



Graduate Bulletin **2025 to 2026**

2025 – 2026

Hamline University Graduate Bulletin

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

www.hamline.edu

Table of Contents

About the Bulletin	1
Nondiscrimination Statement	1
Hamline Mission & History	1
Accreditation and Approvals	2
Academic Calendar	3
Campus Resources	3
Campus Employment	3
Campus Recreation	4
Counseling and Health Services	4
Disability Resources	4
Hamline Public Safety	5
Hedgeman Center	6
Information Technology Services	6
Military Student Support	6
Residential Life	7
Student Administrative Services	8
Student Affairs Division and the Dean of Students Office	8
Wesley Center	8
Writing and Communication Center	10
Academic Standards and Policies	10
Academic Integrity and the Hamline University Academic Honor Code	10
Academic Load	12
Academic Progress	12
Attendance	12
Course Cancellation	13
Course Evaluation	13
Credit Value	13
Email and Official University Communication	13
Family Educational Rights and Privacy Act (FERPA)	14
Financial Hold: Restrictions on Registration and Release of Academic Records	16
Generative AI in the Classroom	16
Grade Definitions and Grading Information	16
Grade Change and Appeal	18
Graduation, Commencement, and Diplomas	20
Leave of Absence and Withdrawal	20
Military Leave	20
Name Change and Other Record Corrections	21
Onboarding	21
Petition of Registration Add, Drop, Withdraw Deadline	21
Registration: Adding a Course	22
Registration: Auditing a Course	23

Registration: Dropping or Withdrawing from a Course	23
State Eligibility and Complaint Process	24
Third Party Users	24
Time Limits	24
Transcripts	25
Workday	25
Admission	25
Tuition and Fees	27
Financial Aid	28
Transfer of Credit	34
Creative Writing Programs	37
Academic Programs	37
Master of Fine Arts in Writing (MFA)	37
Master of Fine Arts in Writing for Children and Young Adults (MFAC)	38
Faculty	39
Courses	40
MFA Courses	40
MFAC Courses	43
Graduate Legal Education	45
Academic Programs	45
Master in the Study of Law	45
Paralegal Certificate	46
Faculty	46
Courses	47
School of Business	49
Academic Programs - Advanced Degrees	49
PhD in Management and Public Service	49
Master of Business Administration (MBA)	51
Master of Management and Leadership (MML)	52
Master of Public Administration (MPA)	53
Master of Science in Business Analytics (MSBA)	54
Sequential Master's Degree Completion	54
School of Business Joint Degree Programs with Law	55
Academic Programs - Dual Degrees	55
Business Administration (MBA) and Business Analytics (MSBA) Dual Degree	55
Business Administration (MBA) and Public Administration (MPA) Dual Degree	56
Business Analytics (MSBA) and Management and Leadership (MML) Dual Degree	56
Business Analytics (MSBA) and Public Administration (MPA) Dual Degree	57
Management and Leadership (MML) and Public Administration (MPA) Dual Degree	57
Academic Programs - Certificates	57
Business Finance Certificate	57
Certificate in Business Analytics for Managers	58

Certificate in Data Analytics	58
Certified Public Manager Certificate	58
Collaborative Leadership Certificate	59
Managing People in the Public Sector Certificate	59
Operational Change Management Certificate	59
Public Policy and Decision Making Certificate	59
Public Sector Operations Certificate	59
Faculty	60
Courses	60
School of Education and Leadership	70
Academic Programs – Advanced Degrees	70
Doctorate in Education (EdD)	70
Educational Specialist (EdS) – Administrative Licensure Track	72
Educational Specialist (EdS) – Leadership for Equitable Innovation and Transformation	72
Master of Arts in Education (MAEd)	73
Master of Arts in Education: Natural Science and Environmental Education (MAEd: NSEE)	74
Master of Arts in Literacy Education (MAEd)	74
Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL)	75
Academic Programs – Master of Arts in Teaching with Initial Licensure	76
Master of Arts in Teaching with Initial Licensure: Adult Basic Education	76
Master of Arts in Teaching with Initial Licensure: Chemistry 9-12	77
Master of Arts in Teaching with Initial Licensure: Communication Arts and Literature 5-12	77
Master of Arts in Teaching with Initial Licensure: Elementary K-6	78
Master of Arts in Teaching with Initial Licensure: English as a Second Language K-12	79
Master of Arts in Teaching with Initial Licensure: General Science 5-8	79
Master of Arts in Teaching with Initial Licensure: Life Science 9-12	80
Master of Arts in Teaching with Initial Licensure: Mathematics 5-12	80
Master of Arts in Teaching with Initial Licensure: Physics 9-12	81
Master of Arts in Teaching with Initial Licensure: Social Studies 5-12	82
Master of Arts in Teaching with Initial Licensure: Special Education – Academic Behavioral Strategist	83
Master of Arts in Teaching with Initial Licensure: Special Education – Autism Spectrum Disorder	83
Academic Programs – Administrative Licensure	84
Academic Programs – Additional Licensure	85
Additional Licensure: Adult Basic Education	85
Additional Licensure: Chemistry 9-12	85
Additional Licensure: Communication Arts and Literature 5-12	86
Additional Licensure: Communication Arts and Literature Endorsement 5-8	86
Additional Licensure: Elementary Education K-6	87
Additional Licensure: English as a Second Language K-12	87
Additional Licensure: General Science 5-8	88
Additional Licensure: Life Science 9-12	88
Additional Licensure: Mathematics 5-12	89

Additional Licensure: Mathematics Endorsement 5-8	89
Additional Licensure: Physics 9-12	90
Additional Licensure: Reading K-12	90
Additional Licensure: Social Studies 5-12	90
Additional Licensure: Social Studies Endorsement 5-8	91
Additional Licensure: Special Education – Academic Behavioral Strategist	92
Additional Licensure: Special Education – Autism Spectrum Disorder	92
Academic Programs – Certificates	93
Adult Basic Education Certificate	93
Adult ESL Certificate	93
Advanced Literacy Leadership Certificate	93
Advanced Teaching English as a Foreign Language (TEFL) Certificate	94
Autism Spectrum Disorders Certificate	94
Climate Literacy Certificate	94
Elevating Learning for Multilinguals Certificate	95
Environmental Education Certificate	95
Nature-based Early Learning Certificate	95
Nature-based Education Certificate	96
Teacher Leadership in TESOL Certificate	97
Teaching English as a Foreign Language (TEFL) Certificate	97
Faculty	97
Courses	98

About the Bulletin

The 2025–2026 Hamline University Graduate Bulletin is the primary resource for academic information, including official curricular requirements, for Hamline University graduate students. Students who are admitted for, and enrolled during, the 2025–2026 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.

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; should the dynamic, online and static, pdf versions of the Bulletin differ, the official version is the dynamic, online edition.

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

Nondiscrimination Statement

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 Mission & History

Hamline University, Minnesota's first university, has empowered students to make the world better for everyone since 1854. Today, we continue to educate students of all backgrounds, creating opportunity for all through generous scholarship programs, an inclusive community, and teaching that promotes civility and social justice. At Hamline, career preparation starts with the first class, ensuring our graduates leave ready with the professional experience and liberal arts foundation for their entire career.

Mission Statement

At Hamline University, our mission is 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.

Statement of Purpose and Belief

A history of firsts and a commitment to educate all

At Hamline University, we believe that everyone should have access to a quality education and that education is the most important vehicle to transform lives and communities. We bring together a community of learners who excel academically, are intellectually curious, and demonstrate determination, spirit, and drive. We were the first university in Minnesota and the first to award bachelor's and master's degrees to

women and men. Today, we remain true to our beginnings, with nearly half of our students the first in their families to attend a four-year college.

A career-ready education

We provide students with an exceptional educational experience, rooted in the liberal arts, which prepares them for their careers and a lifetime of growing both in their fields and in fields they may not yet envision. Through our student-centered approach, students learn the essential skills that empower them to both excel in rapidly changing professions and contribute meaningfully to society. A Hamline education is a career-ready education that opens doors to wide-ranging opportunities for students to continue to build successful lives.

Building a better society through education

We believe in John Wesley's motto of "doing all the good we can, in all the ways we can." We are champions for justice and social change. We fuel our students' desire to contribute to—and transform—society. We demonstrate that academic excellence goes hand in hand with improving the lives of others. We strive to ensure that our students graduate prepared to flourish in their communities ready to practice inclusivity and uphold equity. A Hamline education gives students the tools to change the world.

Hamline History

Before there was a state, there was a university. Named in honor of Leonidas Lent Hamline, a Methodist bishop who donated the funds for its opening, Hamline University was founded 1854 in what was then the Territory of Minnesota. The first classes were held on the second floor of the Red Wing village general store and stayed there through the second term, when students moved into the Red Wing building in January 1856. Hamline graduated its initial class in 1859, including two sisters, Elizabeth A. Sorin and Emily R. Sorin, who were not only Hamline's first graduates but also the first graduates of any college or university in Minnesota. The university moved to Saint Paul in 1880.

For more information about Hamline University and its history, please visit our website.

Accreditation and Approvals

Hamline University is accredited by the Higher Learning Commission (HLC), an independent corporation that accredits degree-granting post-secondary educational institutions in the United States. More information about Hamline University's accreditation status may be found on the HLC website.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413
www.hlcommission.org
800-621-7440

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

Minnesota Office of Higher Education
1450 Energy Park Dr., Suite 350
Saint Paul, MN 55108
www.ohe.state.mn.us
651-642-0533

Additional accreditation or approval:

- American Bar Association's Standing Committee on Paralegals - Approved
- American Chemical Society - Approved
- American Society for Biochemistry and Molecular Biology - Accredited
- Council for the Accreditation of Education Preparation - Recognized
- Minnesota Board of School Administrators - Approved
- Minnesota Professional Educator Licensing and Standards Board - Approved
- National Association of Schools of Music - Accredited
- North American Association for Environmental Education - Accredited
- United Methodist Church - Approved

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

Academic Calendar

The academic calendar is subject to change. Please check the Hamline Website for the latest [calendar](#).

2025–2026 Graduate Academic Calendar - College of Liberal Arts

- The Creative Writing Programs
- Graduate Legal Education
- School of Education and Leadership

Fall Term 2025 September 3 – December 18

Classes begin	Wednesday, September 3
Thanksgiving break	Thursday–Friday, Nov. 27–28
Classes end	Saturday, December 13
Final projects due	Thursday, December 18

Spring Term 2026	January 21 – May 7
Classes begin	Wednesday, January 21
Midterm break	Monday–Friday, March 9–13
Classes end	Saturday, May 2
Final projects due	Thursday, May 7
Commencement	Saturday, May 9

May Term 2026	May 11 – June 5
Classes begin	Monday, May 11
Memorial Day holiday	Monday, May 25
Classes end	Friday, June 5

Summer Term 2026	June 8 – August 15
Classes begin	Monday, June 8
Juneteenth holiday	Friday, June 19
Fourth of July holiday	Friday, July 3
Classes end	Saturday, August 15

2025–2026 Graduate Academic Calendar - School of Business

Fall Term 2025	September 2 – December 21
Classes begin	Tuesday, September 2
Thanksgiving break	Thursday–Friday, Nov. 27–28
Classes end	Sunday, December 21

Spring Term 2026	January 5 – April 26
Classes begin	Monday, January 5
Martin Luther King Jr. holiday	Monday, January 19
Classes end	Sunday, April 26
Commencement	Saturday, May 9

Summer Term 2026	May 4 – August 23
Classes begin	Monday, May 4
Memorial Day holiday	Monday, May 25
Juneteenth holiday	Friday, June 19
Fourth of July holiday	Friday, July 3
Classes end	Sunday, August 23

Campus Resources

Campus Employment

A wide variety of campus employment opportunities are available for eligible students. To be eligible for campus employment during the academic year, a Hamline University student must be degree-seeking, registered for at least half-time status for each full term worked, and eligible to work in the U.S. To be eligible for summer employment, a student must be registered for at least half-time status or pre-registered for the fall term and eligible to work in the U.S.

All students are eligible to work on campus; students that have a work study award are given preference to some positions on campus. There are numerous opportunities for off-campus employment in the neighboring community and in the Saint Paul/Minneapolis metropolitan area if you have a federal or state Work Study Award. Inquiries about both on and off-campus employment should be directed to the Payroll Office.

International students may face work restrictions working on campus due to visa status or other legal considerations. The Associate Director of the Global Engagement Center can assist students with these questions.

Campus Recreation

Campus Recreation enhances the quality of life for students, staff, and faculty by providing a variety of programs, services, and physical spaces that promote an active lifestyle and development of the whole person in a safe and inclusive environment. Opportunities to be involved with Campus Recreation include:

Intramural Sports

Campus Recreation provides a wide range of open and inclusive intramural sports leagues, tournaments and special events each semester, and are available to current Hamline students, staff, and faculty. Activities include: volleyball, soccer, basketball, flag football, badminton, and more.

Fitness

The Walker weight room features a variety of cardio and weight-lifting equipment that is available free of charge to all Hamline students, staff and faculty during staffed hours. When the weight room is not staffed, members of the Hamline community can access aerobic equipment in the lobby of the Bush Student Center during regular building hours.

Counseling and Health Services

The Counseling and Health Services office is located in Room 16 in the lower level of Manor Hall. Both in-person and virtual appointments are available and can be scheduled by telephone at 651-523-2204 or through the online appointment portal found on our website. Students must be located in the state of Minnesota for virtual appointments. During fall and spring semesters, our office hours are Monday through Friday, 9am – noon and 1pm – 4pm (closed during the noon hour). Graduate students are eligible to "opt in" for services by paying a flat fee. The Counseling and Health Services website is:

<https://www.hamline.edu/life-at-hamline/counseling-health>.

Counseling Services

Eligibility for services: If you are currently residing within the state of Minnesota, you are eligible to receive virtual (telepsychology) appointments through Counseling

Services. If you are residing outside Minnesota, we are legally restricted from providing services to you (due to state-specific licensure requirements for psychologists). However, we can assist with helping you find a qualified mental health provider in your area.

Counseling can promote personal growth and help students cope with difficulties that might adversely affect their educational goals. The psychologists in the Counseling & Health Services office can assist with a wide variety of concerns such as: depression, anxiety, stress, relationship problems, self-esteem, body image, grief/loss, family concerns, and personal development. We can also assist with referrals to providers in the local community for specialized treatment for issues such as substance abuse and eating disorders. All counseling services are confidential.

Health Services

The Health Services staff can offer treatment for a wide range of illnesses and injuries, immunizations, contraception, annual physical exams, STI testing, health education, psychiatric consultation, and prescriptions. All health services are confidential. Most lab fees can be billed to students' health insurance or billed to the student account.

Disability Resources

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 disabilities including physical/sensory, mental health, chronic health, learning disabilities, ADHD and ASD.

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 <https://www.hamline.edu/about/offices-services/disability-resources> 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.

Hamline Public Safety

The Office of Hamline Public Safety is open 24 hours a day to serve the campus community. The office is located in Sorin Hall near the bookstore and is staffed by full time professional staff supported by student dispatchers and officers, and a leadership team comprised of the Director and Assistant Director of Operations.

Hamline Public Safety is responsible for providing a safe academic, working, and living environment for the entirety of the Hamline community and is the first to respond to emergencies. When necessary Hamline Public Safety will also coordinate emergency response by Saint Paul Fire, Police and/or EMS services. All officers are trained in first aid and CPR/AED. Hamline Public Safety is also responsible for the Anderson Center Desk and the campus parking and transportation program.

Hedgeman Center

The Hedgeman Center helps create and sustain a welcoming and supportive community that appreciates, celebrates, and advances culture and identity at Hamline University. We support and promote the success of all students. For example, first-generation college students looking for assistance navigating campus life and students adjusting to being away from home. In partnership with other university departments, our staff and initiatives help prepare all students to live, serve and succeed in a global environment.

Specifically, we offer for graduate students:

- Traditional cultural awareness and history events, including Hispanic Heritage Month, Native American Awareness Week, Hmong New Year, Black History Month, Asian Heritage Month, Kwanzaa Celebration, and Hmong New Year;
- Numerous education opportunities for students;
- Other activities and programs that provide opportunities for participants to learn about historical and contemporary issues, including the Dr. Martin Luther King, Jr. Commemoration and Day of Service and the monthly storytelling series "This Is My Story: Conversations of Identity and Community."

Information Technology Services

ITS is committed to a proactive service delivery model, and this is embodied in our Strategic Framework. Given the increasing role of technology in daily life – including higher education – our team focuses on improving the digital literacy of everyone in our community, and on providing transformational leadership in technology selection, use, and application.

Hamline's Central Service Desk, located in the Bush Library, provides a variety of services – including information and technology support – to students, faculty and staff. Specific information, including information specific to those "New to Hamline," is available online (www.hamline.edu/its/central-service-desk) or via the Central Service Desk (651-523-2220).

Many departments utilize technology in specific ways. Examples include the Music Department's music lab with keyboards and composition software, the Physics Department's optics lab in Robbins Science, and the Digital Media Arts Program's two digital media arts (DMA) labs.

Hamline uses Google Apps for its collaboration Platform. Microsoft Office and other academic software is available to students through a virtualized desktop infrastructure (VDI). Approximately 100 computers are housed in computing labs across the campus, and provide access to the Internet and a wide range of software applications. Secure wireless is available in all instructional areas and areas frequented by students.

Students do not need to bring a personal printer on campus.

A fleet of digital imaging machines for printing, photocopying and scanning is available in computer labs and other locations across campus, and these operations are also managed by Information Technology Services. Specific information about Hamline's "PiperXpress" services is available online (<https://www.hamline.edu/about/offices-services/piperxpress>) or via the Central Service Desk (651-523-2220).

Access to the Internet and campus network is available in all residence hall rooms either via wireless or network jack. Students living in the Residential Halls also have access to Cable TV service in their room via a coax connection, or streaming online via the Xfinity on Campus application.

Technology-related policies, including the Technology Use policy, are published on the Hamline University Policies webpage at <https://www.hamline.edu/policies>.

Military Student Support

Located in the lower level of West Hall, the Military Student Support Center seeks to help veterans become successful students at Hamline University. The center assists students with military students in finding the help they need to understand their financial aid award and how student billing works in relation to accessing their federal funding, to understand Hamline University policies, and to utilize campus resources and support.

The Center also creates opportunities for students to network with each other, as well as education programs that educate the university community about the experiences of military students.

The Dean of Students Office oversees the Military Student Support Center. In addition, we support the military student organization and offer additional support to students through a committee of dedicated professional staff and faculty who are familiar with services needed by veterans. Questions and procedures for undergraduate and graduate students and veterans' dependents can be answered by the Dean of Students Office (651-523-2421), or by the Military Support Center (651-523-2099).

For additional information, please visit www.hamline.edu/veterans.

Residential Life

All of Hamline's residence halls are co-educational and managed by an undergraduate student area coordinator or a full-time, degreed, professional coordinator who lives on campus and is trained to work with student concerns and enrich the residential experience. Resident Assistants are trained student staff who are carefully selected and assigned to each floor or wing to act as peer liaisons.

The Charles M. Drew residence hall has a capacity of approximately 200 and houses first year and returning students. Drew Hall also offers male, female, and gender neutral private community bathrooms. Drew also boasts a newly renovated kitchen on the 3rd floor, recent hall-wide upgrades and an elevator. Manor House, home of our International Global Pipers, provides housing for approximately 115 returning students and has male, female, and gender neutral bathrooms. Immediately next door is Sorin Hall, which has single gender floors, single gender community bathrooms, houses 110 first year students, and is barrier free with elevator access. Schilling and Osborn halls, affectionately called "The Heights," house nearly 100 first year students each.

In addition to traditional residence hall living, the on-campus apartment building offers the convenience

of residential living with the luxuries of apartment style furnishings and space along with an elevator. The apartment building typically houses undergraduate students. Each apartment houses between two and four residents, and features a bathroom, kitchen, living room, and the option of shared or private bedrooms. Apartments are fully furnished and cable television, internet, and laundry services are included without additional fees.

When it comes to food on campus, there are a variety of food options to choose from with an unlimited dining services plan. Detailed information about the meal plan and declining balance can be found on the dining services website at

<https://hamline.sodexomyway.com/en-us/> and in the Hamline Housing & Meal Plan Contracts. There are several various types of dining options on campus, all with different menus and hours of service. Students are encouraged to play an active role in dining services. Comment cards, online postings and dining surveys and food committee meetings all encourage feedback which is used to provide great food and make lasting memories. For more information, please visit us at <https://hamline.sodexomyway.com/en-us/>.

Leadership opportunities are also available in the residence halls through participation in the Residential Housing Association (RHA), and by applying to be a Resident Assistant after your first year of college. RHA hosts large-scale programming for residents to help them develop their social, recreational, and educational pursuits and assist in establishing policies that are in the best interest of all residents, and act as an advocate of residents' needs. RHA is the governing board and takes on the role of being the voice for on campus students to the university administration. Resident Assistants receive the benefit of having their housing and meal plan provided for them and they take on an active mentor role with students, enforce policies, and provide programming for residents of the halls.

Whether students choose to become actively involved in any of the leadership opportunities, participate in floor activities, or simply enjoy the privacy of their

rooms, the residence hall experience is designed to enhance their academic development and progress at Hamline.

Student Administrative Services

Student Administrative Services (SAS) houses the areas of Financial Aid, Registration and Records, and Student Accounts. The SAS staff assist students with billing, payment, financial aid, veteran's benefits, course registration, and academic records. SAS is located in East Hall 113.

Student Affairs Division and the Dean of Students Office

Student Affairs Division

Student Affairs has the primary responsibility for making the out-of-classroom environment an integral aspect of students' education. This is done through the work of student affairs professionals who understand the development of college students and are committed to enriching the lives of Hamline students. This group of professionals anticipates and manages the daily activities of the students that constitute the following areas of responsibility in Student Affairs: Campus Recreation, the Career Development Center, Counseling & Health Services, the Dean of Students Office, Disability Resources, the Hedgeman Center, New Student Programs, Public Safety, Residential Life, Center for Student Belonging and Community, Student Leadership & Activities, the Wesley Center, the Bookstore, and Dining Services.

Dean of Students Office

The Dean of Students Office assists students in achieving their academic and personal goals. Office staff answer questions and help resolve issues or concerns when appropriate. Additionally, they refer students to the various departments, offices, or community resources that can best serve them and meet their needs. The Dean of Students Office serves as the point of contact for students who want to talk about issues of policy or procedure, or who have questions or complaints about issues regarding their student experience. The office also serves as the point of

contact for students who want to talk about issues of harassment and discrimination. Staff in the Dean of Students Office use a case management system or serve as student support to help resolve issues.

The staff members of the Dean of Students Office review and formulate policies that pertain to students, their rights, and their services. The staff is committed to being a resource for parents by providing outreach to parents, and by assisting them in realizing the campus resources available to their students. The Dean of Students Office also oversees student conduct, Parent/Family Weekend, the Bookstore and Dining Services. The office provides specialized support services and programs for transfer students, first-generation college students, and veteran students. This office is also the contact for undergraduate and loans. The Dean and her staff serve as the main administrative contacts for students.

