



**GRADUATE BULLETIN: 2015-2016**



**2015 - 2016**

**Hamline University Graduate Bulletin**

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

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

## Table of Contents

About the Bulletin.....	1
Mission, Values, and Vision.....	2
Graduate Academic Calendar.....	2
About Hamline.....	3
Accreditation.....	3
Graduate Programs at a Glance.....	3
Admission Information.....	4
Financial Aid and Scholarships.....	5
Academic Standards and Policies.....	6
College of Liberal Arts.....	20
Academic Programs.....	20
Master of Fine Arts in Writing (MFA).....	20
Master of Fine Arts in Writing for Children and Young Adults (MFAC).....	21
eDiscovery Certificate.....	22
Courses.....	23
Faculty.....	28
School of Business.....	29
Academic Programs.....	29
Doctorate in Public Administration (DPA).....	29
Master of Arts in Nonprofit Management (MNM).....	30
Master of Arts in Public Administration (MPA).....	31
Master of Business Administration (MBA).....	32
Sequential Graduate Degree Completion.....	33
Dual Degree Programs.....	34
Joint Degree Programs with Law.....	35
Courses.....	36
Faculty.....	47
School of Education.....	49
Academic Programs.....	49
Doctorate in Education (EdD).....	49
Master of Arts in Education (MAEd).....	50
Master of Arts in English as a Second Language (MAESL).....	51
Master of Arts in Literacy Education (MALEd).....	52
Master of Arts in Education: Natural Science and Environmental Education (MAEd: NSEE).....	53
Master of Arts in Teaching (MAT).....	54
Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL).....	55
Additional Licensure.....	56
Administrative Licensure.....	56
Initial Licensure.....	56
Adult Basic Education Certificate.....	56
Adult ESL Certificate.....	57
Advanced Pain Management Certificate.....	57
Autism Spectrum Disorders Certificate.....	58
Bullying Prevention Certificate.....	58
College Admission Counseling Certificate.....	58
ESL for Mainstream Teachers Certificate.....	59
Gifted Education Certificate.....	59
K-5 Mathematics Certificate.....	59
Other Health Disabilities Certificate.....	59
Teaching English as a Foreign Language (TEFL) Certificate.....	60
Traumatic Brain Injury Certificate.....	60
Urban Teaching Certificate.....	61
Courses.....	61
Faculty.....	82

## About the Bulletin

The 2015-2016 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 at <http://bulletin.hamline.edu>.

Students who are admitted for, and enrolled during, the 2015-2016 academic year are subject to the degree requirements described in this Bulletin. Students are encouraged to familiarize themselves with the policies and procedures of Hamline University early in their academic career. 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.

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](mailto:gradprog@hamline.edu)

[www.hamline.edu/graduate/admission](http://www.hamline.edu/graduate/admission)

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. Updates are made annually and every effort has been made to ensure the accuracy of the information in the Bulletin; however, when the printed and online versions of the Bulletin differ, the official version is the online edition.

Neither the provisions of this 2015-2016 *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.

*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 will not tolerate harassment, discrimination, or retaliation based on race; color; gender/sex; ethnic background; national origin; sexual orientation; gender presentation; marital, domestic partner or parental status; status with regard to public assistance; disability; religion; age; or veteran status in its employment or educational opportunities.*

*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.*

## Mission, Values, and 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. Through our personal and collective effort, we will make a lasting difference in the world as we aspire 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

## Graduate Academic Calendar

### 2015-2016

#### Graduate Degree & Licensure Programs

College of Liberal Arts (CLA)

Hamline School of Business (HSB)

Hamline School of Education (HSE)

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

#### Fall Term

Classes begin - CLA

Classes begin- HSB

Classes begin- HSE

Thanksgiving break

Classes end - CLA

Classes end - HSB

Classes end - HSE

#### Winter Term

Classes begin - CLA & HSE

Martin Luther King Jr. holiday  
(no classes)

Classes end - CLA & HSE

#### Spring Term

Classes begin - CLA

Classes begin - HSB

Classes begin - HSE

Easter holiday

Classes end - CLA

Classes end - HSB

Classes end - HSE

Commencement

#### Summer Term \*\*

Classes begin - CLA

Classes begin -HSB

Classes begin - HSE

Memorial Day holiday  
(no classes)

Fourth of July holiday  
(no classes)

Classes end - CLA

Classes end - HSB

Classes end - HSE

#### 2015

Wednesday, September 9

Monday, August 31

Wednesday, September 9

Thursday, November 26 -

Saturday, November 28

Saturday, December 12

Friday, December 18

Saturday, December 12

#### 2016

Monday, January 4

Monday, January 18

Saturday, January 30

#### 2016

Wednesday, February 3

Monday, January 4

Wednesday, February 3

Friday, March 25 -

Saturday, March 26

Saturday, May 14

Friday, April 22

Saturday, May 14

Saturday, May 21

#### 2016

Monday, June 6

Monday, May 2

Monday, June 6

Monday, May 30

Monday, July 4

Saturday, August 27

Friday, August 19

Saturday, August 27

\*\* Some classes meet outside of academic calendar term dates. Please check [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 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.

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

## Graduate Programs at a Glance

### College of Liberal Arts

Celebrating more than 25 years of rigorous, interdisciplinary study, the College of Liberal Arts' graduate degree programs have developed a national reputation in creative writing. In addition, the Legal Studies department provides law-related professional development in the area of electronic discovery.

- The Creative Writing Programs offer two MFA degree programs; the master of fine arts in writing (MFA) and the master of fine arts in writing for children and young adults (MFAC).
- 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 MFAC 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 eDiscovery Certificate is a two-semester program designed to give working legal and IT professionals the tools to work effectively with electronic information.

## 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, sequential 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, marketing, and finance.
- Continuing studies seminars and certificate programs focus on current and relevant subjects to professionals in businesses, government, and nonprofit organizations.

## 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); MA in Literacy Education; 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.

## Admission Information

Office of Graduate Admission  
1536 Hewitt Ave., MS-A1710  
Saint Paul, MN 55104-1284  
651-523-2900 or 800-753-9753  
[gradprog@hamline.edu](mailto:gradprog@hamline.edu)

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.

**Non-native English Speakers:** Non-native speakers of English may be asked in the admission process to provide TOEFL/IELTS scores or equivalent proof of language proficiency.

**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 Direct Loans to help defray their education costs. To be eligible for Federal Direct Loans, graduate students must maintain at least half-time status (four credits per semester). In addition to Federal Direct Loans, some graduate students are eligible to borrow Federal Perkins Loans, 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:

### College of Liberal Arts' MFA in Writing

**Merit Scholarships:** Hamline offers annual merit scholarships (which covers 25% of overall tuition in the program) to those incoming students whose application materials demonstrate the most promise. The scholarship is awarded to 10% of incoming students.

**Shirley White Pearl Annual Scholarship:** Annual award is available to MFA students who are pursuing their degree full time and who demonstrate the highest potential for artistic excellence.

**Richard P. Bailey Endowed Scholarship:** Annual award given to an MFA student who has demonstrated financial need and excellent writing ability.

**Assistantships:** In addition to the scholarships in the MFA program, there are a number of Graduate Teaching Assistantships and Graduate Assistantships available for students enrolled in the program.

### College of Liberal Arts' MFA in Writing for Children & Young Adults (MFAC)

**Frances and Kermit Rudolf Nonfiction Scholarship:** Annual award given for the most promising manuscript in the field of nonfiction picture book, easy reader, or a longer nonfiction book.

**TA Barron Scholarship:** Annual award given for an outstanding work of fantasy that explores moral questions and/or deeper ideas about the human condition.

**Walden Pond Press Scholarship in Middle-Grade Fiction and Nonfiction:** Annual award given for the most promising manuscript in middle-grade fiction or nonfiction.

**Herman W. Block Memorial Scholarship:** Annual award for new students who exhibit significant promise in writing for children and young adults.

### Anne Stickney Schmidt Scholarship in Young People's Literature presented by Houghton Mifflin Harcourt

**Publishing Company:** Annual award given to a new or current student in the program who shows exceptional promise in the writing of children's or young adult literature.

### Vaunda Micheaux Nelson Scholarship presented by Lerner

**Publishing Group:** Annual award given to a new or current student in the program who shows exceptional promise as a writer of color.

### 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 electronic format on Hamline's Financial Aid website at [www.hamline.edu/outsidescholarships](http://www.hamline.edu/outsidescholarships).

# Academic Standards and Policies

**(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 Honor Code

**Statement of Purpose** - Every member of the Hamline University community—students, faculty, administrators, and staff—is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one's knowledge and skills is fundamental to the integrity of Hamline University and to the value of a Hamline diploma. If students at an institution of higher education develop a reputation for receiving grades based on honest work, then the GPAs and academic degrees held by all students from that institution are valued more highly. The faculty subscribes to standards of academic honesty in its research and teaching. Every person in the University is responsible for adhering to the principles of the Academic Honor Code (Code).

**Principles** - Academic dishonesty includes any act that has the effect, or intention, of giving one student an unfair advantage over others in three areas: (1) the completion of academic work; (2) the evaluation of that work and/or (3) the inaccurate representation of one's academic work. Prohibited conduct under the Code includes, but is not limited to, the following:

### Cheating

- Using notes or other source materials (without instructor permission) while taking a quiz/exam
- Copying another student's answers on a quiz/exam
- Using electronic devices (e.g., phones, pagers, computers, calculators) in an unauthorized manner during an exam
- Copying another student's homework assignment
- Submitting, in whole or in part, a paper that is not your own work (e.g., purchasing a paper on the Internet or submitting another person's paper)
- Collaborating on a take-home exam assigned to be completed individually
- Altering answers on a graded exam or assignment in order to resubmit your work for a better grade

### Plagiarizing

- Using ideas and information from any source, published or unpublished, without proper attribution (e.g., from a book, journal, newspaper, report, speech, media broadcast, interview, or the Internet)
- Quoting, paraphrasing, or otherwise using text from a source without crediting the author(s)

- Copying sentences, phrases, or other language verbatim from a source without using quotation marks and citing reference
- Presenting work completed by another individual (including another student) as your own

### Making Multiple Submissions

- Submitting, without prior authorization, a paper or assignment completed for one class to fulfill a requirement for another class

### Fabricating Information

- Using and/or submitting fabricated or altered information for any academic exercise or requirement, e.g., making up data for an experiment or citing non-existent sources in a paper
- Fabricating or lying about reasons for requesting an extension on a quiz/exam, paper, or other assignment

### Using Materials in an Unauthorized Manner

- Stealing or otherwise acquiring unauthorized access to examinations or faculty instructional materials
- Removing books, periodicals, or other sources from the library without permission
- Damaging books, periodicals, and other library sources
- Keeping library and reference materials beyond permitted time with the intent of preventing others from using them (e.g., items on reserve)

### Misrepresenting Academic Records

- Misrepresenting or tampering with, or attempting to misrepresent or tamper with, any portion of one's own academic record either before, during, or after enrollment at Hamline
- Forging a signature on any form for oneself or others
- Altering, or attempting to alter, academic computer records
- Falsifying academic information on a resume

### Facilitating Academic Dishonesty

- Engaging knowingly in any act that facilitates the academic dishonesty of another student, e.g., permitting another student to copy your answers on a quiz/exam or assignment
- Giving or selling a quiz/exam, paper, or assignment to another student
- Informing students in later sections of a class of questions on a quiz/exam

**Violations and Sanctions** - Violations of the Code will be dealt with seriously. If a student is accused of engaging in academic dishonesty in a class, the faculty member may decide on a sanction for the student (e.g., assign a failing grade for an exam or the course). The student will be informed of the alleged violation, the evidence upon which the allegation is based, and the sanction to be imposed. The faculty member will file a



violation report via email with the Office of the Dean, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the class is housed, who will consider the appeal in consultation with the appropriate program director. Should a student be dissatisfied with the decision of the Department Chair and/or Program Director, the student may appeal to the Associate Dean (College of Liberal Arts/School of Business) or the Student Appeals Committee (School of Education). If still dissatisfied, the student may appeal to the Provost. The decision of the Provost will be final.

Sanctions for students found to have engaged in academic dishonesty may include:

- Failing or receiving a lower grade on an exam, paper, or assignment
- Failing or receiving a lower grade for a course
- Academic suspension or expulsion

### **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 and the Disability Resources office are committed to ensuring equal access to the university and its programs for students with disabilities. Disability Resources coordinates and provides reasonable accommodations, collaborates to create an accessible and hospitable learning environment, and promotes self-determination on the part of the individuals they serve. The office supports and accommodates students with physical, sensory, attentional, psychiatric, and learning disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended 2008, Hamline University shall make reasonable accommodations to any qualified individual with a disability. To be eligible for accommodations, a student must have a documented disability as defined by the Americans with Disabilities Act, as amended 2008, and Section 504 of the Rehabilitation Act of 1973. According to these laws, a person has a disability if they have a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A qualified student with a disability is defined by Section 504 as anyone who meets the academic and technical standards

required for admission or participation in a post-secondary institution's programs and activities.

### **In order to receive reasonable accommodations, students are responsible for:**

- Contacting Disability Resources to discuss their needs and/or request accommodations.
- Providing Disability Resources with appropriate information to establish the presence of a disability and/or support the need for reasonable accommodations. (For detailed information about documenting disabilities, visit [www.hamline.edu/disabilityresources](http://www.hamline.edu/disabilityresources) or contact the Disability Resources director.)
- Keeping the Disability Resources director informed and providing updated documentation if their disability or its symptoms change.
- Requesting accommodations as far ahead of time as possible. Some accommodations cannot be effectively arranged if they are requested on short notice. For example, it can take up to 4 weeks to prepare audio books.
- Discussing accommodations with faculty and staff members as needed and notifying Disability Resources right away if there are any concerns or difficulties with receiving accommodations.

### **Hamline University has the right to:**

- Identify and establish essential elements and technical standards, abilities, skills, knowledge, and standards for courses, programs, and services.
- Request and receive recent and appropriate documentation from a qualified professional that verifies and supports the request for accommodations.
- Consult with the student in making the final determination regarding the selection of effective and reasonable accommodations.
- Make the final decision regarding which accommodations will be provided.
- Deny a request for accommodations if the documentation does not demonstrate they are warranted, or is not provided in a timely manner.
- Refuse to provide any accommodation that is unreasonable, including any that:
  - Poses a direct threat to the health and safety of the individual requesting the accommodation or of others.
  - Consists of a fundamental change or alteration of an essential element of a course or program.
  - Results in an undue financial or administrative burden on the institution.

Students seeking accommodations should contact the Director of Disability Resources at 651-523-2521.

## 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 via email as soon as the course has been officially canceled by the University.

## 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 end of term.

## Course Drop and Withdrawal

Students who no longer wish to attend a course for which they are registered have the option to drop or withdraw from the class. The determination of whether a student is eligible to drop or withdraw is based on how much of the course has already taken place. Graduate students must request to be dropped or withdrawn from their courses via email to [registrar@hamline.edu](mailto:registrar@hamline.edu) or in person at Student Administrative Services, located in East Hall.

It is the student's responsibility to request enrollment changes of any kind. Instructors are not permitted to drop or withdraw students from classes under any circumstances. Non-attendance does not result in an automatic drop or withdrawal.

**Dropping a course:** Students may drop a course if they are within the drop period. Dropping a course means:

- No notation of the course recorded on transcript;
- No tuition owed;
- Return of all financial aid, if applicable.

Deadlines for dropping a course are based on how many credits a course is worth and are as follows:

### **Fall and Spring terms (and Summer term only for School of Business masters students):**

4 credits: 14 calendar days from the start date of the course

3 credits: 10 calendar days from the start date of the course

2 credits: 7 calendar days from the start date of the course

1 credit: 2 calendar days from the start date of the course

### **Winter term:**

All courses: 2 calendar days from the start date of the course

### **Summer term\* (except School of Business masters students):**

4 or 3 credits: 7 calendar days from the start date of the course

2 or 1 credits: 2 calendar days from the start date of the course

**In all cases:** If a course's duration is less than the number of calendar days in the drop schedule, the course must be dropped the day after it begins. If the course meets 2 days or less, the course must be dropped prior to the start of the course. If a course's drop date falls on a non-business day, drop requests will be honored if received by the next business day.

**Exception:** MFA in Writing for Children & Young Adults students follow the above for non-residency terms. During residency terms, students may drop up to 10 days prior to the start of the residency and owe no tuition. If dropping fewer than 10 days before the start of the residency, 100% of the tuition will be owed.

**Withdrawing from a course:** Students who wish to stop attending a course after the drop deadline must request a withdrawal. Withdrawing from a course means:

- A grade of "W" recorded on transcript;
- Tuition owed based on effective date of withdrawal;
- Recalculation of all financial aid, if applicable.

In all cases, a request to withdraw from a course must be received prior to the last day of the class.

## 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 Provost's Office.

Access to view grades may be delayed if a student fails to complete the course evaluation during the open period.

## Credit Hour Policy

Hamline University uses the definition of a credit hour as recommended by the US Department of Education:

**Federal Credit Hour Definition:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one academic hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

This definition of a credit hour applies to courses at all levels. However, any college within the University may choose to set a policy requiring learning outcomes equivalent to more work than is defined in the federal credit hour definition.

## Financial Hold: Restrictions on Registration and Release of Academic Records

Students who have a past due balance on their Hamline University student account will be placed on financial hold. This financial hold prevents registration for courses or changes to a student's registration schedule. In addition, no official transcript or diploma will be released until all financial obligations are paid in full.

## 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

**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. 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. College of Liberal Arts graduate 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 an audit registration form with the required approvals to Registration and Records (East Hall 113) no later than the add/drop deadline.

**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). All instructors enter "I" grades via Piperline before a term's grading deadline.

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.

**Repeat Grades/GPA:** See program specific requirements for grades. Only those courses in which grades below the minimum requirement were received may be repeated for credit/GPA purposes. All grades earned remain permanently on the transcript record; however, only the grade and credit recorded for the last time the course is taken are used in the calculation of the cumulative GPA and credits earned. Students incur normal tuition charges for repeated courses. When a repeated course is a transfer course, the repeated grade is not counted in the Hamline GPA.

### **Specific 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. Students may view final grades on Piperline at [www.hamline.edu/piperline](http://www.hamline.edu/piperline).

- **Grades for College of Liberal Arts Graduate 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.
- **Grades for School of Business Graduate 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; GPA 8993: Dissertation III; GPA 8994: Dissertation IV; and GPA 8995: Dissertation V are graded on a Pass/No Credit basis.
- **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.

## **Grade Change and Appeal**

### **Faculty Initiated Grade Change**

Faculty members may apply to change a student's initial grade up to a year after the grade was initially due. The requested change is pending approval of the respective dean's office. The faculty initiated grade change form (Application for Change of Undergraduate Grade) can be downloaded via the Faculty Services tab in Piperline under the "Hamline Faculty Document Menu." Faculty log-in is required to access the form.

### **Student Initiated Grade Change**

Students may request of their instructors course grade changes based on a claim of clerical mistake, oversight, omission, or arbitrary and capricious grade assignment and must do so within 30 calendar days of the date the grade was issued. The grade change procedure is not to be used to challenge grades on individual assignments. It is the responsibility of the student to determine whether the grade change request must be made sooner than this deadline in situations where prerequisite course requirements are involved in the student's course sequence.

Students must meet with their instructor to request a grade change. To start the grade change request process, the student must contact the instructor to request a face-to-face meeting, and the instructor must respond in a timely manner to schedule the meeting. If the instructor or the student is no longer on campus, or if the student has a compelling reason why a face-to-face meeting would not be feasible, the instructor will engage in timely written communications with the student about the grade change request.

A decision regarding a requested grade change will be made by the faculty member within three weeks, or, if the request was submitted on a date outside the dates of a full semester (as defined by the program offering the course), within three weeks after the start of the academic semester following the receipt of the grade change request. By the applicable deadline, the faculty member will notify the student of the decision regarding the grade change, and, if the faculty member decides to change the course grade, the faculty member will also notify the Registrar. The Registrar will send confirmation of the grade change to the faculty member and student.

### **Grade Appeal**

No grade appeal may be filed unless a grade change has first been sought and a decision reached. The grade appeal procedure shall be utilized if a student has been unsuccessful in achieving a grade change and wishes to pursue the matter

further. As with grade change requests, the appeal procedure is only for course grades and is not to be used to challenge grades on individual assignments. In addition, the appeal procedure may be used only when the student contends that the course grade was assigned on an arbitrary or capricious basis. "Arbitrary or capricious" implies that:

- The student has been assigned a course grade on the basis of something other than his or her performance in the course; or
- The course grade is based upon standards that are significant, unannounced and unreasonable departures from those standards articulated in the course description, the syllabus, or standards otherwise clearly conveyed to the students in the course.

#### **Grade appeal process:**

- The student must first communicate with the instructor and request a grade change under the grade change process identified above.
- If the student is unsuccessful in achieving a grade change and wishes to further pursue the matter, he or she must submit a completed Grade Appeal Request Form, with all materials supporting the grade appeal, to the department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor). Students can download the Grade Appeal Request Form at [hamline.edu/registrar/forms](http://hamline.edu/registrar/forms). The student is to complete Part 1. Department chair or dean will complete Part 2. Both forms, completed and signed, are required.
- The student must request the grade appeal no later than six months following the end of the academic term in which the course was taken, or within 30 calendar days of notification from the instructor as to the decision on the grade change request, whichever is later. Any application for a grade appeal after this deadline will not be accepted.
- The department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor) will consider the appeal and may request additional information if needed for consideration of the grade appeal.
- The department chairperson or designated academic administrator (or Dean where applicable) will make his or her best effort to communicate with the instructor regarding any grade appeal and allow for input from the instructor.
- A decision will be made by the department chairperson or designated academic administrator (or Dean where applicable) within three weeks of receiving the Grade Appeal Request Form, or, if the request was submitted on a date outside the dates of a full semester (as defined by the program offering the course), within three weeks after the start of the academic semester following the receipt of the grade appeal submission. This time line and the proceedings

under this policy may be adjusted at the discretion of the department chairperson or designated academic administrator (or Dean where applicable) in the circumstances where the student has alleged a violation covered by the Discrimination and Harassment Policy in the award of a final grade.

- The department chairperson or designated academic administrator (or Dean where applicable) will provide notification of the decision to the student, the instructor, the Dean, and the Registrar, and will provide the student a copy of the Grade Appeal Request Form with the department chairperson's or designated academic administrator's section completed.
- If the student wishes to appeal the initial grade appeal decision, he or she may request, in writing, a review by the Dean of the department in which the course was taught. If the department chairperson or designated academic administrator was the instructor of the course and the Dean decided the initial grade appeal, the student may appeal by requesting, in writing, a review by the Provost. The written request in either event must include a copy of the Grade Appeal Request Form, as completed by the person who decided the initial appeal, and all documents submitted with the form. The request must be received within 30 calendar days of the date that the student was notified of the initial grade appeal decision. The Dean or Provost shall make a decision within 30 calendar days of receipt of the appeal materials. This decision is final.
- The Dean or Provost will notify the student and the instructor of the final decision and provide the student a copy of the Grade Appeal Request Form with the Dean's section completed. The Dean, or the Provost, will notify the Registrar of any course grade change.

