continuing Studies, Partnerships and Initiatives Department

Letitia Basford, 2008

Assistant Professor, Teacher Education Department  
BA 1995, University of Minnesota  
MA 2000, San Francisco State University  
PhD 2008, University of Minnesota

Tony Berman, 1999

Assistant Professor, Teacher Education Department  
BA 1970, Lawrence University  
MSE 1979, University of Wisconsin-Oshkosh  
EdD 2006, St. Mary's University

Kathleen Bibus

Director, Midwest Migrant Educational Resource Center

William Binkelman, 1997

License Certification Officer, Licensure Division

Aura Camacho-Maas, 2010

Visiting Director, Center for Excellence in Urban Teaching

Jennifer Carlson, 2006

Assistant Professor, Teacher Education Department  
BS 1991, Winona State University  
MS 1998, Minnesota State University, Mankato  
PhD 2001, University of Wisconsin, Madison

Rosilyn Carroll, 1998

Assistant Professor  
Continuing Studies, Partnerships, and Initiatives Department  
BS 1967, Jamestown College  
JD 1988, William Mitchell School of Law  
DD 2006, African American Catholic Congregation (AACC)

Terri Christenson, 2001

Assistant Professor, Advanced Degrees and Administrative Licensure Department  
BA 1981, Pacific Lutheran University  
MA 1999, University of Saskatchewan  
PhD 2006, University of Minnesota

Kendra Cuthbertson, 2007

Coordinator, Administrative Services  
Continuing Studies, Partnerships, and Initiatives Department

Barbara Devlin, 2009

Assistant Professor, Advanced Degrees and Administrative Licensure Department  
BA 1969, Gustavus Adolphus College  
MA 1971, University of Massachusetts, Amherst  
PhD 1978, University of Minnesota

Mary Diaz, 1991

Associate Professor, Teacher Licensure  
BA 1968, Lake Forest College  
MA 1972, University of Minnesota  
MA 1976, Middlebury College

Donald Easton-Brooks, 2010

Associate Dean and Accreditation Coordinator  
BA 1988, Greenville College  
MA 1995, PhD 2006, University of Colorado at Denver

Barbara Elvecrog, 1992

Assistant Professor, Teacher Education Department  
BA 1969, Macalester College  
MA 1992, University of Minnesota  
EdD 2003, Hamline University

Rachel Endo, 2010

Chair, Teacher Education Department  
BS, MPA, MA, University of Nebraska at Omaha  
PhD, University of Illinois at Urbana-Champaign

Walter Enloe, 1995

Professor, Advanced Degrees and Administrative Licensure Department  
BA 1971, Eckerd College  
MA 1973, PhD 1978, Emory University

Jeff Fink, 2009

Assistant Professor, Teacher Education Department  
BS 1976, University of Minnesota  
MA 1984, University of St. Thomas

Tracy Fredin, 1995

Director, Center for Global Environmental Education  
Assistant Professor, Continuing Studies, Partnerships, and Initiatives Department  
BS 1980, University of Minnesota-Morris  
MA 2005, Hamline University

Jennifer Gehrig, 2006

Assistant Dean, Budget and Operations  
BA 1992, JD 1998, Hamline University  
MA 2008, College of St. Catherine

Marisa Geisler, 2007

ATLAS Program Administrator  
Continuing Studies, Partnerships, and Initiatives Department

Kim Hartung, 2007

Assistant Professor, Advanced Degrees and Administrative Licensure Department  
BS 1980, University of Minnesota, Duluth  
MA 1995, University of Minnesota  
EdD 2005, Hamline University

Kathryn Heinze, 1991

Associate Professor, Teacher Education Department  
BA 1970, Grinnell College

MA 1971, University of Toronto  
MA 1982, University of Minnesota

Frank Hernandez, 2007  
Chair, Continuing Studies, Partnerships, and Initiatives Department  
BS 1990, Barclay College  
MA 1998, St. Mary's University  
PhD 2005, University of Wisconsin-Madison

Edward Hessler, 2004  
Instructor, Center for Global Environmental Education  
AB 1959, Syracuse University  
MS 1968, University of Minnesota

Sarah Hick, 2007  
Assistant Professor, Teacher Education Department  
BA 1992, Grinnell College  
MA 1996, Yale University  
PhD 2008, University of Minnesota

Mary Hilfiker  
North Central Comprehensive Center

Shawn Hubert, 2007  
Grants, Website, and Data Manager  
Office of the Dean

Rhonda Isaacs  
Assistant Director, Midwest Migrant Educational Resource Center

Kim Johnson, 2006  
Assistant Professor and ATLAS Program Director  
Continuing Studies, Partnerships, and Initiatives Department  
BA, State University of New York Brockport  
MAESL, PhD 2006, University of Minnesota

Vivian Johnson, 1996  
Associate Professor, Advanced Degrees and Administrative Licensure Department  
BA 1974, University of Colorado  
MAT 1980, Monmouth College  
MS 1986, PhD 1988, University of Oregon

Steven Jongewaard, 1975  
Professor, Teacher Education Department  
BA 1969, University of Minnesota-Duluth  
MEd 971, PhD 1981, University of Minnesota

Subira Kifano, 2008  
Assistant Professor, Teacher Education Department  
BA 1973, Hamline University  
MA 1990, California State University  
PhD 2010, San Diego State University