Wesley Center

The Wesley Center is a student-centered department where all Hamline community members have the opportunity to meet their basic needs, find and cultivate belonging, explore pathways to serve the common good, and be the change we want to see on campus, in our community, and in the world.

- Connect through spirituality – Explore interfaith perspectives and develop your spirituality through programs and events spanning a variety of religious and spiritual traditions.
- Make an impact through civic engagement and service opportunities – Take part in voter registration initiatives, youth mentorship, and volunteer opportunities that serve our Hamline community, the Twin Cities, and beyond.
- Advocate for food security – Engage in food security work right on campus in our Basic Needs Program and Food For Thought Pantry. Be part of new, future initiatives in community organizing, and art-tivism.

Religious and Spiritual Life

The Office of the University Chaplain (OUC)

The Wesley Center's Religious and Spiritual Life staff seek to support all Hamline community members

(faculty, staff, and students), while bringing particular experience from Jewish, Christian and Islamic traditions. Moreover, the University Chaplain and Associate Chaplain of Jewish both serve as Confidential Resources for the entire Hamline Community. Religious and Spiritual life staff participate in university-wide events, providing, for example, invocations and benedictions at both Convocation and Commencement. This staff also produces the yearly calendar of religious and spiritual holidays and organizes events such as the Alumni Memorial, Winter Fest, the Multi-Faith Baccalaureate, and observances of Ash Wednesday/Lent/Holy Week, Passover, and Ramadan. Managed by this office are the following programs, publications, and spaces:

#HugHamline and WCD Alumni Relations

The #HugHamline Campaign's goal is to co-create mutual care and community between the United Methodist Church and Hamline University. Launched in 2023, #HugHamline's goal is to increase the number of United Methodist lay and clergy who visit campus and to have them do so in visible ways that communicate care to our student, staff, and faculty population on campus. WCD Alumni relations is working to build a powerful alumni network and mentorship program that will connect WCD Alumni around the world with current students – for advice, relationship building, and future career opportunities.

Mahle Lecture in Progressive Christian Thought

The Stephen and Kathi Austin Mahle Endowed Fund for Progressive Christian Thought has generously funded an annual lecture series since 2009. The Mahle Lecture Series was created to support the efforts of Hamline University toward exploring and articulating contemporary forms of progressive theology and its relationship to the rest of the multi-faith community, providing students, faculty, staff, and community members opportunities to reflect on the place of faith and spirituality in personal, social, political, and economic life.

Mahle Lectures Journal

The Mahle Lectures Journal is an archival publication of Hamline University's annual Mahle Lecture established

in 2009 by the Stephen and Kathi Austin Mahle Endowed Fund on Progressive Christian Thought. Each issue will include an introduction to the theme, and central content from the annual events will be published here in order to provide the Hamline community, and beyond theological resources and opportunities to reflect on the place of faith and spirituality in personal, social, political, and economic life.

Journal of Scriptural Reasoning (JSR)

The Journal of Scriptural Reasoning (JSR) is an academic, online, double-blind, peer-reviewed publication hosted by Hamline University. The JSR nurtures conversations between scholars of various religious traditions on topics such as hermeneutics, inter-faith dialogue, philosophical theology, religious ethics and practice, the significance of scriptural texts, and past and present traditions of interpretation. We publish scholarship that demonstrates scholarly rigor and hermeneutical openness, that exhibits a dialogical character, and that engages interdisciplinary and cross-traditional perspectives.

Sacred Spaces on Campus

There are two primary spaces on campus for religious and spiritual practice--the larger Gathering Place in the Sorin Hall and the more intimate Wellspring on the third floor of the Anderson Center. Both are multi-faith spaces and open to reserve for prayer, meditation, reflection, wellness practices, and small groups focused on one or all of the following: spirituality or service/civic engagement. Contact chaplain@hamlin.edu for more information.

Multi-Faith Alliance (MFA) Scholars Student Org

The Multi-Faith Alliance (MFA) Scholars and SALD Student Org includes student leads from Jewish Student Life (JSL), Christian Campus Ministry (CCM), Muslim Student Association (MSA), HU Mindfulness and Meditation (HUMM), and students of the MFA Scholars Fellowship. MFA Scholars is generously funded by the Stephen and Kathi Austin Mahle Endowed Fund on Progressive Christian Thought. Scholars lead programs for each student group and together across traditions. All are welcome to participate – religious and non-religious alike.

Civic Engagement and Service

Hamline Votes

The Wesley Center's Hamline Votes Campaign has a simple mission: we believe that everyone should engage in their civic duty. The dedication that we have put towards educating, enrolling, and empowering the community has allowed us to be honored with many ALL IN Challenge Awards on the national level. In 2024 Hamline University was recognized for a second time by All In Campus Democracy Challenge for the Hamline Vote's action plan "to increase nonpartisan democratic engagement by promoting civic learning, political engagement, and college student voter participation."

McVay Youth Partnership

The McVay Youth Partnership is a university-church partnership funded by a generous endowment from the McVay Family Foundation and offers a safe, fun place for middle and high school students. Students spend time with their friends creating art, music, drama and can receive help with their homework. Service projects and presentations by local leaders enable students to explore the community. This program is staffed by experienced and energetic McVay Student Staff who receive training and are supported by Hamline University staff.

Piper Impact Student Org / Hamline Connects

Piper Impact is a new SALD Student organization that supports and promotes volunteer opportunities through The Wesley Center has launched a new software program called Hamline Connects software program. Hamline Connects centralizes all volunteer and civic engagement opportunities both on campus and in our local community. All Hamline community members are able to create a profile that tracks all their volunteer hours and displays the impact of their service on the community.

Community Services

Basic Needs Access Program and Case Management

Located in the 110 West Hall the Basic Needs Program houses Hamline University's Food for Thought Pantry, known by our campus community as the Food Resource Center (FRC). Through the Basic Needs Program community members have access to

short-term case management, basic needs assistance, and access free nutritious food. No "proof of need" is required to take advantage of these resources. All Hamline community members (students, staff, and faculty) can find information about various basic needs and food access resources including SNAP benefits, community pantries, and other information about basic needs. The Basic Needs Program's hours are on the Wesley Center Department Google site and change depending on the time of year.

Writing and Communication Center

The Writing and Communication Center offers assistance on writing projects and multimodal communication skills to all Hamline students, including grad students. Consultants provide assistance on course assignments, capstones, dissertations, and application materials, as well as on presentations and visual aids such as google slides, infographics, and posters. In individual appointments (in-person or online), trained consultants can help graduate students improve the clarity and precision of their work. Appointments can be made at any stage of a project, including before students have started writing.

Academic Standards and Policies

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

The following are academic policies that apply specifically to graduate students. For additional Hamline University policies, visit www.hamline.edu/policies.

Academic Integrity and the Hamline University 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, GPAs and academic degrees held by all students from that institution are valued more highly. The faculty subscribe to standards of academic honesty in their research and teaching. Every person in the University is responsible for adhering to the principles of the Academic Honor Code.

Principles

Academic dishonesty includes any act that has the effect, or intention, of giving one student an unfair advantage over others in the completion or evaluation of academic work and/or inaccurately representing one's academic work. The examples below refer to all academic work submitted for evaluation, whether completed online, in a classroom, or in a hybrid course that combines face-to-face instruction with online interactions and submissions. Prohibited conduct under the Code includes, but is not limited to, the following:

Cheating

- Using notes or other source materials (without instructor permission) on a quiz or exam
- Copying another student's answers on a quiz or 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 student'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
- Misrepresenting yourself online, including but not limited to, having another individual complete or submit work via your personal login to a course.

Plagiarizing

Plagiarism is the act of 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). Plagiarism includes but is not limited to:

- Quoting, paraphrasing, or otherwise using text from a source, for example, an online source, without crediting the author(s)
- Copying sentences, phrases, or other language verbatim from a source without using quotation marks
- Presenting work completed by another individual (including another student) as your own
- Sharing files with another person outside of the requirements of the course.

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 or 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 an academic record either before, during, or after enrollment at Hamline
- Forging a signature on any form
- Altering, or attempting to alter, academic computer records
- Falsifying academic information on a resume.

Facilitating Academic Dishonesty

- Knowingly engaging 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 or exam.

Violations and Sanctions

Violations of the Academic Honor 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 with the Office of the Provost, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the course is housed. Should a student be dissatisfied with the decision of the Department Chair, the student may appeal to the Provost. The Provost's decision 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 Load

Hamline University graduate students must be enrolled in at least 4 credits to be considered half-time and in at least 8 credits to be considered full-time.

The following maximum credit loads apply:

School of Business Programs

Registration for degree-seeking students is limited to 8 credits per term. Students wishing to register for more than 8 credits in a single term may apply to the Program Director for the program into which they have been accepted for a waiver. The Program Director shall consider the reasons set forth in the request as well as the student's academic performance and employment status. The Program Director's decision on the waiver request is final.

Academic Progress

Students must make satisfactory progress toward completion of their degree, certificate, or license within the time frame established by their program (see Time Limits). Review of students' academic progress may include but is not limited to attendance records, course completion rates, and minimum grade and GPA requirements defined by the program of study. Time accrued on leave of absence and/or probation applies toward students' program length.

Probation and Dismissal

Program Directors and/or Faculty Advisory Committees, in collaboration with the Provost's office, may place students on probation or dismiss students who are not making satisfactory progress. Definitions of satisfactory progress for probation and dismissal vary by program.

Attendance

It is the student's responsibility to drop or withdraw from any courses they no longer plan to attend.

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.

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

Excused Absences

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.

In the event that schools and businesses in the vicinity where a commuting student lives have closed due to inclement weather and Hamline University has chosen to remain open, the individual commuting student should determine whether it is safe to travel to Hamline for classes. Should the student choose not to attend, the student should notify the instructor as soon as possible. The student will not be penalized for not attending class, but the student will be required to complete any missed assignments or exams.

Course Cancellation

In the unlikely event that course enrollment does not reach the minimum, the course may be canceled. Students are notified via email as soon as the course has been officially canceled by the University.

Course Evaluation

All students are expected to participate in the online course evaluation processes administered by the College of Liberal Arts, School of Business, and School of Education and Leadership. Students should consider course evaluations to be part of the work of the course, just like exams and assignments. Individual professors, the Faculty Personnel Committee, and the Provost and Dean of the Faculty read these evaluations carefully and consider student feedback when making personnel decisions and curricular changes.

Credit Value

The standard unit of measurement is the semester credit. 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 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.

The number of credits associated with individual courses is indicated in the class listings.

For purposes of transferring credit, 6 quarter credits or 1 term credit is equivalent to 4 semester credits. Quarter credits may be converted into semester credits by dividing the number of quarter credits by 1.5 (or multiplying by 0.667). Term credits may be converted into semester credits by multiplying the number of term credits by 4.

Email and Official University Communication

All degree-seeking students are required to use their official Hamline email (Google) accounts and are responsible for attending to any message sent to their Hamline account. Many official university communications are sent only via email such as issues related to registration, finances, graduation, and important deadlines. Student email accounts are generated when students register for classes for the first time.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) was designed to protect the privacy of student education records. FERPA affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) Hamline University intends to comply fully with the Act as outlined below. Annual notification of rights under FERPA is sent to students by email. Students who have questions or wish to take action with respect to any of the FERPA rights listed below should contact the Registration and Records office (registrar@hamline.edu or 651-523-3000).

Definitions

Education Records: Education records include records directly related to a student and maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (that is, "personal files"). Student education records are located and maintained by administrators in one or more of the following offices: Admissions; Academic Advising; Alumni Relations; Financial Aid; Registration and Records; Student Accounts; and faculty advisors' offices. 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 Registration and Records.

Directory Information: FERPA uses the term "Directory Information" to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Hamline University without notification of the request or disclosure to the student. Directory Information includes the following: student name; address; email address; phone number; date and place of birth; dates of attendance; class standing; enrollment status (full-time, part-time, not enrolled); major and minor fields of study; degrees, honors, and awards received (including dates); anticipated date of

graduation and anticipated degree(s); participation in officially recognized sports and activities; physical factors (height and weight) of members of athletic teams; photographs taken and maintained by the university; and previous institutions attended. Hamline University releases directory information to military recruiters as required by the Solomon Amendment.

Rights Afforded by FERPA

The right to inspect and review the student's own

education records: Eligible students have the right to review their education records within 45 days after the day Hamline University receives a request for access. Student records are available to them with the following exceptions: confidential letters of recommendation submitted prior to 1975; records of their parents' financial status; records related to their 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 the student; and, if the student 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. To review their records, students must submit a signed, written request to the Registrar identifying the records they wish to inspect.

The right to request an amendment of the education

record: Eligible students have the right to seek amendment of education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA. A student who wishes to ask Hamline University to amend a record must submit a written request to the Registration and Records office. This request must clearly identify the part of the record they wish to change, and specify why it is inaccurate or misleading. If the university decides not to amend the record, the Registrar will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student with the notification.

The right to provide written consent before personally identifiable information is disclosed, except when

FERPA authorizes disclosure without consent: Eligible students have the right to provide written consent before the university discloses personally identifiable information from their education records, except to the extent that FERPA authorizes disclosure without consent.

One such exception is disclosure to school officials with legitimate educational interest. A "school official" is a person employed by Hamline University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); contractors, consultants, volunteers, and other outside service providers used by Hamline University to perform institutional services and functions; a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official. A school official has a "legitimate educational interest" if they must review an education record in order to fulfill professional responsibility.

Upon request, Hamline University discloses education records without consent to officials of another school in which the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

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

The right to withhold disclosure of directory information: Currently enrolled students may withhold the release of their directory information, as defined above (except to school officials with legitimate educational interest), by electing confidentiality. To elect confidentiality, students must file a signed Request for Confidential Status of Directory Information with the Office of Registration and Records. Once confidentiality status is designated, it will remain in

effect until the student requests in writing that it be removed, even after the student has graduated or otherwise left the university.

Electing confidentiality has significant consequences which should be carefully considered. Once a student's record has been made confidential, any requests for directory information from persons or organizations outside of Hamline University (such as a degree verification request from a prospective employer) will be refused.

Release of Student Information

Except as specified below, non-directory information will be released only upon signed consent from the student. 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.

In addition to the exceptions listed in item 3 above, FERPA permits the disclosure of personally identifiable information from students' educational records without consent: 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; to parents if the student is a dependent as defined by the IRS for tax purposes; to comply with a judicial order or lawfully issued subpoena; and to institutional security officers when necessary for a criminal investigation.

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.

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.

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. In addition, no diploma will be released until all financial obligations are paid in full.

Generative AI in the Classroom

Educating students on the effective and ethical use of generative AI is in line with Hamline's mission of providing an innovative, current, and equitable education to all our students. Honesty, trust, fairness, respect, and responsibility are expectations for students. All members of the Hamline community should be truthful in presenting their work and giving credit to the sources and tools they have used. Some instructors may decide that using AI is inappropriate in their courses because it may hinder the development of writing, critical thinking, and research skills. However, banning AI entirely would undermine Hamline's goal of providing an innovative educational experience that prepares learners to use AI ethically in the workforce.

The following policy addresses the use of generative AI and should be followed to ensure that students are fully and consistently aware of generative AI use policies in each course.

1. Unauthorized use of generative AI tools by Hamline students in the classroom, with or without attribution, is considered plagiarism and a violation of the Academic Integrity Policy.
2. All instructors shall include generative AI use statements in their syllabi and/or assignment instructions that define authorized use and consequences for unauthorized use. Faculty should provide clear examples of what is and is not allowable. See the considerations and recommendations for different levels and examples of syllabus language.
3. In cases of suspected unauthorized use, AI detection tools, which are not reliable, must not be the sole determinant of unauthorized generative AI

use. In response to suspected, unauthorized generative AI use, faculty are expected to engage students in a conversation.

Faculty need support and education regarding the use of generative AI as a teaching tool. The Center for Teaching and Learning shall provide training on how to review and spot student use, ways to conduct conversations with students about misuse, pedagogical approaches to teaching students responsible, ethical, and effective use of generative AI, and teaching tools that are likely to minimize students' misuse of generative AI. See the considerations and recommendations for generative AI use for ideas, suggestions, and guidelines.

Due to the dynamic nature of AI, this policy will be periodically revisited.

Grade Definitions and Grading
Information

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.

Grade Definitions

The following grades are calculated in the grade point average (GPA):

	<i>All Graduate Programs</i>	<i>MSL Prior to Fall 2018</i>
Grade	Point Value	Point Value
A	4.00	4.00
A-	3.70	3.75
B+	3.30	3.50
B	3.00	3.00
B-	2.70	2.75
C+	2.30	2.50
C	2.00	2.00
C-	1.70	1.75
D+	1.30	1.50
D	1.00	1.00
D-	0.70	0.75
F	0.00	0.00

The following grades are not calculated in the grade point average (GPA):

HP	High Pass
P	Pass (meets minimum grade requirement for program of enrollment)
LP	Low Pass (does not meet minimum grade requirement for program of enrollment)
N	No Pass (no credit awarded)
AU	Audit (no credit given)
EX	Grading extended to subsequent term
I	Incomplete (converts to F or N if not completed within four months)
NG	No Grade Reported
TR	Transferred coursework
W	Withdrawn

Grade Points and GPA

The grade point value (sometimes called quality points) for an individual course is calculated by multiplying the credit value of the course with the grade point value of the earned grade. For example, if a student earns a B+ grade in a 4-credit course, they earn 13.2 grade points for the course.

The grade point average (GPA) is based on final grades for all coursework. It does not include credit and grade points for work transferred from other institutions. The formula for calculating the GPA is as follows:

GPA = Total grade points divided by number of credits attempted with A to F grades assigned.

See above for a list of grades that are not included in the GPA calculation.

Incomplete Grades

With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). An instructor must update an "I" to a final grade within four months after the end of the registration term (or by August 31 if the student intends to graduate in the summer). Otherwise, the "I" will convert to an "F" or "N" grade.

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

Note: Instructors submit "I" grades as part of the normal grade submission process before a term's grading deadline. However, the instructor must also file an agreement for an incomplete (completed between the student and the instructor) with their department chair before the final grade deadline for the term. The form is available at www.hamline.edu/registrar/forms.

Minimum Grade and GPA Requirements

Unless specified differently below, the minimum grade required for graduate degree, licensure, and certificate program courses is B- or Pass, and students must maintain a 3.00 cumulative GPA.

- **Graduate Legal Education – Paralegal Certificate and Master in the Study of Law:** Minimum grade of C- is required and students must maintain a cumulative 2.00 GPA.
- **School of Business – Masters and Certificate programs:** Minimum grade of C is required and students must maintain a cumulative 2.80 GPA.
- **School of Business – PhD program:** Minimum grade of B- is required and students must maintain a cumulative 2.80 GPA.

Pass/No Pass Grades

Courses are offered with a specified grading basis, either letter graded or Pass/No Pass. The default grading for courses is letter graded except as follows:

- **Creative Writing Programs:** Residencies, internships, and thesis projects are graded on a Pass/No Pass basis.
- **School of Business:** Dissertations II-III (DMPS 8992 and 8993) are graded on a Pass/No Pass basis.
- **School of Education and Leadership:** Capstone, dissertation, and licensure advanced practica are graded on a Pass/No Pass basis.

Repeat Grades and GPA

A course may only be repeated if the final grade received was below the minimum requirement for the program (see minimum grade requirements by program above). 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.

Repeat courses for MBA students: The School of Business has established a limitation on the number of times an MBA student, defined as any student pursuing the MBA degree alone or as a dual degree, may repeat an MBA course that was not successfully completed in the past. An MBA course in which the student has earned a C-, D+, D, D-, F, AU, I, N or W is a course that has not been successfully completed.

- Courses repeated must be taken in the Hamline School of Business MBA program. A transferred course may not be used to replace a course that was not successfully completed.
- The number of repeats is set at one per MBA course not successfully completed.
- An MBA student's failure to successfully complete an MBA course after one repeat will result in dismissal from the MBA program. An MBA student may appeal this dismissal to the MBA program director. The appeal must demonstrate that both failures are substantially a result of a life-altering event, such as
 - a death in the immediate family or
 - the student losing employment or
 - extended serious illness or injury of the student or of an immediate family member who requires care from the student.
- If the MBA program director grants the student's appeal, then a second repeat will be permitted.
- If the MBA program director declines to grant the student's appeal for a second repeat, then the student will be dismissed from the MBA program without possibility of further appeal or readmission.

- If the MBA student fails to successfully complete an MBA course on the second repeat, no additional repeats will be permitted and the student will be dismissed from the MBA program without possibility of further appeal or readmission.

Grade Change and Appeal

Faculty Initiated Grade Change

Faculty members may change a student's initial grade up to one year after the grade was initially due. Grade changes are made by the instructor in Workday. Requests for grade changes after one year require approval of the Provost's office, and should be sent to the Office of Registration and Records.

Student Initiated Grade Change and Appeal

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. 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 complete the Grade Change Form.

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 their 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

1. The student must first communicate with the instructor and request a grade change under the grade change process identified above.
2. If the student is unsuccessful in achieving a grade change and wishes to further pursue the matter, they must submit a completed Grade Appeal Request Form, with all materials supporting the grade appeal, to the department chairperson or designated academic administrator. Students can download the Grade Appeal Request Form at hamline.edu/registrar/forms. The student is to complete Part 1. The department chair or designated academic administrator will complete Part 2. Both forms, completed and signed, are required.
3. 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.

4. The department chairperson or designated academic administrator will consider the appeal and may request additional information if needed for consideration of the grade appeal.
5. The department chairperson or designated academic administrator will make their best effort to communicate with the instructor regarding any grade appeal and allow for input from the instructor.
6. A decision will be made by the department chairperson or designated academic administrator within three weeks of receiving the Grade Appeal Request Form. This time line and the proceedings under this policy may be adjusted at the discretion of the department chairperson or designated academic administrator in the circumstances where the student has alleged a violation covered by the Discrimination and Harassment Policy in the award of a final grade.
7. The department chairperson or designated academic administrator will provide notification of the decision to the student, the instructor, the Provost, 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.
8. If the student wishes to appeal the initial grade appeal decision, they may request, in writing, a review by the Provost and Dean of the Faculty. The written request 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 Provost shall make a decision within 30 calendar days of receipt of the appeal materials. This decision is final.
9. The Provost's office 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 Provost's section completed. The Provost's office will notify the Registrar of any course grade change.

Graduation, Commencement, and Diplomas

Although the words are often interchanged, "graduation" and "commencement" have different meanings. Graduation occurs when a student has fulfilled all degree requirements. A student may graduate at any point during the academic year, as long as all degree requirements are met. The transcript degree conferral date is the date when final requirements are met or the end of term.

Commencement is a ceremony held to celebrate the academic achievements of Hamline University students. Participation in commencement does not mean that a student has graduated. A student will not graduate and a degree will not be conferred until all requirements are met, regardless of participation in the commencement ceremony.

Hamline University holds one commencement ceremony each year at the end of spring term. Students who have not yet completed all degree requirements may participate in commencement provided that all remaining requirements will be completed during the summer following commencement.