#### **Military Leave**

If an enrolled student is called to active duty, s/he should follow the standard procedures for taking a leave of absence from Hamline University. Undergraduate students should meet with an advisor in the Academic Advising office. Graduate students should contact the Registrar in the Student Administrative Services office. Law students should contact the Registrar in the School of Law. The student should provide a copy of their military orders.

**Leave during the add/drop period** - If the student is called to active duty during the standard add/drop period, they will be dropped from their courses for that term. The student will receive full tuition refund and the courses will not appear on their transcript.

**Leave during the percentage withdrawal period** - If the student is called to active duty during the percentage withdrawal period, the tuition and financial aid calculations will be processed as usual. The student will receive a grade of W for all courses for that semester.

**Leave after the withdrawal period** - If the student is called to active duty after the withdrawal period has ended, the student's military orders will serve as a petition for late withdrawal. The student will be withdrawn from all courses. No tuition will be refunded and the student will receive a grade of W for all courses for that semester.

**Future tuition credit** - Students who are determined to have paid tuition during the semester they are called to active duty are eligible to receive a credit for the amount paid. Following the withdrawal process, the amount of tuition paid will be determined by Student Accounts and Financial Aid in consultation with the Registrar's office. Tuition paid includes cash or check, student loans, Pell Grant, Minnesota State Grant, SEOG and outside scholarships. Hamline scholarships and grants are not included in determining the future credit. The student will receive a letter stating the amount and terms for the credit. A copy of the letter will be kept on file in Financial Aid and the Registrar's Office. The Financial Aid Office will apply the credit to the student's account during the term the student re-enrolls. The credit will be valid no more than three years from the date the student commences the non-voluntary military leave.

## Name and Gender Change

All official name change requests for current and former students must be made to Registration and Records (East Hall 113).

**Name Changes:** 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 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. 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. Note that diplomas are issued with the student's legal name on file at the time of degree completion.

**Gender Changes:** A copy of a court order is required, along with a written request from the student in order to change gender on institutional records.

## Registration

The Hamline registration website at [www.hamline.edu/registration](http://www.hamline.edu/registration) lists registration instructions, course information, an 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.

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

Contact Student Administrative Services at 651-523-3000 if you have questions related to registration.

**Degree Program and Licensure Students** register for master's and doctoral level classes on Pipeline at [www.hamline.edu/pipeline](http://www.hamline.edu/pipeline).

**Professional Development for Educators Students** register for classes online through Pipeline at [www.hamline.edu/pipeline](http://www.hamline.edu/pipeline).

**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. Publications are available listing courses; however, the most current are always listed on Pipeline. 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.

**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.

**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).

**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).

**Confirmation of Registration:** Students can check their Pipeline schedules to confirm registration at [www.hamline.edu/pipeline](http://www.hamline.edu/pipeline). Students may request their Pipeline pin by calling the ITS Helpdesk at 651-523-2220.

## 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:

### 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 and 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 name, student ID number, address, e-mail address, telephone number, dates of attendance, full-time or part-time enrollment status, photographs taken and maintained by the university for various purposes, previous institutions attended, major and minor fields of study, awards, honors, degrees and dates conferred, past and present participation in officially recognized sports and activities, physical factors (height, weight) 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 Registration and Records (East Hall, 113).

**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.

**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 and 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.

**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.

**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.

**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.

## Satisfactory Academic Progress Policy for Financial Aid

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Hamline University Office 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**

**Grade Point Average** – All graduate and professional students must maintain a cumulative GPA that is equivalent to the graduation standards published by their program.

**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.

**Maximum Time Frame** – Students are expected to finish their degree or certificate within an acceptable period of time. Acceptable period of time for financial aid recipients is defined as 150% of the required number of credits needed

to complete their program. This includes transfer credits from another college that apply to the Hamline program. For example, for a program that requires 48 credits, students must finish their program before they reach 72 attempted credits. Hamline is required to suspend aid eligibility after any review which shows that the student cannot possibly complete the program within the 150% program length. Review graduate bulletin to view number of required credits for your program. Students who require developmental coursework may appeal to have the 150% limit extended.

<b>FINANCIAL AID MAXIMUM TIME FRAMES</b>				
<b>COLLEGE/PROGRAM</b>	<b>DEGREE</b>	<b>MINIMUM (CREDITS)</b>	<b>MAXIMUM (CREDITS)</b>	<b>MINIMUM GPA</b>
<b>College of Liberal Arts</b>				
Master of Fine Arts	MFA	48 credits	72 credits	3.0
Master of Fine Arts in Writing for Children & Young Adults	MFA	52 credits	78 credits	3.0
eDiscovery	Certificate	18 credits	27 credits	2.0
<b>School of Business</b>				
Doctorate in Public Administration	DPA	48 credits	72 credits	3.3
Master of Business Administration	MBA	48 credits	72 credits	3.0
Master in Nonprofit Management	MNM	48 credits	72 credits	3.0
Master in Public Administration	MPA	48 credits	72 credits	3.0
<b>School of Education</b>				
Additional License				
Elementary		55 credits	82 credits	3.0
Secondary		79 credits	118 credits	3.0
K-12		64 credits	96 credits	3.0
English as a Second Language		53 credits	79 credits	3.0
Administrative License				
24 credits		24 credits	36 credits	3.0
Doctorate in Education	EdD	68 credits	102 credits	3.0
Master of Arts in Education	MAEd	34 credits	51 credits	3.0
Master of Arts in Education: Natural Science & Environmental Education	MAEd: NSEE	35 credits	52 credits	3.0
Master of Arts in English as a Second Language	MAESL	40 credits	60 credits	3.0
Master of Arts in Literacy Education	MALED	34 credits	51 credits	3.0
Master of Arts in Teaching				
Elementary		72 credits	108 credits	3.0
Secondary		88 credits	132 credits	3.0
K-12		90 credits	135 credits	3.0
English as a Second Language		65 credits	97 credits	3.0
Master of Arts in Teaching English to Speakers of Other Languages	MA-TESOL	34 credits	51 credits	3.0



## Section 2. Definitions/Conditions

**Credit** - A credit is the unit by which academic work is measured.

**Attempted credit** - An attempted credit includes all credits for which you are registered at the beginning of each term.

**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.

**Earned credits** - Earned credits are those that are successfully completed with a grade of A, B, C, D, HP, and D 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.

**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.

**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.

**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.

**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.

**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.

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

## Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester, including summer term. If the program is less than one year in length the review will take place at the mid-point. 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.

**Financial Aid Warning Status** - If the student does not meet either the GPA or Credit Completion standard, the student will be placed on Financial Aid warning for the next registered term. While on warning status, students are eligible to receive financial aid. To be removed from financial aid warning status, the student must meet the program's minimum cumulative GPA requirement and credit completion standards. A student who has reached the maximum time frame prior to completing the program will no longer be eligible for financial aid.

**Financial aid ineligibility/suspension** - 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.

**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 receiving financial aid has the right to appeal. The student may appeal the financial aid suspension status within 14 days of date of suspension notification or prior to the start of the term. If appeals are

received after the start of the term, they will be considered, provided there is an acceptable reason for the delay. Students are encouraged to submit appeals 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 with an explanation of how the barriers/circumstances to academic success have been removed.
- Third party documentation to support the circumstances, if applicable.
- Approved academic plan developed by the student and academic personnel from student's program office.

### **Financial Aid Probation**

If the student successfully appeals the financial aid ineligibility/suspension status, the student will be placed on financial aid probation for their next registered term. While on probation, students are eligible to receive financial aid. Students on financial aid probation status are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid probation for following terms, the student must meet the general SAP GPA and credit completion standards or meet the terms listed in their specific approved academic plan. If after any review period the student is no longer meeting the terms of the academic plan or the general SAP standards, Hamline will suspend federal, state and institutional aid.

### **State Eligibility and Complaint Process**

**State Eligibility:** Hamline University, like all higher education institutions, is required to obtain authorization from individual states to enroll students residing outside of

Minnesota. Hamline can enroll students residing in most states, but please confirm whether your state is among the eligible states. Eligibility by state is available at [www.hamline.edu/academics/online-state-eligibility/](http://www.hamline.edu/academics/online-state-eligibility/).

**Complaint Process:** Hamline University is committed to providing outstanding online education. If you have a question, concern, or complaint about your online education experience at Hamline, please review our complaint process for online education at Hamline at [www.hamline.edu/academics/online-state-eligibility/#complaints](http://www.hamline.edu/academics/online-state-eligibility/#complaints).

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

For Hamline graduate students, full-time status is defined as 8 semester credits per term, three-quarter-time is 6 semester credits per term, and half-time status is 4 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.

For the full, detailed listing of all technology related policies, go to <http://www.hamline.edu/policies/technology-use>.

### Time Limits

**Program Completion for Degree Program Students:** Degree programs are to be completed within seven years, except for the DPA which must be completed with ten. In extenuating circumstances, the student may make a written request to the program chair/dean for an extension of the limit. The letter should outline the reasons for the request and a time line for completing degree requirements.

**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 course planners to reflect program changes. If changes occur, students will be given one-year advance notice of the change.

**Final Paper/Project:** See chart below.

TIME LIMITS FOR FINAL PAPER/PROJECT		
PAPER/PROJECT	PROGRAM	TIME LIMIT
Thesis I and II	The Creative Writing Programs (MFA)	Each thesis registration must be completed in one semester. If the student is unable to do so, he/she must re-register and pay for the course again.
Master's Thesis	School of Business	2 Terms
Capstone	School of Business	1 Term
Dissertation I-V	School of Business	Dissertations should be completed within one-and-a-half to two years.
Capstone	School of Education	Students have three consecutive terms, starting with the term of registration, to complete the capstone. Students re-register if their capstones are not completed within three consecutive terms. The original capstone committee members are not obligated to continue. Students are eligible for one extra consecutive-term in the form of a capstone extension, which must be requested by the student.
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

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.

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

## Transfer Credit/Credit Equivalencies

**Transfer of Credit:** 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. 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.

Students may apply for credit transfer with the assistance of their advisor. 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.

The chart below outlines various programs and transfer credit policies. Please contact the program office with specific questions.

**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 equivalency is noted on the student's course planner, an outline of a student's requirements for completing the licensure program. Transfer of coursework for licensure standards, standards, or program requirements may be subject to change, if licensure requirements change.

## Transfer Credit Policy by Program

### College of Liberal Arts

#### MFA in Writing

Transfer Credit Limits: Up to 8 semester credits of graduate coursework from an outside institution may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 10 years prior to admission

Minimum Grade: B (no P/S)

Requirements: MFA program approval is required.

#### MFA in Writing for Children & Young Adults

Transfer Credit Limits: Up to 2 residencies and 2 semesters (24 semester credits) may be transferred from other low-res MFA programs in writing for children & young adults.

Up to 1 residency and 1 semester (12 credits) may be transferred from low-res MFA programs in writing. Up to 8 credits may be transferred from traditional residency MFA programs.

Maximum Age of Transfer Credit: 10 years prior to admission

Minimum Grade: B (no P/S)

Requirements: MFA program approval is required.

### School of Business

#### DPA

Transfer Credit Limits: Up to 8 semester credits at the doctoral level may be used to fulfill degree requirements.

Maximum Age of Transfer Credit: 10 years prior to admission

Minimum Grade: B- (no P/S)

Requirements: The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

#### MBA, MPA, and MNM

Transfer Credit Limits: Up to 8 semester credits of graduate coursework from an outside institution may be used to fulfill degree requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B- (no P/S)

Requirements: Coursework may not be from an already earned degree. The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

### School of Education

#### EdD

Transfer Credit Limits: Up to 8 semester credits of coursework from an outside institution or up to 16 credits of 8000+ coursework from Hamline taken before admission may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B (no P/S)

Requirements: Coursework must be post-master's and may not be from an already earned degree. Chair approval is required.

### **MAEd**

Transfer Credit Limits: Up to 5 semester credits of graduate coursework from an outside institution or up to 10 credits of graduate coursework from Hamline taken before admission may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B (no P/S)

Requirements: Coursework may not be from an already earned degree.

### **MAEd: NSEE**

Transfer Credit Limits: Up to 5 semester credits of graduate coursework from an outside institution or up to 10 credits of graduate coursework from Hamline taken before admission may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B (no P/S)

Requirements: Coursework may not be from an already earned degree.

### **MAESL**

Transfer Credit Limits: Up to 16 semester credits of graduate coursework from an outside institution or up to 27 credits from a Hamline license or certificate program taken before admission may be used to fulfill degree requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B

Requirements: Faculty approval is required for any coursework from an already earned degree.

### **MALED**

Transfer Credit Limits: Up to 5 semester credits of graduate coursework from an outside institution or up to 10 credits of graduate coursework from Hamline taken before admission may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B (no P/S)

Requirements: Coursework may not be from an already earned degree. Transfer credits can be Literacy-related courses only.

### **MAT**

Transfer Credit Limits: Up to 8 semester credits from an outside institution may be used to fulfill the required professional education sequence. Additionally, students may be granted equivalence for license-area content taken at other institutions. These 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.

Maximum Age of Transfer Credit: determined on a case-by-case basis

Minimum Grade: B

Requirements: None

### **MA in TESOL**

Transfer Credit Limits: Up to 6 semester credits of coursework from an outside institution or from Hamline taken before admission may be used to fulfill elective requirements.

Maximum Age of Transfer Credit: 7 years prior to admission

Minimum Grade: B (no P/S)

Requirements: Coursework may not be from an already earned degree.

### **Tuition and Fees**

**Tuition:** The Financial Policies and Procedures brochure contains current tuition and fee information. 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).

**Dual Program Tuition:** Graduate students pursuing more than one program will be billed the tuition for their primary program until it is complete. Primary program hierarchy is as follows: (1) degree, (2) licensure, (3) certificate, (4) continuing studies.

#### **Fees:**

- **Facilities Fee:** This fee (\$3.00/credit) supports the operating costs associated with the implementation of facility initiatives outlined in the strategic plan. This includes space utilization, renovation of current facilities, and construction of new facilities and preservation of open spaces. These initiatives support all students whether physically on campus or not.
- **Technology Fee:** This fee (\$9.00/credit) helps support the operating costs associated with the continually increasing technology demands that students require.
- **Program Fees:** New students who are fully admitted to a graduate degree or licensure program are charged a one-time program fee (\$190 for degree and \$150 for licensure) to be paid with the first term's tuition.
- **Course Materials:** Some courses may require additional materials. The cost for these materials may be added to the student's account. Please contact the program for more specific information.
- **Other Fees:** Occasionally, a fee to cover special materials, supplies, or food will be added to the cost of the course.

### **Withdrawing from a Program**

Any student who wishes to withdraw completely from a program must notify the program office in writing.

## College of Liberal Arts (CLA)

The College of Liberal Arts at Hamline University is dedicated to preparing compassionate citizens of the world by helping students maximize their intellectual, creative, and leadership potential.

At Hamline, students collaborate with professors invested in their success. They are challenged in and out of the classroom to create and apply knowledge in local and global contexts, while cultivating an ethic of civic responsibility, social justice, and inclusive leadership and service.

### The Creative Writing Programs

The Creative Writing Programs (CWP) in the College of Liberal Arts offer a deep immersion in the process and craft of creative writing taught by award-winning practicing writers. The college offers two graduate degree options: the master of fine arts in writing (MFA), and the low-residency master of fine arts in writing for children and young adults (MFAC). These degrees prepare students who wish to specialize in creative writing and to teach writing at the college level. The MFA is offered full- or part-time; provides depth and breadth in fiction, poetry, and creative nonfiction; and offers interdisciplinary electives. The MFAC is one of only a few programs in the country that focuses exclusively on writing for young readers. Students can complete this program in just over two years. The Creative Writing Programs in the CLA house all creative writing at the university, including the bachelor of fine arts (BFA) degree. They also publish *Water-Stone Review*, an award-winning national literary magazine.

### The eDiscovery Program

The mounting volume of electronic communications, documents, and images is changing the very practice of law. The vast majority of discoverable information today is exchanged and stored electronically, but many legal professionals don't know how to pursue these materials effectively. Hamline's eDiscovery Certificate was developed in consultation with a curriculum committee comprised of some of the leading eDiscovery practitioners in the country.

The certificate program offers:

- Evening classes designed for working professionals
- Extensive exposure to the principles, process, technology, risks, and opportunities associated with discovery of electronically stored information
- An internship providing an opportunity to apply classroom learning
- Hands-on training in high-profile, critical technology platforms and service areas
- Courses taught by nationally recognized attorneys and eDiscovery professionals in conjunction with Hamline Legal Studies professors

## CLA Academic Programs

### Master of Fine Arts in Writing (MFA)

The Master of Fine Arts in Writing (MFA) is part of The Creative Writing Programs (CWP) at Hamline University. The MFA 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.

The program, offered full- or part-time, allows students to develop the process and craft of writing in a rigorous, engaged, and supportive environment. Our small class sizes provide an intimate setting in which students will establish trust and rapport with classmates and receive one-on-one advising and feedback from their professors.

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. A number of elective courses are also taught on topics such as composition theory & pedagogy, graphic novel and flash fiction to name a few.

### 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.

- WRIT 8000 - MFA Core

#### Writing Courses (24 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.

**Groundings Course (4 credits):**

- WRIT 8110 - Groundings in the Craft: Elements of Poetry
- WRIT 8120 - Groundings in the Craft: Elements of Creative Nonfiction
- WRIT 8130 - Groundings in the Craft: Elements of Fiction

**Advanced Course (4 credits):**

- WRIT 8310 - Advanced Poetry
- WRIT 8320 - Advanced Creative Nonfiction
- WRIT 8330 - Advanced Fiction

**Topics (16 credits)**

These include The Literary Memoir, The Personal Essay, Lyric Essay, The Novel, Point of View, Slipstream Fiction, The Short Story, Form and Vision in Poetry: Ode & Elegy, Form and Vision in Poetry: The Long Poem & Lyric Sequence, and more.

**Electives (12 credits):**

MFA students choose three elective courses (or 12 credits) to complement their exploration of the writing craft and expand their knowledge of other areas.

**Capstone (8 credits):**

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

- WRIT 8491 - Thesis 1 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.
- WRIT 8492 - 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.

**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.

**MFA Application Requirements:**

- Complete application (online at <http://www.hamline.edu/graduate/admission/cla/>).
- Complete questionnaire.

- Critical Essay: Write a 3-4 page critical essay, focusing on an element of craft or a particular subject in a book you admire as a writer.
- Writing sample: 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.

**Master of Fine Arts in Writing for Children and Young Adults (MFAC)**

The Master of Fine Arts in Writing for Children and Young Adults (MFAC) is part of The Creative Writing Programs (CWP) at Hamline University. The MFAC program 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.

The program is made up of five residencies and four semesters.

**Residencies:** 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.

Our unique, comprehensive program is not defined by specific required courses, rather it examines the following subjects in depth over the period of five residencies:

- Elements of the craft
- The writing process
- Forms of writing (e.g., picture book, novel—fantasy, mystery, science fiction, historical; nonfiction; poetry, etc.)
- The history of children's and YA literature (including classic texts)
- The business of publishing
- The writer's life (e.g., keeping the work going, finding and then working with an agent and editor, promoting one's work, teaching, etc.)

Children and young adult literature will be explored through a required reading list, lectures during the residencies by experts in the field, and on-line presentations given by Hamline University faculty in the School of Education. Additionally, guest presenters such as agents, editors, and publishers bring the business-of-books to real life.

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.

**Semesters:** 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).

### **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):**

Groundings in Craft, Literature, & Business of Writing for Children and Young Adults

- WRIT 8350 - Groundings: Plot
- WRIT 8352 - Groundings: Character
- WRIT 8354 - Groundings: Point of View
- WRIT 8356 - Groundings: Setting
- WRIT 8358 - Groundings: Theme/Vision

#### **Four Semesters (32 credits):**

- WRIT 8351 - Creative & Critical Writing: Level 1
- WRIT 8353 - Creative & Critical Writing: Level 2
- WRIT 8355 - Creative & Critical Writing: Level 3, Critical Thesis
- WRIT 8357 - Creative & Critical Writing: Level 4, Creative Thesis

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

- Complete application (online at <http://www.hamline.edu/graduate/admission/cla/>).
- Complete questionnaire.
- Critical Essay: Write a 3-4 page critical essay, focusing on an element of craft or a particular subject in a children's or young adult book that has impressed you.
- Writing sample: 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.

### **eDiscovery Certificate**

The discovery of electronic materials has changed the practice of law. The vast majority of discoverable information is now exchanged and stored electronically. The Hamline eDiscovery certificate is designed to provide the knowledge, skills and real world experience to professionals - including attorneys, IT professionals, project managers, and paralegals - in the delivery of client discovery services or seeking to establish a niche in their organization.

The Hamline eDiscovery certificate is a graduate level program designed for working legal and IT professionals offering evening classes that can be completed in nine months.

Students who earn the Hamline University e-Discovery Certificate will be able to:

- Define the purpose and overarching objectives of the e-Discovery process from all perspectives.
- Explain the relationship between evidentiary requirements and the e-Discovery process.
- Identify e-Discovery process participants and their roles and responsibilities.
- Identify and understand the implications of the primary legal authority that governs e-Discovery actions and disputes.
- Articulate with detail the core phases of the e-Discovery process and the types and purpose of key technology types and other resources available to support the process.



- Design or support an effective, efficient and defensible e-Discovery process, including planning, documentation, and execution.
- Produce well-founded risk and opportunity analyses inherent in an e-Discovery process project.
- Demonstrate an understanding of the key emerging issues regarding e-Discovery.

The eDiscovery Certificate program is not an American Bar Association approved paralegal certificate program and does not qualify recipients for the practice of law.

Program Director: Jeanne Kosieradzki, Legal Studies Department

## Certificate Requirements

### Semester I

- LGST 6000 - Introduction to Electronic Discovery
- LGST 6010 - Electronic Discovery: A Practical Framework

### Semester II

- LGST 6020 - Managing Electronic Discovery
- LGST 6030 - Advanced Electronic Discovery: Emerging Issues
- LGST 6040 - Advanced Electronic Discovery: Technology Practicum
- LGST 6050 - eDiscovery Practicum

## CLA Courses

### LGST 6000 - Introduction to Electronic Discovery

Course covers the purpose of electronic discovery and the legal framework that governs its objectives and standards. Students will learn to:

- Define the purpose and overarching objectives of the e-Discovery process from all perspectives.
- Explain the relationship between evidentiary requirements and the e-Discovery process.

Credits: 4

### LGST 6010 - Electronic Discovery: A Practical Framework

Course covers the practical framework, including a concurrent technology lab, by which the eDiscovery process meets its objectives. Students will learn to:

- Identify e-Discovery process participants and their roles and responsibilities.
- Articulate with detail the core phases of the e-Discovery process and the types and purpose of key technology types and other resources available to support the process.

Prerequisite: LGST 6000 or concurrent registration

Credits: 4

### LGST 6020 - Managing Electronic Discovery

Course covers planning and design, budgeting, communications, documentation and process management. Students will learn to:

- Design or support an effective, efficient and defensible e-Discovery process, including planning, documentation, and execution.

Prerequisites: LGST 6000 and 6010

Credits: 2

Note: LGST 6020, 6030, 6040, and 6050 are to be taken in the same semester.