Peggy Knapp, 1999  
Assistant Professor  
Continuing Studies, Partnerships, and Initiatives Department

BA 1976, Evergreen State College  
MAEd 2002, EdD 2009, Hamline University

Kim Koeppen, 2004  
Associate Professor, Teacher Education Department  
BA 1984, Iowa State University  
MS 1991, Northern Illinois University  
PhD 1996, University of Iowa

Deirdre Kramer, 1984  
Associate Professor  
Teacher Education and Continuing Studies, Partnerships, and Initiatives Departments  
BS 1970, University of Tulsa  
MA 1975, University of Minnesota

Alex Lapidés, 2010  
Field Experience Coordinator, Licensure Division

Jana Larson, 2007  
Program Administrator, Center for Global Environmental Education

Joe Lewis, 2006  
Assistant Professor, Teacher Education Department  
BA 1989, Grinnell College  
MA 1999, University of Wisconsin-Milwaukee  
EdD 2006, Columbia University Teachers College

William Lindquist, 2008  
Assistant Professor, Teacher Education Department  
BA 1976, Augsburg College  
MA 1993, University of St. Thomas  
PhD 2001, University of Minnesota

Cynthia Lundgren, 2000  
Assistant Professor, Teacher Education Department  
BS 1977, University of Minnesota  
MA 1984, University of Texas-Austin

Ann Mabbott, 1995  
Professor, Teacher Education Department  
BA 1973, College of Wooster  
MA 1974, University of Wisconsin-Madison  
PhD 1995, University of Minnesota

Carol Mayer, 1993  
Chair, Advanced Degrees and Administrative Licensure Department  
BA Quincy College  
MA 1971, DePaul University  
ABD 1991, Northern Illinois University

Annette McNamara, 1997  
Instructional Technology Administrator

Vicky Mendez, 2010  
Additional Licensure Coordinator, Licensure Division

Naomi Montgomery, 2006  
Assistant Professor, Advanced Degrees and Administrative Licensure Division  
BS 1997, University of Minnesota  
MA 1999, University of Minnesota

Kate O'Brien, 2009  
Student Teaching and Residency Coordinator, Licensure Division

Caroline O'Hagan, 2005  
Assistant for Licensure and Teacher Education, Licensure Division

Betsy Parrish, 1991  
Professor  
Continuing Studies, Partnerships, and Initiatives Department  
BA 1982, MA 1985, University of Minnesota

Brinkley Prescott, 2009  
Program Administrator, Center for Global Environmental Education

George Redman, 1976  
Professor, Teacher Education Department  
BA 1963, Hamline University  
MA 1965, PhD 1975 University of Minnesota

Julia Reimer, 1997  
Associate Professor, Continuing Studies, Partnerships, and Initiatives Department  
BA 1986, Goshen College  
MSW 1988, Wilfrid Laurier University  
MAT 1999, School for International Training

Robert Rivera, 2010  
Project Manager, Center for Excellence in Urban Teaching

Sara Robertson, 2009  
Program Assistant, Center for Global Environmental Education

Marcia Rockwood, 1999  
Assistant Professor, Teacher Education Department  
BS 1974, St. Cloud State University  
MA 1982, University of Minnesota

Chad Ronnander, 2010  
Leader, Licensure Division

Lee Schmitt, 1997  
Assistant Professor  
Continuing Studies, Partnerships, and Initiatives Department  
BS 1974, St. Norbert College

Andreas Schramm, 1995  
Associate Professor, Advanced Degrees and Administrative Licensure Department  
MA 1985, University of Freiburg  
MA 1993, PhD 1998, University of Minnesota

Scott Schwister, 2001  
Coordinator, Technology Integration and Inducation Series  
Continuing Studies, Partnerships, and Initiatives Department

Deb Sheffer, 2002  
Assistant Professor, Teacher Education Department  
BA 1977, Gustavus Adolphus College  
MA 1998, Hamline University

John Shepard, 1996  
Assistant Director, Center for Global Environmental Education  
Associate Professor, Continuing Studies, Partnerships, and Initiatives Department  
BA 1976, University of the Pacific  
MA 1979, Indiana University

Leigh Simmons, 2008  
Program Coordinator for Multimedia Production, Center for Global Environmental Education

Mary Speranza-Reeder, 2005  
Coordinator, Administrative Services  
Advanced Degrees and Administrative Licensure Department

Jean Strait, 2004  
Associate Professor, Teacher Education Department  
BS 1987, University of Pittsburgh  
MS 1991, Moorhead State University  
PhD 1995, University of Minnesota

Barbara Swanson, 1992  
Associate Professor, Advanced Degrees and Administrative Licensure Department  
BA 1969, Macalester College  
MA 1989, Augsburg College  
EdD 1993, EdS 1994, University of St. Thomas

Yvonne Wells-Ellis, 2004  
Assistant to the Dean, Office of the Dean

Renee Wonser, 2000  
Assistant Professor, Advanced Degrees and Administrative Licensure Department  
BS 1978, MS 1979, University of North Dakota  
PhD 1994, University of Minnesota

Sheila Wright, 2009  
Dean  
BFA 1980, University of North Carolina-Greensboro  
MAE 1986, Rhode Island School of Design  
PhD 1998, North Carolina State University