Completion of all degree requirements and clearance of all financial obligations is required in order to receive a diploma. Diplomas are distributed four times per year, following each term in which students may graduate.

Leave of Absence and Withdrawal

Leave of Absence

Students wishing to step away from their program of study but intending to return at a later time, are expected to request a leave of absence. Students may request a leave of absence for academic, personal, or medical reasons. Requests for a leave of absence should be directed to Graduate Advising. A leave may be granted for up to one full academic year. Leaves would not impact a student's eligibility for grants and scholarships that had been originally awarded. The

deadline to take a leave of absence is at the end of three consecutive terms of active status without enrollment in all three terms.

Should a student wish to extend this leave beyond a year they must make the request to do so in writing to Graduate Advising. Students not requesting an extension will be automatically withdrawn from the university.

Withdrawal

Students who wish to withdraw from the university must inform their program of study in writing. Refunds and course cancellations will be arranged only upon such written notification. Withdrawal from the university results in the forfeiture of any Hamline grants or scholarships. A student who later wishes to return must apply for readmission through Graduate Advising (and will not be eligible for grants and scholarships that had been awarded originally).

Administrative Withdrawal

After three consecutive terms of inactivity without a formal request for a leave of absence, a student will be administratively withdrawn from their program of study. A student who later wishes to return must apply for readmission through Graduate Advising (and will not be eligible for grants and scholarships that had been awarded originally).

Note: Any period of inactivity (non-registered terms, leave of absence, or withdrawal) is counted toward the time frame for program completion.

Military Leave

If an enrolled student is called to active U.S. military service, they should follow the standard procedures for taking a leave of absence from Hamline University. Undergraduate students should meet with an advisor in the Center for Academic Success and Achievement. Graduate students should contact the Registrar in the Student Administrative Services office. 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 a 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, and outside scholarships. Federal, State, and 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 Change and Other Record Corrections

Change of Legal Name

Current and former students are permitted to change their legal name on institutional records with proper documentation of the change. All requests for changes to legal name must be made to Registration and

Records through the student's Workday account or the Change of Legal Name form, available at www.hamline.edu/registrar/forms. One of the following forms of documentation is required:

- Court order
- Marriage certificate
- Divorce decree

Minor changes to names, such as spelling corrections or addition of middle name/initial, can be made without the above legal documentation at the discretion of the Registrar. In these instances the student may be asked to provide documentation such as a driver's license or state ID card.

Note that diplomas are issued with the student's legal name unless otherwise requested in writing.

Preferred Name

Current students may add or make updates to their preferred name at any time. They can do so from the Personal Information tab in their student profile within Workday.

Other Corrections to Student Records

In the event of errors in a student's record, the affected student should contact the Registrar to request a correction and should be prepared to provide official documentation to confirm the correction.

Onboarding

Prior to registration opening for each fall and spring, students will be required to do onboarding tasks in Workday. These tasks include: review and agree to the Financial Agreement and Disclosures, review and agree to the the Financial Aid Communication and Disclosure, review the FERPA policy, consent to receive the 1098-T tax form electronically, review and make any needed updates to contact information, review or designate friends and family and third party users.

Petition of Registration Add, Drop, Withdraw Deadline

Students may petition for changes to course registration status (late add, drop, or withdrawal) if circumstances beyond their control prevented them

from meeting deadlines and/or completing coursework. Valid circumstances include: medical issues, mental health, death of family member/close friend, military duty, etc. Approval of such a petition is not guaranteed. Changes to registration status can cause changes to financial aid eligibility. Students should consult with financial aid about the impact of the petition request. The petition form is available at www.hamline.edu/registrar/forms.

There is a \$50 fee charged for all approved petitions for registration status change.

Registration Status Changes:

- Late Add: registration for a course after the deadline
- Late Drop: complete removal of course from the student record (never attended or attended briefly at the start of the term)
- Late Withdrawal: grade changed to W on transcript (attended but was unable to complete the course)

Deadlines and Requirements – Late Add (undergraduate students only):

- Petition must be submitted within one week after the last day to add a course with instructor permission (see the Academic Calendar for deadlines).
- The student has instructor approval to add.
- The student is in good academic standing.
- The student had no holds preventing registration at the time of the add deadline.
- Detailed statement describing the situation and the reason the petition should be considered.
- Supporting documentation as described below.

Deadlines and Requirements – Late Drop or Withdrawal:

- Petition must be submitted within three months of the drop or withdraw deadline for the academic period being petitioned (see the Academic Calendar for deadlines).
- Documentation from the course instructor confirming the last date of class participation.
- Detailed statement describing the situation and the reason the petition should be considered.

- Supporting documentation as described below.

Required Supporting Documentation:

- Medical/mental health: documentation from healthcare provider
- Death: copy of obituary or death certificate
- Military: copy of military orders
- Other: any other documentation in support of the petition

Registration: Adding a Course

Registration is 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.

Registration resources:

- [Academic Calendars](#)
- [Course Listings and Registration Instructions](#)

Contact Registration and Records at registrar@hamline.edu or 651-523-3000 if you have questions related to registration.

Graduate Student Registration: Students register for graduate courses online in Workday. Online registration closes the day before courses begin (see the [Academic Calendar](#)). Once the term begins, new course registration requests may be initiated by email to registrar@hamline.edu.

Non-Degree/Non-License Students: Non-degree, visiting students register by mail, email, fax, or in person in the Student Administrative Services office. 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 course is still open.

Enrolling after the Class Start: Registration for a course after it has started requires instructor permission. For degree- and license-seeking students, a \$50 late fee may be charged for registrations received after the course begins.

Cross-School or Cross-Program Registration: Students who wish to enroll in a course that is outside of their admitted program need permission from their program chair/director and the chair/director of the program to

which the course belongs. The necessary form is available at www.hamline.edu/registrar/forms.

Special Registrations: Independent studies, internships, field experiences, thesis, advanced practicum, and other individual projects require specific registration forms and approvals. The appropriate forms are available online or from the program offices. Prior to submitting a special registration, students should consult their advisor regarding the format of the project. Students approaching their capstone projects should meet with an 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 director. The student is responsible for obtaining all necessary permissions before submitting the registration to Registration and Records.

Confirmation of Registration: Students may access their course schedule for each term in Workday to confirm registration.

Registration: Auditing a Course

Generally, students may audit graduate 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. EdD, and PhD courses may not be audited. Contact the Registration and Records 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 within one week after the first class meeting.

Registration: Dropping or Withdrawing from a Course

Students who no longer wish to attend a course for which they are registered have the option to drop or withdraw from the course. 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 may drop or withdraw from courses in Workday or via email to registrar@hamline.edu.

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.

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.

School of Business Drop and Withdraw Deadlines

If a drop or withdraw deadline falls on a University holiday, the deadline becomes the next business day.

Full Term, 16-week Session:

- Drop deadline – Monday, start of 3rd week
- Withdraw Deadline– 13th Friday of the term

8-week Session:

- Drop deadline – Monday, start of 2nd week
- Withdraw deadline – 6th Friday of the term

College of Liberal Arts and School of Education & Leadership Drop and Withdraw Deadlines

If a drop or withdraw deadline falls on a University holiday, the deadline becomes the next business day.

Full Term (Fall and Spring) – Monday start:

- Drop deadline – Monday, start of 3rd week
- Withdraw deadline – 13th Friday of the term

Full Term (Fall and Spring) – Wednesday start:

- Drop deadline – 3rd Wednesday of the term
- Withdraw deadline – 13th Friday of the term

Full Term (Summer – 10 weeks):

- Drop deadline – Monday, start of 3rd week
- Withdraw deadline – 8th Friday of the term

7-week Session (Fall and Spring) – Monday start:

- Drop deadline – Monday, start of 2nd week
- Withdraw deadline – 5th Friday of the term

7-week Session (Fall and Spring) – Wednesday start:

- Drop deadline – 2nd Wednesday of the term
- Withdraw deadline – 5th Friday of the term

5-week Session (Summer)

- Drop deadline – Monday, start of 2nd week
- Withdraw deadline – 4th Friday of the term

3 to 4-week Session – Monday start:

- Drop deadline – Monday, start of 2nd week
- Withdraw deadline – 3rd Friday of the term

3 to 4-week Session – Wednesday start:

- Drop deadline – 2nd Wednesday of the term
- Withdraw deadline – 3rd Friday of the term

Courses with a duration less than 3 weeks:

- Drop deadline – Course start date
- Withdraw deadline – Course end date

Exceptions to drop deadlines

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.

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/.

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.

Third Party Users

Students may designate trusted individuals, such as parents or spouses, as Third Party Users in Workday. Creating a third party account allows students to release selected confidential information, such as financial aid awards, student account and billing information, grades, and class schedules, to the person or persons they choose. This confidential information is protected by federal law (Family Educational Rights and Privacy Act, commonly called FERPA) and Hamline University cannot release it to third parties without the student's authorization.

By establishing and granting access rights to designated third party users, the student authorizes Hamline University to release the information that the student has selected to their third party through Workday, verbally, or by email. Students may update these access rights or delete their third party accounts at any time by updating their Friends and Family preferences in Workday.

Time Limits

Program Completion

Degree and licensure programs are to be completed within seven years (including applying for licensure), except for the PhD which must be completed within ten. In extenuating circumstances, a student may make a written request to the program chair for an extension of the limit. The letter should outline the reasons for the request and a timeline for completing degree requirements. Please note that this request may be denied or the student may be required to take significant additional coursework to reenter the program.

Note: Any period of inactivity (non-registered terms, leave of absence, or withdrawal) is counted toward the time frame for program completion. Any student in the EdD and PhD programs who has completed their course work and is considered "all but dissertation" (ABD)

status, but who are not registered for any credits at Hamline will be charged a fee per term (fall, spring, and summer for the EdD; fall and spring for the PhD) in order to remain active within the program. The current fee can be found in the Tuition and Fees section of this Bulletin.

Certificate program completion has no time limit, but certificates are subject to change or discontinuation. Students who step away from the program may not be able to complete the certificate if it is discontinued or significantly changed while they are not actively enrolled within it.

Final Paper/Project

Master of Fine Arts in Writing:

- Thesis I and II – 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 in the Study of Law:

- Capstone – Each Capstone must be completed in one semester. If the student is unable to do so, they must re-register and pay for the course again.

School of Business:

- Dissertations should be completed within one-and-a-half to two years. DMPS 8992 and 8993 may be carried over for one additional semester each.

School of Education and Leadership:

- Capstone Thesis – Each thesis registration, Capstone Thesis I (4 credits) and Capstone Thesis II (0 credits), must be completed in one semester. Because Capstone Thesis II is a 0-credit course, financial aid and in-school deferment on student loans are not available for the term in which this course is taken. A thesis must be completed within two terms. If the student is unable to do so, they must re-register for both courses again.
- Capstone Project – Each Capstone Project must be completed in one semester. If the student is unable to do so, they must re-register and pay for the course again.

- Dissertation I-IV – Dissertations must be completed within the seven-year program time limit. Extensions may be granted upon request to the department chair. Dissertation credits are graded by the dissertation chair and must be completed in one term.

Transcripts

Hamline provides both electronic and paper official transcripts. For the protection of current and former students, all requests for official transcripts must be ordered online through Workday or Parchment, or accompanied by a signed release from the student. For more information about transcripts, see www.hamline.edu/transcript.

Workday

Workday is Hamline University's secure student information system. All current Hamline University students are expected to check Workday regularly for notifications and inbox to-do items. Students use Workday to find course sections prior to registration, register for classes, access their academic history and grades, track their academic progress, request official transcripts, make payments to student accounts, maintain current contact information, and various other functions. Students receive their Workday login information upon admission to Hamline.

Admission

Office of Graduate Admission

1536 Hewitt Ave., MS-A1710
Saint Paul, MN 55104-1284
651-523-2900 or 800-753-9753
gradprog@hamline.edu

Admission requirements and applications for all graduate programs can be found at www.hamline.edu/graduate/admission.

Students wishing to enroll in graduate 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 email or 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, Workday.

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.

Non-Degree 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 non-degree status. Application forms for non-degree status are available from the Office of Graduate Admission or on the program's Website.

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

Deferral, Reactivation, Readmission

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. Note that the period of inactivity will be counted as a part of the time frame for program completion.

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.

Degrees From Non-U.S. Institutions

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). 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.

International Students Additional Requirements

A minimum TOEFL score of 550 (written exam), 80 (IBT), or 213 or above (computer-based exam) must be achieved. The exception to this is the Master of Arts in TESOL which requires a minimum TOEFL score of 600 (written). A minimum IELTS score of 6.5 bands (7.0 bands for the Master of Arts in TESOL) must be achieved for admission, and submitted to Hamline University

directly from the Educational Testing Service. Visit 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 proof of the said funding.

Tuition and Fees

Student Accounts Office

113E East Hall

651-523-3000

studentaccounts@hamline.edu

www.hamline.edu/studentaccounts

Complete tuition and fee information is provided at <https://www.hamline.edu/about/offices-services/student-accounts/graduate-tuition>.

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.

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. Graduate students pursuing a dual degree in the School of Business who wish to take courses from their second degree before completing their first will be charged the higher tuition rate for all courses taken during that term.

Creative Writing Programs Tuition – per Credit

- Master of Fine Arts in Creative Writing – \$638
- Master of Fine Arts in Creative Writing for Children and Young Adults – \$908

Graduate Legal Education Programs Tuition – per Credit

- Master in the Study of Law – \$850
- Paralegal Certificate – \$850

School of Business Programs Tuition – per Credit

- PhD in Management and Public Service – \$982
- Master of Business Administration Continuing Students – \$824
- Master of Business Administration New Students – \$692
- Master of Management and Leadership Continuing Students – \$824
- Master of Management and Leadership New Students – \$692
- Master of Public Administration – \$634
- Master of Science in Business Analytics – \$824
- Business Analytics Certificate – \$824
- Business Finance Certificate – \$692
- Collaborative Leadership Certificate – \$692
- Data Analytics Certificate – \$824
- Managing People in the Public Sector Certificate – \$634
- Operational Change Management Certificate – \$692
- Public Policy and Decision Making Certificate – \$634
- Public Sector Operations Certificate – \$634

School of Education and Leadership Programs Tuition – per Credit

- Doctorate in Education – \$894
- Educational Specialist – \$612
- Master of Arts in Education – \$592
- Master of Arts in Education: Natural Science and Environmental Education – \$592
- Master of Arts in Literacy Education – \$592
- Master of Arts in Teaching English to Speakers of Other Languages – \$592
- Master of Arts in Teaching (MAT) / initial licensure – \$634
- Administrative Licensure – \$612
- Additional Teaching Licensure – \$592
- Teaching English as a Foreign Language Certificate – \$592

- Continuing Studies / Professional Development Certificates – \$410

Fees

- Facilities Fee – \$10 per credit
- Technology Fee – \$20 per credit
- Program Administrative Fee – \$15 per credit
- New Student Program Fee – \$230 one-time fee
- International Student Fee – \$500 per semester
- 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.
- EdD and PhD Continuation Fee – \$230 per term not registered (fall, spring, and summer for the EdD; fall and spring for the PhD)
- Other Fees – Occasionally, a fee to cover special materials, supplies, or food will be added to the cost of the course

Withdrawal Charges

For graduate students who drop or withdraw from a class, the effective day of the drop or withdrawal is the day the student drops/withdraws in Workday or the drop/withdrawal request is submitted to the Registration and Records Office, not when the student stops attending class. Students are required to contact Registration and Records directly to make changes to their schedule. Instructors and/or graduate school program staff may not change registration on behalf of the student. Students who drop by the published last day to drop for the class will not be responsible for any tuition charges. After that date, the student must withdraw, and the amount of tuition owed is calculated based on the withdrawal date. Students who withdraw from a full semester course after 8 weeks of the course have passed, will be responsible for all tuition charges. Deadlines for 1/2 term or shorter courses are determined by the length of the course.

Student fees and mandatory commuter declining balance assessed by the university are not refundable. Any discounts applied will be removed and not be prorated in the withdrawal calculation.

Financial Aid

Financial Aid Office

113E East Hall

651-523-3000

finaid@hamline.edu

www.hamline.edu/fa

FAFSA school code: 002354

Financial Aid and Scholarships

Hamline University graduate programs have a handful of institutional grants. The majority of graduate student aid is in the form of Federal Direct Loans to help defray their education costs. To be eligible for Federal Direct Loans, graduate students must complete the Free Application for Federal Student Aid (FAFSA), maintain at least half-time status (four credits per semester), and be enrolled in **required courses** for the degree or eligible certificate program. Students may complete the FAFSA form online at www.studentaid.gov/sa/fafsa.

In addition to Federal Direct Loans, some graduate students are eligible to borrow Federal Graduate PLUS Loans and/or private alternative educational loans up to the cost of their education. Both Graduate PLUS and private alternative educational loans are dependent on passing credit checks. Students may find instructions on how to apply for loans online at www.hamline.edu/loans.

Hamline University's graduate programs offer several scholarships and discount opportunities. Students may only qualify for one scholarship and/or discount opportunity. The highest scholarship/discount will apply. 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, 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.

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 time frame 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, LP, P, or HP. 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 the earliest of either the 150% of the required number of credits needed to complete their program or completion of all required courses for the program or eligible certificate. 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 the graduate bulletin to view the number of required credits for your program. Students who require developmental coursework may appeal to have the 150% limit extended.

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 end of the add/drop period 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, LP, and P and all plus and minus variations. Grades of I, W, N, NG, 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 bulletin for grades A, B, C, D, and F and all plus or minus variations. Although a grade of LP, P, or HP will count as credit earned, it carries no grade point value. The grade of N will not count as credit earned and it carries no grade point value.
- **Incompletes and Missing Grades** – An "I", "NG" or "EX" are included in the cumulative credits attempted. These credits cannot be used as earned credits or GPA during the review during a review period with these grades. Once the incomplete or missing grade is finalized, it will be factored in during the next review period.
- **Repeat Credits** – Repeats may be allowed in order to improve a grade or meet program requirements. They are included in credits attempted 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 number of attempted and earned credits as well as the maximum time frame calculation for that program.
- **Change of Grade** – Upon request, recalculation of SAP standing can be done to account for subsequent grade changes, if the grade change occurs within the limited timeframe allowed within federal regulations.
- **Change of Program of Study** – Should a student change programs, only attempted credits from courses eligible for application toward the new primary program of study will count toward the maximum time frame of that program. All attempted and earned credits in the new primary program of study are included in the GPA and completion rate calculation.

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 midpoint. 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. If on this status, students will be notified within two weeks

after the end of the term grading deadline. While on warning status, students are eligible to receive financial aid. Students on warning status are encouraged to use the many academic support services on campus to improve their academic standing. To be removed from financial aid warning status the student must meet GPA 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, but may appeal if there was a change in program or major.

- **Financial Aid Ineligibility/Suspension** – Students, who do not meet the minimum GPA and/or credit completion ratio after completing a term while on financial aid warning, will no longer be eligible for federal, state, or institutional aid. Students on warning status will be notified within two weeks after the end of the term grading deadline. 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, they 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.
- **Financial Aid Suspension** – Students who have been dismissed by the University are no longer eligible for financial aid. If a student is re-admitted, they may need to complete the financial aid suspension appeal process. Eligibility for financial aid will be determined based on financial aid SAP standards through a review of the academic record during the readmit review. The student will be notified at the time of readmission if ineligible for aid and will be offered the option to submit an

appeal based on extenuating circumstances.
Instructions on the appeal process will be included with the readmit notification.

Section 4. Right to Appeal

A student who is unable to achieve SAP 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 the 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:

1. 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.
2. Third party documentation to support the circumstances, if applicable.

3. Approved academic plan developed by the student and their Program Advisor.

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 remain eligible for financial aid, 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.

Maximum Time Frames for Financial Aid

Creative Writing Programs

Program	Minimum Credits	Maximum Credits	Minimum GPA
MFA	48	72	3.0
MFA - Writing for Children and YA	52	78	3.0

Graduate Legal Education

Program	Minimum Credits	Maximum Credits	Minimum GPA
MSL	36	54	2.0
Paralegal Certificate	20	30	2.0

School of Business

Program	Minimum Credits	Maximum Credits	Minimum GPA
PhD - Management & Public Service	48	72	2.8
MBA	48	72	2.8
MML	32	48	2.8
MPA	40	60	2.8
MSBA	32	48	2.8

Dual Degree: MBA/MPA	72	108	2.8
Dual Degree: MBA/MSBA	68	102	2.8
Dual Degree: MML/MPA, MML/MSBA, MPA/MSBA	64	96	2.8

School of Education and Leadership

Program	Minimum Credits	Maximum Credits	Minimum GPA
Additional License: Adult Basic Educ	13	19	3.0
Additional License: Chemistry 9-12	14	21	3.0
Additional License: Comm Arts & Lit 5-12	26	39	3.0
Additional License: Comm Arts & Lit 5-8	22	33	3.0
Additional License: Elementary K-6	30	45	3.0
Additional License: ESL K-12	32	48	3.0
Additional License: General Science 5-8	14	21	3.0
Additional License: Life Science 9-12	14	21	3.0
Additional License: Math 5-12	14	21	3.0
Additional License: Math 5-8	14	21	3.0
Additional License: Physics 9-12	14	21	3.0
Additional License: Reading K-12	16	24	3.0
Additional License: Social Studies 5-12	14	21	3.0
Additional License: Social Studies 5-8	14	21	3.0
Additional License: Special Educ-ABS	28	42	3.0
Additional License: Special Educ-ABS (categorical)	16	24	3.0

Additional License: Special Educ -ASD	38	57	3.0
Additional License: Special Educ-ASD (categorical)	24	36	3.0
Administrative License	24	36	3.0
EdD	68	102	3.0
EdS	32	48	3.0
MAEd	34	51	3.0
MAEd: NSEE	34	51	3.0
MALED	34	51	3.0
MA in TESOL	32	48	3.0
MAT: Adult Basic Educ	39	58	3.0
MAT: Chemistry 9-12	48	72	3.0
MAT: Communication Arts & Literature 5-12	60	90	3.0
MAT: Elementary K-6	64	96	3.0
MAT: ESL K-12	64	96	3.0
MAT: General Science 5-8	48	72	3.0
MAT: Life Science 9-12	48	72	3.0
MAT: Math 5-12	48	72	3.0
MAT: Physics 9-12	48	72	3.0
MAT: Social Studies 5-12	48	72	3.0
MAT: Special Educ- ABS	70	105	3.0
MAT: Special Educ- ASD	72	108	3.0

Return of Financial Aid for Leaves or Withdrawals

Change in Enrollment Status

A student who withdraws or decreases enrollment status may receive a decrease in the institutional charges. See withdrawal charges policy from Student Accounts Office:

<http://www.hamline.edu/offices/student-accounts/for-ms-publications.html>.

Return of Financial Aid

The policies for return of financial aid differ depending on if the funding is federal, state or institutional. See the federal (Title IV) refund policy below for the process of determining the withdrawal date. Students taking an institutional leave of absence will be processed as a withdrawal for federal and state aid purposes. The withdrawal date which also pertains to the State and Institutional refund policies.