### LGST 6030 - Advanced Electronic Discovery: Emerging Issues

Course covers recognizing and addressing risk in eDiscovery, recognizing and addressing opportunity in eDiscovery and emerging issues. Students will learn to:

- Produce well-founded risk and opportunity analyses inherent in an eDiscovery process project.
- Demonstrate an understanding of the key emerging issues regarding eDiscovery.

Prerequisites: LGST 6000 and 6010

Credits: 2

Note: LGST 6020, 6030, 6040, and 6050 are to be taken in the same semester.

### **LGST 6040 - Advanced Electronic Discovery: Technology Practicum**

Course covers in-depth, high-profile, critical technology platforms and services areas that present particular challenges with respect to electronic discovery. Students will learn to:

- Produce well-founded risk and opportunity analyses inherent in an eDiscovery process project.
- Demonstrate an understanding of the key emerging issues regarding eDiscovery.

Prerequisites: LGST 6000 and 6010

Credits: 2

Note: LGST 6020, 6030, 6040, and 6050 are to be taken in the same semester.

### **LGST 6050 - eDiscovery Practicum**

This 150-hour apprenticeship provides hands-on experience and seminars that link experiential and academic experiences, ensuring adequate preparation for entry into the profession. Students will:

- Apply previously learned concepts and principles previously learned in a practical working environment under the supervision of a knowledgeable lawyer or technology specialist.

Prerequisites: LGST 6000, LGST 6010

Credits: 4

Note: LGST 6020, 6030, 6040, and 6050 are to be taken in the same semester.

### **WRIT 8000 - 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.

Credits: 4

Note: Required of MFA students

### **WRIT 8010 - Composition Theory and Pedagogy**

This course introduces students to the theory and practice of teaching writing at the college level. Students will examine a range of composition philosophies and pedagogies, including expressive, rhetorical, collaborative, cultural, and critical approaches. Through extensive reading and peer-reviewed demonstrations, students will learn and practice a process-based approach to teaching critical thinking, reading, and writing skills in the writing classroom. Students will learn strategies for designing courses and assignments, facilitating discussions and peer reviews, integrating technology and research methods, and responding to writing through tutorials and written evaluations. Readings and presentations by practitioners will also introduce students to the philosophies and practices of Writing

Across the Curriculum, the Writing Center, and second-language and basic writing instruction.

Prerequisites: Open to graduate students who have completed 8 or more credits

Credits: 4

Note: MFA Elective

### **WRIT 8013 - Apocalypses**

"After us, the flood." -- Madame de Pompadour

In the years since this course was first taught, fascination with the end of our world has exploded: we've heard about being Left Behind, zombies, pandemic, the Singularity, global climate change, the Yellowstone Caldera (aimed right at MN!), civilizational collapse, hostile machine intelligences, runaway robots, biological weapons, Earth changes, alien invasion, transhumanity, nuclear war, Peak Oil, space impact, and on and on. Apocalyptic scenarios play out in films, theater, and children's books. Are you ready for it all to end?

Maybe not. But some folks are ready, or at least they're getting ready, and they are telling stories, spreading the word, imagining the end -- and what comes after. They call us to action: Recycle! Pray! Revolt! The end of all-of-it is a place to enact all of the competing claims of what it finally means to be human. Apocalypses tell us what our lives here-and-now mean in some greater scheme. In this class, we study contemporary versions of apocalypse, and the pleasures and comforts they provide. We will explore both literal and metaphoric catastrophe in texts from believers, theorists, and writers. We will read fictional and non-fictional apocalypses, browse a host of websites, watch some films, and explore catastrophic science, alarmist science writers, and anything else students might choose to bring to the table. The work of the course will be assembling these materials, looking critically at them, deciding what it all means, and imagining our own apocalypses.

Credits: 4

Note: MFA elective

### **WRIT 8063 - The Creative Process**

"There are three rules for writing the novel. Unfortunately, no one knows what they are." --- W. Somerset Maugham

After all the courses, the critiques, and The Capstone, Hamline's MALS and MFA graduates move into their spheres of influence to participate as creators. A working relationship with the creative process is a vital part of that transition, as well as a foundation for the work students do as creators within their graduate program. This course is structured as an investigation and an experiment. Each student will identify the elements of "right practice" for a productive individual approach to generating, developing, and bringing new ideas to fruition. We'll study the testimonies of writers, artists, musicians, mathematicians, scientists, psychologists, philosophers and other creative minds for patterns and collective wisdom. We'll consider

theories and models for the workings of the creative process across disciplines. Most importantly, each student will observe their own creative process through a series of exercises and experiments. Course requirements include an attitude of curiosity and a willingness to experiment, substantial reading and discussion, completion of a detailed process journal, and a critical essay which both makes a creative contribution to the conversation and reflects the theories, models, and experiments undertaken during the semester

Credits: 4

Note: MFA elective

### **WRIT 8110 - 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.

Credits: 4

Note: MFA writing/elective

### **WRIT 8120 - Groundings in the Craft: Elements of Creative Nonfiction**

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

Credits: 4

Note: MFA writing/elective

### **WRIT 8130 - 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.

Credits: 4

Note: MFA writing/elective

### **WRIT 8205 - Regional Literature**

Topics vary by regional offering.

Credits: 4

Note: MFA elective

### **WRIT 8210 - Currents in Poetry: Riding the Waves as Editor and Writer (Water-Stone: Poetry)**

What urgency moves a poem out of the pile and onto the page for publication? Contemporary poetry boasts multiple aesthetics and thousands of poems making the rounds of literary magazines. How do editors choose what to publish? How do writers navigate the currents of contemporary poetry, making a place in it yet remaining open to diverse influences and in turn influencing it? As members of the Water-Stone Review poetry editorial board, you will work from the perspectives of editor and writer to engage with the 'thrill of the big littles.' The 'big little' magazine or literary journal traditionally has determined the parameters of American poetry, both establishing standards and featuring edgy new arrivals; that process, one editor suggests, "keeps writers writing and their work flowing . . ." How will thinking—and seeing—as an editor influence your work? You

will read, discuss, and select poetry submissions to Water-Stone Review, explore other literary journals, study essays on poetic craft, complete short writing exercises, and prepare poems for submission to journals of your choice. Students will revise and workshop at least one selection of their own work in this course as they prepare their journal submissions.

Prerequisite: WRIT 8110 or permission of the instructor

Credits: 4

Note: MFA writing/elective

### **WRIT 8220 - Creative Nonfiction Today: Navigating the Craft as Editor and Writer (Water-Stone: Creative Nonfiction)**

Why is one creative nonfiction magazine submission forgettable, another indelible? What's right, and wrong, with nonfiction journal submissions? What gives your essays and memoirs the za-za-zoom that leads editors to love your work, pass on the others? What's the difference between workshop critique and editorial interrogation? How does contemporary editorial taste intersect with agreed-upon elements of literary quality, and which editors prefer which sorts of nonfiction form? Where does nonfiction live in the indie magazine scene now, and where might your work fit? Through lively and immersive work on the CNF editorial board of the Water-Stone Review, you will analyze and select from manuscripts submitted to the journal, study journals publishing nonfiction today as well as craft essays illuminating the contemporary conversation about the genre, and prepare your own CNF for submission to magazines of your choice. Students will revise and workshop at least one selection of their own work in this course as they prepare their journal submissions.

Prerequisite: WRIT 8120 or permission of the instructor

Credits: 4

Note: MFA writing/elective

### **WRIT 8230 - The Successful Story: Fiction Through the Lens of Editor and Writer (Water-Stone: Fiction)**

What moves a story beyond first cut? What does it take for a story to beat out hundreds of others on the path to publication? What's the quality of fiction being submitted to national literary journals? Where does our own work fit into the wide range of publishing possibilities? How does editorial work change your fiction forever? In this dynamic, hands-on class, students will take on the role of fiction editorial board for the next issue of Water-Stone Review. Working as a team of editors and writers, we will ask the same questions of our own work that we ask of others: What does it take to succeed? Is quality simply a matter of taste? Is publication purely subjective? Class work will include submission screening, short writing exercises, and the study of national literary journals with an eye toward future placement of our own fiction. Students will revise and

workshop at least one selection of their own work in this course as they prepare their journal submissions.

Prerequisite: WRIT 8130 or permission of the instructor

Credits: 4

Note: MFA writing/elective

### **WRIT 8310 - Advanced Poetry**

In this course we work toward the dual goals of preparing students to successfully complete a poetry thesis and become a poet in the world. The course is set up to let students engage with course materials and their writing as working artists. Students will work on full-length poetry manuscripts as we deeply immerse ourselves in the ongoing conversation of poets across time and place, through the study of both poetry and poets' thoughts on craft, influence, and process, as presented through craft essays and interviews.

Prerequisite: WRIT 8110

Credits: 4

Note: MFA writing/elective

### **WRIT 8320 - 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.

Prerequisite: WRIT 8120

Credits: 4

Note: MFA writing/elective

### **WRIT 8330 - 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.

Prerequisite: WRIT 8130

Credits: 4

### **WRIT 8350 - Groundings: Plot**

In Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults, students study the fundamentals of the craft as well as the history of the picture book, the novel (middle-grade and young adult), and nonfiction with emphasis on the particular element that forms the focus for that residency—i.e., plot, character, setting, point of view, or theme. Students attend and write reflections in response to daily lectures and presentations, read and discuss common books selected by the faculty, and participate in daily two-hour workshop sessions led by faculty advisors. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their critical thesis;

fourth semester students give a public reading from their creative thesis.

Credits: 4

### **WRIT 8351 - Creative & Critical Writing: Level 1**

In this semester-long intensive seminar, students are introduced to the craft and process of writing for children and/or young adults. They can choose to focus on the picture book, the novel (middle-grade or young adult), poetry, nonfiction, or a combination. Each month students do the following: (1) they complete assigned reading, annotated bibliographies, short reflective essays, and writing exercises that explore issues of craft; (2) they do extensive creative writing and revision in response to detailed feedback from faculty advisors; (3) and they write and revise short critical essays based on issues of craft or topics of interest that arose from their own creative work or from assigned reading.

Credits: 8

### **WRIT 8352 - Groundings: Character**

In Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults, students study the fundamentals of the craft as well as the history of the picture book, the novel (middle-grade and young adult), and nonfiction with emphasis on the particular element that forms the focus for that residency—i.e., plot, character, setting, point of view, or theme. Students attend and write reflections in response to daily lectures and presentations, read and discuss common books selected by the faculty, and participate in daily two-hour workshop sessions led by faculty advisors. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their critical thesis; fourth semester students give a public reading from their creative thesis.

Credits: 4

### **WRIT 8353 - Creative & Critical Writing: Level 2**

In this semester-long intensive seminar, students are introduced to the craft and process of writing for children and/or young adults. They can choose to focus on the picture book, the novel (middle-grade or young adult), poetry, nonfiction, or a combination. Each month students do the following: (1) they complete assigned reading, annotated bibliographies, short reflective essays, and writing exercises that explore issues of craft; (2) they do extensive creative writing and revision in response to detailed feedback from faculty advisors; (3) and they write and revise short critical essays based on issues of craft or topics of interest that arose from their own creative work or from assigned reading.

Credits: 8

**WRIT 8354 - Groundings: Point of View**

In Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults, students study the fundamentals of the craft as well as the history of the picture book, the novel (middle-grade and young adult), and nonfiction with emphasis on the particular element that forms the focus for that residency—i.e., plot, character, setting, point of view, or theme. Students attend and write reflections in response to daily lectures and presentations, read and discuss common books selected by the faculty, and participate in daily two-hour workshop sessions led by faculty advisors. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their critical thesis; fourth semester students give a public reading from their creative thesis.

Credits: 4

**WRIT 8355 - Creative & Critical Writing: Level 3, Critical Thesis**

In this semester-long intensive seminar, students research and develop a topic relevant to their creative work into a thirty-page critical essay. They continue to explore the craft and process of writing as they work on the continuation of creative projects or experiment with new work. They also develop a lecture based on their critical thesis to be given during the ensuing residency.

Credits: 8

**WRIT 8356 - Groundings: Setting**

In Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults, students study the fundamentals of the craft as well as the history of the picture book, the novel (middle-grade and young adult), and nonfiction with emphasis on the particular element that forms the focus for that residency—i.e., plot, character, setting, point of view, or theme. Students attend and write reflections in response to daily lectures and presentations, read and discuss common books selected by the faculty, and participate in daily two-hour workshop sessions led by faculty advisors. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their critical thesis; fourth semester students give a public reading from their creative thesis.

Credits: 4

**WRIT 8357 - Creative & Critical Writing: Level 4, Creative Thesis**

In this semester-long intensive seminar, students complete a book-length creative project or a series of picture books that illustrates mastery of the craft in their chosen genre(s)

and demonstrates their ability to establish an independent artistic process. They also prepare a public reading based on their creative thesis to be given during their final residency.

Credits: 8

**WRIT 8358 - Groundings: Theme/Vision**

In Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults, students study the fundamentals of the craft as well as the history of the picture book, the novel (middle-grade and young adult), and nonfiction with emphasis on the particular element that forms the focus for that residency—i.e., plot, character, setting, point of view, or theme. Students attend and write reflections in response to daily lectures and presentations, read and discuss common books selected by the faculty, and participate in daily two-hour workshop sessions led by faculty advisors. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their critical thesis; fourth semester students give a public reading from their creative thesis.

Credits: 4

**WRIT 8400 - Form and Vision in Poetry**

Credits: 4

**WRIT 8401 - The Novel**

This is an advanced level fiction course for students who want to explore the novel form and generate work for their own novels. It is understood that the novel is a long, circuitous journey. Within the structure of this class, students will generate early material as well as develop an individual relationship with their work. Emphasis will be on the novel's possibility and potential as students develop their fictional dream. Early work will not be critiqued but will be shared informally with peers as time allows. As part of our exploration, we will read novels with a range of narrative strategies. Readings on craft will also be included. Students should expect to write at least ten new pages per week, participate in class exercises and discussion, write brief responses to assigned readings, and complete a final project.

Prerequisite: WRIT 8130

Credits: 4

Note: MFA writing/elective

**WRIT 8402 - Lyric Essay**

While the term "lyric essay" has become recently fashionable, the emergence of essays and prose poems that explore subject matter through imaginative intensity and focused compression—including great freedom of movement and of transition—goes back to the nineteenth century. This class will give students the opportunity to study models of the

form from authors such as Charles Lamb, Charles Baudelaire, Max Jacob, Virginia Woolf, Mary Ruefle, Akutagawa Ryunosuke, and others. One critical essay on the lyric essay form will be required of each student, along with two creative manuscript submissions.

Credits: 4

Note: MFA writing/elective

### **WRIT 8491 - Thesis I**

MFA: Capstone, Part One

The MFA Capstone is a two-part process, Thesis I and Thesis II respectively. Each is one semester long. If necessary, Thesis I or Thesis II can be extended to two semesters. Thesis I requires a completed draft of the envisioned work. Students then register for Thesis II, in which they refine the draft into a book-length work of acceptable literary quality that shows mastery of the craft. Students are required to write a critical preface in which they discuss their process in writing the thesis and explore the subjects and themes contained therein.

Special registration required for both semesters of Thesis.

Please contact your advisor or the program office.

Credits: 4

### **WRIT 8492 - Thesis II**

MFA: Capstone, Part Two

The MFA Capstone is a two-part process, Thesis I and Thesis II respectively. Each is one semester long. If necessary, Thesis I or Thesis II can be extended to two semesters. Thesis I requires a completed draft of the envisioned work. Students then register for Thesis II, in which they refine the draft into a book-length work of acceptable literary quality that shows mastery of the craft. Students are required to write a critical preface in which they discuss their process in writing the thesis and explore the subjects and themes contained therein.

Special registration required for both semesters of Thesis.

Please contact your advisor or the program office.

Prerequisite: WRIT 8492

Credits: 4

## **CLA Faculty**

**John Brandon**, 2012

Assistant Professor

BA 1999, University of Florida

MFA 2001, Washington University

**Patricia Weaver Francisco**, 1988-2011\*, 2011

Professor of Practice

BA 1973, University of Michigan

**Deborah Keenan**, 1988

Professor

BA 1974, Macalester College

**Sheila O'Connor**, 1992

Associate Professor

BA 1982, University of Minnesota

MFA 1986, Iowa Writers Workshop

**Katrina Vandenberg**, 2013

Assistant Professor

BFA 1992, Bowling Green State University

MFA 1997, University of Arkansas

For faculty in the MFA in Writing for Children and Young Adults program, please visit the website at

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

# School of Business (HSB)

East Hall, 651-523-2284  
MS-A1740  
1536 Hewitt Avenue  
Saint Paul, MN 55104

The Hamline School of Business prepares the next generation of nonprofit, government, and business leaders to serve, collaborate, and lead in their organizations and communities. Our integrated approach, unlike any other, dissolves the narrow confines of business education to produce leaders who are forward-thinking, ethical, and have a broad worldview. At Hamline, students join a network of strong leaders prepared to effect change and be supported by faculty and staff members and alumni who are personally invested in their success.

## Vision

Where the business, government, and non-profit sectors intersect to educate and collaborate for the common good.

## Mission Statement

The Hamline School of Business is an inclusive community dedicated to the professional and personal development of our students, faculty and staff and to the advancement of the common good. We achieve our mission through teaching excellence, the integration of theory and practice, and the engagement of a network of stakeholders (including alumni and community partners) to address complex issues facing the business, government, and non-profit sectors. We see our mission firmly rooted within the values of Hamline University.

# HSB Academic Programs

## 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 the program together. This program is available at the Hamline University Saint Paul Campus. The DPA program 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 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 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):

### 6 Required Core Courses (24 credits)

- DPA 8501 - Historical Foundations and Professional Development
- DPA 8502 - Research Methods
- DPA 8503 - Critical Issues for Public Administrators
- DPA 8504 - Advanced Organizational Theory and Leadership

- DPA 8506 - Advanced Seminar in Public Policy
- DPA 8507 - Dissertation I: Advanced Research Methods

#### 4 Elective Courses (16 credits)

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

#### Comprehensive Exam:

After completion of core and elective coursework, students must complete and pass the written comprehensive exam before defending a dissertation proposal.

#### Doctoral Dissertation (8 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 student is required to complete the Dissertation I course then register for dissertation work (Dissertation II through Dissertation V) for four consecutive semesters. Students must successfully defend the first three chapters (dissertation proposal) after Dissertation III before advancing to candidacy and registering for Dissertation IV and V.

- DPA 8992 - Dissertation II
- DPA 8993 - Dissertation III
- DPA 8994 - Dissertation IV
- DPA 8995 - Dissertation V

**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 director.) 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:** Seven years is the maximum time allowed for students to finish their core and elective coursework in the DPA program. Ten years is the maximum time allowed for students to complete the doctorate in public administration including the dissertation. 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/graduate/admission/hsb.html](http://www.hamline.edu/graduate/admission/hsb.html))
- Personal Statement. A one- to two-page personal statement, typewritten and double-spaced, detailing:
  - o why you have chosen Hamline University and
  - o how the degree program will help you meet your career goals

- 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.

## Master of Arts in 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 the complex challenges of the nonprofit sector. 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 provides breadth and depth on managing nonprofit organization with strong theory to practice orientation. The program also provides exceptional networking and career enhancing opportunities. The MNM program is available at the Hamline University Saint Paul campus.

All students in the MNM program are required to complete forty-eight academic credits. This includes eight required core courses, three elective courses, and one final course (either Capstone Skills Development or Master's Thesis). For students with limited nonprofit work experience, an internship with a nonprofit organization is also a program requirement.

The 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):

#### 7 Required Core Courses (28 credits)

- MNM 8002 - Foundations of Nonprofit Leadership
- MNM 8020 - Organizational Theory and Behavior
- MNM 8032 - Financial Management for Nonprofit Organizations
- MNM 8052 - Human Resource Management for Nonprofit Organizations
- MNM 8062 - Law for Nonprofit Organizations



- MNM 8110 - Governance and Planning in Nonprofit Organizations
- MNM 8362 - Fundraising for Nonprofits

**1 Course (4 credits) - Choose from:**

- MNM 8070 - Research Methods
- MNM 8120 - Program Evaluation and Assessment

**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:**

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

**Additional Requirements**

- Completion of an internship 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/graduate/admission/hsb.html](http://www.hamline.edu/graduate/admission/hsb.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.
- Two 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.

**Master of Arts in 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 MPA is available at the Hamline University Saint Paul and Minneapolis campuses. The flexible model is offered in St. Paul and the online hybrid model is offered in Minneapolis.

All students in the 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). For some students, an internship with a government entity is also a program requirement.

The MPA program begins with a foundations 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.

**NOTE:** Requirements for the online hybrid MPA programs are slightly different. Students are required to take 12 set courses.

**MPA Degree Requirements (Total of 48 credits)**

**8 Required Core Courses (32 credits)**

- MPA 8000 - Foundations in Public Administration
- MPA 8010 - Professional Ethics
- MPA 8020 - Organizational Theory and Behavior
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 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:**

- MPA 8490 - Capstone Skills Development for Government
- MPA 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/graduate/admission/hsb.html](http://www.hamline.edu/graduate/admission/hsb.html))
- Personal statement. A one- to two-page personal statement, typewritten and double-spaced, detailing:
  - why you have chosen Hamline University and
  - how the degree program will help you meet your career goals
- 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.
- Two 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.

## Master of 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 core modules with repeated emphasis from a variety of perspectives.

The 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 MBA program are required to complete forty-eight academic credits. This includes core and elective courses completed in six modules, completed in 24 months.

## MBA Degree Requirements (Total of 48 credits)

### Module 1 (8 credits): Leading People with Integrity and Purpose

- MBA 8160 - Leadership Skills Development
- MBA 8140 - Critical Thinking
- MBA 8101 - Management & Organizational Behavior

### Module 2 (8 credits): Managing Financial Resources

- MBA 8250 - Financial Accounting
- MBA 8210 - Managerial Accounting
- MBA 8240 - Managerial Economics

### Module 3 (8 credits): Leveraging Organizational Resources

- MBA 8310 - Managerial Finance
- MBA 8350 - Marketing Management
- MBA 8330 - Managing in the Global Marketplace

### Module 4 (8 credits): Improving and Protecting Resources

- Elective (selected from approved list, below)
- MBA 8450 - Business Law and Regulatory Environment
- MBA 8470 - Managerial IT

### Module 5 (8 credits): Planning Change and Development (Part 1)

- Elective (selected from approved list, below)
- MBA 8420 - Strategic Financial Analysis
- MBA 8495 - Strategic Management and Capstone/Field Study I

### Module 6 (8 credits): Planning Change and Development (Part 2)

- Elective (selected from approved list, below)
- MBA 8496 - Strategic Management and Capstone/Field Study II

## Concentrations

There are four concentrations within the MBA program. Concentrations can be earned by completing three elective courses within the same subject 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 may complete concentrations in marketing, finance, international management, or conflict management.

## Elective Courses

A range of elective courses are available for students.