At any point that a student receives a 100% refund of tuition; all federal, state, institutional and private sources of aid will be returned.

If a student changes enrollment status after the add/drop period is over, the financial aid package may be adjusted to reflect the eligible available aid at the new enrollment level.

All calculations for federal, state, or institutional return of aid or post withdrawal disbursements will be done within 30 days of the notice to financial aid of the official or unofficial withdrawal date.

Federal (Title IV) Refund Policy

When a student officially withdraws or goes on an institutional leave (processed as a withdrawal for aid purposes), the date on record is calculated based on when the student notifies Hamline of their intent to withdraw or take a leave. Alternatively, their last day of attendance may be used if documented. If the withdrawal from all your classes is prior to the end of the add/drop period of the term, it will necessitate the return of all of your financial aid.

To officially withdraw or take an institutional leave of absence, undergraduate students need to contact the Center of Academic Success and Achievement (CASA). Graduate students need to contact their program advisor.

An unofficial withdrawal is determined if a student stops attending without officially notifying the University. This is often determined when a student does not receive any passing grades for a term. The unofficial withdrawal date will be the latest known date of academic related activity from all courses in the term, reported by each professor, if known. If there is no

known last date of attendance in each course, the University will use the midpoint of the term as the unofficial withdrawal date.

Students that receive federal aid who cease enrollment (officially or unofficially) after a term starts and before completing 60% of the term will need to have a return of federal aid calculation performed. The calculation considers the amount of aid a student has earned throughout the term compared to the amount of federal aid disbursed to the student.

The percentage of federal aid earned is determined from a calculation using the effective withdrawal or leave date on record and number of days in the period of enrollment.

If the student has earned less aid than was disbursed, based on a federal proration formula, a portion of the federal aid will be required to be returned to the federal programs. In most cases the return is done by the school. If at any time a return of aid is required by the student, the University will contact the student with details on the required return. The federal rules mandate the amount being returned to federal programs following the program order of: Direct Unsubsidized Loan, Direct Subsidized Loan, Direct PLUS/Graduate PLUS, Pell Grant, SEOG, and Teach Grant. Federal rules further mandate that the federal funds be returned within 45 days of the date the school determined the student withdrew.

If the student has earned more aid than was disbursed, the student may be eligible for a post withdrawal disbursement. If the post withdrawal disbursement is in the form of a federal grant, the University will automatically disburse the funds to the student's account. If the disbursement is in the form of a loan, the student will be contacted within 30 days. The student will be allowed at least 14 days to respond to the Financial Aid Office of their desire to accept or decline the post withdrawal loan disbursement.

If after the student's account has a credit balance after the federal return calculation or post withdrawal disbursement is applied, the credit balance will be processed for the student or parent, in cases of PLUS loan, within 14 days.

The federal refund calculation and return of federal aid may also need to be completed for any withdrawn or dropped **courses** within the term, if the student is enrolled in a term which has at least one class that is offered in modules or short classes that do not extend the entire term.

State Refund Policy

Students who receive state aid who cease enrollment prior to the first 10 days of the term will have all their state aid returned. If a student ceases attendance after the add/drop period of the term and before completing 60% of the term they will need to return a portion of their state aid. The percentage of state aid returned is determined from a calculation using the effective withdrawal or leave date along with other considerations such as percentage of award funded by state funds, payment on accounts, and amount refunded to federal programs.

Institutional Refund Policy

Students who receive merit and/or need based institutional grants and scholarships who cease enrollment prior to the add/drop period of the term will have all of their institutional aid returned. If they cease attendance after the add/drop period, the aid is reduced by the same percent as the student's tuition is reduced.

Transfer of Credit

Credit that is deemed relevant may be transferred from other accredited institutions into a student's graduate degree program, 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.

Transcripts from foreign schools must be submitted to an outside agency for course-by-course evaluation and processing before an evaluation can be completed. The agency must be a member of the National Association of Credential Evaluation Services (NACES). The commonly used agencies are World

Education Service (WES) online at www.wes.org, and Educational Credential Evaluators (ECE) online at www.ece.org. These organizations usually charge students a fee for these services.

Students may apply for credit transfer with the assistance of their advisor. Official transcripts from the credit-granting institutions are required. 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. Hamline will not give these documents, or copies of them, to applicants, students, alumni, or any other individuals.

Coursework from Hamline's Graduate Continuing Studies program may be applied to a Hamline graduate degree program, if approved by the program.

See transfer credit policies by program below. Please contact the program office with specific questions.

The Creative Writing Programs

MFA in Writing

- **Transfer Credit Limit:** 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 and Young Adults

- **Transfer Credit Limit:** Up to 2 residencies and 2 semesters (24 credits) may be transferred from other low-residency MFA programs in writing for children & young adults. Up to 1 residency and 1 semester (12 credits) may be transferred from low-residency 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.

Graduate Legal Education

Graduate Paralegal Certificate

- No transfer credits are allowed toward certificate requirements.

Master in the Study of Law

- **Transfer Credit Limit:** Up to 4 semester credits of graduate coursework from an outside institution may be used toward electives.
- **Maximum Age of Transfer Credit:** Determined on a case-by-case basis
- **Minimum Grade:** C-
- **Requirements:** Director of Graduate Legal Education approval is required.
- **Note:** Graduate students who have earned an ABA-approved paralegal degree or certificate within the past 10 years are eligible to count 12 credits from that paralegal program toward the MSL degree.

School of Business

PhD in Management and Public Service

- **Transfer Credit Limit:** 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:** Coursework may not be from an already earned degree. The Program Director will decide whether the proposed course(s) may be transferred in. The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

Master of Business Administration;

Master of Management and Leadership;

Master of Public Administration;

Master of Science in Business Analytics

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

Students wishing to transfer in more than 8 credits may submit a written request to the Program Director detailing the rationale for transferring in more credits. The Decision of the Program Director is final.

- **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 will decide whether the proposed course(s) may be transferred in. The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

School of Education and Leadership

Doctorate in Education

- **Transfer Credit Limit:** Up to 8 semester credits of coursework from an outside institution may be used to fulfill elective requirements. Up to 14 elective credits from the Mitchell | Hamline School of Law Conflict Resolution program may be transferred as elective credit.
- **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.

Administrative Licensure;

Educational Specialist

- **Transfer of Credit Limit:** Up to 14 semester credits of graduate coursework from an outside institution may be transferred.
- **Maximum Age of Transfer Credit:** Determined by the Program Director
- **Minimum Grade:** B-
- **Requirements:** Coursework must be applicable to the administrative license sequence.

Master of Arts in Education;

Master of Arts in Education: Natural Science and Environmental Education

- **Transfer Credit Limit:** 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.

Master of Arts in Literacy Education

- **Transfer Credit Limit:** 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.

Master of Arts in Teaching

- **Transfer Credit Limit:** Up to one half of the semester credits required for the professional education sequence may be transferred from an outside institution to fulfill licensure requirements. 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. Transfer of coursework for licensure standards, standards, or program requirements may be subject to change, if licensure requirements change.
- **Maximum Age of Transfer Credit:** Determined on a case-by-case basis
- **Minimum Grade:** B-

- **Requirements:** Coursework must be applicable to the professional education sequence.

Master of Arts in TESOL

- **Transfer Credit Limit:** Up to 12 semester credits of coursework from an outside institution or 22 semester credits from Hamline taken before admission may be used to fulfill program 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.

Creative Writing Programs

Office Location: 1500 Englewood Avenue, Saint Paul, MN 55104

Mailing Address: MS-A1730, 1536 Hewitt Avenue, Saint Paul, MN 55104

Phone number: 651-523-2047

Email: cwp@hamline.edu

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 who may want to teach writing at the college level or seek professional work in the literary marketplace. The MFA is offered full- or part-time and provides depth and breadth in fiction, poetry, creative nonfiction, and hybrid forms. 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 Runestone,

an online national literary magazine that won the 2017 AWP National Program Directors' Prize for quality of literary content.

Academic Programs

Master of Fine Arts in Writing (MFA)

The Master of Fine Arts in Writing 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 want to teach writing at the college level or seek professional work in the literary marketplace. Hamline's MFA program, established in 1994, was the first MFA degree in Creative Writing in Minnesota.

The program, offered full- or part-time, allows students to develop the process and craft of writing in a rigorous, engaged, and supportive environment. Faculty who teach in the program are all accomplished, working writers. 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. They also are able to work one-on-one with nationally known Visiting Writers who visit campus.

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 (e.g., realistic, speculative, mystery, etc.), creative nonfiction (e.g., personal and lyric essay, memoir, biography, etc.), or any combination of genres. Elective courses are offered on topics such as composition theory & pedagogy, point of view in fiction, graphic novel, hybrid narratives, and shorts (fiction and CNF), to name a few.

MFA students who graduated with a Hamline BFA degree may count up to 8 credits from the BFA toward the MFA as follows:

- WRIT 3450 – Runestone may count in place of the MFA pre-professional course or may be applied as an elective

- Students may apply one Forms and Elements course (WRIT 3110, 3120, 3130, 3140) to the Groundings requirement in the appropriate genre (WRIT 8110, 8120, 8130)

MFA Degree Requirements

(48 credits and 3.0 GPA)

NOTE: At most, 4 credits of independent study coursework may be counted toward the MFA degree.

Core Seminar (4 credits):

- WRIT 8000 – MFA Core

Required Craft Courses (20 credits):

Two Groundings Courses – Students take two of the following fundamentals courses, which cover craft techniques in depth in the genre.

- 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

Three Workshops – Two of the three workshops must be in the student's chosen genre.

- WRIT 8115 – Poetry Workshop
- WRIT 8125 – Creative Nonfiction Workshop
- WRIT 8135 – Fiction Workshop

Pre-Professional Course (4 credits):

Students choose one of the following options.

- WRIT 8240 – The Business of Being a Writer
- ENCM 3501 – Studies in Technical & Disciplinary Writing

Elective Courses (12 credits):

Elective course options include topics courses and additional Groundings, Workshops, and Pre-Professional courses.

Thesis (8 credits):

The MFA thesis is a two-part process, Thesis I and Thesis II. Each is one semester long. If necessary, Thesis I or II can be extended to two semesters, although the student will have to register again for the course.

- WRIT 8491 – Thesis I
- WRIT 8492 – Thesis II

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 for writers who wish to significantly increase their knowledge and skills in, and potential for publishing, writing for children and young adults. The 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 students to travel to Hamline's St. Paul campus twice a year for intensive, 11-day residencies. They then return home where they complete their coursework, working one-on-one with MFAC professors. During the residencies, students attend lectures, intensive mini-courses, workshops, and readings. Each student is assigned to a faculty advisor to work with throughout the semester. The low-residency model accommodates working adults and those who do not wish to or cannot relocate to attend college.

MFA in Writing for Children and Young Adults Requirements

(52 credits and 3.0 GPA)

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

Five Residencies (20 credits):

Each January and July, faculty and students gather for eleven days of intensive—and exhilarating—lectures, mini-courses, 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 (e.g., character, plot, setting, point of view, and theme)
- The writing process
- Forms of writing (e.g., picture book; early reader; middle-grade or young-adult fiction: fantasy, mystery, science fiction, historical, verse; nonfiction; poetry; verse novels; graphic novels; comics)
- The history of children's and YA literature (including contemporary and classic texts)
- Critical thinking and writing
- Diversity: what does it mean to write for a diverse audience?
- The business of publishing (e.g., finding and working with an agent, the editorial process, etc.)
- The writer's life (e.g., keeping the work going, making a living as a writer, promoting one's work, etc.)

Children and young adult literature will be explored through a required reading list and lectures and mini-courses during the residencies by faculty and experts in the field. Guest presenters such as agents, editors, and publishers bring the business-of-books to real life.

Faculty, visiting writers, and graduating students deliver lectures, and faculty offer lectures and run intensive mini-courses that examine a broad range of issues for writers in the field. Workshops made up of six-ten students and run by two faculty advisors meet most mornings of the residency. Readings allow students and faculty alike to share their latest creative work with attentive and enthusiastic audiences. All residency events are held on the Hamline University campus. Summer living quarters are on the Hamline campus as well, while winter living quarters are 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 closely with a faculty advisor who provides mentoring and detailed manuscript critique by way of monthly correspondence. Students focus on establishing an effective writing process and achieving mastery of the craft in their chosen genres.

Residency courses:

- WRIT 8350 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Plot
- WRIT 8352 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Character
- WRIT 8354 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Point of View
- WRIT 8356 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Setting/Worldbuilding
- WRIT 8358 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Theme/Vision

Four Semesters (32 credits):

In the first two semesters, students are required to submit each month approximately 40 pages of new and/or revised creative work, short annotated bibliographies (i.e., a paragraph) of books from the required reading list, and critical responses relevant to the writing they are doing. The assigned reading is designed to provide students with pertinent lessons in craft while developing their ability to read as writers and deconstruct a text from the inside out. While the primary focus of the program is on the craft and process of writing, students are also expanding their critical thinking and writing abilities. This culminates in their third semester, when students must submit—in addition to their creative writing and annotated bibliographies—an extended critical essay of fifteen to twenty pages on an aspect of craft or content in children's/young adult literature. Students present a short lecture based on their critical essay during their fourth residency. In the fourth semester, students write and revise a creative thesis, a substantive manuscript of original work (e.g., a collection of picture books, poems, a middle-grade or young-adult work of fiction or nonfiction).

Semester courses:

- WRIT 8351 – Creative & Critical Writing: Level 1
- WRIT 8353 – Creative & Critical Writing: Level 2

- WRIT 8355 – Creative & Critical Writing: Level 3, Extended Critical Essay
- WRIT 8357 – Creative & Critical Writing: Level 4, Creative Thesis

Faculty

Year following name is first year of appointment

* indicates part-time

John Brandon, 2012

Associate Professor

BA 1999, University of Florida

MFA 2001, Washington University

Angela Pelster-Wiebe, 2015

Associate Professor

B.Ed. 2001, University of Alberta

MFA 2012, University of Iowa

Richard Pelster-Wiebe, 2015*, 2019

Senior Lecturer

BA 2004, University of Minnesota

BA 2004, University of North Carolina-Wilmington

MA 2009, PhD 2018, University of Iowa

Mary Rockcastle, 1991

Professor

BA, Douglass College

MA 1980, University of Minnesota

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

www.hamline.edu/cwp.

Courses

MFA Courses

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. 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.

Credits: 4

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 Thesis, Hamline's 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

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

WRIT 8115 – Poetry Workshop

The workshop will focus on intensive writing and revision, reading and responding to each other's work, and a small amount of required reading (e.g., literary examples and craft essays). Students will submit drafts of poems to their instructor and fellow students for review. Workshop participants will prepare and share critical responses to each other's writing in a supportive, rigorous, and constructive workshop environment with the emphasis on craft. The goal of the workshop is to strengthen our knowledge of craft through the examination of our own work as the primary texts. To that end, we will identify each piece of writing's accomplishments as well as those elements of craft that are not yet working and might benefit from further revision. Students will continue to develop an individual writing practice in preparation for thesis.

Credits: 4

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

WRIT 8125 – Creative Nonfiction Workshop

The workshop will focus on intensive writing and revision, reading and responding to each other's work, and a small amount of required reading (e.g., literary examples and craft essays). Students will submit drafts of individual pieces or chapters to their instructor and fellow students for review. Workshop participants will prepare and share critical responses to each other's writing in a supportive, rigorous, and constructive workshop environment with the emphasis on craft. The goal of the workshop is to strengthen our knowledge of craft through the examination of our own work as the primary texts. To that end, we will identify each piece of writing's accomplishments as well as those elements of craft that are not yet working and might benefit from further revision. Students will continue to develop an individual writing practice in preparation for thesis.

Credits: 4

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

WRIT 8135 – Fiction Workshop

The workshop will focus on intensive writing and revision, reading and responding to each other's work, and a small amount of required reading (e.g., literary examples and craft essays). Students will submit drafts of short stories or novel chapters to their instructor and fellow students for review. Workshop participants will prepare and share critical responses to each other's writing in a supportive, rigorous, and constructive workshop environment with the emphasis on craft. The goal of the workshop is to strengthen our knowledge of craft through the examination of our own work as the primary texts. To that end, we will identify each piece of writing's accomplishments as well as those elements of craft that are not yet working and might benefit from further revision. Students will continue to develop an individual writing practice in preparation for thesis.

Credits: 4

WRIT 8206 – The Literary Memoir

Discovering a pattern or shape hidden under the surface of past events is the great joy of both writing and reading creative nonfiction. Bringing these patterns to the surface is often the key to transforming human experience through an artistic vision. It uses structure, voice, form, and language to make literature from the constraints and complexities of personal experience. In so doing, literary memoir shares some of the strategies and ambitions of literary fiction and the personal essay. "All narrative is metaphor," wrote Mary Oliver, and that double vision will be integral to our approach in this class. We'll read examples of the literary memoir that represent excellence, innovation, and practical strategies in this evolving form. We'll examine and experiment with the process of confronting personal material with the intensity required by the art of memoir. This course will require

students to focus on craft; as a result, the content of individual memoirs will not be our focus. Instead, we will look at strategies each writer can use to convey their particular material. Course requirements include substantial reading, weekly exercises, critical commentaries, and a major creative piece.

Credits: 4

WRIT 8240 – The Business of Being a Writer

In this hands-on and experiential course, students will work in mentorship with a writer-professor who has extensive experience in building a writing life. Over the course of the semester, students will learn about, discuss, and reflect on topics that might include the current state of publishing; how to send out and publish in periodicals; how to send out a book and / or secure an agent; the stages of book publication, including marketing; author-editor relationships; building a professional presence, including author websites, blogs, book reviews, and best professional practices for social media; researching grants, residencies, and conferences; writing a grant proposal; building a life post-MFA, including finding a community and dealing with the common stumbling blocks of time, failure, doubt, isolation, jealousy, and fear; and common entry-level opportunities for writers, why they matter, and how to find them. Students will keep a journal of their ideas and reflections; develop their own personal mission statement, plan, and action steps; and create a portfolio of materials, which may include design ideas for their website, a book review, and a grant proposal. The final month of the course will be devoted to an entry-level opportunity practicum in which students work closely with the graduate-student assistant editors of Water~Stone on screening the submissions for the magazine's next issue, gaining skills for potential further involvement with Hamline's award-winning national literary magazine.

Course content might shift slightly depending on the instructor. Please note that for the Water~Stone practicum, students may be asked to screen in other genres.

Credits: 4

WRIT 8400 – Form and Vision in Poetry

Topics vary. Some recent examples are: Obsession, Grand Acquisitions, and American Lyric. Please see individual section descriptions for more information.

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.

Credits: 4

WRIT 8402 – Lyric Essay

While the term "lyric essay" has become fashionable recently, 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

WRIT 8491 – Thesis I

The MFA Thesis is a two-part process, Thesis I and Thesis II; each is one semester long. Thesis I requires a completed draft of the envisioned work. Typical projects include a collection of poetry, short stories, or essays; a

novella; a memoir; a novel. Poetry projects may be 48–64 pages in length. Prose projects may be 80–100 pages in length. During this phase, students work on generation and revision of material, focusing on content, craft, and process. At the end of Thesis I, the student and primary advisor meet to identify the strengths and weaknesses of the work and to discuss revisions.

Special registration is required for Thesis. Please contact your advisor or the program office.

Credits: 4

Note: If necessary, Thesis I or Thesis II can be extended to two semesters, although the student must register again.

WRIT 8492 – Thesis II

The MFA Thesis is a two-part process, Thesis I and Thesis II; each is one semester long. In Thesis II, students refine the draft into a substantive work of acceptable literary quality that shows mastery of the craft. The primary advisor and an outside reader 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.

Special registration is required for Thesis. Please contact your advisor or the program office.

Prerequisite: WRIT 8491

Credits: 4

Note: If necessary, Thesis I or Thesis II can be extended to two semesters, although the student must register again.

MFAC Courses

WRIT 8350 – Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Plot

In this session, students study the fundamentals of the craft of plot in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA

literature. Students participate in daily two-hour workshops led by faculty advisors, discuss common books selected by the faculty and read before the residency. 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 extended critical essays; fourth semester students give a public reading from their creative thesis projects.

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, young adult, graphic, or verse), comics, poetry, nonfiction, or a combination. Each month students do the following: 1) extensive creative writing and revision in response to detailed feedback from faculty advisors; 2) complete brief annotated bibliographies based on assigned reading; and 3) write 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 in the Craft, Literature, and Business of Writing for Children and Young Adults: Character

In this session, students study the fundamentals of the craft of character in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. 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 extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

WRIT 8353 – Creative & Critical Writing: Level 2

In this semester-long intensive seminar, students are taken deeper into 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, young adult, graphic, or verse), comics, poetry, nonfiction, or a combination. Each month students do the following: 1) extensive creative writing and revision in response to detailed feedback from faculty advisors; 2) complete brief annotated bibliographies based on assigned reading; and 3) write 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 in the Craft, Literature, and Business of Writing for Children and Young Adults: Point of View

In this session, students study the fundamentals of the craft of point of voice and voice in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. 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 extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

**WRIT 8355 – Creative & Critical Writing: Level 3,
Extended Critical Essay**

In this semester-long intensive seminar, students research and develop a topic relevant to their creative work into a 15–20 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 in the Craft, Literature, and
Business of Writing for Children and Young Adults:
Setting/Worldbuilding**

In this session, students study the fundamentals of the craft of setting/worldbuilding in picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. 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 extended critical essays; fourth semester students give a public reading from their creative thesis projects.

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 in the Craft, Literature, and
Business of Writing for Children and Young Adults:
Theme/Vision**

In this session, students study the fundamentals of the craft of theme/vision in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. 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 extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

Graduate Legal Education

Mailing Address: MS-B1805, 1536 Hewitt Avenue, Saint Paul, MN 55104

Phone number: 651-523-2857

Email: msl@hamline.edu

A legal education continues to be valuable in professional settings within and outside of the law firm or law department. Hamline offers an American Bar Association approved graduate paralegal certificate as well as a Master's in the Study of Law which combines the foundation training of the paralegal certificate with specific, in-depth study in a legal area of your choosing. Our graduate programs prepare those seeking a career in the legal profession, but not necessarily as a lawyer. It also provides an excellent education for those seeking to work in heavily regulated industries or in areas in which an understanding of our laws and legal system is required.

Academic Programs

Master in the Study of Law

Work that involves the legal system touches many professions beyond the immediate practice of law. In fact, every industry must comply with legal rules, regulations, and laws—and those industries all need professionals adept at navigating that legal terrain.

Hamline's Master in the Study of Law combines the foundational training of an ABA-approved paralegal certificate with specific, in-depth study providing a highly-nuanced understanding of how the law and legal system impact your work. All courses are available online.

Graduate students who have **already earned** a paralegal degree or certificate from an ABA-approved paralegal program in the past ten years can earn the master's degree in only 24 credits. Please see the program website or contact Hamline's legal studies department for more information.

On completion of the Master in the Study of Law from Hamline, students will be able to:

- Demonstrate competence in key foundational areas of U.S. law including mastering knowledge of the structure, components, and functioning of the U.S. legal systems.
- Find, synthesize, and explain the reasoning and rules contained in legal authorities and apply them to a variety of legal situations using rule based reasoning.
- Master appropriate strategies and technologies to retrieve, use, and manage research materials and digital information effectively and efficiently, including effective legal citation.
- Understand and fulfill ethical obligations required of professionals who work in legal environments.
- Apply advanced legal knowledge and skills in legal practice experience.

State Eligibility

Hamline University, like all higher education institutions, must follow individual state regulations before enrolling

students outside of Minnesota in its online programs. Hamline can enroll students residing in most states, but please confirm whether your state is among the eligible states.

MSL Degree Requirements

(36 credits and 2.0 GPA)

Core Legal Courses and Paralegal Certificate (20 credits):

- LGST 8000 – Foundations in Law
- LGST 8020 – Legal Writing and Research
- LGST 8010 – Civil Litigation Survey and Procedure
- LGST 8012 – Transactions and Contracts in Business
- LGST 8015 – Regulation in America

Electives (12 credits):

After completing the 5 Core Legal and Paralegal Certificate courses, you may choose any 12 credits of electives from any of the following courses. If possible, you should choose one course in each of the areas below to give you a breadth of general understanding in the language of law and legal procedure, however, you may choose the 12 credits that best fit your schedule and your own personal and educational goals.

Substantive Law Survey Courses – Examples include:

- LGST 8045 – Employment Law
- LGST 8060 – Family Law
- LGST 8065 – Immigration Law
- GED 8142 – Education Law and Ethics (has in person components)

Topics in Justice and Equity – Examples include:

- LGST 8065 – Immigration Law
- LGST 8070 – Environmental Law and Justice
- LGST 8075 – International Human Rights Law

Procedure and Skills Courses – Examples include:

- LGST 8026 – Applied Conflict Resolution
- LGST 8085 – Advanced Litigation Survey
- LGST 8090 – E-Discovery
- LGST 8050 – Mediation and Arbitration (has synchronous components)

Capstone (2 credits):

- LGST 8495 – Graduate Legal Capstone

Note: The 20-credit core graduate paralegal certificate is approved by the American Bar Association for training paralegals. Paralegals may not provide legal services directly to clients or to the public, except as permitted by law. Neither the paralegal certificate nor the Master in the Study of Law degree qualify the recipient to sit for the bar examination or work as a lawyer.

MSL credits are not transferable to a JD program, should a student decide to pursue a JD after completing MSL courses. Find out more about Hamline's Paralegal Certificate or practice law with a Juris Doctor from Mitchell Hamline School of Law.

Paralegal Certificate

Paralegal education prepares students to assist with substantive legal work under the supervision of an attorney or to work in a law-related setting such as in corporate compliance, contracts administration, and the court system. Hamline's Graduate Paralegal Certificate is approved by the American Bar Association for the training of paralegals.

Note: Paralegals may not provide legal services directly to clients or to the public, except as permitted by law. A paralegal certificate does not qualify the recipient to sit for the bar examination or work as a lawyer.

Certificate Requirements

- LGST 8000 – Foundations in Law
- LGST 8020 – Legal Writing and Research
- LGST 8010 – Civil Litigation Survey and Procedure
- LGST 8012 – Transactions and Contracts in Business
- LGST 8015 – Regulation in America

Note: The 20 credit paralegal certificate fulfills the core of Hamline's Master in the Study of Law (MSL) program. Students who earn the certificate can finish the MSL by completing an additional 16 credits of coursework.

Faculty

Year following name is first year of appointment

* indicates part-time

Leondra Hanson, 2008

Associate Professor

BA 1995, Political Science, Concordia College

JD 1999, University of Minnesota

Jeanne Kosieradzki, 1992–1996*, 1996

Professor

BS 1986, Paralegal Studies, Winona State University

JD 1991, William Mitchell College of Law

Tammy Pettinato Oltz, 2024

Assistant Professor of Legal Studies

BA 1999, English Literature, Gannon University

JD 2005, Harvard Law School

MSI 2007, University of Michigan

Courses

LGST 8000 – Foundations in Law

This course introduces students to the study of law and prepares them for academic success in their upper level curriculum. After an initial intense focus on the fundamentals of legal reasoning and analysis, the course offers a general overview of the American legal system and examines the ethics rules that govern the work of lawyers and legal professionals.

Credits: 4

LGST 8010 – Civil Litigation Survey and Procedure

This course introduces students to the substantive legal subjects that often form the basis of civil litigation with a focus on tort law. Students will learn the procedures from initial client intake through trial involved in litigating a case in the civil court system. Students will build on skills and have an opportunity to research and create documents in areas that interest them.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8012 – Transactions and Contracts in Business

This survey course is focused on the legal principles involved in transactional legal work, including real estate, contract, and corporate law. Students will learn the basics of contract law and focus on interpreting

contract provisions and understanding the approaches legal and business professionals take when drafting and negotiating contracts.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8015 – Regulation in America

This course surveys the complex web of regulatory authority within which individuals, businesses, and other organizations must navigate. Included is an examination of the powers and procedures of administrative agencies; basic principles of constitutional interpretation, including doctrines and competing philosophies; and the framework of state and federal government under the Constitution. The course includes practical lessons for professionals who frequently interact with administrative law.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8020 – Legal Writing and Research

This course introduces students to the tools necessary for investigation, analysis, and communication of legal concepts. These basic tools are essential in a paralegal professional setting and highly useful in any law-related, compliance, or advocacy work. Students will learn how to find and cite primary and secondary legal sources and to find forms and templates commonly used in legal settings. The course introduces students to the structure of written legal analysis and the skills of legal drafting from short emails to longer contracts.

Credits: 4

LGST 8026 – Applied Conflict Resolution

This course provides the necessary foundation and context for understanding and evaluating the dynamics of conflict behavior and interactions from multiple points of view, and the assumptions underlying specific approaches to intervention with a focus on how obvious and not-so-obvious cultural differences impact the resolution of disputes. The course will introduce and

examine theoretical and practical approaches to diagnosing and solving complex organizational conflict.

Prerequisites: LGST 8000 and LGST 8020, grades of C- or better

Credits: 4

LGST 8045 – Employment Law

This course surveys the common law and selected state and federal statutory schemes that regulate the employment relationship in the United States. After a brief contextual overview of discrimination law, this course explores the doctrine of employment at will and its erosion; employee hiring and discharge; federal and state wage and hour law; employee privacy rights and freedoms; occupational health and safety; workers' compensation; and a variety of fringe benefit programs.

Credits: 4

LGST 8050 – Mediation and Arbitration

This course is a survey of two of the most common forms of alternative dispute resolution: mediation and arbitration. Through discussion, simulations, and role play, this course focuses on the structure and goals of the mediation process and the skills and techniques mediators use to aid parties in overcoming barriers to dispute resolution. This course will introduce you to arbitration law and practice, with particular emphasis on domestic, US arbitration.

Credits: 4

LGST 8060 – Family Law

This course will introduce and explore the complex application of legal theories, policies, and practices that affect men, women, and children in their relationships with each other and gender roles in the family law context. The course will emphasize the analytical, practical, and verbal skills necessary for working in the area of family law and will explore access to justice and availability of legal resources impacted by class.

Credits: 4

LGST 8065 – Immigration Law

This course explores the legal concepts related to the immigration context, including legal paths to immigrate to the United States, obtaining permanent residence, removal proceedings and relief from removal including asylum and cancellation of removal, as well as protection for victims of crime and human trafficking. Our study will include an overview of the federal agencies involved in the enforcement and administration of immigration law in the United States.

Credits: 4

LGST 8070 – Environmental Law and Justice

The course emphasizes major air, water, land, and procedural laws, including the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and the Superfund clean up law, with a focus on the practical applications of these laws in legal professions. Students will research and explore current topics in environmental justice.

Credits: 4

LGST 8075 – International Human Rights Law

This course explores international human rights and their bases in law by focusing on the creation and operation of international human rights instruments.

Credits: 4

LGST 8080 – Criminal Law

An in depth study of the substantive aspects of criminal law and an opportunity for research, application and analysis of the legislative creation, implementation, and enforcement of criminal law.

Credits: 4

LGST 8085 – Advanced Litigation Survey

This class builds upon the foundation of Civil Litigation to provide a better understanding of how lawyers and law firms represent clients in the litigation process. Students will continue their exploration of the legal system, its process for resolving disputes, and the historical development of law in the context of civil disputes. They will also explore the tools and systems used to manage litigation and get practical training

and development in understanding how to manage litigation. The student will learn the skills necessary to succeed as part of the litigation team in the adversarial system and gain the understanding to succeed in this role. It is a practical approach which will require the student to take part in numerous role plays and exercises that portray actual case situations.

Credits: 4

LGST 8090 – E-Discovery

This 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 8100 – Introduction to Educational Law Compliance

This course introduces students to the study of law in the context of education policy using primary sources, including cases, statutes, and administrative regulations. The course focuses on the fundamentals of legal reasoning and analysis, and provides a general overview of the structure of the American government and court system, examining the impact of that structure on the creation and enforcement of education law and policy.

Credits: 2

LGST 8495 – Graduate Legal Capstone

MSL students take a capstone course that requires a research action project that is directly relevant to their current or future workplace or a substantial thesis-quality research paper.

Research action projects follow standardized approaches used in the student's chosen field. Examples of such include developing an environmental assessment, creating a legal compliance program, designing a workplace dispute system, or preparing a conflict resolution curriculum. Research action projects

are expected to be professional in their presentation and scope, but need not adhere to the formal thesis guidelines typically appropriate in traditional academic courses. Thesis-quality research papers should be focused on a law-related topic relevant to the student's concentration.

Whether a research action project or a research paper, capstone projects should reflect student competency in the following areas:

- Legal research and analysis
- Critical thinking and problem-solving
- Legal writing, including citation

Credits: 4

School of Business

Office Location: East Hall, second floor

Mailing Address: MS-A1740, 1536 Hewitt Avenue, Saint Paul, MN 55104

Phone Number: 651-523-2284

Email: hsb@hamline.edu

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, staff, 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 to address complex issues facing the business, government, and non-profit sectors.

Academic Programs – Advanced Degrees

PhD in Management and Public Service

The Hamline University PhD in Management and Public Service is a cohort program that starts every other fall term. This program is available at the Hamline University Saint Paul campus. The PhD is ideal for professionals who wish to build on the knowledge and experience they have already attained, are anticipating their next career step, and/or want to pursue the highest qualification in their profession.

The PhD is a part-time program designed for working professionals interested in the in-depth analysis of critical issues and leadership in the public, private and nonprofit sectors. The program integrates theory and practice to foster students' critical thinking skills and scholarship. Students completing the PhD program should expect to meet the following learning objectives:

1. Critical and analytical thinking – Students will demonstrate the ability to solve and/or manage complex problems and evaluate the role of the public, private and nonprofit sectors in addressing these problems and issues.
2. Advanced research skills – Students will demonstrate skills as both producers and consumers of quantitative and qualitative research and know which methods are appropriate for a given project or study.
3. Ability to work with diverse groups and individuals across sectors – Students will demonstrate skills and knowledge to engage diverse communities, analyze issues through a lens of diversity and cultural competence and provide analysis and recommendations in a culturally sensitive manner.

4. Mastery of leadership and management concepts and theories as they apply to issues across sectors
 - Students will organize, synthesize and integrate public, private and nonprofit management theories and concepts in addressing complex problems/issues.

PhD Degree Requirements

48 credits, 2.8 GPA, comprehensive exam, and dissertation proposal and final defenses

Core Courses (24 credits):

- DMPS 8510 – Theory and Practice of Organizational Leadership
- DMPS 8515 – Research Methods 1: Fundamentals of Research
- DMPS 8520 – Research Methods 2: Qualitative Methods
- DMPS 8540 – Public Policy and Advocacy
- DMPS 8530 – Research Methods 3: Quantitative Methods
- DMPS 8550 – Critical Issues in Change Leadership

Elective Courses (12 credits):

Elective courses may be chosen from graduate offerings in Business (MBA) and Public Administration (MPA). Electives are taken in term I of Summer semesters. Elective courses may be taken in the same semester as core courses with permission of the program director.

Comprehensive Exam:

After completion of core and elective coursework, students must complete and pass the written comprehensive exam before registering for DMPS 8992 – Dissertation II. The exam is take-home. Students are given two weeks to complete the exam. They can use books and notes but cannot consult with others on their answers. Students have two opportunities to pass the exam. The students must take the exam for the first time by August 25th of their third year (before Dissertation I). If students do not pass on the first attempt, they can retake the exam but must pass it before registering for Dissertation II.

Dissertation (12 credits):

The completion and defense of a dissertation is the final requirement in the PhD program. The PhD candidate

must demonstrate a high level of academic competence, which typically results in a contribution of new knowledge in the field. Students have the option of completing a single substantive work or three related papers that are of publishable quality in a peer or editor reviewed journal.

To advance to degree candidacy, students are required to complete the Dissertation I course then register for Dissertation II which can be completed over two semesters. In this course students will write and then defend their first three chapters, or first article which are considered the dissertation proposal. Upon the successful defense of the dissertation proposal, students will advance to candidacy and register for Dissertation III which may also be completed over two semesters. During this course students complete data collection and analysis and write their final two chapters or articles. Upon completion of this work, students defend their full dissertation.

- DMPS 8991 – Dissertation I
- DMPS 8992 – Dissertation II
- DMPS 8993 – Dissertation III

Course Substitution or Waiver

Student requests for substitution of a required course or courses shall be forwarded to the Program Director whose decision on the request shall be final. No more than two required courses may be substituted.

If the basis for the substitution request is having already successfully completed coursework in a different program at Hamline University or another institution, the student must provide the syllabus or syllabi from the course(s) taken and an official transcript showing successful completion unless that transcript is already a part of the student's application file. Under no condition may the course(s) used as the basis of the substitution have been completed more than 10 years prior to admission to the PhD.

Waiver of a required course(s) for reasons of extensive professional experience and expertise, documented to have occurred within the last 10 years, is at the sole discretion of the Program Director. No more than two required courses may be waived.

In all instances of substitution or waiver of required courses, the student is required to register and successfully complete another course or courses whose total credits equal the number of credits represented by the substituted or waived required course(s).

Time Limit

Students must finish their core and elective coursework in the PhD program within four years. Ten years is the maximum time allowed for students to complete the PhD in Management and Public Service including the dissertation.

New students enter in the fall semester, and normally complete their courses, including dissertation work, together. (Exceptions can be arranged with the approval of the program director.) Satisfactory progress is typically completion of one course per term in three terms per year.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program designed to be completed in six semesters over 24 months.

The program focuses on topics that 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 program with repeated emphasis from a variety of perspectives.

All students in the MBA program are required to complete 48 academic credits. This includes 36 core credits and 12 elective credits. Due to the uniquely integrated nature of the MBA curriculum, transferred course work may not be used in place of required core courses unless approved by the Program Director. A Hamline MBA graduate will have the tools to be effective at:

1. Leadership
2. Critical Thinking
3. Total Communication
4. Business Process Improvement

MBA Degree Requirements

48 credits and 2.8 GPA

Core Courses (36 credits):

- MBA 8201 – Leading in Organizations
- MBA 8205 – Critical Thinking
- MBA 8230 – Financial Accounting for Managers
- MBA 8245 – Financial Decision Making
- MBA 8255 – Data Analytics and Decision Making
- MBA 8265 – Marketing Management
- MBA 8275 – Business Process Improvement
- MBA 8295 – Strategic Financial Analysis
- MBA 8492 – Strategic Management

Elective Courses (12 credits):

Students may choose from a range of elective courses based on their areas of interest. Optionally, students may meet the elective requirement by completing a concentration. Concentration requirements are listed below.

School of Business Concentrations

There are three concentrations available to students in the MBA and MPA programs. MPA students desiring to complete a concentration will have to take 8 credits beyond the required 40 credits. Students earn concentrations by completing 12 credits of elective coursework within the same subject area. Each allows a student to focus more deeply on one area of interest. Concentrations include business analytics, leadership and change management, and a customized concentration.

Business Analytics Concentration

Choose any three courses from the MSBA program.

Note: some courses have prerequisites which may impact options students can select.

- MSBA 8100 – Statistical Foundations of Business Analytics
- MSBA 8110 – Databases
- MSBA 8125 – Principles of Data Analytics
- MSBA 8140 – Programming for Data Analytics
- MSBA 8150 – Data Visualization
- MSBA 8170 – Machine Learning I
- MSBA 8180 – Machine Learning II

Leadership and Change Management

Choose any three of the following courses.

- MBA 8010 – Negotiation
- MBA 8011 – Leading Through Change
- MBA 8012 – Perspectives on Conflict and Change
- MBA 8060 – Project Management
- MBA 8098 – Special Topics, when the topic is leadership-focused

Customized Concentration

This option is for students who are motivated to study a topic relevant to their degree program in-depth. Customized concentrations require 12 credits of graduate elective coursework and may include graduate courses at Hamline University and approved transfer courses. Customized Concentration applications must be approved by the Graduate Curriculum and Assessment Committee.

Sample concentration options might include Marketing, Finance, Business Communications, and so forth.

Students who want to pursue this option should contact the Graduate Programs Director for an application form.

Time Limit

The MBA program is a 24-month program; however, seven years is the allowed maximum.

Master of Management and Leadership (MML)

The Hamline University Master of Management and Leadership degree is a 32-credit program consisting of current core and elective courses offered in the Hamline MBA program. The program can be completed in 15 months. The MML is primarily intended for those students with Stem UG degrees and/or employed in Stem professions, not requiring the Accounting and Finance courses that are a part of the MBA program. Courses are offered in-person and online, offering students flexibility.

MML Degree Requirements

32 credits and 2.8 GPA

Core Courses (20 credits):

- MBA 8201 – Leading in Organizations

- MBA 8205 – Critical Thinking
- MBA 8275 – Business Process Improvement
- MBA 8255 – Data Analytics and Decision Making
- MBA 8492 – Strategic Management

One core course chosen from the MPA program:

- MPA 8015 – Scope and Dynamics of Public Administration
- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8075 – Ethics, Equity and Social Justice

Elective Courses (8 credits):

Two elective courses (8 credits in total) must be chosen from among the School of Business master's level courses.

Master of Public Administration (MPA)

The Hamline University Master of 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 the government and public service sectors.

The MPA program includes a leadership course and a foundations course, which provides students with a sound foundation in the history, theory, and management standards of the public sector. Other courses provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills. Students completing the MPA program should expect to meet the following learning objectives:

1. Students will demonstrate effective critical reasoning and analytic skills.
2. Students will demonstrate effective written and oral communication strategies.
3. Students will demonstrate successful leadership strategies.

4. Students will apply public administration concepts to analysis of problems/issues

MPA Degree Requirements

40 credits and 2.8 GPA

Core Courses (36 credits):

- MPA 8001 – Leading in Organizations
- MPA 8015 – Scope and Dynamics of Public Administration
- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8065 – Data Analytics and Decision Making
- MPA 8075 – Ethics, Equity and Social Justice
- MPA 8225 – Critical Issues in Public Administration

Elective course (4 credits):

One elective course must be chosen from among the School of Business master's level courses.

School of Business Concentrations

There are three concentrations available to students in the MBA and MPA programs. **MPA students desiring to complete a concentration will have to take 8 credits beyond the required 40 credits.** Students earn concentrations by completing 12 credits of elective coursework within the same subject area. Each allows a student to focus more deeply on one area of interest. Concentrations include business analytics, leadership and change management, and a customized concentration.

Business Analytics Concentration

Choose any three courses from the MSBA program.

Note: some courses have prerequisites which may impact options students can select.

- MSBA 8100 – Statistical Foundations of Business Analytics
- MSBA 8110 – Databases
- MSBA 8125 – Principles of Data Analytics
- MSBA 8140 – Programming for Data Analytics
- MSBA 8150 – Data Visualization
- MSBA 8170 – Machine Learning I

- MSBA 8180 – Machine Learning II

Leadership and Change Management

Choose any three of the following courses.

- MBA 8010 – Negotiation
- MBA 8011 – Leading Through Change
- MBA 8012 – Perspectives on Conflict and Change
- MBA 8060 – Project Management
- MBA 8098 – Special Topics, when the topic is leadership-focused

Customized Concentration

This option is for students who are motivated to study a topic relevant to their degree program in-depth. Customized concentrations require 12 credits of graduate elective coursework and may include graduate courses at Hamline University and approved transfer courses. Customized Concentration applications must be approved by the Graduate Curriculum and Assessment Committee.

Sample concentration options might include Marketing, Finance, Business Communications, and so forth. Students who want to pursue this option should contact the Graduate Programs Director for an application form.

Time Limit

Generally, students take two to three years to complete the MPA program; however, seven years is the allowed maximum.

Master of Science in Business Analytics (MSBA)

The Master of Science in Business Analytics (MSBA) provides students with the deep modeling and analytical skills to find insights in data to inform better decision making.

The MSBA program builds a foundation in the quantitative methods underlying data analytics and the practical ways data is managed in an organization. It expands on that foundation to go deeper into machine learning to enable the student to conduct predictive and prescriptive analysis. A student's skill set is rounded out and strengthened with classes in effective communication of analysis and results as well

as the ethical implications and use of data. The program is rigorous and focused, designed to provide a strong understanding and skill set in data science and analytics.

The program consists of eight courses over eight consecutive eight-week sessions and is offered in a hybrid format. Each course is asynchronous online with one 2 day in-person residency, usually Friday afternoon and Saturday, typically mid-course. Students completing the MSBA program should expect to meet the following learning objectives:

1. Students will have strong foundational knowledge in the use of statistical data analysis techniques used in business decision making.
2. Students will be able to select, apply, and evaluate models of analysis according to business needs.
3. Students will be able to effectively and responsibly communicate the patterns found in the data.

MSBA Degree Requirements

32 credits and 2.8 GPA

- MSBA 8100 – Statistical Foundations of Business Analytics
- MSBA 8110 – Databases
- MSBA 8125 – Principles of Data Analytics
- MSBA 8140 – Programming for Data Analytics
- MSBA 8150 – Data Visualization
- MSBA 8170 – Machine Learning I
- MSBA 8180 – Machine Learning II
- MSBA 8490 – Business Analytics Practicum

Time Limit

The MSBA program is a 16-month program; however, seven years is the allowed maximum.

Sequential Master's Degree Completion

Graduates of the MBA, MPA, or MNM programs may return within 5 years of earning their degree to complete a sequential degree in the School of Business.

- MBA graduates may complete the MPA degree
- MPA graduates may complete the MBA or MML degree

Students must complete the subsequent degree within 3 years of beginning work on the sequential degree.

MPA to MBA Sequential Degree

Students who have completed the MPA degree at Hamline may complete the MBA sequential degree with 24 credits in the MBA program.

- MBA 8205 – Critical Thinking
- MBA 8230 – Financial Accounting for Managers
- MBA 8245 – Financial Decision Making
- MBA 8265 – Marketing Management
- MBA 8275 – Business Process Improvement

One of the following:

- MBA 8295 – Strategic Financial Analysis
- MBA 8492 – Strategic Management

MPA to MML Sequential Degree

Students who have completed the MPA degree at Hamline may complete the MML sequential degree with 16 credits in the MML program.