### 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

### International Management

- MBA 8031 - International Business Transactions
- MBA 8053 - International Marketing Management
- MBA 8097 - International Seminar
- MBA 8098 - Special Topics

### Marketing

- MBA 8051 - Electronic Marketing
- MBA 8052 - Market Research
- MBA 8053 - International Marketing Management
- MBA 8098 - Special Topics

## Additional Requirements

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

### Program Sequence

Semester 1	Module 1	8 credits
Semester 2	Module 2	8 credits
Semester 3	Module 3	8 credits
Semester 4	Module 4	8 credits
Semester 5	Module 5	8 credits
Semester 6	Module 6	8 credits

**Time Limit:** The MBA is a 24-month cohort program; however, 7 years is the allowed maximum.

**Grades:** Grades below C do not count toward the 48 credits required to graduate. A student who earns a C- or below in a course within a required MBA module must repeat that course. When the course is repeated and a grade of C or better is earned, the GPA is recalculated. Students will be advised to retake the course 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 remains part of the overall GPA calculation.

### MBA Application Requirements

- Completed application form/application fee. Application available online at: [www.hamline.edu/graduate/admission/hsb.html](http://www.hamline.edu/graduate/admission/hsb.html). (If you submit a paper application, there is a non-refundable fee of \$30. International applicants must pay a \$100 application fee.)
- 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.
- Two 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.)
  - NOTE: If your letters of recommendation are in a language other than English, please send the original letters and certified English translations.

## Sequential Graduate Degree Completion

Graduates of the MBA, MPA, or MNM programs can return within 5 years of finishing their degree to complete a sequential degree with any of the other masters programs in the School of Business. They must complete the subsequent degree within 3 years of beginning work on the sequential degree. Students will be required to complete an additional 28-32 credits depending on degree sought. They may take additional electives if desired to gain greater depth in their second field.

Logistics below are based on current program structure and are subject to change as programs are revised.

### MPA to MNM Sequential Degree Program Logistics (28

**credits):** Students with an MPA returning to complete the MNM degree would follow the same degree completion requirements as if completing the dual degree. Review of their previous transcript will determine which 7 courses are required (6 core and 1 elective from the new field).

**MNM to MPA Program Logistics (28 credits):** Students with an MNM returning to complete the MPA degree would follow the same degree completion requirements as if completing the dual degree. Review of their previous transcript will determine which 7 courses are required (6 core and 1 elective from the new field).

### MPA or MNM to MBA Program Logistics (32 credits):

Students with an MPA or MNM returning to complete the MBA need to complete MBA modules 2, 3, 5 & 6 for a total of 32 credits. Students may choose to take additional MBA electives if they want more breadth in the field.

### MBA to MNM Sequential Degree Program Logistics (28

**credits):** Students with an MBA returning to complete an MNM will take the following courses:

- GPA 8002 Fundamentals of Nonprofit Management
- GPA 8032 Financial Management for Nonprofits
- GPA 8062 Law for Nonprofits
- GPA 8110 Governance and Planning for Nonprofits
- GPA 8362 Fundraising for Nonprofits

- GPA 8070 Research Methods
- GPA 8492 Capstone for Nonprofits

**MBA to MPA Program Logistics (28 credits):** Students with an MBA returning to complete an MPA will take the following courses:

- GPA 8000 Foundations of Public Administration
- GPA 8030 Public Fiscal Management
- GPA 8040 Public Policy Analysis
- GPA 8050 Public Sector Human Resources
- GPA 8061 Administrative Law
- GPA 8070 Research Methods
- GPA 8490 Capstone for Government

## Dual Degree Programs

### Dual Degree in Business Administration and Nonprofit Management (MBA/MNM)

The Hamline University Dual Degree Program in Business Administration and Nonprofit Management allows you to save time and money while completing two graduate degree programs: Master in Business Administration and Master in Nonprofit Management.

The Dual Degree Program in Business Administration and Nonprofit Management helps working professionals develop the core competencies they need to succeed and lead in today's diverse business and nonprofit environments.

### MBA/MNM Degree Requirements (72 credits)

#### 10 MNM Courses (40 credits)

- MNM 8002 - Foundations of Nonprofit Leadership
- MNM 8020 - Organizational Theory and Behavior
- MNM 8032 - Financial Management for Nonprofit Organizations
- MNM 8052 - Human Resource Management for Nonprofit Organizations
- MNM 8062 - Law for Nonprofit Organizations
- MNM 8070 - Research Methods
- MNM 8110 - Governance and Planning in Nonprofit Organizations
- MNM 8362 - Fundraising for Nonprofits
- Elective (4 credits)
- MNM 8492 - Capstone Skills Development for Nonprofits

#### MBA Module 2 (8 credits)

- MBA 8210 - Managerial Accounting
- MBA 8240 - Managerial Economics
- MBA 8250 - Financial Accounting

#### MBA Module 3 (8 credits)

- MBA 8310 - Managerial Finance
- MBA 8330 - Managing in the Global Marketplace
- MBA 8350 - Marketing Management

### MBA Module 5 (4 credits)

- MBA 8420 - Strategic Financial Analysis
- MBA 8495 - Strategic Management and Capstone/Field Study I

### MBA Module 6 (4 credits)

- MBA 8496 - Strategic Management and Capstone/Field Study II

### 8 Additional MBA or MNM Elective Credits

- Coursework is completed with an additional 8 credits that can come from MBA or Nonprofit courses.

### Additional Program Requirements

- Students need to complete an undergraduate course in economics and statistics before starting the MBA portion of the program.
- For students with limited nonprofit sector experience: Completion of an internship.

### More Information

For more information on joint degrees, contact the School of Business at 651-523-2284 or [hsb@hamline.edu](mailto:hsb@hamline.edu) or you may contact the graduate admission office at 651-523-2900 or [gradprog@hamline.edu](mailto:gradprog@hamline.edu).

### Dual Degree in Business Administration and Public Administration (MBA/MPA)

The Hamline University Dual Degree Program in Business Administration and Public Administration allows you to save time and money while completing two graduate degree programs: Master in Business Administration and Master in Public Administration.

The Dual Degree Program in Business Administration and Public Administration helps working professionals develop the core competencies they need to succeed and lead in today's diverse government and business environments.

### MBA/MPA Degree Requirements (72 credits)

#### 9 MPA Courses (36 credits)

- MPA 8000 - Foundations in Public Administration
- MPA 8010 - Professional Ethics
- MPA 8020 - Organizational Theory and Behavior
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 8070 - Research Methods
- MPA 8490 - Capstone Skills Development for Government

#### MBA Module 2 (8 credits)

- MBA 8210 - Managerial Accounting
- MBA 8240 - Managerial Economics
- MBA 8250 - Financial Accounting

### **MBA Module 3 (8 credits)**

- MBA 8310 - Managerial Finance
- MBA 8330 - Managing in the Global Marketplace
- MBA 8350 - Marketing Management

### **MBA Module 5 (4 credits)**

- MBA 8420 - Strategic Financial Analysis
- MBA 8495 - Strategic Management and Capstone/Field Study I

### **MBA Module 6 (4 credits)**

- MBA 8496 - Strategic Management and Capstone/Field Study II

### **12 Additional MBA or MPA Elective Credits**

- Coursework is completed with an additional 12 credits that can come from MBA or Public Administration courses.

### **Additional Program Requirements**

- Students need to complete an undergraduate course in economics and statistics before starting the MBA portion of the program. The economics requirement will need to be completed before taking Public Fiscal Management.
- For students with limited government sector experience: Completion of an internship.

### **More Information**

For more information on dual degrees, contact the School of Business at 651-523-2284 or [hsb@hamline.edu](mailto:hsb@hamline.edu) or you may contact the graduate admission office at 651-523-2900 or [gradprog@hamline.edu](mailto:gradprog@hamline.edu).

## **Dual Degree in Public Administration and Nonprofit Administration (MPA/MNM)**

The Hamline University Dual Degree Program in Public Administration and Nonprofit Management allows you to save time and money while completing two graduate degree programs: Master in Public Administration and Master in Nonprofit Management.

The Dual Degree Program in Public Administration and Nonprofit Management helps working professionals develop the core competencies they need to succeed and lead in today's diverse government and nonprofit environments.

### **MPA/MNM Degree Requirements (72 credits)**

#### **6 MNM Courses (24 credits)**

- MNM 8002 - Foundations of Nonprofit Leadership
- MNM 8032 - Financial Management for Nonprofit Organizations
- MNM 8062 - Law for Nonprofit Organizations
- MNM 8110 - Governance and Planning in Nonprofit Organizations
- MNM 8362 - Fundraising for Nonprofits
- MNM 8492 - Capstone Skills Development for Nonprofits

### **6 MPA Courses (24 credits)**

- MPA 8000 - Foundations in Public Administration
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8061 - Administrative Law
- MPA 8490 - Capstone Skills Development for Government
- MPA 8010 - Professional Ethics

### **3 Cross-Sector Courses (12 credits)**

- MNM 8020 - Organizational Theory and Behavior or MPA 8020 - Organizational Theory and Behavior
- MNM 8052 - Human Resource Management for Nonprofit Organizations or MPA 8050 - Human Resource Management for Government
- MNM 8070 - Research Methods or MPA 8070 - Research Methods

### **3 Elective Courses (12 credits)**

- MNM Elective (4 credits)
- MPA Elective (4 credits)
- Additional Elective (4 credits)

### **Additional Program Requirement**

For students with limited nonprofit or government sector experience: Completion of an internship.

### **More Information**

For more information on dual degrees, contact the School of Business at 651-523-2284 or [hsb@hamline.edu](mailto:hsb@hamline.edu) or you may contact the graduate admission office at 651-523-2900 or [gradprog@hamline.edu](mailto:gradprog@hamline.edu).

## **School of Business Joint Degree Programs with Law**

In collaboration with the School of Law, the School of Business offers law students the opportunity to earn two degrees which combine law with public administration, business administration, or nonprofit management. Three joint degrees are offered:

- Law & Public Administration (JD/MPA)
- Law & Business Administration (JD/MBA)
- Law & Nonprofit Management (JD/MNM)

### **JD/MBA Joint Degree Requirements**

In addition to successfully completing their JD, law students pursuing the JD/MBA need to complete the following requirements from the standard MBA degree: Module 1, Module 2, Module 5, Module 6, and MBA 8350.

### **JD/MNM Degree Requirements**

In addition to successfully completing their JD, law students pursuing the JD/MNM need to complete all degree requirements for the MNM degree except the 12 elective credits.

## JD/MPA Degree Requirements

In addition to successfully completing their JD, law students pursuing the JD/MPA need to complete all degree requirements for the MPA degree except the 12 elective credits.

## Joint Degree Admission Requirements

Hamline University law students who have completed one year of study at the School of Law and who have grade point average of 2.5 or higher are eligible to apply for a joint degree program.

## Additional Information on Joint Degrees

For more information on joint degrees, contact the School of Business at 651.523.2284 or [hsb@hamline.edu](mailto:hsb@hamline.edu) or you may contact the graduate admission office at 651-523-2900 or [gradprog@hamline.edu](mailto:gradprog@hamline.edu).

## HSB Courses

### DPA 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

### DPA 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

### DPA 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

### DPA 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

### DPA 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

### **DPA 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

### **DPA 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

### **DPA 8522 - E-Government**

This course uses information, computing and telecommunications to transform government performance. This course describes six types of e-government activity, identifies major functions for which e-government is used, and works through a strategic approach using e-government at state and local government and nonprofit organizations.

Credits: 4

### **DPA 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

### **DPA 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 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

### **DPA 8527 - Alternative Service Delivery**

State and local governments are continually under pressure to provide more cost efficient and effective services. As a result, public officials in Minnesota and across the United States are seeking alternative ways to deliver services. This course examines the theoretical underpinnings, implementation methods, and track records of various alternatives to public service delivery. Topics include collaborations, consolidation, privatization, contracting, private and nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We will also examine a variety of policy areas where alternative means to service delivery have been analyzed or implemented including criminal justice, information technology, environmental services, education, health care, welfare, and transportation.

Credits: 4

### **DPA 8534 - Civic Engagement**

Fundamental to our democracy is the active involvement of citizens. Today we hear a lot of talk about civic engagement. But what is civic engagement? How do the public and nonprofit sector become models of citizen participation? This course will explore the discontents and the promises, introducing students to a new model of engaged democratic practice which is deeply political in an older sense of politics as engaging different interests and views in solving common problems and creating common things.

Credits: 4

### **DPA 8540 - 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

### **DPA 8545 - National Public Policy**

Washington DC has a special place when it comes to public administration. It is the center of the federal government but as important, it is the center of discussion around many public policy and administration issues. Every successful public administrator needs to have an understanding of how things in Washington DC work, how they can work

effectively on national issues and deal with the federal government.

This class will provide students with several unique experiences that can only be had in Washington DC. These experiences include talking with national leaders to discuss cutting-edge issues facing public administration, talking with persons who implement federal programs to understand the complexities of programs from the national level and understanding the federal policy-setting process by talking with actors in that process. In addition, this class will take advantage of a unique opportunity to talk about ethical issues facing public administrators that can only be had in Washington DC.

Credits: 4

#### **DPA 8570 - Managerial Leadership and Cultural Competency**

This course is designed to provide students with an opportunity to examine issues of cultural competence in managing and leading organizations in changing times. This course will engage students in a series of dialogues concerning issues of cultural competence in the workplace, their impact on the processes of management, work and the organization. Emphasis will be placed on workplace issues of race and gender and will include discussions of issues of disability, age, social class, sexual identity, religion and ethnicity.

Credits: 4

#### **DPA 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

#### **DPA 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: 2

#### **DPA 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: 2

#### **DPA 8994 - Dissertation IV**

Independent work completing research based on approved proposal.

Credits: 2

#### **DPA 8995 - Dissertation V**

Independent work with chair/mentor writing up analysis and conclusions. Outcome is finished dissertation that will go to final defense.

Credits: 2

#### **DPA 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

#### **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

#### **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

#### **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

#### **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

#### **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

#### **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

derivates, and corporate restructuring. The course builds upon the topics covered in MBA 8220: Managerial Finance.

Credits: 4

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

International Business Transactions will take students through the life-cycle of a model business transaction in which an existing product and service offering will be provided for the first time in an international location. For each transaction life-cycle element, emphasis will be placed on considerations unique to the conduct of the transaction across political, geographic and cultural boundaries. Readings in bargaining strategies and international contract structure will be applied through a series of practical classroom exercises and preparation of typical transaction deliverables.

Credits: 4

#### **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

#### **MBA 8051 - Electronic Marketing**

This course explores the important concepts of electronic marketing, which will be considered within the framework of the marketing function and its influence on total business function. This course is designed to provide you with an introduction into the world of the digital channel and Internet based marketing communications such as the use of social media marketing (Facebook, Twitter, LinkedIn and etc.) to influence our customers in decision making. This course will examine electronic marketing issues from a balanced perspective of theory and practice. On the theory side, we will draw on recent developments in research on Internet marketing. On the practical side, real-world cases and practices will be used to systematically supplement the principles and theories introduced.

Credits: 4

#### **MBA 8052 - Market Research**

Marketing strategy and decision making rely on accurate, useful information developed through marketing research activities. This course introduces you to the fundamentals of marketing research in order to prepare you to conduct basic research on your own or be a more informed consumer of sophisticated and specialized marketing research services. This course has an applied, skill-building focus, underlined

with thorough understanding of marketing research principles. You will learn the typical research methods used to generate and analyze primary data in marketing research. You will also be exposed to and use standard sources of secondary data. Finally, you will undertake typical data analysis tasks used in marketing research.

Credits: 4

#### **MBA 8053 - International Marketing Management**

This course focuses on practical issues of participating in international markets. We discuss foreign direct investment, joint ventures, licensing and distribution agreements. Topics covered include exporting, supply chains, global human resource management, global marketing, and financial management in international business. We also examine entry strategies for doing business in global markets. The course includes both conceptual frameworks and contemporary applications. Students 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

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

Credits: 4

#### **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 communication, human resource management, and conflict management.

Credits: 3

#### **MBA 8140 - Critical Thinking**

It is a challenging objective to raise student skills in critical and analytical thinking. And this course's purpose is just that. Through exploring today's complex business problems, students will develop a critical thinking attitude while learning how to apply an array of critical thinking skills. Emphasis will be placed on using logical reasoning supported by qualitative and quantitative evidence to identify problems, evaluate alternatives, and justify decisions. It is expected that students will become better listeners, more capable communicators – both in writing and speaking – as well as better at reflecting upon their own thinking.

The class is based on the premise that critical thinking and communication skills are best learned through practice.

Therefore, repeated writing and speaking exercises will be core components of the class, and students will receive training and practice as well as instructor and peer feedback to help them improve their skills.

Credits: 2

#### **MBA 8160 - Leadership Skills 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 position-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 intensive full-day workshops and follow-up activities.

Credits: 3

#### **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

#### **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

#### **MBA 8250 - Financial Accounting**

This course is an introduction to the external accounting systems used by U.S. organizations to report their financial position to external users such as stockholders, creditors, and potential investors. Students will develop an understanding of the Balance Sheet, Income Statement, and Statement of Cash Flows. By the end of the course, students will be able to read and interpret financial statements.

Credits: 3

### **MBA 8310 - 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. It will be taught in two parts. The first portion of 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 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. The second part of the course focuses on applying some of what we learned in the first part of the course. We will also discuss special topics such as mergers and acquisitions and international finance in this part of the course.

Credits: 3

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

Managers need a background in global environment to function in the international marketplace. We will cover globalization, outsourcing, and discussion of some international trade theory. The discussions of the organization of international business and business operations, such as import-export, global production, and logistics issues will help students understand the planning involved in effectively moving and operating a business in the global marketplace. There will be coverage of ethical issues in the international arena. Materials on cross-cultural negotiations, human resource issues and strategies for entering a specific international market will aid the students in determining what entry strategy may be most effective. Students will be asked to consider a company and/or a product which might be used to plan their entry strategy utilizing the components covered in class for success.

Credits: 2

### **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

### **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

### **MBA 8450 - 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

### **MBA 8470 - Managerial IT**

Organizations are only as strong as the combined effectiveness of its people, processes, and technology. The people manage and implement the business processes; technology is the key enabler of them. This course will examine how to understand and manage information technology to create and revitalize business processes, improve decision making, and gain competitive advantage. Selected major areas of IT critical to all managers and leaders will be surveyed using case studies as a core learning method.

Credits: 2

### **MBA 8495 - Strategic Management and Capstone/Field Study I**

This competency integrates a broad understanding of business strategy with a practical field study experience. Strategy literature is evaluated to assess applicability of classic frameworks in the 21st century. Business cases are analyzed with a focus on competitive strategy, the economics of information, resource allocation, industry analytics, ethics, and the importance of mission and goals. The Capstone/Field Study competency challenges you to integrate and apply skills developed throughout your Hamline MBA education to issues being faced by an actual business organization by giving you the experience of serving as a consulting team for a designated client organization contemplating significant change or investment. Throughout this competency you will have numerous opportunities for dialogue with industry leaders, allowing you to blend theory and practice in understanding the complicated world of business today.

Credits: 2

### **MBA 8496 - Strategic Management and Capstone/Field Study II**

This competency integrates a broad understanding of business strategy with a practical field study experience. Strategy literature is evaluated to assess applicability of classic frameworks in the 21st century. Business cases are analyzed with a focus on competitive strategy, the economics of

information, resource allocation, industry analytics, ethics, and the importance of mission and goals. The Capstone/Field Study competency challenges you to integrate and apply skills developed throughout your Hamline MBA education to issues being faced by an actual business organization by giving you the experience of serving as a consulting team for a designated client organization contemplating significant change or investment. Throughout this competency you will have numerous opportunities for dialogue with industry leaders, allowing you to blend theory and practice in understanding the complicated world of business today.

Credits: 4

#### **MNM 8002 - Foundations of Nonprofit Leadership**

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

#### **MNM 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

#### **MNM 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

#### **MNM 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

#### **MNM 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

#### **MNM 8070 - Research Methods**

This course enhances students' management skills for becoming better customers of qualitative and quantitative research studies in work and non-work environments; for supervising the planning and conducting of research; and for dissecting and evaluating studies and reports.

Credits: 4

#### **MNM 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

#### **MNM 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

#### **MNM 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

#### **MNM 8120 - Program Evaluation and Assessment**

Continuously improving the services and programs of public agencies and nonprofits is critical to their ongoing success as organizations. Truly understanding what is happening in a program, service or organization of the social or

governmental sector is important to help managers and leaders to improve those programs, services, and organizations. The methodologies and tools of research and program evaluation are the means to this understanding. This course will investigate the principle methodologies of research: quantitative, qualitative, and mixed methods. It will consider the methods employed by each to capture and utilize data.

Credits: 4

#### **MNM 8360 - Advocacy and 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

#### **MNM 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

#### **MNM 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

#### **MNM 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

#### **MNM 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

Note: (MANM Capstone)

#### **MNM 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

#### **MNM 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 MNM and MPA students on the Saint Paul campus. Dual degree students may complete a master's thesis on a cross-sector issue.

Credits: 4

#### **MNM 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

#### **MPA 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

**MPA 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

**MPA 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

**MPA 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

**MPA 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

**MPA 8045 - National Public Policy**

Washington DC has a special place when it comes to public administration. It is the center of the federal government but as important, it is the center of discussion around many public policy and administration issues. Every successful public administrator needs to have an understanding of how things in Washington DC work, how they can work effectively on national issues and deal with the federal government.

This class will provide students with several unique experiences that can only be had in Washington DC. These experiences include talking with national leaders to discuss cutting-edge issues facing public administration, talking with persons who implement federal programs to understand the complexities of programs from the national level and understanding the federal policy-setting process by talking with actors in that process. In addition, this class will take advantage of a unique opportunity to talk about ethical issues facing public administrators that can only be had in Washington DC.

Credits: 4

**MPA 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

**MPA 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

**MPA 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

**MPA 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

**MPA 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

#### **MPA 8140 - Local Government Budgeting**

This course focuses on the basic elements of developing, implementing, and evaluating the operating and capital budgets of local governments, emphasizing governments in Minnesota. Topics include review of major revenues and spending of local governments and their estimation and management within budgets, alternative strategies for developing and presenting budgets that align with public policy goals, the interaction of state and federal policies with local budgets, monitoring and managing an adopted budget, and understanding and effectively communicating local financial issues and consequences to policymakers and citizens.

Credits: 4

#### **MPA 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

#### **MPA 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

#### **MPA 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

#### **MPA 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

#### **MPA 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

#### **MPA 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

#### **MPA 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

### **MPA 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

### **MPA 8233 - Social Policy Administration**

This course is designed to look at the administration and implementation of social and human services policies at the agency/street level. Students will have the opportunity to concentrate on the policy analysis, evaluation, development, and implementation implications surrounding the provision of social services, especially in relation to our ever-growing, culturally diverse community. Course activities will include on-site meetings with community groups and work with local social service agencies. Through course readings, community focus groups, on-line discussion, an analysis of census data, direct engagement with community groups, and other classroom events, the student will have the opportunity to assess and increase her/his own knowledge of issues surrounding implementation and administration of social programs as well as improving understanding of cultural competency issues.