NOTE: MPA students who completed Project Management (MPA 8160/MBA 8060) as an elective in their first degree program should work with the Program Director to identify an appropriate substitution for that course.

- MBA 8060 – Project Management
- MBA 8205 – Critical Thinking
- MBA 8275 – Business Process Improvement
- MBA 8492 – Strategic Management

MBA to MPA Sequential Degree

Students who have completed the MBA degree at Hamline take the following MPA courses (28 credits) to complete a sequential MPA degree.

- MPA 8015 – Scope and Dynamics of Public Administration
- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8075 – Ethics, Equity and Social Justice
- MPA 8225 – Critical Issues in Public Administration

School of Business Joint Degree Programs with Law

In collaboration with the Mitchell Hamline School of Law, the School of Business offers law students the opportunity to earn two degrees that combine law with public administration or business administration.

Two joint degrees are offered:

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

For more information on joint degrees, contact the School of Business at 651-523-2284 or hsb@hamline.edu, or the graduate admission office at 651-523-2900 or gradprog@hamline.edu.

Academic Programs – Dual Degrees

The Dual Degree programs in the School of Business allow students to save time and money while completing two graduate degree programs. The Dual Degree program helps working professionals develop the core competencies they need to succeed and lead in today's diverse business, government, and nonprofit environments.

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

Business Administration (MBA) and Business Analytics (MSBA) Dual Degree

Students must pursue either the MBA or the MSBA before pursuing the second degree; regardless, the specific course requirements are the same.

MBA/MSBA and MSBA/MBA Dual Degree Requirements

68 credits and 2.8 GPA

MBA Courses (36 credits):

- MBA 8201 – Leading in Organizations
- MBA 8205 – Critical Thinking
- MBA 8230 – Financial Accounting for Managers
- MBA 8245 – Financial Decision Making
- MBA 8255 – Data Analytics and Decision Making
- MBA 8265 – Marketing Management
- MBA 8275 – Business Process Improvement
- MBA 8295 – Strategic Financial Analysis
- MBA 8492 – Strategic Management

MSBA Courses (32 credits):

- MSBA 8100 – Statistical Foundations of Business Analytics
 - MSBA 8110 – Databases
 - MSBA 8125 – Principles of Data Analytics
 - MSBA 8140 – Programming for Data Analytics
 - MSBA 8150 – Data Visualization
 - MSBA 8170 – Machine Learning I
 - MSBA 8180 – Machine Learning II
 - MSBA 8490 – Business Analytics Practicum
-

Business Administration (MBA) and Public Administration (MPA) Dual Degree

Students must pursue either the MBA or the MPA before pursuing the second degree; regardless, the specific course requirements are the same.

MBA/MPA and MPA/MBA Degree Requirements

72 credits and 2.8 GPA

Leading in Organizations (4 credits):

Choose one. This course should be taken under the course number that matches the degree being completed first.

- MBA 8201 – Leading in Organizations
- MPA 8001 – Leading in Organizations

Data Analysis and Decision Making (4 credits):

Choose one. This course should be taken under the course number that matches the degree being completed first.

- MBA 8255 – Data Analytics and Decision Making
- MPA 8065 – Data Analytics and Decision Making

MBA Courses (28 credits):

- MBA 8205 – Critical Thinking
- MBA 8230 – Financial Accounting for Managers
- MBA 8245 – Financial Decision Making
- MBA 8265 – Marketing Management
- MBA 8275 – Business Process Improvement
- MBA 8295 – Strategic Financial Analysis
- MBA 8492 – Strategic Management

MPA Courses (28 credits):

- MPA 8015 – Scope and Dynamics of Public Administration
- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8075 – Ethics, Equity and Social Justice
- MPA 8225 – Critical Issues in Public Administration

Elective Courses (8 credits):

Coursework is completed with an additional 8 credits chosen from among the School of Business master's level courses.

Business Analytics (MSBA) and Management and Leadership (MML) Dual Degree

Students must pursue either the MSBA or the MML before pursuing the second degree; regardless, the specific course requirements are the same.

MSBA/MML and MML/MSBA Dual Degree Requirements

64 credits and 2.8 GPA

MML Courses (32 credits):

- MBA 8201 – Leading in Organizations
- MBA 8205 – Critical Thinking
- MBA 8255 – Data Analytics and Decision Making
- MBA 8275 – Business Process Improvement
- MBA 8492 – Strategic Management

One of the following:

- MPA 8015 – Scope and Dynamics of Public Administration

- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8075 – Ethics, Equity and Social Justice

MML Electives (8 credits):

Two elective courses (8 credits in total) must be chosen from among the School of Business master's level courses.

MSBA Courses (32 credits):

- MSBA 8100 – Statistical Foundations of Business Analytics
- MSBA 8110 – Databases
- MSBA 8125 – Principles of Data Analytics
- MSBA 8140 – Programming for Data Analytics
- MSBA 8150 – Data Visualization
- MSBA 8170 – Machine Learning I
- MSBA 8180 – Machine Learning II
- MSBA 8490 – Business Analytics Practicum

Business Analytics (MSBA) and Public Administration (MPA) Dual Degree

Students must pursue either the MSBA or the MPA before pursuing the second degree; regardless, the specific course requirements are the same.

MSBA/MPA and MPA/MSBA Dual Degree Requirements

64 credits and 2.8 GPA

MSBA Courses (32 credits):

- MSBA 8100 – Statistical Foundations of Business Analytics
- MSBA 8110 – Databases
- MSBA 8125 – Principles of Data Analytics
- MSBA 8140 – Programming for Data Analytics
- MSBA 8150 – Data Visualization
- MSBA 8170 – Machine Learning I
- MSBA 8180 – Machine Learning II
- MSBA 8490 – Business Analytics Practicum

MPA Courses (32 credits):

- MPA 8001 – Leading in Organizations
 - MPA 8015 – Scope and Dynamics of Public Administration
 - MPA 8030 – Public Fiscal Management and Budgeting
 - MPA 8040 – Public Policy Analysis
 - MPA 8050 – Human Resource Management for Government
 - MPA 8061 – Administrative Law
 - MPA 8075 – Ethics, Equity and Social Justice
 - MPA 8225 – Critical Issues in Public Administration
-

Management and Leadership (MML) and Public Administration (MPA) Dual Degree

Students may begin the dual degree program with either the MML or MPA coursework; regardless, the specific course requirements are the same.

MML/MPA and MPA/MML Degree Requirements

64 credits and 2.8 GPA

MML Courses (16 credits):

- MBA 8205 – Critical Thinking
- MBA 8275 – Business Process Improvement
- MBA 8492 – Strategic Management
- MBA 8XXX – Elective (4 credits)

MPA Courses (36 credits):

- MPA 8001 – Leading in Organizations
- MPA 8015 – Scope and Dynamics of Public Administration
- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8040 – Public Policy Analysis
- MPA 8050 – Human Resource Management for Government
- MPA 8061 – Administrative Law
- MPA 8065 – Data Analytics and Decision Making
- MPA 8075 – Ethics, Equity and Social Justice
- MPA 8225 – Critical Issues in Public Administration

Elective Courses (12 credits):

Three elective courses (for a total of 12 credits) must be chosen from among the School of Business master's level courses.

Academic Programs – Certificates**Business Finance Certificate**

Business professionals outside of accounting and finance need to have a clear understanding of how their firm manages, reports, and plans its financial resources.

Get a solid grounding in finance and master the vocabulary, concepts, and basic tools used to understand the drivers and metrics of the accounting and finance function in organizations. A common set of financial statements are used across the required two courses to explore the wide range of processes involved in planning, analyzing, and controlling financial results.

Certificate Requirements:

- MBA 8230 – Financial Accounting for Managers
 - MBA 8245 – Financial Decision Making
-

Certificate in Business Analytics for Managers

There is strong demand in the market for programs that increase the understanding of analytics in general and use of "big data" and advanced approaches.

Organizations are struggling with the challenge of increasing their employee's knowledge of data analysis approaches and ability to understand the results of analysis. Hamline's Certificate in Business Analytics for Managers is designed primarily for those who will direct certain analysis activities to be done by others, needing to understand the analysis performed for their purposes, and who may also perform some analysis on data that is already made available to them by an IT team.

Certificate Requirements:

- MBA 8255 – Data Analytics and Decision Making
 - MSBA 8125 – Principles of Data Analytics
 - MSBA 8150 – Data Visualization
-

Certificate in Data Analytics

There is strong demand in the market for programs that increase the understanding of analytics in general and use of "big data" and advanced approaches.

Organizations are struggling with the challenge of increasing their employee's knowledge of data analysis approaches and ability to understand the results of analysis. Hamline's Certificate in Data Analytics is designed for the more hands-on technical audience who will perform data analysis activities and prepare results to be communicated to senior leaders.

Certificate Requirements:

- MSBA 8100 – Statistical Foundations of Business Analytics
 - MSBA 8140 – Programming for Data Analytics
 - MSBA 8170 – Machine Learning I
-

Certified Public Manager Certificate

The Certified Public Manager® program is a nationally accredited comprehensive management development program open to managers in federal, state, and local government as well as nonprofit agencies. The program's primary goal is to improve the performance of public and nonprofit sector managers and the organizational performance of state, local and federal governments and nonprofit organizations.

This is a comprehensive course of study by which public and nonprofit managers can acquire and apply the best practices and theory to their management behaviors and strategies using prescribed sets of professional competencies. The curriculum uses theory as the foundation and applies it to practical problems facing the participant, their agency/department, and the citizens.

Four learning units are divided across three semesters. The learning units are:

- Leading People and Developing Self
- Managing Work
- Working Beyond Boundaries
- Capstone

Certificate Requirements (12 credits):

- CPAL 6301 – Certified Public Manager Part 1
- CPAL 6302 – Certified Public Manager Part 2
- CPAL 6303 – Certified Public Manager Part 3

Completion of the Master of Public Administration Degree

Qualified students who complete the CPM program and are admitted to the Master of Public Administration (MPA) program may apply the 12 credits of CPM work toward completion of the MPA program. The courses required to complete the MPA degree are as follows:

- CPAL 6301 – Certified Public Manager Part 1
 - CPAL 6302 – Certified Public Manager Part 2
 - CPAL 6303 – Certified Public Manager Part 3
 - MPA 8015 – Scope and Dynamics of Public Administration
 - MPA 8030 – Public Fiscal Management and Budgeting
 - MPA 8050 – Human Resource Management for Government
 - MPA 8061 – Administrative Law
 - MPA 8065 – Data Analytics and Decision Making
 - MPA 8075 – Ethics, Equity and Social Justice
 - One elective course chosen from the School of Business master's level courses
-

Collaborative Leadership Certificate

With Hamline's Collaborative Leadership Certificate you can build your winning edge. Learn how to successfully influence others, gain support for your initiatives, use better judgment, and develop a more executive presence.

Using a unique, problem-solving model, this program helps you develop a critical thinking approach, provides you with the keys to understanding team dynamics, and develops your ability to effectively lead others in environments with global business considerations.

Certificate Requirements:

- MBA 8201 – Leading in Organizations
 - MBA 8205 – Critical Thinking
-

Managing People in the Public Sector Certificate

Go beyond basic leadership training for an in-depth exploration of the unique challenges of managing people in the public sector. Gain awareness of your own leadership capabilities through self-evaluation, then pair these findings with public sector-specific skills (like working with collective bargaining) to enact change within your organization and the greater public sphere, whether you lead five or 50 people.

Certificate Requirements:

- MPA 8001 – Leading in Organizations
- MPA 8050 – Human Resource Management for Government

Operational Change Management Certificate

We know that change is happening, all around us to every organization and sector. A very real differentiator to set one apart in one's career is the ability to manage and oversee change, to effectively deploy the resources within an organization to implement changes that are sustained. This certificate will establish a solid foundation in understanding the dynamics of working with others and managing change, to aligning goals and objectives for common purpose.

Certificate Requirements:

- MBA 8275 – Business Process Improvement
- MBA 8060 – Project Management

Public Policy and Decision Making Certificate

You want to make your mark on public policy—and even more than that, you want to see measurable results from your work. Earn a certificate where you'll gain an understanding of the public policy process and frameworks for its assessment, as well as the analysis skills to make data-driven decisions and communicate findings to non-technical audiences. Whether you're involved in policy development, evaluation, or advocacy, you'll learn the skills to shape public policy in a way that makes a tangible difference in people's lives.

Certificate Requirements:

- MPA 8040 – Public Policy Analysis

- MPA 8065 – Data Analytics and Decision Making

Public Sector Operations Certificate

Understand the specific operational needs of the public sector with Hamline's Public Sector Operations certificate. Position yourself to take the lead in your organization with enhanced skills in fiscal management and policy implementation. Learn how you can play a role in managing tax dollars and developing budgets with skills you can immediately put to use in your day-to-day work, and expand your professional network to grow your career both now and in the future.

Certificate Requirements:

- MPA 8030 – Public Fiscal Management and Budgeting
- MPA 8061 – Administrative Law

Faculty

Year following name is first year of appointment

* indicates part-time

Josh Beverly, 2023

Assistant Professor

BS 2014, Concord University

PhD 2022, Virginia Polytechnic Institute and State University

Lovina Bhavnani-Akowuah, 2024

Assistant Professor

BA 2000, University of East London

MBA 2003, Fairleigh Dickinson University

DBA 2024, University of Wisconsin, Whitewater

Stacie Bosley, 2012

Professor

BBA 1994, University of Wisconsin-Madison

PhD 2001, University of Minnesota

Kenneth Fox, 1996

Professor

Senior Fellow, Dispute Resolution Institute

BA 1979, University of California

JD 1985, Northwestern School of Law at Lewis and Clark College

Sonal Gerten, 2019

Instructor

BA 1999, Johns Hopkins University

MBA 2004, UCLA

Greg Hardt, 2024

Assistant Professor

BBA 2013, Marian University

MS 2022, Georgia State University

MA 2023, PhD 2025, Fielding Graduate University

David Milton, 2024

Professor of Practice

BS 1982, DePaul University

MBA 1999, University of Chicago

Kristen Norman, 2001

Professor

BA 1987, Hamline University

MA 1990, University of Minnesota

PhD 1996, Vanderbilt University

Kennedy Odongo, 2024

Assistant Professor of Business Analytics

BA 2015, Kenyatta University

MA 2018, Kent State University

MS 2022, PhD 2023, Washington State University

Samantha Snyder Çakir, 2020

Assistant Professor

BA 2000, University of North Carolina–Chapel Hill

MS 2008, PhD 2011, Purdue University

Chad Sponsler, 2009

Senior Lecturer

BA 2002, MBA 2003, University of North Dakota

JD 2008, Hamline University

Lucas Threinen, 2021

Assistant Professor

BS 1997, University of Minnesota

MA 2008, PhD 2012, University of Chicago

Courses**CPAL 6301 – Certified Public Manager Part 1**

Each of the Certified Public Manager (CPM) courses include lecture, discussion and other activities that work to build students knowledge and skills to meet the

seven competencies of the CPM which are: 1) Personal and Organizational Integrity, 2) Managing Work, 3) Leading people, 4) Developing self, 5) Systemic Integration, 6) Public service focus and 6) Change Leadership.

Credits: 4

CPAL 6302 – Certified Public Manager Part 2

Each of the Certified Public Manager (CPM) courses include lecture, discussion and other activities that work to build students knowledge and skills to meet the seven competencies of the CPM which are: 1) Personal and Organizational Integrity, 2) Managing Work, 3) Leading people, 4) Developing self, 5) Systemic Integration, 6) Public service focus and 6) Change Leadership.

Credits: 4

CPAL 6303 – Certified Public Manager Part 3

Each of the Certified Public Manager (CPM) courses include lecture, discussion and other activities that work to build students knowledge and skills to meet the seven competencies of the CPM which are: 1) Personal and Organizational Integrity, 2) Managing Work, 3) Leading people, 4) Developing self, 5) Systemic Integration, 6) Public service focus and 6) Change Leadership.

Credits: 4

DMPS 8510 – Theory and Practice of Organizational Leadership

This course covers the historical development of the fields of organizational behavior, management and leadership. The course provides students with a broad knowledge of the literature and develops analytical ability to understand, manipulate, and critically evaluate this literature and its concepts.

Taught: Fall

Credits: 4

DMPS 8515 – Research Methods 1: Fundamentals of Research

This seminar focuses on developing a broad understanding of the processes involved in conducting

2025–2026 Graduate Bulletin | 60

management research. Students will gain an in-depth understanding of what constitutes good theory and research in the organizational sciences, public administration, economics, management and other related fields.

Taught: Spring

Credits: 4

DMPS 8520 – Research Methods 2: Qualitative Methods

This course examines critical thinking and qualitative research methods through literature in the field. Students develop a qualitative research design for a problem of their choosing.

Taught: Fall

Credits: 4

DMPS 8530 – Research Methods 3: Quantitative Methods

This course examines statistics, regressions, data analytics, and other quantitative tools. Students develop a quantitative research design for a problem of their choosing.

Taught: Fall

Credits: 4

DMPS 8540 – Public Policy and Advocacy

This course examines the theoretical and philosophical approaches used to examine the public policy process. The course examines the assumptions and limitations of the major perspectives through which public policy and advocacy are viewed. Emerging theoretical frameworks and concepts are explored. Through readings, case studies, individual research and group discussions, students obtain a deeper understanding of the policy process and how policy advocacy and analysis can be used to address significant issues.

Taught: Spring

Credits: 4

DMPS 8550 – Critical Issues in Change Leadership

This course combines the theory and practice in looking at current complex problems and the role of the public,

nonprofit and private sectors in addressing these issues. Through readings, case studies, presentations and research, students apply their knowledge to developing possible solutions as well as analyzing the type of leadership needed to implement the proposals.

Taught: Spring

Credits: 4

DMPS 8991 – Dissertation I

In this course students develop the outline for their dissertation proposal.

Credits: 4

DMPS 8992 – Dissertation II

In this course students will work on the first three chapters of their dissertation.

- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Methodology

The course will consist of individual check-ins with the instructor/chair, peer check-ins and full class meetings with speakers or other presentations to help with the dissertation process. Once the three chapters are completed, students will schedule their dissertation proposal defense before registering for Dissertation III. Because this course combines what would be two semesters' worth of work under the current system, students will have the opportunity to continue their work in the summer so that they can complete all three chapters and defend their proposal before the start of Dissertation III in the fall.

Prerequisite: Students must pass the comprehensive exam prior to registering for Dissertation II.

Credits: 4

DMPS 8993 – Dissertation III

In this course students will complete their data collection, analysis and conclusions; the content of chapters 4 and 5 of the dissertation.

- Chapter 4: Data/Findings
- Chapter 5: Conclusions/Recommendations

As with Dissertation II, this course will consist of individual check-ins with the instructor/chair, peer check-ins and full class meetings with speakers or other presentations to help with the dissertation process. Once these chapters are completed, students will schedule their final defenses. Because this course is offered in the fall and consists of two semesters worth of work under the old system, students will have the opportunity to continue their work in spring and defend their dissertation in time for graduation in May.

Prerequisite: Students must complete the dissertation proposal defense before registering for Dissertation III.

Credits: 4

MBA 8010 – Negotiation

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 foundations that underlie our actions and on the many considerations that influence constructive, ethical negotiation practices.

Credits: 4

MBA 8011 – Leading Through Change

This course helps students understand organizations at a systems level, improve decisions, increase creativity, enhance others' performance and develop capacity to build a healthy, productive workplace. Students experience how conflict is managed individually and systemically through assessing culture elements such as patterns, roles, concerns, power differentials and differing workplace assumptions and work in teams to design customized change leadership responses. They learn how assessments, buy-in, design teams, development, implementation, roll-out and feedback loops and other group process practices can build their capacity to lead systemic change more effectively.

Credits: 4

MBA 8012 – Perspectives on Conflict and Change

This course explores the nature of conflict and the implications for individuals, groups and organizational

change from a range of theoretical and research-based perspectives. Students learn how to identify underlying causes of conflict and resistance to change and to develop appropriate approaches to constructive engagement and sustainable change.

Credits: 4

MBA 8020 – Corporate Finance

This course presents the theory and practice of corporate finance with case studies. 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 mergers; and issues in corporate control and compensation. This course builds on the knowledge and skills learned in Managerial Finance and focuses on financial decisions corporate leaders make frequently. The course also deals with the ambiguities such as limited data and competing interests that permeate corporate decision making.

Credits: 4

MBA 8021 – Financial Institutions and Markets

This course covers financial markets and institutions, the relationship between interest rates and security prices, money markets where interest rates are determined, and the roles of consumers, businesses, and governments in the financial markets. The course examines how markets are organized and how trading occurs, and establishes a framework for understanding how existing markets are established and how markets evolve over time. The course focuses on securities markets and trading practices, and examines the role of regulation of financial institutions in detail.

Credits: 4

MBA 8022 – Finance Theory & Applications

This course covers the major decision-making areas of corporate finance and selected areas of finance theory.

It focuses on financial analysis and planning, corporate policies, valuation, and risk-management. Topics include firm capital structure, dividend payout policy, short- and long-term financial planning, options, risk management and derivatives.

Credits: 4

MBA 8023 – Investments and Portfolio Construction

The course teaches the basic fundamentals of investment and portfolio construction. Through readings, case studies, and an independent project, students learn the fundamentals of creating an investment objective, understanding the role of various asset classes, applying the concepts of portfolio construction to a hypothetical client, understanding and evaluating portfolio risk both quantitatively and qualitatively, and come to appreciate the intangible elements of learning to think about portfolio construction as both a discipline and a craft.

Credits: 4

MBA 8031 – International Business Transactions

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

Credits: 4

MBA 8044 – Social Demographics

This course looks 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

MBA 8051 – Consumer Behavior in a Digital Environment

This course builds on the Marketing Management Course by focusing on the consumer decision process and the impact of external environmental influences and internal psychological influences on consumer decision making. The course offers concepts that students can immediately apply to interactions with existing and potential consumers. The course includes frameworks and tools for designing and implementing internet-based marketing activities.

Credits: 4

MBA 8052 – Marketing Research

This course provides frameworks for asking the critical questions to prepare for new product development, marketing plan design and plan implementation. It provides a hands-on exploration of multiple primary and secondary methodologies, including survey, observational, and experimental approaches to marketing research. As data collection is increasingly integrated with marketing communication in an online world, the course builds fundamental skills relevant to existing social media opportunities and for addressing new opportunities as technology makes them available.

Credits: 4

MBA 8053 – Marketing in a Global Environment

This course builds on the Global Context and Marketing Management Courses by emphasizing the special challenges and opportunities of marketing across borders in tactical and strategic decisions in both the business-to-consumer and business-to-business arenas. The course examines the multiple modes of entering foreign markets, including export, license, and direct investment, and explores the challenges of negotiation, management, and marketing communications in the course of serving international markets.

Credits: 4

MBA 8060 – Project Management

This course provides a thorough introduction to all aspects of project management, an important aspect of how organizations accomplish both tactical and strategic goals. The course discusses the theory, methodology, tools, application and art of project management, including an introduction to Agile and Lean Six Sigma. Topics include scope management, time and cost management, quality management, the human aspect of managing change, communications, and risk management.

Credits: 4

MBA 8201 – Leading in Organizations

This course focuses on the skills leaders need to elicit commitment and productivity from individuals and groups to create positive change and build flourishing organizations. Students learn theories and practices for identifying and motivating key actors in the workplace, and to create and lead successful teams. Awareness of one's own values, beliefs, decision-making tendencies and behaviors is a crucial first step in becoming a leader. Thus, a significant portion of the course consists of assessment and reflection activities designed to enhance self-awareness of cultural intelligence, conflict style, team behaviors and preferences, sense of flourishing and wellbeing, and leadership values and goals.

Credits: 4

MBA 8205 – 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 develop a critical thinking attitude while learning how to apply an array of critical thinking skills. Emphasis is placed on using logical reasoning supported by qualitative and quantitative evidence to identify problems, evaluate alternatives, and justify decisions. It is expected that students 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 are core components of the class, and students receive training and practice as well as instructor and peer feedback to help them improve their skills.

Credits: 4

MBA 8225 – Global Supply Chain Management

In this course students learn how to coordinate and integrate global logistics, purchasing, and operations. Students also learn how to assess company strengths and weaknesses to assist in making effective global supply chain management decisions. In addition, students explore the international business environment and the adaptation challenges it poses to organizations along dimensions such as political economy, legal frameworks and regulatory environment, trade and investment, cultural differences, social responsibility and ethical decision-making involving multiple stakeholders.

Credits: 4

MBA 8230 – Financial Accounting for Managers

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 develop an understanding of the Balance Sheet and Income Statement.

Credits: 4

MBA 8245 – Financial Decision Making

This course considers financial factors involved in managerial decision making including present value analysis, bond valuation, stock valuation, financial statement analysis, statement of cash flows, capital budgeting, cost-volume profit analysis, differential analysis, full absorption costing, variable costing, and standard costs.

Prerequisite: MBA 8230

Credits: 4

MBA 8255 – Data Analytics and Decision Making

Organizations today operate in a complex environment, with more data available than ever before. While tools and technology have enabled better use of that data, managers must be prepared to structure data-driven decision-making processes, understand the implications and assumptions of analytical methods, and successfully communicate findings to non-technical audiences. This course builds a strong foundation in decision-making theory, data management and analysis, and communication. Students build skills in using tools for data management, analysis and visualization. The course adds to the student's toolbox of managerial skills and helps get them ready for analysis in the real world, where problems and data do not come in neatly wrapped packages; data and decision-making is messy.

Credits: 4

MBA 8265 – Marketing Management

It is essential for leaders across every business function to understand the drivers and resource limitations of their organization's marketing strategy. This course gives students an overview of the complex challenges of capitalizing on opportunities in local and global markets. Students learn marketing theory and state-of-the-art practices and develop the skills and knowledge to influence profitable and ethical marketing choices.

Credits: 4

MBA 8275 – Business Process Improvement

Business Process Improvement (BPI) is a critical dimension for any organization. It is a continuous journey of getting better, moving faster, and doing more with less. BPI is part of the culture in most successful organizations where leadership places high value on people who can bring cross-functional teams together to address the issues and challenges at hand. These challenges present real opportunities for improvement across every facet and function within the organization.

In this course, students learn how to define and start a Business Process Improvement project, utilize the proven DMAIC methodology and tools from lean six sigma and develop problem-solving skills that can immediately be put to work solving process problems in their own workplace. Students learn the importance of using data analytics in arriving at the best recommendation for improvement. It is expected that students use critical thinking skills to best frame the project objective, learn to ask the difficult questions, and present their recommendations with conviction based on facts, not opinions.

The course is based on real-life case studies of companies with process challenges within their organizations – from manufacturing/operations, supply chain, service, and other functional areas.

One unique feature of this course is that upon completion, students receive their Lean Six Sigma Yellow Belt Certification through www.GoLeanSixSigma.com on the last day of class.

Credits: 4

MBA 8280 – Business Law and Ethics

This course helps students develop a clear understanding of basic principles of law as they relate to business. Topics covered include business organizations, contracts, product liability, intellectual property, and ethics. Students gain the knowledge and skills they need to identify common legal problems and ethical issues and to communicate effectively and concisely about them.

Credits: 4

MBA 8295 – 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. Value creation and competent

financial analysis are central to good management and firm success. The goals of this course are to answer the following questions: Is our strategy working? What are the sources of problems, if they exist? What corrective actions and targets should be established to get back on track?

Credits: 4

MBA 8492 – Strategic Management

In this course students integrate knowledge and learning accumulated throughout the MBA Program, focusing on the long-term direction and profitability of the overall firm. Students explore how organizations leverage external and internal environments to create sustained competitive advantage and superior performance. Students hone their critical thinking skills by performing a variety of strategic analyses as they apply to organizations and practice making strategic recommendations as a manager. Students learn how to develop and integrate an organization's vision, mission, and values, analyze the external environment and develop internal resources and capabilities. In addition, students learn about different types of business strategy and when they may be most valuable to the organization. Furthermore, students gain a better understanding of the formulation and implementation of strategy by learning more about diversified firm strategy, corporate social responsibility, ethics, and sustainability, organizational structure, internal controls and organizational culture.

Prerequisite: Students must have completed 2 School of Business graduate courses numbered 8000–8499 with grades of C or higher.

Credits: 4

MPA 8001 – Leading in Organizations

This course focuses on the skills leaders need to elicit commitment and productivity from individuals and groups to create positive change and build flourishing organizations. Students learn theories and practices for identifying and motivating key actors in the workplace, and to create and lead successful teams. Awareness of one's own values, beliefs, decision-making tendencies and behaviors is a crucial first step in becoming a

leader. Thus, a significant portion of the course consists of assessment and reflection activities designed to enhance self-awareness of cultural intelligence, conflict style, team behaviors and preferences, sense of flourishing and wellbeing, and leadership values and goals.

Credits: 4

MPA 8015 – Scope and Dynamics of Public Administration

This course sets the foundation of understanding the context in which public administration occurs. Students will examine the history of public administration and its core concepts and their application. The course provides both an academic and a practical foundation to the field by drawing on theory, history, concepts, terms, noted authors, and underlying philosophies of serving the public and working in a political system. The course will also examine issues of cross-sector collaboration and how the public sector works with the private and nonprofit sectors to address society's biggest challenges.

Credits: 4

MPA 8030 – Public Fiscal Management and Budgeting

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 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 is 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 8065 – Data Analytics and Decision Making

Organizations today operate in a complex environment, with more data available than ever before. While tools and technology have enabled better use of that data, managers must be prepared to structure data-driven decision-making processes, understand the implications and assumptions of analytical methods, and successfully communicate findings to non-technical audiences. This course builds a strong foundation in decision-making theory, data management and analysis, and communication. Students build skills in using tools for data management, analysis and visualization. The course adds to the student's toolbox of managerial skills and helps get them ready for analysis in the real world,

where problems and data do not come in neatly wrapped packages; data and decision-making is messy.

Credits: 4

MPA 8075 – Ethics, Equity and Social Justice

The purpose of public administration is to aid in the provision of the public good. This course will examine the role of public servants in addressing issues of racial, economic and other disparities. Key to the content will be exploration of the "Minnesota Paradox" which is the large disparities in access and outcomes between white and BIPOC communities. Students will explore issues of equity, cultural competency, diversity, structural racism, power, privilege and ethics in the provision of the public good.

Credits: 4

MPA 8160 – Project Management

This course provides a thorough introduction to all aspects of project management, an important aspect of how organizations accomplish both tactical and strategic goals. The course discusses the theory, methodology, tools, application and art of project management, including an introduction to Agile and Lean Six Sigma. Topics include scope management, time and cost management, quality management, the human aspect of managing change, communications, and risk management.

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/arbitration 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 from 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 8210 – Negotiation

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 constructive, ethical negotiation practices.

Credits: 4

MPA 8211 – Leading through Change

This course helps students understand organizations at a systems level, improve decisions, increase creativity, enhance others' performance and develop capacity to build a healthy, productive workplace. Students experience how conflict is managed individually and systemically through assessing culture elements such as patterns, roles, concerns, power differentials and differing workplace assumptions and work in teams to design customized change leadership responses. They learn how assessments, buy-in, design teams, development, implementation, roll-out and feedback loops and other group process practices can build their capacity to lead systemic change more effectively.

Credits: 4

MPA 8212 – Perspectives on Conflict and Change

This course explores the nature of conflict and the implications for individuals, groups and organizational change from a range of theoretical and research-based perspectives. Students learn how to identify underlying causes of conflict and resistance to change and to develop appropriate approaches to constructive engagement and sustainable change.

Credits: 4

MPA 8225 – Critical Issues in Public Administration

This course explores the current practices and issues addressed by the public and nonprofit sectors

individually or in collaboration with one another or the private sector. Students will explore both theory and practice in looking at current complex problems and approaches to address them, including the resources, leadership and collaborations needed. Students will apply their knowledge by developing possible solutions to an issue as well as analyzing the type of leadership needed to implement the proposals.

Prerequisite: Students must have completed 2 School of Business graduate courses numbered 8000–8499 with grade greater than or equal to C.

Credits: 4

MPA 8440 – Social Demographics

This course looks 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

MSBA 8100 – Statistical Foundations of Business Analytics

The objective of this course is to build a solid foundation of understanding in probability and statistics for decision making under uncertainty. Topics include statistical independence, conditional probability, Bayes theorem, discrete and continuous distributions, sampling distributions, ANOVA, correlation and linear regression.

Credits: 4

Note: MPA students who have completed Data Analytics & Decision Making may take this course. To register, please contact the Graduate Programs Advisor at hsbgradadvisor@hamline.edu.

MSBA 8110 – Databases

This course focuses on the fundamentals of database design and modeling, data structures and storage technologies, and techniques for managing data. Topics include multidimensional databases (cubes),

columnar databases and Cloud technologies, Structured Query Language (SQL), and processes for moving data. The course introduces "big data" architectures, including Hadoop, Map-reduce, Hive, and Spark and cloud environments such as MS Azure, AWS and Google Cloud.

Credits: 4

Note: MPA students who have completed Data Analytics & Decision Making may take this course. To register, please contact the Graduate Programs Advisor at hsbgradadvisor@hamline.edu.

MSBA 8125 – Principles of Data Analytics

This course addresses foundational and broad aspects of data use. Students will engage with the ethical dimensions of data science, including the ways we build models and algorithms to aid in our decisions. Data collection, quality, management, preparation, manipulation, sharing, ownership, and persistence all factor into an ethical framework.

Data quality is addressed as an ongoing operational and governance process, as well as within the context of massive volumes of data available today. Methods of finding and addressing data issues, including missing and erroneous values are discussed.

Credits: 4

MSBA 8140 – Programming for Data Analytics

This course provides an introduction to programming in R and Python, which are among the most popular tools for data analytics. The course covers basic programming concepts, the logic of programming; along with program design, including function modularity and managing data structures. The course provides a solid foundation for using these tools in later courses and in work careers.

Prerequisite: MSBA 8100

Credits: 4

MSBA 8150 – Data Visualization

This course explores the principles and techniques used in creating visual representations of quantitative data that effectively communicate the meaning in the data.

It covers the core topics in data visualization: data representation, visualization toolkits (Tableau, Power BI, Python, others), dashboard design, and web-based visualizations, and visualization of complex, high dimensional data.

Credits: 4

MSBA 8170 – Machine Learning I

This course builds on the basic statistics course and moves quickly into applying these techniques towards understanding patterns in our data. R and Python are the primary tools used, and topics include an overview of regression analysis (including logistic, OLS, Poisson, and nonlinear models), supervised and unsupervised machine learning, data partitioning, and principal component analysis.

Prerequisites: MSBA 8100 and MSBA 8140

Credits: 4

MSBA 8180 – Machine Learning II

This course advances the student's understanding of machine learning techniques, emphasizing the application of these techniques to business datasets. Students use R and Python and other tools to better understand concepts, including neural networks, clustering algorithms, naïve Bayes, and ensemble techniques such as Random Forests.

Prerequisite: MSBA 8170

Credits: 4

MSBA 8490 – Business Analytics Practicum

The Practicum integrates all earlier coursework, applying student skills and knowledge to a real-world situation. Students work on a project with a regional organization.

Prerequisites: MSBA 8180

Credits: 4

School of Education and Leadership

Office Location: West Hall, second floor

Mailing Address: MS-A1720, 1536 Hewitt Avenue, Saint Paul, MN 55104

Phone number: 651-523-2600

Email: education@hamline.edu

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

Academic Programs - Advanced Degrees

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. The pillars of the School of Education and Leadership conceptual frame are integrated into the curriculum: promote equity in schools and society, build communities of teachers and learners, construct knowledge, and practice thoughtful inquiry and reflection. 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 the conceptual frame, the responsive setting of the learning climate, and the skills and expertise of the faculty and students.

EdD Degree Requirements

68 credits and 3.0 GPA

10 Required Core Courses (36 credits)

- GED 8501 - The Learning Organization
- GED 8502 - Educational Foundations
- GED 8504 - Educational Organizations
- GED 8505 - Leadership
- GED 8507 - 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

Elective Courses (16 credits)

(see below)

Dissertation (16 credits)

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

Successful completion of the following

- a written examination
- a synthesis presentation
- a dissertation

Advancement to Candidacy

Required coursework must be completed prior to advancement to candidacy.

Grade Requirement

Students must earn a minimum grade of B- and maintain a cumulative 3.0 GPA.

Electives

Sixteen semester credits of elective course work are required. A maximum of eight credits of independent study may be counted toward the elective requirement. 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 HSEL 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, and master's-level course work in The Creative Writing Programs may be used to fulfill elective credits. Prerequisites apply as indicated. Hamline continuing studies or professional development courses may not be used to fulfill elective credit.

EdD students who earn an administrative license through Hamline's School of Education and Leadership 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 coursework may precede, overlap, or extend beyond earning an EdD.

Electives at Other Institutions

EdD students may transfer a maximum of 8 semester credits of coursework 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.

Educational Specialist (EdS) – Administrative Licensure Track

School districts, schools, and organizations are looking for leaders prepared to succeed from day one.

Hamline's Educational Specialist degree prepares students to implement impactful change, build relationships, and become culturally responsive and effective educator-leaders.

Students in the program:

- complete administrative licensure in one of three areas: K-12 principal, superintendent, or director of special education;
- develop the skills and strategies for equitable school innovation and transformation;
- design an action research project to address a problem of practice in their school or district.

EdS Degree Requirements

32 credits and 3.0 GPA

Administrative Licensure Courses

- GED 8100 – Leadership and Organization
- GED 8101 – Human Relations in Organizations
- GED 8125 – School Finance
- GED 8142 – Education Law and Ethics
- GED 8145 – Introduction to Administrative Licensure

One licensure-focused course

- GED 8135 – The K-12 Principal
- GED 8120 – The District Superintendent
- GED 8115 – Director of Special Education

Three licensure-focused field experiences

Principal:

- GED 8175 – Principal Field Experience I: Plan
- GED 8176 – Principal Field Experience II: Portfolio
- GED 8177 – Principal Field Experience III: Exit

Superintendent:

- GED 8185 – Superintendent Field Experience I: Plan
- GED 8186 – Superintendent Field Experience II: Portfolio
- GED 8187 – Superintendent Field Experience III: Exit

Director of Special Education:

- GED 8195 – Director Field Experience I: Plan
- GED 8196 – Director Field Experience II: Portfolio
- GED 8197 – Director Field Experience III: Exit

Educational Specialist Degree Completion Courses

- GED 8600 – Equitable Innovation and Transformation: Skills and Strategies for K12 Educational Leaders
- GED 8690 – Action Research Project

Elective Courses (0–4 credits)

The number of electives varies by student, but generally ranges from 0–4 credits. The minimum number of elective credits required is determined by evaluating two factors:

- Whether the candidate needs additional coursework to develop leadership competencies; and
- If the candidate still needs additional credits to satisfy the state requirement of having 60 credits beyond their bachelor's degree including a master's degree.

Educational Specialist (EdS) – Leadership for Equitable Innovation and Transformation

The EdS in Leadership for Equitable Innovation and Transformation is a post-master's degree designed for practicing educators who want to explore leadership in their own practice and organizations.

School districts are looking for leaders prepared to help students succeed from day one. Hamline's Educational Specialist degree prepares students to implement impactful change, build relationships, and become culturally responsive and effective educator-leaders.

Students in the program:

- develop the skills and strategies for equitable school innovation and transformation;

- design an action research project to address a problem of practice in their school, district, or organization.

Program Requirements

32 credits and 3.0 GPA

- GED 8021 – Designing Effective Learning Environments
- GED 8022 – Action Research: Practice and Application
- GED 8024 – Educating for Equity and Social Justice
- GED 8100 – Leadership and Organization
- GED 8142 – Education Law and Ethics
- GED 8200 – Understanding Learning
- GED 8210 – Investigating Contemporary and Critical Issues in Education
- GED 8220 – Policy, Leadership, and Advocacy in Education
- GED 8600 – Equitable Innovation and Transformation: Skills and Strategies for K12 Educational Leaders
- GED 8690 – Action Research Project

Master of Arts in Education (MAEd)

Designed to help educators meet the challenges of today's schools and society, the Master of Arts in Education (MAEd) program continues Hamline's tradition of relevant curriculum, outstanding faculty, and collaborative learning. 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 a fully online format or in a hybrid format that combines face-to-face

courses with online learning. Online courses are facilitated by faculty during the fall, spring, and summer terms. Active engagement in online learning is expected beginning with the first week of class; weekly learning schedules are posted, and synchronous activities may be required.

MAEd Degree Requirements

34 credits and 3.0 GPA

Core Courses (20 credits)

- GED 8021 – Designing Effective Learning Environments
- GED 8022 – Action Research: Practice and Application
- GED 8024 – Educating for Equity and Social Justice
- GED 8200 – Understanding Learning
- GED 8210 – Investigating Contemporary and Critical Issues in Education
- GED 8220 – Policy, Leadership, and Advocacy in Education
- GED 8400 – Capstone Design

Electives (10 credits)

Elective credits may be earned through 6000, 7000, or 8000-level Hamline University graduate courses or through graduate course work at other accredited institutions. At least five of the ten elective credits must be completed through Hamline University. 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. 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.

Note: Co-sponsored courses offered through the School of Education and Leadership Continuing Studies program may be applied to degree program requirements up to 25% of the total credits.

Capstone (4 credits)

Choose either Capstone Project or Capstone Thesis I and II.

- GED 8490 – Capstone Project

- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

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 to bring out the best in you and impact the world in which we live.

Accredited by the North American Association for Environmental Education, the Master of Arts in Education: Natural Science and Environmental Education (MAEd: NSEE) program inspires through a focus on environmental leadership development that taps participants' convictions and passions. It promotes field-based research and community collaborations including partnerships with Osprey Wilds Environmental Learning Center 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 literacy, teaching and learning, with an emphasis on systems, solutions, and sustainability. It is designed for both classroom teachers and non-formal educators.

MAEd: NSEE Degree Requirements

34 credits and 3.0 GPA

Core Courses (20 credits)

- GED 8200 – Understanding Learning
- GED 8210 – Investigating Contemporary and Critical Issues in Education
- GED 8220 – Policy, Leadership, and Advocacy in Education
- GED 8400 – Capstone Design
- NSEE 8110 – Foundations of Environmental Education

One of the following:

- NSEE 8120 – Earth Systems: Biomes
- NSEE 8130 – Environment and Society

Electives (10 credits)

Choose from NSED courses 6000- and 7000-level course offerings. Students may choose to focus their electives in environmental education, nature-based early learning, nature-based education, or climate literacy.

Note: Co-sponsored courses offered through the School of Education and Leadership Continuing Studies program may be applied to degree program requirements up to 25% of the total credits.

Capstone (4 credits)

Choose either Capstone Project or Capstone Thesis I and II.

- GED 8490 – Capstone Project
 - GED 8495 – Capstone Thesis I
 - GED 8496 – Capstone Thesis II
-

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 program guides students to achieve a comprehensive understanding of the program outcomes:

- Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and

methods, curriculum materials, and the appropriate use of assessments.

- View professional learning and leadership as a career-long effort and responsibility.
- Create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society

MALEd Degree Requirements

34 credits and 3.0 GPA

Core Courses (20 credits)

- LANG 8300 – Literacy Learning and Effective Instructional Practices
- LANG 8310 – Critical Literacy: Fostering Equity, Access, and Varied Perspectives
- LANG 8340 – Critical Issues in Literacy Leadership: Understanding and Advocating at Local, State, and National Levels
- GED 8200 – Understanding Learning
- GED 8210 – Investigating Contemporary and Critical Issues in Education
- GED 8220 – Policy, Leadership, and Advocacy in Education
- GED 8400 – Capstone Design

Electives (10 credits)

Elective credits must be literacy-focused. Most elective choices are made to meet students' professional learning needs. Elective coursework for this degree may be acquired through the K-12 Reading License program and other relevant School of Education and Leadership graduate-level courses.

Note: Co-sponsored courses offered through the School of Education and Leadership Continuing Studies program may be applied to degree program requirements up to 25% of the total credits.

Capstone (4 credits)

Choose either Capstone Project or Capstone Thesis I and II.

- GED 8490 – Capstone Project
 - GED 8495 – Capstone Thesis I
 - GED 8496 – Capstone Thesis II
-

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

The field of English language teaching is rapidly evolving. English learners, both in the United States and abroad, are seeking opportunities to acquire academic and professional English language skills. Hamline University's Master of Arts in Teaching English to Speakers of Other Languages (MA in TESOL) program provides students with an in-depth analysis of the latest research and innovation in the field. This cutting-edge program prepares you for a dynamic global career working with private and public institutions in the U.S. and abroad, international corporations and NGOs, and private language schools in teaching or administration. Become part of the exciting and growing field of teaching English to speakers of other languages!

With an MA in TESOL from Hamline, you will:

- Explore the relationship between language, identity, and power and implications for the classroom.
- Gain an understanding of language systems and how languages are learned
- Develop practices in teaching and assessment that promote equity and inclusion.
- Become an advocate and leader in the TESOL field.
- Establish the classroom research skills you need to be an informed, active, and collaborative practitioner.
- Design a research-based thesis or a practice-based project as a capstone upon completion of the program.

The MA in TESOL is offered in a dynamic, fully online format, with opportunities for face-to-face learning.

MA in TESOL Degree Requirements

32 credits and 3.0 GPA

World (Foreign) Language Study

Students must provide documentation of at least two years of high school or one year of college foreign language or the equivalent. This requirement may be waived for those who have a home language other than English.

Core Courses (20 credits):

- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society
- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- GED 8400 – Capstone Design

Concentration (8 credits):

Choose one of the following areas of concentration.