Credits: 4

### **MPA 8234 - Civic Engagement**

Fundamental to our democracy is the active involvement of citizens. Today we hear a lot of talk about civic engagement. But what is civic engagement? How do the public and nonprofit sector become models of citizen participation? This course will explore the discontents and the promises, introducing students to a new model of engaged democratic practice which is deeply political in an older sense of politics as engaging different interests and views in solving common problems and creating common things.

Credits: 4

### **MPA 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

### **MPA 8260 - Alternative Service Delivery**

State and local governments are continually under pressure to provide more cost efficient and effective services. As a result, public officials in Minnesota and across the United States are seeking alternative ways to deliver services. This course examines the theoretical underpinnings, implementation methods, and track records of various alternatives to public service delivery. Topics include collaborations, consolidation, privatization, contracting, private and nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We will also examine a variety of policy areas where alternative means to service delivery have been analyzed or implemented including criminal justice, information technology, environmental services, education, health care, welfare, and transportation.

Credits: 4

### **MPA 8270 - Managerial Leadership and Cultural Competency**

This course is designed to provide students with an opportunity to examine issues of cultural competence in managing and leading organizations in changing times. This course will engage students in a series of dialogues concerning issues of cultural competence in the workplace, their impact on the processes of management, work and the organization. Emphasis will be placed on workplace issues of race and gender and will include discussions of issues of disability, age, social class, sexual identity, religion and ethnicity.

Credits: 4

### **MPA 8300 - Strategic Management and Planning**

This course provides a thorough grounding in the formulation and implementation of organizational strategy. It focuses on the development of corporate missions, goals, and objectives. The class will define important business problems, analyze external and internal environments, formulate alternative strategic options, and address implementation issues.

Credits: 4

### **MPA 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

#### **MPA 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

Note: (MPA capstone)

#### **MPA 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

#### **MPA 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

#### **MPA 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

## **HSB Faculty**

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

Professor

BA 1969, Faculty of Law, University of Tehran  
MA 1975, PhD 1980, Kansas State University

**Peggy Andrews**, 2011

Lecturer

BA 1989, Ambassador University  
MA 1999, St. Mary's University  
PhD, University of Minnesota

**David Berg**, 2009

Associate Professor

BA 1981, St. Olaf College  
MIBS 1984, University of South Carolina  
PhD 1998, University of Minnesota

**Thomas Burns**, 2014

Visiting Instructor

BA 1966, Iona College  
MBA 1990, University of St. Thomas

**Kenneth Fox**, 1996

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

**James M. Hagen**, 2008

Professor

AB 1974, University of Michigan  
MS 1987, University of Minnesota  
PhD 1997, University of Illinois

**Jennifer Keil**, 2000

Professor

BBA 1986, University of Michigan  
MBA 1992, PhD 1999, University of Kansas

**J. Dan Lehmann**, 2008

Senior Lecturer

BS 1974, MS 1975, PhD 1982, University of Illinois

**Kristen Norman-Major**, 2001

Professor

BA 1987, Hamline University  
MA 1990, University of Minnesota  
PhD 1996, Vanderbilt University

**Jack Reardon, 2008**

Professor

BA 1981, Economics, College of the Holy Cross

MA 1984, Economics, University of Notre Dame

PhD 1991, University of Notre Dame

**Robert Routhieux, 2006**

Associate Professor

BS 1987, California State University

MS 1993, PhD 1995, University of Arizona

**James Scheibel, 2006\***

Honorary Professor of Practice

BA 1969, St. John's University, Collegeville, MN

**Chad Sponsler, 2009**

Lecturer

BA 2002, MBA 2003, University of North Dakota

JD 2008, Hamline University

**Daniel Toninato, 2014**

Visiting Instructor

BS 1987, St. John's University, Collegeville, MN

MBA 2011, Augsburg College

**Craig Waldron**

Lecturer

BA 1972, University of Iowa

MA 1973, Minnesota State University, Mankato

DPA 2003, Hamline University

**Nancy Webber, 2008**

Instructor

BS 2002, MBT 2004, University of Minnesota

**Reid Zimmerman**

Lecturer

BA 1972, Concordia College

MDiv 1980, Luther Theological Seminary

BS 1990, St. Cloud State University

PhD 2006, Union Institute and University

## School of Education (HSE)

Drew Hall 66, 651-523-2600

MS-A1720

1536 Hewitt Avenue

Saint Paul, MN 55104

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)
- Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL)
- Doctorate in Education (EdD)
- Initial Licensure Programs
- Additional Licensure Programs

In addition, HSE includes the Continuing Studies Department, 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.

## HSE Academic Programs

### 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 and 3.0 GPA):

#### 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

Required coursework must be completed prior to advancement to candidacy.

#### Grade Requirement

Students must maintain a minimum grade of 3.0 (B grade or higher) in all coursework.

#### Successful completion of the following

- a written examination
- a synthesis presentation
- a portfolio
- a dissertation

## Electives

Sixteen semester credits of electives are required. Students may begin taking electives during the next term following admission. However, EdD students are discouraged from co-enrolling in electives during their first year of required courses. The elective requirement may be satisfied by taking electives at Hamline, at another regionally accredited university, or through a combination of these two options. Each is explained below.

### Electives at Hamline

Students may use selected 8000-level graduate courses from HSE master's programs, though course restrictions apply and registration may need to be approved. It is important that students consult their faculty advisers to determine which courses may be available to them. In addition, selected courses in the School of Business, the School of Law, and master's-level course work in The Creative Writing Programs may be used to fulfill elective credits. Prerequisites apply as indicated. HU continuing studies or professional development courses may not be used to fulfill elective credit.

EdD students who earn an administrative license through the HU School of Education may apply these credits toward their electives, whether they earned the license before or during their doctoral work. That is, Hamline University administrative license alumni may transfer 16 credits. Note: New administrative licensure students must apply for admission to that program separately. Licensure course work may precede, overlap, or extend beyond earning an EdD.

### Electives at Other Institutions

EdD students may transfer a maximum of 8 semester credits of course work from another regionally accredited university. This credit may have been earned prior to admission to the EdD program or it may be taken while students are registered for courses in the EdD program. Continuing studies or professional development courses will not be accepted to satisfy doctoral requirements. Approval to transfer credit depends on meeting transfer credit criteria. For additional information, see the EdD program website or contact the program administrator.

If EdD students wish to transfer graduate courses from international universities, transcripts should be accompanied by translation and recommendations from one of several educational services recommended by HU Student Administrative Services for this purpose.

### 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 recommendations, using forms provided with the application form, with at least two from instructors, employers, or colleagues who are familiar with the applicant's learning capacity, leadership, and community-building capacity as described on the 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.

## Master of Arts in 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 is strongly inspired by the HSE conceptual framework: build learning communities, advocate for equity and social justice, construct knowledge, and practice reflection and inquiry. 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 in three formats:

- Traditional MAEd - The traditional option meets on Hamline's Saint Paul campus and is conducted in a traditional classroom setting.
- Online MAEd - Required courses are facilitated by faculty online during the fall and spring terms. Active engagement in learning is expected beginning with the first week of class; weekly learning schedules are posted, and synchronous activities may be required.
- Off-Campus MAEd - Required courses combine online and face-to-face learning, allowing you to complete your MAEd alongside a committed group of collaborative teachers and learners in a location convenient to you.

### MAEd Degree Requirements (Total 34 credits and 3.0 GPA):

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

- GED 8025 A - Public Policy: Design and Action
- GED 8025 B - Public Policy: Design and Action
- GED 8023 - Capstone Practicum
- 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. Co-sponsored courses offered through HSE's Continuing Studies department may be applied to degree program requirements up to 25% of the total credits.

#### 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))
- Goal Statement
  - 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.

## Master of Arts in 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.

#### Required Courses for all Concentrations (29 credits)

- ESL 7502 - Language and Society
- ESL 7519 - Linguistics for Language Teachers
- ESL 7610 - History of English

- ESL 7650 - Basics of Modern English
- ESL 7660 - Second Language Acquisition
- ESL 8010 - Phonetics and Phonology
- ESL 8020 - Advanced Linguistic Analysis
- ESL 8490 - Research Methodology
- ESL 8495 - Capstone

## Concentration Areas

#### Adult ESL Concentration (11-12 credits)

The MA-ESL with the Adult ESL Concentration prepares graduates to teach ESL in community-based ESL programs, Adult Basic Education programs, and colleges, where many immigrant students start their advanced education in the United States.

##### One of the following:

- ESL 6611 - Technology Enhanced Language Learning
- ESL 6612 - Advocating for English Language Learners

##### And each of the following:

- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- ESL 7634 - Introduction to the Adult English Language Learner: Developing Oral Skills
- ESL 7636 - Course Design for Adult ESL Classes
- ESL 7638 - Assessment of the Adult English Language Learner
- Practicum Experience (1-2 credits)

#### K-12 ESL Licensure Concentration (14-19 credits)

With a concentration in K-12 ESL Licensure, graduates will be able to teach K-12 and will also qualify for university and community college ESL positions in both the United States and abroad. All teachers must meet licensing requirements in the state where they teach.

- ESL 6612 - Advocating for English Language Learners
- ESL 7753 - Testing & Evaluation of English Language Learners
- ESL 7755 - Development of Literacy Skills
- ESL 7776 - ESL Methods
- Practicum Experience (1-6 credits)
- Elective course with a literacy, technology, or cultural focus (2 credits)

#### TEFL Concentration (12 credits)

Graduates who complete the MA-ESL with a TEFL concentration generally go abroad and teach English for a limited period of time. With their advanced knowledge of language theory and linguistics, graduates will qualify for university and community college positions both in the United States and abroad.

##### TEFL Certificate:

- ESL 6620 - TEFL Certificate Course
- OR
- ESL 6621 - TEFL Certificate Part I
- ESL 6622 - TEFL Certificate Part II

**And each of the following:**

- ESL 7636 - Course Design for Adult ESL Classes
- ESL 7638 - Assessment of the Adult English Language Learner

**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.
- Non-native speakers of English must also submit evidence of passing scores on the Praxis or MTLE test (Minnesota standards), a bachelor's degree from an English-language university, a TOEFL score of 107 for internet-based, 253 for computer-based, or 625 for paper based, or a score of 7.5-8.0 on the IELTS.

**Master of Arts in 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 and 3.0 GPA):**

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 8034 - Literacy Leadership and Coaching
- GED 8035 - Literacy Capstone - Thinking, Researching, Writing
- GED 8036 - Educational Policy and Literacy Practice
- GED 8040 - Critical Literacy
- 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

Note: Co-sponsored courses offered through HSE's Continuing Studies department may be applied to degree program requirements up to 25% of the total credits.

### **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.

## **Master of Arts in Education: Natural Science and 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.

The MAEd: NSEE program inspires through a focus on leadership development that taps participants' convictions and passions. It promotes field based research and community collaborations including partnerships with the Audubon Center of the North Woods, Science Museum of Minnesota, Como Park Zoo and Conservatory, the American Museum of Natural History and other prominent organizations. It challenges through inquiry, reflection and a strong focus on research and transforms 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.

### **MAEd: NSEE Degree Requirements (Total 35 credits and 3.0 GPA):**

#### **Foundation Courses (10 credits):**

- NSEE 8000 - The Environment and Society
- NSEE 8010 - History of the Environment
- NSEE 8110 - Foundations of Environmental Education

#### **Knowledge Courses (5 credits):**

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

#### **Research Courses (8 credits):**

- GED 8023 - Capstone Practicum
- NSEE 8495 - Capstone

#### **Electives (12 credits):**

Choose from ENED, SCED, and other education 6000- and 7000-level course offerings. Co-sponsored courses offered through HSE's Continuing Studies department may be applied to degree program requirements up to 25% of the total credits.

### **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.

## Master of Arts in 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 Education K-6
- Secondary Education in the specialty areas of chemistry (9-12), communication arts and literature (5-12), life science (9-12), mathematics (5-12), physics (9-12), science (5-8), or social studies (5-12);
- Secondary Education (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 (German or Spanish), 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. Some daytime classes are also available. 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 a staff advisor. After successfully completing the courses listed in an individually-developed course planner, 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. Students must maintain a 3.0 overall GPA and earn B- or higher in all licensure courses. Refer to the student handbook for program details and requirements.

### MAT Degree Requirements

#### Education Courses (All Licenses)

- 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

#### Methodology Courses by License Area

##### Elementary K-6

- GED 7835 - Teaching Art in the Elementary School K-6
- GED 7836 - Teaching Music in the Elementary School K-6
- GED 7837 - Teaching Health in the Elementary School K-6
- GED 7838 - Teaching Physical Education in the Elementary School K-6

- GED 7840 - Teaching Social Studies in the Elementary School K-6
- GED 7846 - Teaching Literacy in the Elementary School, Part I
- GED 7847 - Teaching Literacy in the Elementary School, Part II
- GED 7851 - Teaching Science in the Elementary School
- GED 7852 - Teaching Math in the Elementary School

##### Secondary (5-12 or 9-12) and K-12

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12 (Note: ESL licensure candidates meet the literacy requirement through ESL 7755)

##### Chemistry/Life Science/Physics 9-12; Science 5-8

- GED 7879 - Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7874 - Teaching Science in the Middle and Secondary School Part II

##### Communication Arts and Literature 5-12

- GED 7857 - Teaching Communication Arts/Literature, Dance/Theatre Arts Part I
- GED 7870 - Teaching Communication Arts/Literature in the Middle and Secondary School Part II

##### Dance and Theatre Arts K-12

- GED 7857 - Teaching Communication Arts/Literature, Dance/Theatre Arts Part I
- GED 7882 - Teaching Dance/Theatre Arts in K-12 Part II

##### English as a Second Language K-12

- GED 7878 - Teaching ESL and World Languages in K-12 Part I
- ESL 7776 - ESL Methods

##### Mathematics 5-12

- GED 7879 - Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7880 - Teaching Mathematics in the Middle and Secondary School Part II

##### Social Studies 5-12

- GED 7858 - Teaching Social Studies in the Middle and Secondary School Part I
- GED 7873 - Teaching Social Studies in the Middle and Secondary School Part II

##### World Languages and Cultures K-12

- GED 7878 - Teaching ESL and World Languages in K-12 Part I
- GED 7881 - Teaching World Languages K-12 Part II

##### Specialty Coursework

Coursework for your area of specialty will vary according to licensure area.

##### Student Teaching

- GED 0050 - Student Teaching Seminar
- And
- GED 7885 - Elementary Student Teaching K-6; or
  - GED 7894 - Secondary Student Teaching 9-12; or



- GED 7895 - Secondary Student Teaching 5-12; or
- GED 7896 - Student Teaching K-12

### Degree Completion Courses (Master of Arts in Teaching)

Upon successful completion of student teaching, MAT students complete their Master of Arts in Teaching (MAT) degree by enrolling in either of the following degree completion options:

#### Action Research Plan (12 credits)

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

**Focused Content Plan (12 credits)** - Students must choose one content area and complete course work in that area.

Choose from four content cohorts, as follows:

#### ESL Cohort

- GED 8041 - Understanding Language and Language Learners
- GED 8042 - Academic Language for English Learners
- GED 8043 - Supporting and Advocating for English Learners

#### Literacy Cohort

- GED 8051 - Literacy Connections in the Classroom
- GED 8052 - Summer Literacy Institute
- GED 8053 - Literacy Connections in the Classroom II: Assessing and Enhancing Student Understanding

#### Science and Inquiry Cohort

- GED 8061 - Nature of Science and Historical Perspectives
- GED 8062 - Science Teaching and Learning
- GED 8063 - Rivers Institute and Project Completion

#### Culture and Diversity Cohort

- GED 8071 - Race and Culture in Today's Classroom
- GED 8072 - Intercultural Competency and Dimensions of Diversity
- GED 8073 - Linking Community to Classroom: Building on Learner Capital

### 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. Request these letters from people familiar with your academic and/or professional qualifications.
- 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.
- Résumé

## Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL)

English is an essential skill in the 21st century. Adults, both in the United States and abroad, are seeking opportunities to acquire professional and academic English skills. Become part of the exciting and growing field of teaching English to speakers of other languages!

Hamline's cutting-edge Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL) prepares you to meet the needs of these learners through immersion in first-rate scholarship that prepares you for a dynamic global career working with private and public universities in the U.S. and abroad, international corporations and NGOs, and private language schools in teaching or administration.

The MA-TESOL is offered fully online.

With an MA in TESOL from Hamline, you will:

- Understand the relationship between language and culture and its implications for learning and society.
- Develop 21st-century skills in teaching and assessment.
- Design curricula for general and specialized purposes for any setting.
- Establish the research skills you need to be an informed, active, and collaborative practitioner.
- Become an advocate and leader in the TESOL field.

### MA in TESOL Degree Requirements (Total of 34 credits and 3.0 GPA):

#### 28 Required Core Credits

- ESL 8100 - Introduction to Applied Linguistics
- ESL 8101 - Exploring Contexts for Language Teaching and Learning
- ESL 8102 - Exploring Second Language Acquisition
- ESL 8103 - Exploring Language: Grammar and Discourse
- ESL 8104 - Applied Phonetics and Phonology
- ESL 8105 - English Teaching Practices
- ESL 8106 - Teaching Academic Discourse
- ESL 8107 - Course Design and Development
- ESL 8108 - Developing a Culminating Professional Project

**6 Elective Credits** - Courses may be chosen from the following:

#### Language

- ESL 7502 - Language and Society
- ESL 7610 - History of English
- ESL 8020 - Advanced Linguistic Analysis

#### Teaching

- ESL 6611 - Technology Enhanced Language Learning
- ESL 6620 - TEFL Certificate Course

- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- ESL 7634 - Introduction to the Adult English Language Learner: Developing Oral Skills

#### **K-12 Teaching**

- ESL 7753 - Testing & Evaluation of English Language Learners
- ESL 7755 - Development of Literacy Skills
- ESL 7776 - ESL Methods

#### **MA in TESOL Application Requirements:**

- An online application (no fee).
- An official transcript of a bachelor's degree with a GPA of at least 3.0 from a regionally-accredited university or evaluated as such by an expert Academic Credential Evaluator. This should be sent directly from the institution to Graduate Admission or provided in a sealed, signed envelope. You do not have to supply transcripts for courses taken at Hamline University.
- A 2-page essay explaining why you have decided to pursue a MA-TESOL and how the program will support your professional goals. Your essay should include an overview of your strengths, experience, and expertise in teaching and/or research and identify what areas of the TESOL field interest you most and why.
- Two letters of recommendation from individuals who can accurately assess your potential for successful graduate study. Letters must be sent directly to Graduate Admission by the persons writing the recommendations.
- Non-native speakers of English must also submit evidence of either a bachelor's degree from an English-language university or a TOEFL score of 100 for internet-based, 250 for computer-based, or 600 for paper-based or IELTS score of 7.

#### **Additional Licensure**

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

Available licenses include:

- Bilingual/Bicultural Education License (K-12)
- English as a Second Language (ESL License) (K-12)
- 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)

Licensed Special Education teachers may apply for an additional license in:

- Autism Spectrum Disorders (B-21)

More information regarding additional licensure programs including course requirements and descriptions is on the

Hamline University website at [www.hamline.edu/education/teacher-licensure/additional.html](http://www.hamline.edu/education/teacher-licensure/additional.html).

#### **Administrative Licensure**

Administrative Licensure can provide new career opportunities for experienced P-12 teachers who have already earned a master's degree and also have at least three years of teaching experience. The School of Education offers preparation for three administrative licenses:

Principal, Superintendent, and Director of Special Education. For additional information, please consult [www.hamline.edu/education/licensure-admin.html](http://www.hamline.edu/education/licensure-admin.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. Hamline offers initial licensure through its MAT program. More information regarding initial licensure including course requirements and descriptions is on the Hamline University website at [www.hamline.edu/education/teacher-licensure/initial.html](http://www.hamline.edu/education/teacher-licensure/initial.html).

#### **Adult Basic Education Certificate**

As an Adult Basic Education (ABE) instructor, you are critical to providing the instruction adults need to transition into educational or career opportunities and to thrive in their communities.

ABE instructors are needed more than ever, whether providing GED/ high school equivalency, ESL, basic skills, improvement, digital literacy, career readiness, or other adult educational programming. Not only is Hamline's program the only one of its kind in the region, but it is taught by nationally-known leaders in adult learning, literacy, numeracy, and ESL.

With an ABE Certificate from Hamline, you will:

- Understand the field of adult education and its essential components: effective communication, numeracy, and literacy.
- Gain insight into the needs of adults for whom English is not their primary language and the implications on instruction.
- Learn how to design courses to meet a variety of learner backgrounds and needs.
- Develop authentic assessment tools for academic and workplace settings, including how to assess student progress in adult education programs.

#### **Certificate Requirements Required Courses (10 credits)**

New certificate students should begin with one of the two required introductory courses.

- EDUC 7601 - Introduction to Adult Education

- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- EDUC 7636 - Course Design for Adult Education Classes
- EDUC 7638 - Assessment in Adult Education

#### **Elective Courses (2 credits)**

- Content course or courses in teaching math, reading, ESL, or science.
- Co-sponsored courses offered in conjunction with Hamline's ATLAS program (ABE Teaching and Learning System), such as Adult ESL Institute or STAR programs.

#### **More Information**

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## **Adult ESL Certificate**

Professionals who want to serve adult English-language learners are in high demand.

Let Hamline's program prepare you to make sound decisions in course design and classroom practice in a wide variety of setting:

- Adult basic education programs.
- Technical/vocational programs.
- College and university courses.
- Community-based or volunteer programs.

Through a hands-on, practitioner-based approach, the Certificate for Teachers of Adult EAL supports individuals in acquiring the knowledge, practical skills, and abilities to teach English as a second language to adults from linguistically and culturally diverse populations.

#### **Certificate Requirements**

- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- ESL 7634 - Introduction to the Adult English Language Learner: Developing Oral Skills
- ESL 7636 - Course Design for Adult ESL Classes
- ESL 7638 - Assessment of the Adult English Language Learner

#### **More Information**

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## **Advanced Pain Management Certificate**

Teaching the management of pain. Partnering for the promotion of well being.

Pursue a post-master's certificate in advanced pain management through Hamline University and the American Association of Nurse Anesthetists (AANA). Our innovative

program—just over a year in length—combines the convenience of online classes with hands-on clinical work under the guidance of experienced pain practitioners. Gain the skills you need to manage compassionate and effective patient care.

#### **Topics of Study**

- Theoretical foundations of pain
- Imaging and radiation safety
- Assessment, diagnosis, and referral
- Pharmacology
- Interventional pain practice
- Spiritual aspects of health and illness
- Non-allopathic aspects related to pain

#### **Program Requirements**

Graduates will be required to complete four semesters of graduate study that includes 19 academic credits and four supervised clinical practicum (one per semester) for a total of 240 mandatory clinic hours. The didactic component of the program will be completed online, while the clinical component will be performed in-person at an approved clinical site. Please see the additional State Eligibility information for online programs in the Academic Standards section of this Bulletin.

#### **Certificate Requirements**

- EDUC 7220 - Advanced Theoretical Foundations of Pain
- EDUC 7221 - Imaging and Radiation Safety
- EDUC 7222 - Advanced Assessment, Diagnosis, Integration and Referral
- EDUC 7223 - Advanced Pharmacological, Botanical, Herbal, and Homeopathic Treatments
- EDUC 7224 - Interventional Pain Strategies for Advanced Pain Practice
- EDUC 7225 - Functional Health and Functional Health Assessment
- EDUC 7226 - Developmental, Psychological, Emotional, Cultural Factors and Treatments Related to Pain
- EDUC 7227 - Spiritual Aspects of Health
- EDUC 7228 - Local, Regional, and Global Structural Aspects Related to Pain
- EDUC 7229 - Comprehensive Pain Treatment Clinical Practicum I
- EDUC 7230 - Comprehensive Pain Treatment Clinical Practicum II
- EDUC 7231 - Comprehensive Pain Treatment Clinical Practicum III
- EDUC 7232 - Comprehensive Pain Treatment Clinical Practicum IV

## Autism Spectrum Disorders Certificate

Whether you are a mainstream classroom teacher, parent, or other education or community professional who works with individuals identified on the autism spectrum, Hamline's certificate will help you gain the skills and enhance your knowledge to better serve your students, children, or clients.

With Hamline's Autism Spectrum Disorders Certificate, you will:

- Gain the expertise to engage ASD learners in school, clinic, community, and home settings.
- Learn from experienced and well-respected specialists in the field.
- Develop research-based strategies to help individuals with ASD of any age that are on the autism spectrum become independent.
- Experience the convenience, community, and connection of a fully-online program.

### Certificate Requirements

#### Required Courses

- SPED 7100 - ASD: Introduction and Overview
- SPED 7101 - Proactive Behavior Management
- SPED 7104 - Intervention and Strategies for Students with ASD

#### One Course from the Following:

- SPED 7102 - Assessment: Identification and Planning for the Student with ASD
- SPED 7103 - Communication, Assessment, and Intervention for Learners with ASD

#### Elective Courses

Choose two additional credits from the list below:

- SPED 7105 - Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 - Social Cognition
- SPED 6998 - Topics (1 credit each)

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Bullying Prevention Certificate

You have the power to stop bullying.

One in four students reports being bullied on a regular basis. Bullying impacts not only the student who bullies and the student being bullied, but it has broad implications for bystanders and the overall climate of the school.

Through a cultural transformation and system-wide approach to bullying prevention rooted in broad-based research Hamline's Bullying Prevention Certificate is fully online and provides you with the knowledge and skills to transform your school's culture so that all members interact in a positive,

respectful manner that reinforces the value of each community member. Be an agent for change in your school.

This series of courses is designed to support teachers, administrators, and other school staff to meet professional development goals under the Safe Schools Act.

### Certificate Requirements

- EDUC 7140 - Foundations of Bullying Prevention
- EDUC 7141 - Bystander Behavior and Bullying Prevention
- EDUC 7142 - LGBT and Gender-Based Bullying
- EDUC 7143 - Cyber Bullying
- EDUC 7145 - Final Synthesis Bullying Prevention Certificate

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## College Admission Counseling Certificate

Respond to the ever-changing landscape of college admission with a certificate designed to prepare professionals in any venue to counsel high school students through their post-secondary planning and admission processes.

This certificate is designed to prepare professionals anywhere in the country from school counselors, career center specialists, and teacher of career classes, to individuals who are interested in developing an independent college counseling practice.

With a College Admission Counseling Certificate from Hamline, you will:

- Gain a comprehensive overview of postsecondary education options and key stakeholders to create a college-going culture.
- Develop the skills to prepare and assist students in applying to postsecondary institutions.
- Build tools for helping students with career development and assessment so they can make good decisions about their postsecondary education.
- Examine issues pertaining to special populations (students of color, first generation, low socioeconomic status) and how to best counsel these populations for success in the college admission process.
- Apply what you learn with a field-based project in a counseling venue that is close to you.

### Certificate Requirements

- EDUC 7201 - Fundamentals of Counseling the College Bound Student
- EDUC 7202 - Understanding the College Admission Process
- EDUC 7203 - Career Development and Assessment

- EDUC 7204 - Special Populations in College Counseling
- EDUC 7206 - Practicum in College Counseling

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## ESL for Mainstream Teachers Certificate

Facing increasing numbers of English-language learners in your classroom?

Our coursework will help you make pedagogical decisions about the education of the English-language learners you save that will build your confidence and skills working with them in your classroom.

### Certificate Requirements

- ESL 6610 - ESL Learner Mainstream Classroom
- ESL 7502 - Language and Society
- ESL 7753 - Testing & Evaluation of English Language Learners
- ESL 7755 - Development of Literacy Skills

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Gifted Education Certificate

Meet the needs of gifted and talented learners in your classroom.

Thousands of students are identified as gifted and talented learners in our schools represent diverse populations in all of our communities and are capable of high achievement when they receive differentiated and challenging instruction.

Hamline's Gifted Education Certificate prepares educators working both in and out of the classroom—teachers, administrators, curriculum specialists, resource teachers—to foster the growth and success of gifted and talented learners and build their capacity to become program coordinators.

### Certificate Requirements

**Required Courses (10 credits)** - It is advised to start with GTED 6245 and end with GTED 7609.

- GTED 6245 - Inquiry for Gifted Students
- GTED 7604 - Identifying Gifted Learners: Theories and Procedures
- GTED 7606 - Affective Needs of Gifted Students: Counseling Issues & Strategies
- GTED 7607 - Differentiation: Instructional Models & Strategies in Gifted Education
- GTED 7609 - Gifted Education Program Models

**Elective Courses (2 credits)** - Hamline offers a variety of 1-2 credit courses each term on timely topics in gifted education, such as:

- GTED 7617 - Gifted Underachievers
- Working with Families of Gifted Students: Effective Strategies (1 credit)

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## K-5 Mathematics Certificate

Your students' success is linked both to your knowledge of how students think mathematically and your ability to shape questions and conversations around mathematical ideas.

Utilizing standards for elementary math specialists developed by the National Council of Teachers of Mathematics, Hamline's K-5 Mathematics certificate prepares educators who seek to expand their proficiency in math instruction, including K-5 classroom teachers, those who are or are preparing to be math instructional coaches, gifted and talented, Title I, basic skills, and special education professionals.

With a K-5 Mathematics Certificate from Hamline, you will:

- Learn and apply research-based developmental frameworks and learning trajectories for the K-5 learner.
- Develop and implement the instructional dispositions and discourse practices of professional noticing—attending, interpreting, and responding to learners.
- Explore the critical mathematical concepts that K-5 students need to learn and be able to identify content relationships with middle and high school standards.
- Refine and implement reflective practices in order to analyze one's own instructional decision making.

### Certificate Requirements

- MAED 7110 - Number Operations & Base Ten Development
- MAED 7120 - Fractions & Decimals - Geometry & Measurement
- MAED 7130 - Assessment & Intervention: Summer School Practicum

### More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Other Health Disabilities Certificate

Hamline's Other Health Disabilities (OHD) Certificate program offers course content that is directly aligned with competencies recommended by OHD practitioners in Minnesota and the Council for Exceptional Children to Teachers, special educators, and personnel in related services.

Coursework in this certificate leads to greater understanding and collaboration between schools, the community, families, and the medical team. Discussion and ideas for creating collaborative relationships to support the overall educational plans of OHD learners are woven throughout the coursework.

"Other Health Disability refers to a wide range of chronic or acute health conditions that may be either congenital or acquired. Students with health conditions may have associated characteristics or symptoms ranging from mild to severe. Some of the health conditions are progressive and some have associated symptoms that vary in intensity from day to day. Medications, treatments, therapies, and repeated hospitalizations for a range of chronic or acute health conditions can affect a student's ability to learn and function at school." (Source: Minnesota Department of Education, 2007)

Gain the skills necessary to help students with OHD achieve success in the classroom and actively participate in society.

## Certificate Requirements

### Required Courses (9 credits)

- SPED 7081 - Other Health Disabilities 101
- SPED 7082 - Cognitive Aspects of Chronic Health
- SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities
- SPED 7084 - Neurobiological Disorders
- SPED 7085 - ADHD Learners
- SPED 7995 - Final Synthesis

**Elective Courses (3 credits)** - Elective courses vary, but upcoming courses include:

- SPED 7075 - Introduction to Childhood Sleep Disorders
- SPED 7076 - Introduction to Childhood Depression
- SPED 7089 - Introduction to Shaken Baby Syndrome

## More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Teaching English as a Foreign Language (TEFL) Certificate

Teach English overseas, live abroad, and experience another culture while working.

Hamline's TEFL program has been preparing individuals to become effective teachers of English to speakers of foreign languages for over twenty-five years. Whether you have little to no teaching experience or have already spent your career in a classroom, this program provides you with what you need to join our graduates who have taught in more than 40 countries worldwide. Hamline's program is taught by faculty with advanced degrees and years of experience in the field and who are all locally, nationally, and internationally recognized leaders in the profession. With Hamline's program, you will get the industry standard number of contact hours that also

includes 40 hours of teaching and observation in a classroom with English learners so that you have real-world engagement in a classroom.

Hamline's program is one of only two university-based, accredited programs in the Midwest. With this comes global recognition of our program and preference for our graduates who employers know receive the best training available.

The TEFL program is available in three formats:

- Evening/Weekend Option: Begin fall or spring term. Complete the 8-credit certificate course in one term.
- Extended Daytime Option: Begin fall term. Complete the 8-credit certificate course with one course in fall term and one course in spring term.
- Intensive Daytime Option: Begin in July. Offered summer term only. Complete the 8-credit certificate in a month-long intensive course.

## Certificate Requirements

Students complete TEFL Certificate Course or TEFL Certificate Part I and II.

- ESL 6620 - TEFL Certificate Course
- Or
- ESL 6621 - TEFL Certificate Part I
- ESL 6622 - TEFL Certificate Part II

## More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Traumatic Brain Injury Certificate

Gain the knowledge and skills you need to work with students with TBI and other special needs.

Each year, over 1.5 million people will sustain a traumatic brain injury. And more than 2,700 Minnesota children experience such an injury each year. Students with traumatic brain injury (TBI) come to schools and classrooms with a unique set of needs.

## Certificate Requirements

### Required Courses (9 credits)

- SPED 7071 - Traumatic Brain Injury 101
- SPED 7072 - TBI: Emotional/Behavioral Issues
- SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities
- SPED 7084 - Neurobiological Disorders
- SPED 7089 - Introduction to Shaken Baby Syndrome
- SPED 7995 - Final Synthesis

### Elective Courses (3 credits)

Choose three additional credits from other special education (SPED) courses offered by the Continuing Studies Department

## More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## Urban Teaching Certificate

Help urban learners succeed.

Today's classrooms are alive with students from many cultures, who speak a variety of languages as their first language, and who come from a variety of socioeconomic situations. This often creates a challenging teaching environment to address the many learning needs and styles of students.

Whether you are a new teacher in an urban classroom or a veteran educator in a school with changing demographics, you will gain new knowledge and skills to ensure all students succeed.

### Certificate Requirements

- URED 7720 - Intro to Urban Education and Reflective Thinking
- URED 7723 - Managing the Urban Classroom
- URED 7724 - Culturally-Relevant Pedagogy
- URED 7725 - Linking Communities to Classrooms: Contextualizing Student Learning
- URED 7731 - Interpersonal Dynamics: Racism

## More Information

For more information contact the School of Education at 651-523-2600 or [education@hamline.edu](mailto:education@hamline.edu).

## HSE Courses

### EDUC 7140 - Foundations of Bullying Prevention

This course will provide a research base for understanding various types of bullying, the characteristics of those engaged in bullying, and essential intervention elements to successfully address bullying behavior. It will also provide practical strategies for creating system wide change concerning bullying and bystander behavior.

Credits: 3

### EDUC 7141 - Bystander Behavior and Bullying Prevention

This course provides a critical component of system-wide culture change around bullying. Identifying, engaging, and empowering the bystander are key elements to addressing bullying behavior. This course will create a knowledge base about bystander behavior and provide practical strategies to engage bystanders in positive action.

Credits: 2

### EDUC 7142 - LGBT and Gender-Based Bullying

The vast majority of bullying in schools stems from either perceived sexual orientation, gender expression, or both. This course will focus on fostering an environment where all students feel welcomed and safe. It will also provide strategies for creating a gender-expansive classroom as well as a framework for teaching and embracing family diversity. This course will provide skills to respond to anti-gay and gender-related comments often associated with bullying.

Credits: 2

### EDUC 7143 - Cyber Bullying

This course will examine various types of cyber bullying that occur at different age levels. It will provide a knowledge base to successfully address and manage cyber bullying in schools and classrooms as well as provide the tools to work with parents and the community to combat bullying that occurs with social networking.

Credits: 2

### EDUC 7145 - Final Synthesis Bullying Prevention Certificate

The final seminar will use the knowledge and skills gained from the courses in the Bullying Prevention Certificate to develop a 2-3 hour professional development experience for a specific audience. Students will also provide a written synthesis of the experience with overall goals and learner outcomes.

Credits: 1

### EDUC 7201 - Fundamentals of Counseling the College Bound Student

This introductory course is designed to provide students with an overview of the College Admission Counseling program. Topics covered include the need for postsecondary education in today's world, types of post-secondary

education options and training, K-12 college awareness, counseling special populations, identification of key players in college counseling and their roles and responsibilities, ethics and best practices, creating a college going culture, and organizing a college and career counseling office/center. Target audience: Junior high, middle, and high school counselors; career-center specialists; teachers of career classes; individuals interested in developing an independent college counseling practice.

Online login and course information at [www.hamline.edu/education/online](http://www.hamline.edu/education/online)

NOTE: This course is required for completion of the College Admissions Counseling Certificate.

Credits: 3

### **EDUC 7202 - Understanding the College Admission Process**

Develop the skills to prepare and assist students/clients in applying to postsecondary institutions. When students/clients understand career options, they are able to narrow their college options and better focus their search. Understanding of the various post-secondary options, learn admission criteria, gain insight into choosing a college, and develop the tools to create a college admissions program.

Target audience: junior high, middle and high school counselors; career center specialists and teachers of career classes; individuals interested in developing an independent college-counseling practice.

NOTE: This course is required for completion of the College Admissions Counseling Certificate.

Credits: 3

### **EDUC 7203 - Career Development and Assessment**

Examine the theories and components of career development, career assessment instruments that help students identify their interests, skills, values and abilities, and standardized college entrance exams taken by college bound students as they move toward college admissions. Focus on understanding the strengths and shortcomings of instruments and learn to select instruments that meet the needs of students. Help students and clients get to know themselves better so they are prepared to make good decisions about their postsecondary education and, ultimately, their careers.

Target audience: Junior high, middle, and high school counselors; career-center specialists and teachers of career classes; individuals interested in developing an independent college counseling practice.

Online login and course information at [www.hamline.edu/education/online](http://www.hamline.edu/education/online)

NOTE: This course is required for completion of the College Admissions Counseling Certificate.

Credits: 3

### **EDUC 7204 - Special Populations in College Counseling**

Examine current issues pertaining to special populations within college admission counseling. Focus on college counseling special groups including under-represented students (students of color, first generation, low socio-economical status), undocumented students, students with disabilities, home school students, and adult learners. Learn about College Access Programs, such as AVID, Upward Bound, Admission Possible, and TRIO.

Target audience: Junior high, middle and high school counselors; career center specialists and teachers of career classes; individuals interested in developing an independent college-counseling practice.

NOTE: This course is required for completion of the College Admissions Counseling Certificate.

Credits: 3

### **EDUC 7206 - Practicum in College Counseling**

The practicum portion of the certificate program will guide students to exercise course application with an appropriate student/client age group. Students will complete 65 hours of supervised fieldwork in a local counseling venue. Fieldwork must consist of individual counseling and/or a pre-approved project. Students will also complete the 12-week online portion of the course in which practicum experiences are shared with colleagues and reviewed by the instructor. The volunteer hours may be combined with a research project, but at least 45 hours must be completed on-site. This course will also help you acquire the knowledge and resources to advise students, families, and re-entry adults seeking financial support for a range of postsecondary pursuits.

NOTE: This course is required for completion of the College Admissions Counseling Certificate.

Prerequisites: EDUC 7201, EDUC 7202, EDUC 7203, and EDUC 7204.

Credits: 4

### **EDUC 7220 - Advanced Theoretical Foundations of Pain**

This course focuses on the exploration of varying philosophies of the pathophysiology of disease and treatment as well as the role of epi-genetic factors in personal and communal health. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 3

### **EDUC 7221 - Imaging and Radiation Safety**

This course focuses on the use of radiologic imaging for interventional pain management techniques. It also incorporates the principles of radiation safety requirements. Content will be delivered via distance education in a combination of synchronous and asynchronous activities.



Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 3

#### **EDUC 7222 - Advanced Assessment, Diagnosis, Integration and Referral**

This course focuses on developing knowledge to promote the understanding of the changes in normal mechanical, physical, and biochemical functions that are caused by disease, trauma, or a dysfunctional physiological process. Specifically how these alterations produce pain and present to the clinician. Comprehensive knowledge of the pathophysiology associated with pain is the foundation of outstanding pain management. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 3

#### **EDUC 7223 - Advanced Pharmacological, Botanical, Herbal, and Homeopathic Treatments**

This course will discuss the pharmacology strategies and pharmacologic management of the patient and chronic pain. This course will provide essential information regarding the medications and substances most often prescribed for chronic pain. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 3

#### **EDUC 7224 - Interventional Pain Strategies for Advanced Pain Practice**

The course focuses on both didactic and hands on training for diagnostic and therapeutic injections for interventional management of acute and chronic pain. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 3

#### **EDUC 7225 - Functional Health and Functional Health Assessment**

The course focuses on whole person imbalances, including cultural factors surrounding an individual's reaction to pain, as precursors to signs and symptoms of changes subsequently labeled as disease. Methods of improving function and balance in environmental inputs and promoting and maintaining health by intervening at multiple levels for corrections of imbalances and restoration of individual functioning and well-being are covered. Content will be

delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 1

#### **EDUC 7226 - Developmental, Psychological, Emotional, Cultural Factors and Treatments Related to Pain**

This course focuses on the non-interventional aspects of pain management. These aspects include, but are not limited to: biofeedback, counseling, and mindfulness practices. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 1

#### **EDUC 7227 - Spiritual Aspects of Health**

This course focuses on an understanding of the person as a conscious being composed of body, soul and spirit, and the role of the mind, ego, consciousness and awareness, in disease, pain, and suffering. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 1

#### **EDUC 7228 - Local, Regional, and Global Structural Aspects Related to Pain**

This course focuses on assessing and understanding the role of visceral and somatic reflexes in disease and pain, their assessment and treatment with neural therapy and global, regional, and local manual therapy techniques. Content will be delivered via distance education in a combination of synchronous and asynchronous activities. Students are required to complete all content and participate in all aspects of this course in order to be eligible to receive any credit.

Credits: 1

#### **EDUC 7229 - Comprehensive Pain Treatment Clinical Practicum I**

Credits: 1

#### **EDUC 7230 - Comprehensive Pain Treatment Clinical Practicum II**

Credits: 1

#### **EDUC 7231 - Comprehensive Pain Treatment Clinical Practicum III**

Credits: 1

### **EDUC 7232 - Comprehensive Pain Treatment Clinical Practicum IV**

Credits: 1

### **EDUC 7601 - Introduction to Adult Education**

This course familiarizes teachers with the field of adult education and its major components. This course explores the theoretical underpinnings of adult learning and how these take shape in today's adult education classrooms. The course includes an emphasis on the skills needed for adults to transition to deeper engagement within their communities, high school completion, and increasing achievement in careers and post-secondary settings. Sections of the course concentrate on many of the essential components of adult basic learning, including effective communication, numeracy, and literacy.

Credits: 4

### **EDUC 7636 - Course Design for Adult Education Classes**

Credits: 2

### **EDUC 7638 - Assessment in Adult Education**

This course addresses the entrance and exit criteria for adult education and ESL programs and provides guidance on how to evaluate student progress. The politics of testing and assessment are explored as well. Participants learn how to conduct valid and reliable formal and informal assessments of adult learners, and they develop authentic assessment tools for academic and workplace settings.

ABE certificate seekers register for EDUC 7636 and Adult ESL certificate seekers register for ESL 7638.

Credits: 2

### **ESL 6610 - ESL Learner Mainstream Classroom**

Study the theory and techniques related to sheltered instruction. Ensure that all students (especially ELLs) can access grade level content and state standards. Included in the courses is an introduction to second language acquisition and learning as well as the eight components of SIOP (R) (Sheltered Instruction Observation Protocol).

Credits: 1

### **ESL 6611 - Technology Enhanced Language Learning**

Develop an understanding of how current technologies can enhance the ESL/EFL language curriculum. Learn how to effectively integrate educational technology tools into the language classroom using interactive websites, blogs, wikis, audio/video, mobile apps, cloud and software applications with a focus on good pedagogy. Analyze current research and best practices in the field, view sample practical applications of educational technology, share your ideas and reflections with colleagues, and create lesson plans and projects integrating technologies into your own classroom curriculum.

Credits: 2

### **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.

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

Credits: 2

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

Live your dream, teach overseas!

Experience another culture while living and working overseas after earning a Teaching English as a Foreign Language (TEFL) certificate. Gain hands-on experience, spending over 40 hours teaching, observing, and giving feedback in a classroom with English language learners. Our nationally recognized program was established in 1991 and over 1,200 Hamline graduates have taught in more than 40 countries worldwide. Join them!

Note: Application is required for participation in this program.

Please visit [www.hamline.edu/tefl](http://www.hamline.edu/tefl) for course details and an online application.

Credits: 8

### **ESL 6621 - TEFL Certificate Part I**

Through an interactive hands-on approach, discover the principles and practices of teaching English as a foreign language. Explore factors that affect second language acquisition. Learn how to create meaningful, contextualized lessons addressing language skills, grammar, vocabulary and pronunciation for adults learning English as a foreign language.

Note: Application is required for participation in this program.

Please visit [www.hamline.edu/tefl](http://www.hamline.edu/tefl) for course details and an online application.

Credits: 4

### **ESL 6622 - TEFL Certificate Part II**

Through an interactive hands-on approach, discover the principles and practices of teaching English as a foreign language. Explore the place of culture in learning; develop skills for assessing learning and giving feedback. In this course you apply what you have learned in this class and TEFL Part I as you practice teaching English in community programs.

Note: Application is required for participation in this program.

Please visit [www.hamline.edu/tefl](http://www.hamline.edu/tefl) for course details and an online application.

Prerequisite: ESL 6621

Credits: 4

### **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.

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

Credits: 4

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

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.

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

Credits: 4

### **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.

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

Credits: 1

### **ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills**

This course provides an introduction to second language acquisition theory, English as a Second Language (ESL) literacy development, and issues of acculturation for adult English language learners in all Adult Basic Education (ABE) classrooms. Effective ESL instruction for adults stems from understanding of the second language learning process as well as the cultural and political context for learning. This course provides an overview of current theory and practice in teaching reading and writing to adults at all proficiency levels. This course is intended for ESL instructors and ABE instructors in all content areas, where in many programs,

nearly 50% of ABE learners have a first language other than English.

If you are new to the field of adult ESL and are planning to complete the Certificate for Teachers of Adult ESL, you must start with ESL 7631 or 7634.

Credits: 2

### **ESL 7634 - Introduction to the Adult English Language Learner: Developing Oral Skills**

This course covers 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 put on developing classroom practices that maximize student participation.

Target audience: ESL teachers of adult learners.

Credits: 2

### **ESL 7636 - Course Design for Adult ESL Classes**

Adult learners come to educational programs for a variety of reasons: some need basic skills or English for the workplace; some are seeking a GED/high school equivalency; others plan to study in a community college or university. In this course, participants explore the principles of needs assessment and course design and learn tools to develop courses tailored to students' language and learning needs. They create curricula and materials for use in their own programs that prepare adults for the demands of the 21st century.

Target audience: ABE teachers and adult ESL teachers

Credits: 2

### **ESL 7638 - Assessment of the Adult English Language Learner**

This course addresses the entrance and exit criteria for adult education and ESL programs and provides guidance on how to evaluate student progress. The politics of testing and assessment are explored as well. Participants learn how to conduct valid and reliable formal and informal assessments of adult learners, and they develop authentic assessment tools for academic and workplace settings.

ABE certificate seekers register for EDUC 7638 and Adult ESL certificate seekers register for ESL 7638.

Target audience: ESL teachers of adult learners.

Credits: 2

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

An overview of English grammar designed for teachers of ESL grades K-Adult.

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.

Target audience: educators K-Adult.

Credits: 4

### **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. NOTE: Should be taken after or concurrently with a linguistics course.

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

Credits: 3

### **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.

Target audience: educators K-12.

Credits: 2

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

Literacy development is crucial for the academic success of ELLs.

Expand your understanding of emergent literacy and gain a working knowledge of literacy development for second language learners. Explore best practices for vocabulary development, comprehension strategy instruction, and questioning. Learn how to develop standards-based lessons for all stages of reading.

Target audience: educators K-12.

Credits: 3

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

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within K-12 ESL classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Prerequisite: For K-12 ESL licensure candidates - GED 7878 with a grade of B- or better

Credits: 4

### **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

### **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

### **ESL 8100 - Introduction to Applied Linguistics**

This course provides a broad, applied introduction to the study of language by covering such core areas as phonetics and morphology, and by applying this knowledge to TESOL instruction. Additionally, the course connects structural elements to broader discourse-pragmatic functions, such as participant and process roles; and helps expand participants' knowledge of World Englishes and language universals by including data from different varieties of English and other languages. Graduate-level research skills are addressed in the context of writing the advance to candidacy paper.

Credits: 4

### **ESL 8101 - Exploring Contexts for Language Teaching and Learning**

This course focuses on English as a lingua franca and the development of World Englishes in the increasingly globalized world of the 21st century. Candidates examine the world-wide scope of English use and teaching as well as the hegemonic position of English in the world today.

Credits: 2

### **ESL 8102 - Exploring Second Language Acquisition**

This course addresses the knowledge base of first and second language acquisition, including theories of language learning and the factors of individual learning. Learner language and instructor-student interaction are examined as are error correction techniques. Candidates learn to identify the range of research carried out in SLA through reading research and writing critical evaluations of research on their topics of interest.

Credits: 4

### **ESL 8103 - Exploring Language: Grammar and Discourse**

In this course candidates explore both sentence and discourse levels of English grammar by applying various analytic approaches, including systemic functional grammar. They complete projects involving text analysis and they explore grammar pedagogy. The aim of the course is to give candidates the tools to analyze language their students encounter in order to integrate grammar instruction appropriately.

Credits: 4

### **ESL 8104 - Applied Phonetics and Phonology**

This course addresses areas of phonetics and phonology that English teaching professionals need to know in order to assess and respond to learner needs. Issues of intelligibility, age, motivation, advocacy and context as they relate to pronunciation are discussed. Ideas for integrating pronunciation instruction into various curricula are included as well.

Credits: 2

### **ESL 8105 - English Teaching Practices**

This course presents teaching methodologies suitable for a variety of teaching contexts that are based on language acquisition research and best practices in reflective teaching. Principles of planning activities and lessons using authentic materials, guiding language acquisition through interactive activities, and assessing learning are included. Teaching to promote success with 21st century skills is emphasized. Candidates apply these practices in their teaching contexts through action research, exploratory practice, or supervised teaching. They identify a critical question of personal significance for their culminating professional project.

Credits: 4

### **ESL 8106 - Teaching Academic Discourse**

This course focuses on the analysis of spoken and written discourses in a range of academic and professional registers. The application of this knowledge for teaching reading and writing for academic and professional purposes is included as well. Candidates continue to apply these practices in their teaching contexts through action research, exploratory practice, or supervised teaching.

Credits: 2

### **ESL 8107 - Course Design and Development**

In this course, candidates acquire tools for developing courses tailored to the language and learning needs of their students. The course also covers language assessment theory and practice. Candidates learn how to conduct valid and reliable formal and informal assessments, and develop authentic assessment tools for academic and workplace settings.

Credits: 4

### **ESL 8108 - Developing a Culminating Professional Project**

In this course, students complete the final project addressing the critical question that they identified. The final project can be a review of the literature, materials development, classroom-based research, a text analysis or some other kind of professional project related to language or culture. The project should be of significant personal interest and of publishable quality.

Credits: 2

### **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

### **ESL 8495 - Capstone**

Prerequisite: Successful completion of ESL 8490

Credits: 4

### **GED 0050 - Student Teaching Seminar**

This is the required weekly seminar that accompanies the student teaching experience. Refer to the course description for the student teaching experience.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPTBs); have received formal approval by the education faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession. Concurrent registration in the appropriate student teaching section is also required (course number is based on your licensure area).

Teacher candidates must attend a student-teaching intake session, which takes place in the fall semester. Contact your advisor or the Placement Office for scheduling information.

Credits: 2

### **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

### **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.

Prerequisite: Concurrent enrollment in GED 7825 is recommended.

Credits: 4

### **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

### **GED 7835 - Teaching Art in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of art in the elementary classroom. Overview of basic concepts and skills in art; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: GED 7867 Theory to Practice or concurrent enrollment, with grade of B- or higher.

Concurrent enrollment in GED 7836 - Teaching Music in the Elementary School, GED 7837 - Teaching Health in the Elementary School, and GED 7838 - Teaching Physical Education in the Elementary School, is recommended.

Credits: 1

### **GED 7836 - Teaching Music in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of music in the elementary classroom. Overview of basic concepts and skills in music; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: GED 7867 - Theory to Practice with grade of B- or higher, or concurrent enrollment.

Concurrent enrollment in GED 7835 - Teaching Art in the Elementary School; GED 7837 - Teaching Health in the

Elementary School; and GED 7838 - Teaching Physical Education in the Elementary School, is recommended.

Credits: 1

### **GED 7837 - Teaching Health in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of health in the elementary classroom. Overview of basic concepts and skills in health; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: GED 7867 - Theory to Practice with grade of B- or higher, or concurrent enrollment.

Concurrent enrollment in GED 7835 - Teaching Art in the Elementary School; GED 7836 - Teaching Music in the Elementary School; and GED 7838 - Teaching Physical Education in the Elementary School, is recommended.

Credits: 1

### **GED 7838 - Teaching Physical Education in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of physical education in the elementary classroom. Overview of basic concepts and skills in physical education; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: GED 7867 - Theory to Practice with grade of B- or higher, or concurrent enrollment.

Concurrent enrollment in GED 7835 - Teaching Art in the Elementary School; GED 7836 - Teaching Music in the Elementary School; and GED 7837 - Teaching Health in the Elementary School, is recommended.

Credits: 1

### **GED 7840 - Teaching Social Studies in the Elementary School K-6**

Practice teaching methods specific to the teaching of social studies. Develop an understanding of social studies and the purposes they serve. Exploration of issues in curriculum development. Survey methods of teaching; planning for teaching; study and research skills in social studies; professional and community resources for the social studies teacher; and current trends in social studies. This is a graduate level course with graduate level expectations.

Prerequisite: Completion of GED 7867 - Theory to Practice with grade of B- or higher.

Credits: 4

### **GED 7846 - Teaching Literacy in the Elementary School, Part I**

This two part course focuses on literacy practices for the elementary reader and writer in a 21st century environment. Part one focuses on knowledge of literacy practices. Part two focuses on systems used in the school and classroom to create literate environments that foster reading and writing.

Participants will observe, analyze, engage, and co-teach in the elementary classroom. Thirty focused clinical experience hours are required between the two courses.  
Prerequisite: GED 7815, GED 7825, GED 7867  
Corequisite: This course is required to be taken in the same term with the 2-credit online course GED 7847 - Teaching Literacy in the Elementary School K-6, Part II.  
Credits: 4

### **GED 7847 - Teaching Literacy in the Elementary School, Part II**

This two part course focuses on literacy practices for the elementary reader and writer in a 21st century environment. Part one focuses on knowledge of literacy practices. Part two focuses on systems used in the school and classroom to create literate environments that foster reading and writing. Participants will observe, analyze, engage, and co-teach in the elementary classroom. Thirty focused clinical experience hours are required between the two courses.  
Prerequisite: GED 7815, GED 7825, GED 7867  
Corequisite: This course is required to be taken in the same term with the 4-credit course GED 7846 - Teaching Literacy in the Elementary School K-6, Part I.  
Credits: 2

### **GED 7851 - Teaching Science in the Elementary School**

Develop understandings and pedagogical competencies necessary to implement effective science curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students.  
This is a graduate level class with graduate level expectations.  
Prerequisite: Completion of GED 7867 - Theory to Practice with grade of B- or higher.  
Credits: 4

### **GED 7852 - Teaching Math in the Elementary School**

Develop understandings and pedagogical competencies necessary to implement effective math curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students.  
This is a graduate level class with graduate level expectations.  
Prerequisite: Completion of GED 7867 - Theory to Practice with grade of B- or higher.  
Credits: 6

### **GED 7857 - Teaching Communication Arts/Literature, Dance/Theatre Arts Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching Communication Arts/Literature and Dance/Theater Arts at the middle and secondary levels. First in a two-course sequence.

Content: The nature of the Communication Arts/Literature and Dance/Theater; research on teaching and learning in these areas; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.  
Target audience: 5-12 Communication Arts/Literature and Theater/Dance licensure candidates  
Taught: Fall term only  
Recommended Prerequisites: GED 7815, GED 7825, GED 7867  
Credits: 4

### **GED 7858 - Teaching Social Studies in the Middle and Secondary School Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of content in the social sciences and history at the middle and secondary levels. First in a two-course sequence.  
Content: The nature of the social studies; research on social studies teaching and learning; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.  
Target audience: 5-12 Social Studies licensure candidates  
Taught: Fall term only  
Recommended Prerequisites: GED 7815, GED 7825, GED 7867  
Credits: 4

### **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

### **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

### **GED 7870 - Teaching Communication Arts/Literature in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary

communication arts/literature classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: 5-12 Communication Arts/Literature licensure candidates

Taught: Spring term only

Prerequisite: GED 7857 with a grade of B- or better (GED 7867 is recommended)

Credits: 4

### **GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12**

Address the needs of middle- and secondary-level students as they make the transition from emergent to fluent readers. Gain an expanded definition of literacy that incorporates reading, writing, and speaking as tools for learning. Form the basis for instructional strategies designed to improve students' appreciation for skills of literacy in the learning process. This is a graduate level course with graduate level expectations.

Prerequisite: Completion of GED 7815 - Schools and Society, GED 7825 - Educational Psychology, and GED 7867 - Theory to Practice. GED 7862 - Education and Cultural Diversity is recommended.

Credits: 4

### **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

### **GED 7873 - Teaching Social Studies in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary social studies classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: 5-12 Social Studies licensure candidates

Taught: Spring term only

Prerequisite: GED 7858 with a grade of B- or better (GED 7867 is recommended)

Credits: 4

### **GED 7874 - Teaching Science in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary science classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: 5-12 Science licensure candidates

Taught: Spring term only

Prerequisite: GED 7879 with grade of B- or better (GED 7867 is recommended)

Credits: 4

### **GED 7875 - Teaching in the Secondary School**

This course has a 30-hour field placement.

Practice in planning, using and assessing effective teaching techniques across disciplines. Use technology to facilitate and enhance teaching and assessment. Develop feedback and reflection skills. Discuss capstone topics. This is a graduate level course with graduate level expectations. This course is recommended the semester prior to student teaching.

Prerequisite: GED 7867 - Theory to Practice with grade of B- or better

Credits: 4

### **GED 7876 - Teaching in the Middle School**

This course has a 30-hour field placement.

This course provides background in philosophy and organization of the middle school while gaining practice in the planning, assessing, and applying of effective interdisciplinary teaching techniques across disciplines. Will target use of technology to facilitate and enhance teaching and assessment. Will develop feedback and reflection skills. This is a graduate level course with graduate level expectations.

Prerequisites: GED 7815 - Schools and Society; GED 7825 - Educational Psychology; and GED 7867 - Theory to Practice  
Credits: 4

### **GED 7878 - Teaching ESL and World Languages in K-12 Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching second-language learners in K-12. This course provides ESL and world language candidates



with a foundation in best practice literacy instruction for K-12 students. First in a two-course sequence.

Content: The nature of literacy in a second language; research on teaching and learning in these areas; and the motivation, engagement, and management of K-12 students. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: K-12 ESL and World Language licensure candidates

Taught: Fall term only

Recommended Prerequisites: GED 7815, GED 7825, GED 7867

Credits: 4

### **GED 7879 - Teaching Mathematics and Science in the Middle and Secondary School Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching mathematics and science at the middle and secondary levels. First in a two-course sequence.

Content: The nature of the mathematics and science; research on science and mathematics teaching and learning; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: 5-12 Mathematics and Science licensure candidates.

Taught: Fall term only

Recommended Prerequisites: GED 7815, GED 7825, GED 7867

Credits: 4

### **GED 7880 - Teaching Mathematics in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary mathematics classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: 5-12 Mathematics licensure candidates

Taught: Spring term only

Prerequisite: GED 7879 with a grade of B- or better (GED 7867 is recommended)

Credits: 4

### **GED 7881 - Teaching World Languages K-12 Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and

teaching methodology within K-12 World Languages classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments.

This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: K-12 World Languages licensure candidates

Taught: Spring term only

Prerequisite: GED 7878 with a grade of B- or better (GED 7867 is recommended)

Credits: 4

### **GED 7882 - Teaching Dance/Theatre Arts in K-12 Part II**

Goals: To prepare the prospective teacher seeking a license in theatre/dance for the professional work.

Content: Techniques and content ideas for addressing the State of Minnesota Rules Chapter 8710.4300.subpart 3, curriculum and season planning considerations for the teacher, methods of evaluation creative work in an academic setting, best practices for the drama classroom, portfolio development, and the uses of drama techniques in teaching other content areas.

Target audience: K-12 Theatre Arts/Dance licensure candidates

Taught: By arrangement. This is a tutorial class that involves both online learning and seminar sessions. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Prerequisites: GED 7815 and GED 7825.

Credits: 4

### **GED 7885 - Elementary Student Teaching K-6**

Elementary student teaching provides preservice educators with experiences to connect theory and practice in the context of a K-12 classroom; instructional planning; and implementation in an assigned learning environment.

Preservice teachers' responsibilities include; longterm planning, implementation of an integrated curriculum, the facilitation of small- and large-group learning, and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

Open only to preservice teachers who have adequate preparation in subject matter; have demonstrated proficiency with regard to the program and Minnesota's Standards for Effective Practice for Beginning Teachers; have met all program requirements; and, have evidenced fitness for entering the teaching profession. This is graduate level student teaching with graduate level expectations.

Students must attend a student teaching intake session, which takes place in the fall semester. Contact your advisor or the

Director of Field and Student Teaching Experiences, for scheduling information.

Concurrent registration in GED 0050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Prerequisite: Formal acceptance in the teacher education program; successful completion of content area and education course requirements; and, successful presentation and evaluation of your Professional Teaching Portfolio.

Credits: 6

### **GED 7894 - Secondary Student Teaching 9-12**

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 9-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

Teacher-candidates must attend a student-teaching intake session, which takes place in the fall semester. Contact your advisor or the Placement Office for scheduling information.

Concurrent registration in GED 0050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

### **GED 7895 - Secondary Student Teaching 5-12**

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 5-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have

demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

Teacher-candidates must attend a student-teaching intake session, which takes place in the fall semester. Contact your advisor or the Placement Office for scheduling information.

Concurrent registration at GED 0050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

### **GED 7896 - Student Teaching K-12**

K-12 student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of K-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is open only to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the disposition, knowledge, and skills to enter the teaching profession.

Teacher-candidates must attend a student-teaching intake session, which takes place in the fall semester. Contact your advisor or the Placement Office for scheduling information.

Concurrent registration in GED 0050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 8

### **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

### **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

### **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

### **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

### **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

### **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

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

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

This course is a continuation of GED 8025 A Public Policy.

Credits: 2

Note: Students must register for both two-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

### **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

### **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

### **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

### **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

### **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

### **GED 8040 - Critical Literacy**

Deepen understanding of critical literacy by actively questioning the stance found within, behind, and among texts. Learn to guide students to ask questions about representation, marginalization, power and benefit. Encourage critical awareness through personal and professional transformation.

Credits: 2

### **GED 8041 - Understanding Language and Language Learners**

As the number of English learners (ELs) increase in K-12 schools, teachers need to learn how to address their linguistic and cultural needs. This course will introduce the

principles of language and culture that teachers need to know when working with ELs as well as critical reflection skills that benefit teachers throughout their career. Questions addressed will include: What is the nature of language? How is a second language learned? What is the relationship between language, culture, and the language learner? Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

#### **GED 8042 - Academic Language for English Learners**

This course will address best practices in the instruction of ELs. Questions this course will address are: How can language be learned in a content classroom? How do teachers make instruction and assessment accessible? Why is it important to teach academic language and how is it done? Within this course students will continue the process of researching and generating the final project(s) for the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

#### **GED 8043 - Supporting and Advocating for English Learners**

This course will show teachers ways to advocate for English Learners in the classroom, in the school, and in the community. It also provides ways to show ELs how to speak up for themselves, their families, and their communities. This course culminates the participants' work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

#### **GED 8051 - Literacy Connections in the Classroom**

Literacy Connections in the Classroom is the first in a series of degree completion courses developed to meet the specific needs of Hamline University MAT license completers. Participants enrolled in this course will be supported by a curriculum that builds upon the foundational and content knowledge gained in pre-service literacy coursework. It will also scaffold literacy learning gained from MAT clinical and student teaching experiences. The course is designed to maximize learning opportunities that allow for critical reflection as one moves through their teaching career. Therefore, the content and course activities will provide an emphasis on literacy instruction that prepares candidates to further enhance their ability to be successful practitioners in today's classrooms. Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

#### **GED 8052 - Summer Literacy Institute**

This is one of three courses in the Literacy Series specifically designed for Hamline MAT license completers. During this course students will participate in and critically reflect upon Hamline's Summer Literacy Institute featuring national literacy leaders and also break-out sessions presented by local practitioners. Within this course students will continue the process of researching and generating the final project(s) for the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

#### **GED 8053 - Literacy Connections in the Classroom II: Assessing and Enhancing Student Understanding**

Literacy Connections in the Classroom II is the third in a series of degree completion courses developed to meet the specific needs of Hamline University MAT license completers. Building on the learning opportunities in Literacy Connections in the Classroom and students' Summer Literacy Institute experiences, this course works to deepen candidates' understanding of how to formatively assess student understanding and to plan effective instruction based on that assessment. Special attention will be given to vocabulary instruction and one's ability to help students understand the academic language inherent in the content therefore leading to deepened comprehension. This course culminates the student's work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

#### **GED 8061 - Nature of Science and Historical Perspectives**

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." This course will help students explore science through cultural and historical perspectives and make the history and nature of science more inclusive in STEM-related curricula. This course will also prepare students for completing their final MAT paper.

Please note: This online course is the first of three parts in the MAT degree completion series (Focused Content Plan). It is open to any teacher of science at any grade level but also to those who teach other disciplines and have an interest in scientific practices and learning. A science degree is not a prerequisite.

Credits: 4

#### **GED 8062 - Science Teaching and Learning**

This course will address best practices in the instruction of science that include many strategies useful in teaching other disciplines. This is a STEM practitioner's course where inquire-based instructional strategies will be actively investigated. Included is continued support toward completing the final MAT paper.

Please note: This on-campus course is the second of three parts in the MAT degree completion series (Focused Content Plan). Successful completion of GED 8061 is required to register for this course.

Credits: 4

### **GED 8063 - Rivers Institute and Project Completion**

This field-based course addresses the natural overlaps between science and processes, content, community connections, and the skills of literacy. Our natural affinity to water makes rivers and watersheds a useful and relevant context for teaching and learning. During this course, students will complete their MAT degree completion paper.

Please note: This off-site course is the third and final part of the MAT degree completion series (Focused Content Plan). Successful completion of GED 8061 and GED 8062 are prerequisites.

Credits: 4

### **GED 8071 - Race and Culture in Today's Classroom**

This course will explore how race and culture impact teacher instruction and student learning. You will look at a little talked about theory: White Racial Frame and how this frame impacts the effort and excellence in urban and urban/like classrooms. Participants will review strategies and techniques to reach all students and not just those that may look, dress, talk or act like a participant. When educators begin to focus on culturally proficient/responsive instruction all students benefit: poor students, middle class students, rich students, students of color, immigrant students, language students, and students with disabilities. All stakeholders become winners: students, teachers, parents, schools, and districts. Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

### **GED 8072 - Intercultural Competency and Dimensions of Diversity**

As our schools become increasingly diverse with students from various ability, racial, economical, linguistic, sexual, and religious backgrounds, it is vital that intercultural competency and critical reflection are valued to ensure effective teaching and cross-cultural communication. Participants examine how various dimensions of difference impact the life experience and access to opportunity of people in U.S. schools and society. Dimensions for consideration include race, ethnicity, citizenship status, sexual orientation, home language, (dis)ability, gender, religion, and intersections of these. This course will offer teachers an in-depth analysis of who they are culturally and identify at least one identity of intersectionality and how to improve their practice as it relates to meeting the needs of diverse learners in the 21st century. Two tools will be used in the class to assess students on their current level of

intercultural competency; Intercultural Development Inventory (IDI), and Racial Identity Development Models and Theories. Within this course students will continue the process of researching and generating the final project(s) of the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

### **GED 8073 - Linking Community to Classroom: Building on Learner Capital**

Learning can be meaningful, engaging, and permanent when it builds upon the social and cultural capital learners bring to the classroom. Students will further understand how to build upon the rich and diverse out-of-school experiences of learners from diverse backgrounds and develop ways to acknowledge and integrate those experiences into one's teaching through readings, lesson plan development, reflection, and interaction with families and communities.

This course culminates the student's work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

### **GED 8495 - Capstone**

The capstone project is the culmination of an MA 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, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. Registration requires advisor and committee members' signatures. Capstone registration materials, timelines, and formatting guidelines are found in the Capstone Completion Guide and Capstone Formatting Guide, which are available online. If you have questions, please contact the Advanced Degrees Department program administrator.

Prerequisite: Successful completion of GED 8023 or GED 8035 (Literacy Education).

Credits: 4

### **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

### **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

#### **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

#### **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

#### **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

#### **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

#### **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

#### **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

#### **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

#### **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 a set of guiding questions and active participation in a variety of learning mediums.

Credits: 2

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

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

#### **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 a set of guiding questions and active participation in a variety of learning mediums.

Credits: 2

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

This is the first of four 4-credit registrations for the dissertation. Working individually with a dissertation

committee, the student develops a dissertation proposal and successfully presents it at a committee proposal meeting. Graded on a Pass/No Pass basis.

Prerequisites: Successful completion of all required courses, written examinations, synthesis presentation, and portfolio.

Credits: 4

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

This is the second of four dissertation courses. Following a successful proposal meeting in GED 8991, students continue to work with a dissertation committee to develop, implement, and write the dissertation. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991, including the dissertation proposal meeting.

Credits: 4

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

This is the third of four dissertation courses. Students continue to work with a dissertation committee to develop, implement, and write the dissertation. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991 and 8992.

Credits: 4

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

This is the fourth and final dissertation course. Students continue to work with a dissertation committee to complete the dissertation. Completion of the dissertation, including the final meeting or defense, is the final requirement for the Doctorate in Education (EdD) degree. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991, 8992, and 8993.

Credits: 4

### **GTED 6245 - Inquiry for Gifted Students**

Inquiry as an approach to learning explores the natural or material world and leads to asking questions and making discoveries in the search of new understandings. Gain an understanding of the features of classroom inquiry and how to implement inquiry-based instruction into your classroom. Experience and examine the types of inquiry models and the art of questioning in the classroom to maximize student learning.

Credits: 2

### **GTED 7604 - Identifying Gifted Learners: Theories and Procedures**

How do school districts identify students to service in a gifted program? This course reviews current theories of intelligence and historical literature related to the recognition of gifted populations. You will reflect on current models of gifted characteristics (pre-K through adult) and strategies for finding gifted learners from various cultural backgrounds. You will also investigate informal and formal

assessment tools to determine which best fit your district needs. Ideas for developing an identification/assessment process sensitive to all populations will also be shared.

Credits: 2

### **GTED 7606 - Affective Needs of Gifted Students: Counseling Issues & Strategies**

Develop strategies to address the affective needs of your gifted students! Giftedness has emotional and social implications beyond the obvious intellectual and academic ones. Gifted students often experience a 'lack of fit' in school and social environments, resulting in common issues: supersensitivity, social exclusion, stress, perfectionism, even underachievement. Timely proactive service may avoid such difficulties. Examine asynchronous development, intensity, and introversion in the gifted, and leave with tools to identify concerns and to assess the impact of classroom climate on gifted learners. Gain ideas for curricular modifications to address affective concerns.

Credits: 2

### **GTED 7607 - Differentiation: Instructional Models & Strategies in Gifted Education**

Is the curriculum we offer gifted learners rigorous enough?

Participate in an overview of strategies and models for differentiating, tiering, compacting the curriculum, and adding depth and complexity for the gifted learner. Explore instructional models to develop challenging, interdisciplinary learning. Current research on grouping is included.

Credits: 2

### **GTED 7609 - Gifted Education Program Models**

Learn how to create the best program with available resources. Explore program models that effectively serve gifted and talented learners within the regular classroom as well as those services that extend beyond the classroom setting. Address the design of both district-wide and school programs.

Credits: 2

### **GTED 7617 - Gifted Underachievers**

Gifted students, because of their "special status," may engage in behaviors that put them at risk for not "meeting school expectations," which is the definition of underachievement. They might not have the habits to achieve their own goals, either. Yet other gifted students might not have these challenges, which can confuse their teachers. This course will inform educators about the dynamics of underachievement, including differences that can trigger underachievement in some but not all. It will also teach useful skills and strategies for developing the best supportive relationships with gifted students.

Credits: 1

**MAED 7110 - Number Operations & Base Ten Development**

The content focus of this course is on understanding various developmental frameworks of how K-5 students construct their mathematical knowledge on single and multi-digit number operations, including exploring algebraic properties that underlie the mathematics. Developing instructional strategies, discourse practices, and reflective teaching disposition along with documenting student case studies are core elements threaded throughout this course.

Credits: 4

**MAED 7120 - Fractions & Decimals - Geometry & Measurement**

The content focus of this course is on understanding various developmental frameworks of how K-5 students construct their mathematical knowledge of fractions and decimals as well as shape, space, and measurement. Continued development of instructional, discourse, and reflective teaching practices, along with further documentation of student case studies is threaded throughout the course.

Credits: 4

**MAED 7130 - Assessment & Intervention: Summer School Practicum**

This course is scheduled in two blocks of time. This first is four full days with a focus on assessment and intervention practices. The second block is seven full days embedded in a summer school classroom working with children in the morning then debriefing, analyzing, and planning for instruction. The intent is to use this experience to focus intently on one's instructional and discourse practices while working only with small groups of students.

Credits: 4

**NSEE 8000 - The 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

**NSEE 8010 - History of the Environment**

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

**NSEE 8110 - Foundations of Environmental Education**

You will read, discuss, and write about contemporary issues in teaching, learning, and assessment as they apply to education about the environment. You will demonstrate your reflection skills through dialogue, writing, and examination of your personal beliefs about teaching and learning. You will explore how knowledge is constructed individually and socially. In this course, you will study teaching and learning concepts, but also challenge them. In a supportive community of learners, we will think critically about how theories apply to practice, and explore different approaches to helping people make environmentally literate decisions.

Credits: 4

**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

**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.

The Ecological Footprint is a tool used to measure an entity's impact on the Earth's available resources- an individual, a school, a city, or a nation. As participants learn more about how much of Earth's biologically productive land they use, they develop an awareness of how consumption patterns relate to environmental equity. If Americans are using more resources than we can produce, we are, in a sense, using up someone else's "stuff." Teachers can use the Environmental Footprint as an objective tool to measure the global consequences of our actions as individual consumers, and as members of a larger culture.

Credits: 2



### **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 NSEE degree program.

Prerequisite: Successful completion of GED 8023

Credits: 4

### **SPED 7071 - Traumatic Brain Injury 101**

Gain a better understanding of a brain injury and its impact on school-age children and how this affects in classrooms.

Study selected information in neuroanatomy, what happens when the brain is injured, measures used to label the severity of an injury, and the recovery process. Discuss how a brain injury affects the entire family and the importance of working collaboratively with medical and community agencies. Explore instructional strategies to employ in classroom settings. Become familiar with the Minnesota special education criteria for traumatic brain injury (TBI).

Credits: 2

### **SPED 7072 - TBI: Emotional/Behavioral Issues**

Understand the neuroanatomy of an injured brain and how students may deal with resulting emotional and behavioral issues.

Examine the current research for TBI cases in the areas of medication therapy, sexuality, chemical dependency, friendships, depression, and challenging behaviors. Review specifics for identifying, evaluating, and observing behaviors and discuss the use of specific strategies for changing those behaviors.

Credits: 1

### **SPED 7075 - Introduction to Childhood Sleep Disorders**

This is an introductory course that will examine childhood sleep disorders. Students can expect to learn basic information about childhood Insomnia, Sleep Apnea, Restless Leg Syndrome, and night terrors and bedwetting. Students will learn about the causes and increased risk factors that contribute to sleep disorders in children. Basic interventions, treatment options, and strategies appropriate for children with sleep related disorders will also be discussed in this course. This course will also discuss the impact of childhood sleep disorders on parents and caregivers.

Credits: 1

### **SPED 7076 - Introduction to Childhood Depression**

This is an introductory course that will examine the impact of depression on children and their families. Particular focus will be placed on how depression impacts cognitive development and learning in children. This class will also explore the most common medical and psychological conditions associated with depression in children. Basic screening and intervention practices will also be discussed.

Credits: 1

### **SPED 7081 - Other Health Disabilities 101**

Understand the unique needs of students with chronic or acute health conditions.

Examine various medical diagnoses, their effect on students' educational performance, and the impact on the lives of students and their families. Learn how to implement the state Other Health Disabilities (OHD) criteria and the process of identifying and evaluating students, birth through 21 years. Discuss service options, role of team members, and appropriate educational planning and strategies. Target audience: educators, special educators, related service personnel, administrators, school nurses.

Credits: 2

### **SPED 7082 - Cognitive Aspects of Chronic Health**

Understand the cognitive and social emotional aspects associated with having a chronic illness.

Address issues of collaboration between educational and medical teams, family and social issues, and ethics related to working with children with chronic illness. Review and discuss research designed to develop an understanding of the effects illness and treatment can have on cognitive functioning. Target audience: educators K-12, school psychologists, speech/language clinicians.

Credits: 1

### **SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities**

Become familiar with the medical aspects and terminology used when working with students with physical and health disabilities.

Knowledge and skills covered include genetics and heredity, pediatric pharmacology, and secondary health care issues accompanying various syndromes, birth defects and medical diagnoses. Collaboration among families, medical providers, and school personnel will be emphasized. NOTE: Required course for Certificates in Other Health Disabilities and Traumatic Brain Injury. Online login and course information at [www.hamline.edu/gseonline](http://www.hamline.edu/gseonline). Target audience: educators, special educators birth-21, school nurses, psychologists, therapists, and related service personnel.

Credits: 2

### **SPED 7084 - Neurobiological Disorders**

Gain an understanding of neurobiological disorders (NBD) and their effects on educational performance. Through the use of texts and web-based information, study the history of NBD, criteria and definitions, common diagnoses, service options, and the roles of team members through the evaluation and implementation process.

Credits: 2

### **SPED 7085 - ADHD Learners**

Develop skills to understand the diagnosis of AD/HD, including recent brain research.

Learn the impact that AD/HD has on a student's social, academic, and psychological functioning, along with practical strategies to assist the student in the classroom. Discuss the following topics: differentiating AD/HD from other disorders, brain-based research, special education and 504 accommodations, social skills, organizational skills, and academic modifications. Target audience: educators, special educators K-12.

Credits: 1

### **SPED 7089 - Introduction to Shaken Baby Syndrome**

Abusive Head Trauma/Shaken Baby Syndrome is a traumatic brain injury in infants and young children that is the result of child abuse. It is also the leading cause of death and long term disability for infants/young children and over half of the survivors will enter the educational system with complex educational needs. This introductory course will address the cause, warning signs, risk factors, and outcomes associated with it. An understanding of the medical aspects of the mechanism of injury and diagnosis process will be explained as well as family/caregiver impact and family grief/loss issues over the child's lifespan. Since a significant number of shaken baby syndrome survivors will enter the classroom with behavior disorders, we will also discuss tools such as functional behavior assessment and use of positive behavior intervention and supports to get the most out of evidence based behavioral interventions. The course will conclude with an overview of prevention strategies, associated Minnesota laws, and Minnesota child abuse/neglect mandatory reporting laws. A list of additional resources and information will be provided to utilize beyond this course.

Credits: 1

### **SPED 7100 - ASD: Introduction and Overview**

The incidence of autism spectrum disorders has increased significantly, and schools are charged with creating appropriate programs.

Examine autism and Asperger Syndrome, educational criteria, identification and assessment, personal perspectives, teaching strategies, and family issues. Discuss specific research related to autism and educational practices. Address the effects of autism on families, as well as how to include the family in educational planning. Target audience:

educators, administrators, autism resource specialists, special educators P-12, and related services personnel.  
NOTE: This course is required for completion of the Autism Spectrum Disorders Certificate.

Credits: 2

### **SPED 7101 - Proactive Behavior Management**

Too often, students with autism are 'treated' with behavior management strategies that expect the student to have necessary skills in the areas of emotional regulation, perspective-taking, and executive functioning. The emergence of scientific information regarding behavior and brain function should compel us to rethink many of our preconceived ideas about challenging behaviors and the strategies we use for intervention. In addition, research regarding emotional regulation development and sensory systems deficits, offers us an increased understanding of why our students struggle in specific situations.

This class examines behavior management philosophy, sensory and emotional regulation research, tools for Functional Behavior Assessments, and strategies for writing Positive Behavior Support Plans for students on the autism spectrum.

Note: This course is required for the completion of the Autism Spectrum Disorders certification and may also be taken as an elective for the Other Health Disabilities Certificate.

Prerequisite: SPED 7100

Credits: 2

### **SPED 7102 - Assessment: Identification and Planning for the Student with ASD**

Become competent in the identification and assessment of individuals with autism spectrum disorders.

Review Minnesota state criteria for the process of identification, assessment and educational planning for students with autism spectrum disorders. Effectively select, utilize, and report results using appropriate tools for evaluation of autism spectrum disorders. Write your own comprehensive evaluation report based on results obtained from testing an individual to which you have access.

Online login and course information at [www.hamline.edu/education/online](http://www.hamline.edu/education/online). Target audience: educators, administrators, autism resource specialists, special educators P-12, and related services personnel.

NOTE: This course is required for completion of the Autism Spectrum Disorders certificate.

Prerequisite: SPED 7100

Credits: 2

### **SPED 7103 - Communication, Assessment, and Intervention for Learners with ASD**

This course is required for students pursuing the ASD license (meets required competencies). It is one of two choices for an assessment class in the ASD certificate program, providing educators with an overview of the communication characteristics of individuals with ASD and exploring current

assessment tools and strategies related to communication. The following areas will be addressed: development of social communication and its relevance in ASD, communicative characteristics across the autism spectrum, formal and informal assessment tools and strategies currently used to evaluate communication, including the use of informal tests to evaluate communicative functions, social communication, non-verbal language and play skills, use of assessment results to identify needs and develop intervention plans, and principles of guiding language intervention in ASD.

Credits: 2

#### **SPED 7104 - Intervention and Strategies for Students with ASD**

This course examines how to organize and structure learning environments and integrate various evidence based strategies/interventions to support learners on the autism spectrum. This is a required course for both the ASD license and ASD certificate and is intended to be completed near the end of your ASD licensure/certificate.

Credits: 4

#### **SPED 7105 - Collaborative Transition Programming to Support Individuals with ASD Across Ages**

The intent of this course is to develop an understanding of the impact an autism spectrum disorder has throughout an individuals' educational, employment, and independent living environments. Emphasis will be on the characteristics, issues, and essential elements for effective transition involved in the education and support of adolescents and young adults across the spectrum.

Participants will learn effective strategies based on current research they can use to teach individuals with ASD how to manage, cope, contribute, and succeed in educational, home, employment, and community environments. Collaboration among multidisciplinary team members involved in the assessment of academic, functional, social communication, employment, and independent living abilities will be a major focus of this course. A variety of educational approaches will be explored. Participants will integrate, apply, and evaluate strategies learned and have the opportunity to share and reflect on the results with their classmates.

The overall goal of this course is to teach educators and other team members how to prepare self determined individuals able to advocate their wishes, goals, needs, and accommodations. Curricular options will be carefully considered to provide opportunities related to an individual's interests, strengths, instructional level, self-understanding, self-regulation, and self-determination. This is a requirement for the ASD license and an elective course for the ASD certificate. It is intended to be completed near the end of the ASD license/certificate.

Credits: 2

#### **SPED 7106 - Social Cognition**

Recognizing differences in learning and perception is essential to teaching individuals on the autism spectrum. Individuals with ASD have unique social cognitive processing styles and needs that impact their participation in school and the community. In addition, they face unique challenges with executive functions such as organization, planning/prioritizing, and social self-monitoring. In this course, participants will gain advanced knowledge of social cognitive and executive function differences for individuals with ASD, learn about formal and informal assessment tools, and learn how to design and implement instructional programs that promote social participation and interpersonal interactions. The strategies explored in the course specifically target promoting skills in: social understanding, self monitoring/self-advocacy, problem solving, cognitive flexibility, and effective organization, planning, and time management skills.

Course assignments and resources access information from a variety of sources such as peer reviewed journal publications, text selections, web-based resources, direct student-application opportunities, and small group interaction to engage in relevant professional development and reflection, to increase knowledge and skill as a special educator, and inform your instructions practices with students and families. This course is a required course for the ASD licensure and an elective course for those seeking the ASD certificate.

Credits: 2

#### **SPED 7995 - Final Synthesis**

This is a culminating synthesis/project for the following programs: Autism Spectrum Disorders Certificate, Other Health Disabilities Certificate, Traumatic Brain Injury Certificate. It is a one credit independent project undertaken by a student with the supervision of a program faculty member. This faculty member is chosen by the student and will help define the topic, suggest resources, and will finally grade the project. Topics can cover a range of ideas and interests, but must demonstrate knowledge and application of the information and strategies learned in the program coursework. A separate registration form is required which includes the faculty member's signature, a description of the synthesis/project, and detailed information for an objective grading process.

For the registration form, please contact [gcs@hamline.edu](mailto:gcs@hamline.edu).

Credits: 1

#### **URED 7720 - Intro to Urban Education and Reflective Thinking**

Review current, research-based urban education theories. Reflect on how to apply these theories in the classroom and incorporate them into everyday classroom strategies. This

introductory course will assist the teacher in examining urban and cultural implications for teaching.  
Credits: 2

#### **URED 7723 - Managing the Urban Classroom**

Gain fresh ideas for responding to the daily challenges of maintaining an effective learning environment. Learn creative classroom management strategies, practical ideas for developing a community of learners, and effective techniques for increasing students' participation in learning.  
Credits: 2

#### **URED 7724 - Culturally-Relevant Pedagogy**

Hear authentic voices and make cross-cultural connections with leaders of many cultures. Expand your multicultural knowledge and add to your repertoire of cross-cultural strategies to connect with students in classrooms of today. Explore and create organizers for including new cultural knowledge and integrating higher order thinking skills, problem solving strategies, motivation, and multiple intelligences into planning for instruction.  
Credits: 2

#### **URED 7725 - Linking Communities to Classrooms: Contextualizing Student Learning**

Learning can be meaningful, engaging, and permanent when made contextual. Develop a knowledge base regarding historical, socio-economic and political factors impacting urban schools. Build upon the rich and diverse out-of-school experiences of urban learners through readings, lesson plan development, reflection, and interaction with families and communities. Leave with instructional strategies and resources for your school site.  
Credits: 2

#### **URED 7731 - Interpersonal Dynamics: Racism**

An intensive conversation on the dynamics of racism and how it affects adults and learners personally. The study circle dialogues are interactive and instructive through reflective engagement, readings and videos. The quality and integrity of the dialogues depend upon commitments to honest, open and respectful speech; to remain in conversation; and to mutual development and transformation. It requires physical, emotional and intellectual presence. This course will enhance your knowledge base and equip you for social action.  
Credits: 2

## **HSE Faculty**

#### **Heather Bandeen, 2015**

Assistant Professor  
BA 1997, Michigan State University  
MA 2000, University of Michigan

#### **Letitia Basford, 2008**

Assistant Professor  
BA 1995, University of Minnesota  
MA 2000, San Francisco State University  
PhD 2008, University of Minnesota

#### **Michelle Benegas, 2015**

Assistant Professor  
BA 2000, University of St. Thomas  
MA 2003, Hamline University

#### **Patty Born-Selly, 2015**

Assistant Professor  
BA 2001, Metropolitan State University  
MA 2005, Hamline University

#### **James Brickwedde, 1995\*, 2011**

Assistant Professor  
BA 1977, State Universities of New York-Buffalo  
MSE 1993, University of Wisconsin-River Falls  
PhD 2011, University of Minnesota

#### **Jennifer Carlson, 2006**

Associate Professor  
BS 1991, Winona State University  
MS 1998, Minnesota State University, Mankato  
PhD 2001, University of Wisconsin, Madison

#### **Claudette Coote-Thompson, 2014**

Assistant Professor  
BA 1992, University of West Indies  
MA 2004, Indiana University of Pennsylvania  
MA 2014, Columbia University  
DEd 2007, Indiana University of Pennsylvania

#### **Rachel Endo, 2010**

Associate Professor  
Chair, Teacher Education Department  
BS, MPA, MA, University of Nebraska at Omaha  
PhD, University of Illinois at Urbana-Champaign

#### **Walter Enloe, 1995**

Professor  
BA 1971, Eckerd College  
MA 1973, PhD 1978, Emory University

**Jeff Fink, 2009**

Lecturer  
BS 1976, University of Minnesota  
MA 1984, University of St. Thomas

**Tracy Fredin, 1995**

Assistant Professor  
Director, Center for Global Environmental Education  
BS 1980, University of Minnesota-Morris  
MA 2005, Hamline University

**Kim Hartung, 2007**

Assistant Professor  
BS 1980, University of Minnesota, Duluth  
MA 1995, University of Minnesota  
EdD 2005, Hamline University

**Trish Harvey, 2014**

Assistant Professor  
BA 1992, Luther College  
MS 1996, University of Wisconsin, LaCrosse  
EdD 2003, University of Minnesota

**Kathryn Heinze, 1991**

Associate Professor  
BA 1970, Grinnell College  
MA 1971, University of Toronto  
MA 1982, University of Minnesota

**Sarah Hick, 2007**

Assistant Professor  
BA 1992, Grinnell College  
MA 1996, Yale University  
PhD 2008, University of Minnesota

**Vivian Johnson, 1996**

Associate Professor  
BA 1974, University of Colorado  
MAT 1980, Monmouth College  
MS 1986, PhD 1988, University of Oregon

**Kim Koeppen, 2004**

Professor  
BA 1984, Iowa State University  
MS 1991, Northern Illinois University  
PhD 1996, University of Iowa

**Joe Lewis, 2006**

Assistant Professor  
BA 1989, Grinnell College  
MA 1999, University of Wisconsin-Milwaukee  
EdD 2006, Columbia University Teachers College

**William Lindquist, 2008**

Assistant Professor  
BA 1976, Augsburg College  
MA 1993, University of St. Thomas  
PhD 2001, University of Minnesota

**Ann Mabbott, 1995**

Professor  
BA 1973, College of Wooster  
MA 1974, University of Wisconsin-Madison  
PhD 1995, University of Minnesota

**Carol Mayer, 1993**

Assistant Professor  
Chair, Continuing Studies, Partnerships, and Initiatives  
Department  
BA Quincy College  
MA 1971, DePaul University  
ABD 1991, Northern Illinois University

**Karen Moroz, 2011**

Assistant Professor  
Chair, Advanced Degrees and Administrative Licensure  
Department  
BS 1992, Saint Cloud State University  
MA 1997, Saint Mary's University  
EdD 2004, Hamline University

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BS 1993, Hampton University  
MEd 1994, College of William and Mary

**Betsy Parrish, 1991**

Professor  
BA 1982, MA 1985, University of Minnesota

**Julia Reimer, 1997**

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BA 1986, Goshen College  
MSW 1988, Wilfrid Laurier University  
MAT 1999, School for International Training

**Marcia Rockwood, 1999**

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BS 1974, St. Cloud State University  
MA 1982, University of Minnesota

**Andreas Schramm, 1995**

Associate Professor  
MA 1985, University of Freiburg  
MA 1993, PhD 1998, University of Minnesota

**Deb Sheffer, 2002**

Assistant Professor

BA 1977, Gustavus Adolphus College

MA 1998, Hamline University

**John Shepard, 1996**

Associate Professor

Assistant Director, Center for Global Environmental Education

BA 1976, University of the Pacific

MA 1979, Indiana University

**Jean Strait, 2004**

Professor

BS 1987, University of Pittsburgh

MS 1991, Moorhead State University

PhD 1995, University of Minnesota