Adult Concentration – The MA in TESOL with an Adult concentration prepares you for a dynamic global and local career working with community colleges and universities in the United States and abroad, international corporations and NGOs, private language schools in teaching or administration, community-based ESL programs, and Adult Basic Education programs.

Students complete 8 credits from the following options:

- ESL 7621 – TEFL Certificate Part I, and
 - ESL 7622 – TEFL Certificate Part II
- or
- ESL 8105 – English Teaching Practices, and
 - ESL 8107 – Course Design and Assessment

K-12 Teaching Concentration – With a concentration in K-12 teaching, graduates will learn about working with younger learners, and will also qualify for university and community college ESL positions in both the United States and abroad. (The MA in TESOL alone does not meet licensure requirements. All teachers must meet licensing requirements in the state where they teach.)

- ESL 7700 – Teacher Leadership in TESOL
- ESL 7753 – Testing & Evaluation of English Language Learners
- ESL 7776 – ESL Methods Part II

Capstone (4 credits):

Choose either Capstone Project or Capstone Thesis I and II.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Academic Programs – Master of Arts in Teaching with Initial Licensure

General Information

Designed for working adults, this degree program provides an initial teaching license leading to a master's degree. Faculty have extensive K-12 experience, expertise in a range of specific areas of scholarship, and a commitment to helping you become a successful teacher. Learn hands-on applications in an integrated curriculum focusing on diverse, inclusive, multicultural learning environments.

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

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 must maintain a 3.0 overall GPA and earn a B- or higher in all licensure courses. Refer to the student handbook for program details and requirements. The master's degree can be completed with two additional courses after completion of the license.

There is a 7-year limit for students to complete licensure and degree requirements, including passing student teaching, applying for the Minnesota teaching license, and completing the capstone project or thesis.

Master of Arts in Teaching with Initial Licensure: Adult Basic Education

Pedagogy Requirements – Initial License

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society

- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality

Content Requirements – Adult Basic Education

- 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
- EDUC 7690 – ABE Field Experience
- 2-credit elective course in ESL, literacy, adult education, or other related fields with faculty approval

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Chemistry 9-12

Pedagogy Requirements – Initial License, 9-12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Secondary Student Teaching 9-12

Methods Requirements – Sciences

- 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

Content Requirements – Chemistry

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- CHEM 1130 – General Chemistry I
- CHEM 1140 – General Chemistry II
- CHEM 3240 – Analytical Chemistry
- CHEM 3450 – Organic Chemistry I
- BIOC 3820 – Biochemistry I
- MATH 1200 – Statistics

One year of General Physics:

- PHYS 1150 – Algebra-Based Physics I and
 - PHYS 1160 – Algebra-Based Physics II
- or
- PHYS 1230 – General Physics I
 - PHYS 1240 – General Physics II

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
 - GED 8495 – Capstone Thesis I
 - GED 8496 – Capstone Thesis II
-

Master of Arts in Teaching with Initial Licensure: Communication Arts and Literature 5–12

Pedagogy Requirements – Initial License, 5–12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- ENCM 3000 – Literary and Cultural Theory
- ENCM 3501 – Studies in Technical & Disciplinary Writing: Teaching Writing
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Secondary Student Teaching 5–12

One linguistics course chosen from the following:

- MODL 1010 – Fundamentals of Linguistics
- ESL 8100 – Linguistics for Language Teachers

Methods Requirements – Communication Arts and Literature

- GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I
- GED 7870 – Teaching Communication Arts and Literature in the Middle and Secondary School Part II

Content Requirements – Communication Arts and Literature

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ENCM 1300 – Introduction to Media Studies or ENCM 3200–3240 – Topics in Media Studies
- ENCM 1600 – Public Speaking
- 8 credits of literature-based courses that represent a range of diverse authors, genres, time periods, and perspectives (e.g., ENCM 1200–1230, ENCM 1400, ENCM 3100–3150, ENCM 3300–3340)

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Elementary K–6

Pedagogy Requirements – Initial License, K–6

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7885 – Elementary Student Teaching K–6

Content Requirements – Elementary

- GED 7833 – Teaching Health and Physical Education in the Elementary School K–6
- GED 7834 – Teaching the Arts 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 K–6, Part I
- GED 7846L – Lab: Teaching Literacy in the Elementary School K–6

- GED 7847 – Teaching Literacy in the Elementary School K–6, Part II
- GED 7851 – Teaching Science in the Elementary School
- GED 7852 – Teaching Math in the Elementary School
- GED 7852L – Lab: Teaching Math in the Elementary School

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: English as a Second Language K–12

Pedagogy Requirements – Initial License, K–12 ESL

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K–12

Methods Requirements – ESL

- ESL 7775 – ESL Methods Part I
- ESL 7776 – ESL Methods Part II

Content Requirements – ESL

ESL candidates must have one year (two semesters) of college foreign language courses or two years at the high school level. Non-native English speakers are exempt as it is assumed they learned English as a second language.

- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society

- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- ESL 7753 – Testing & Evaluation of English Language Learners
- ESL 7770 – Critical Praxis in TESOL

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: General Science 5–8

Pedagogy Requirements – Initial License, 5–8 General Science

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7897 – Middle-Level Student Teaching 5–8

Methods Requirements – Sciences

- 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

Content Requirements – General Science

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the

daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- BIOL 1510 – Integrated Concepts in Biology I
- BIOL 1520 – Integrated Concepts in Biology II
- CHEM 1130 – General Chemistry I
- CHEM 1140 – General Chemistry II
- MATH 1200 – Statistics
- PHYS 1120 – Astronomy
- One course in earth systems (addressing geology, physical oceanography, and meteorology)

One year of General Physics:

- PHYS 1150 – Algebra-Based Physics I
 - PHYS 1160 – Algebra-Based Physics II
- or
- PHYS 1230 – General Physics I
 - PHYS 1240 – General Physics II

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Life Science 9–12

Pedagogy Requirements – Initial License, 9–12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12

- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Secondary Student Teaching 9–12

Methods Requirements – Sciences

- 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

Content Requirements – Life Science

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- BIOL 1510 – Integrated Concepts in Biology I
- BIOL 1520 – Integrated Concepts in Biology II
- BIOL 3050 – Principles of Genetics
- BIOL 3060 – Principles of Cell Biology
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- CHEM 1130 – General Chemistry I
- MATH 1200 – Statistics

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Mathematics 5–12

Pedagogy Requirements – Initial License, 5–12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Secondary Student Teaching 5–12

Methods Requirements – Mathematics

- 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

Content Requirements – Mathematics

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- Math 1130 – Fundamental Concepts of Mathematics
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3440 – Discrete Mathematics
- MATH 3560 – Modern Geometry

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Physics 9–12

Pedagogy Requirements – Initial License, 9–12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Secondary Student Teaching 9–12

Methods Requirements – Sciences

- 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

Content Requirements – Physics

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- PHYS 1230 – General Physics I
- PHYS 1240 – General Physics II
- PHYS 3540 – Modern Physics
- PHYS 5930 – Theoretical Mechanics
- PHYS 5XXX – physics elective
- CHEM 1130 – General Chemistry I
- CHEM 1140 – General Chemistry II
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3320 – Multivariable and Vector Calculus

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Social Studies 5–12

Pedagogy Requirements – Initial License, 5–12

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Secondary Student Teaching 5–12

Methods Requirements – Social Studies

- 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

Content Requirements – Social Studies

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ANTH 1160 – Introduction to Anthropology
- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data and Social Issues
- HIST 1310 – Introduction to United States History: 1865–Present
- HIST 3XXX – History course numbered above 3010
- HIST XXXX – History course focusing on East Asian, South Asian, Pacific, African, or Latin American populations
- PSCI 1110 – American Government and Politics
- PSY 1330 – General Psychology
- SJSC 1110 – Society and Social Change
- One course in Human Geography (not offered at Hamline)

Six courses in one concentration area: anthropology, economics, geography, history, political science, psychology, or sociology. The concentration must include at least one 5000-level course, at least one 3000-level course, and the methodology course in the discipline from among the options below.

Note: Courses listed above are counted toward the concentration area.

Methodology Course – Choose the course that matches the concentration area.

- ANTH 5260 – Anthropological Thought and Theory
- HIST 3020 – Interdisciplinary Research Methods
- PSCI 3540 – Political Research and Analysis
- PSY 3350 – Research Methods in Psychology
- QMBE 1310 – Statistics (for economics)
- SJSC 3920 – Social Research Methods

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Special Education – Academic Behavioral Strategist

Pedagogy Requirements – Initial License, Special Education

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7886 – Student Teaching Special Education K-12

Core Requirements – Special Education

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration

Content Requirements – Academic Behavioral Strategist

- GED 7846 – Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L – Lab: Teaching Literacy in the Elementary School K-6
- SPED 7201 – Transition and Professional Planning

- SPED 7202 – Social Communication and Positive Behavior Supports
- SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities
- SPED 7205 – Behavior Intervention and Mental Health

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Master of Arts in Teaching with Initial Licensure: Special Education – Autism Spectrum Disorder

Pedagogy Requirements – Initial License, Special Education

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7886 – Student Teaching Special Education K-12

Core Requirements – Special Education

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration

Content Requirements – Autism Spectrum Disorders

- GED 7846 – Teaching Literacy in the Elementary School K-6, Part I

- GED 7846L – Lab: Teaching Literacy in the Elementary School K-6
- SPED 7100 – ASD: Introduction and Overview
- SPED 7101 – Proactive Behavior Management
- SPED 7102 – Assessment: Identification and Planning for the Student with ASD
- SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 – Intervention and Strategies for Students with ASD
- SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 – Social Cognition

Degree Completion Requirements

- GED 8400 – Capstone Design

Capstone Experience – Students choose either Capstone Project or Capstone Thesis I and II, for a total of 4 credits.

- GED 8490 – Capstone Project
- GED 8495 – Capstone Thesis I
- GED 8496 – Capstone Thesis II

Academic Programs – 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 and Leadership offers coursework towards application for three Minnesota administrative licenses: K-12 Principal, District Superintendent, and Director of Special Education

The Administrative Licensure program prepares students for equitable, instructional leadership to effectively address changing demographics, focus on results-based education, and address the needs of an increasingly broad range of stakeholders. Students in the program:

- grow foundational knowledge through instruction that blends theory and practice;

- expand leadership skills through meaningful and relevant curriculum;
- develop the confidences necessary for educational leaders assuming the complex duties required in today's schools and districts.

The state of Minnesota requires administrative licensure applicants to acquire a minimum of 60 credits past a baccalaureate degree, which must include a master's degree.

Administrative licensure candidates at Hamline will complete an Initial Competency Assessment (ICA). The ICA will be used to help determine a plan of action for the 320-hour field experiences which are a requirement for administrative licensure per MN AR 3512.

The program is offered in a low-residency format that blends online instruction with campus-based instruction.

Administrative License Program Requirements

Fulfillment of a Hamline administrative license includes completion of coursework, 320 hours of field experience, and an electronic portfolio.

Core courses (14 credits)

- GED 8100 – Leadership and Organization
- GED 8101 – Human Relations in Organizations
- GED 8125 – School Finance
- GED 8142 – Education Law and Ethics
- GED 8145 – Introduction to Administrative Licensure

One licensure-focused course (4 credits)

- GED 8135 – The K-12 Principal
- GED 8120 – The District Superintendent
- GED 8115 – Director of Special Education

Field Experience (6 credits)

Principal

- GED 8175 – Principal Field Experience I: Plan
- GED 8176 – Principal Field Experience II: Portfolio
- GED 8177 – Principal Field Experience III: Exit

Superintendent

- GED 8185 – Superintendent Field Experience I: Plan
- GED 8186 – Superintendent Field Experience II: Portfolio
- GED 8187 – Superintendent Field Experience III: Exit

Director of Special Education

- GED 8195 – Director Field Experience I: Plan
- GED 8196 – Director Field Experience II: Portfolio
- GED 8197 – Director Field Experience III: Exit

Electives

The number of electives varies by student, but generally ranges from 0–4 credits. The minimum number of elective credits required is determined by evaluating two factors:

- Whether the candidate needs additional coursework to develop leadership competencies; and
- If the candidate still needs additional credits to satisfy the state requirement of having 60 credits beyond their bachelor's degree including a master's degree.

Transferred coursework may be used to fulfill electives.

Academic Programs – Additional Licensure

General Information

There is a 7-year limit for students to complete licensure requirements, including passing advanced practicum and applying for the Minnesota teaching license.

Program requirements are subject to change based on Minnesota educator licensing requirements.

Additional license candidates are not eligible for the Master of Arts in Teaching (MAT) degree. Ask your advisor about options for advanced degrees or other continuing education at Hamline.

Additional Licensure: Adult Basic Education

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice

- GED 7872 – Exceptionality

Content Requirements – Adult Basic Education

- 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
- EDUC 7690 – ABE Field Experience
- 2-credit elective course in ESL, literacy, adult education, or other related fields with faculty approval

Additional Licensure: Chemistry 9–12

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Secondary

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Sciences

- 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

Content Requirements – Chemistry

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid

requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- CHEM 1130 – General Chemistry I
- CHEM 1140 – General Chemistry II
- CHEM 3240 – Analytical Chemistry
- CHEM 3450 – Organic Chemistry I
- BIOC 3820 – Biochemistry I
- MATH 1200 – Statistics

One year of General Physics:

- PHYS 1150 – Algebra-Based Physics I
 - PHYS 1160 – Algebra-Based Physics II
- or
- PHYS 1230 – General Physics I
 - PHYS 1240 – General Physics II

Additional Licensure: Communication Arts and Literature 5–12

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Secondary

- ENCM 3000 – Literary and Cultural Theory
- ENCM 3501 – Studies in Technical & Disciplinary Writing: Teaching Writing
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

One linguistics course chosen from the following:

- MODL 1010 – Fundamentals of Linguistics
- ESL 8100 – Linguistics for Language Teachers

Methods Requirements – Communication Arts and Literature

- GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I
- GED 7870 – Teaching Communication Arts and Literature in the Middle and Secondary School Part II

Content Requirements – Communication Arts and Literature

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ENCM 1300 – Introduction to Media Studies or ENCM 3200–3240 – Topics in Media Studies
- ENCM 1600 – Public Speaking
- 8 credits of literature-based courses that represent a range of diverse authors, genres, time periods, and perspectives (e.g., ENCM 1200–1230, ENCM 1400, ENCM 3100–3150, ENCM 3300–3340)

Additional Licensure: Communication Arts and Literature Endorsement 5–8

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, 5–8

- ENCM 3000 – Literary and Cultural Theory

- ENCM 3501 – Studies in Technical & Disciplinary Writing: Teaching Writing
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Communication Arts and Literature

- GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I
- GED 7870 – Teaching Communication Arts and Literature in the Middle and Secondary School Part II

Content Requirements – 5–8 Communication Arts and Literature

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ENCM 1600 – Public Speaking
- 8 credits of literature-based courses that represent a range of diverse authors, genres, time periods, and perspectives (e.g., ENCM 1200–1230, ENCM 1400, ENCM 310–3150, ENCM 3300–3340).

Once communications course:

- ENCM 1300 – Introduction to Media Studies
- ENCM 3200–3240 – Topics in Media Studies

Additional Licensure: Elementary Education K–6

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

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

- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Elementary

- GED 7990 – Advanced Practicum

Content Requirements – Elementary

- GED 7833 – Teaching Health and Physical Education in the Elementary School K-6
- GED 7834 – Teaching the Arts 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 K-6, Part I
- GED 7846L – Lab: Teaching Literacy in the Elementary School K-6
- GED 7847 – Teaching Literacy in the Elementary School K-6, Part II
- GED 7851 – Teaching Science in the Elementary School
- GED 7852 – Teaching Math in the Elementary School
- GED 7852L – Lab: Teaching Math in the Elementary School

Additional Licensure: English as a Second Language K-12

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, K-12

- GED 7990 – Advanced Practicum

Methods Requirements – ESL

- ESL 7775 – ESL Methods Part I
- ESL 7776 – ESL Methods Part II

Content Requirements – ESL

ESL candidates must have one year (two semesters) of college foreign language courses or two years at the high school level. Non-native English speakers are exempt as it is assumed they learned English as a second language.

- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society
- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- ESL 7753 – Testing & Evaluation of English Language Learners
- ESL 7770 – Critical Praxis in TESOL

Additional Licensure: General Science 5-8

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, 5-8

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7990 – Advanced Practicum

Methods Requirements – Sciences

- 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

Content Requirements – General Science

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that

financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- BIOL 1510 – Integrated Concepts in Biology I
- BIOL 1520 – Integrated Concepts in Biology II
- CHEM 1130 – General Chemistry I
- CHEM 1140 – General Chemistry II
- MATH 1200 – Statistics
- PHYS 1120 – Astronomy
- One course in earth science

One year of General Physics:

- PHYS 1150 – Algebra-Based Physics I
- PHYS 1160 – Algebra-Based Physics II

or

- PHYS 1230 – General Physics I
- PHYS 1240 – General Physics II

Additional Licensure: Life Science 9–12

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Secondary

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Sciences

- 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

Content Requirements – Life Science

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- BIOL 1510 – Integrated Concepts in Biology I
- BIOL 1520 – Integrated Concepts in Biology II
- BIOL 3050 – Principles of Genetics
- BIOL 3060 – Principles of Cell Biology
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- CHEM 1130 – General Chemistry I
- MATH 1200 – Statistics

Additional Licensure: Mathematics 5–12

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Secondary

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Mathematics

- 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

Content Requirements – Mathematics

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- MATH 1130 – Fundamental Concepts of Mathematics
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3440 – Discrete Mathematics
- MATH 3560 – Modern Geometry

Additional Licensure: Mathematics Endorsement 5–8

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, 5–8

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Mathematics

- 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

Content Requirements – 5–8 Mathematics

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- MATH 1130 – Fundamental Concepts of Mathematics
- MATH 1170 – Calculus I
- MATH 1200 – Statistics
- MATH 3440 – Discrete Mathematics
- MATH 3560 – Modern Geometry

Additional Licensure: Physics 9–12

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, Secondary

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Sciences

- 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

Content Requirements – Physics

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the

daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- PHYS 1230 - General Physics I
- PHYS 1240 - General Physics II
- PHYS 3540 - Modern Physics
- PHYS 5930 - Theoretical Mechanics
- PHYS 5XXX - physics elective
- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 1200 - Statistics
- MATH 3320 - Multivariable and Vector Calculus

Additional Licensure: Reading K-12

Program Requirements

- LANG 8300 - Literacy Learning and Effective Instructional Practices
- LANG 8310 - Critical Literacy: Fostering Equity, Access, and Varied Perspectives
- LANG 8320 - Advancing Literacy
- LANG 8330 - Identifying and Meeting Student Needs: Reading Assessments and Interventions
- LANG 8340 - Critical Issues in Literacy Leadership: Understanding and Advocating at Local, State, and National Levels
- GED 7990 - Advanced Practicum

Field Experiences: (3 Experiences, 20 Hours)

Participate in three required field experiences--one each at the elementary, middle and high school level. Where applicable, field experiences may be done in your own educational setting.

Additional Licensure: Social Studies 5-12

Pedagogy Requirements Satisfied by MN Teaching

License - These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality
- GED 7888 - Elevating Learning for Multilinguals

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7990 - Advanced Practicum

Methods Requirements - Social Studies

- 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

Content Requirements - Social Studies

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ANTH 1160 - Introduction to Anthropology
- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data and Social Issues
- HIST 1310 - Introduction to United States History: 1865-Present
- HIST 3XXX - History course numbered above 3010
- HIST XXXX - History course focusing on East Asian, South Asian, Pacific, African, or Latin American populations
- PSCI 1110 - American Government and Politics

- PSY 1330 – General Psychology
- SJSC 1110 – Society and Social Change
- One course in Human Geography (not offered at Hamline)

Concentration Courses – Six courses in one concentration area: anthropology, economics, geography, history, political science, psychology, or sociology. The concentration must include at least one 5000-level course, at least one 3000-level course, and the methodology course in the discipline from among the options below.

Note: Courses listed above are counted toward the concentration area.

Methodology Course – Choose the course that matches the concentration area.

- ANTH 5260 – Anthropological Thought and Theory
- HIST 3020 – Interdisciplinary Research Methods
- PSCI 3540 – Political Research and Analysis
- PSY 3350 – Research Methods in Psychology
- QMBE 1310 – Statistics (for economics)
- SJSC 3920 – Social Research Methods

Additional Licensure: Social Studies

Endorsement 5–8

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements – Additional License, 5–8

- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7990 – Advanced Practicum

Methods Requirements – Social Studies

- 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

Content Requirements – 5–8 Social Studies

Content courses meet the Minnesota state standards for this license area. These courses are undergraduate-level and typically offered during the daytime. Students who need to fulfill content requirements may do so through Hamline University or another accredited institution. Please note that financial aid may not be available for content coursework depending on federal financial aid requirements. Please see a graduate advisor prior to registering for content courses through Hamline University.

- ANTH 1160 – Introduction to Anthropology
- HIST 1310 – Introduction to United States History: 1865–Present
- HIST 3020 – Interdisciplinary Research Methods
- PSCI 1110 – American Government and Politics
- One course in Human Geography (not offered at Hamline)

Economics, choose one:

- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data and Social Issues

Additional Licensure: Special Education – Academic Behavioral Strategist

Pedagogy Requirements Satisfied by MN Teaching

License – These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements

For special education licensure:

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations

- SPED 7950 – Special Education Foundations, Family and Professional Collaboration
- GED 7990 – Advanced Practicum

For categorical license only:

- GED 7990 – Advanced Practicum

Content Requirements – Academic Behavioral Strategist

- GED 7846 – Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L – Lab: Teaching Literacy in the Elementary School K-6
- SPED 7201 – Transition and Professional Planning
- SPED 7202 – Social Communication and Positive Behavior Supports
- SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities
- SPED 7205 – Behavior Intervention and Mental Health

Additional Licensure: Special Education – Autism Spectrum Disorder

Pedagogy Requirements Satisfied by MN Teaching License

– These requirements are deemed as satisfied by a valid Minnesota full-time teaching license.

- GED 7815 – Schools and Society
- GED 7825 – Educational Psychology
- GED 7862 – Education and Cultural Diversity
- GED 7867 – Theory to Practice
- GED 7872 – Exceptionality
- GED 7888 – Elevating Learning for Multilinguals

Remaining Pedagogy Requirements

For special education licensure:

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration
- GED 7990 – Advanced Practicum

For categorical license only:

- GED 7990 – Advanced Practicum

Content Requirements – Autism Spectrum Disorders

- GED 7846 – Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L – Lab: Teaching Literacy in the Elementary School K-6
- SPED 7100 – ASD: Introduction and Overview
- SPED 7101 – Proactive Behavior Management
- SPED 7102 – Assessment: Identification and Planning for the Student with ASD
- SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 – Intervention and Strategies for Students with ASD
- SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 – Social Cognition

Academic Programs – Certificates

General Information

For more information contact the School of Education and Leadership at 651-523-2600 or education@hamline.edu.

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.

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 settings:

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

Through a hands-on, practitioner-based approach, the Adult ESL Certificate 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 in Adult Education

Advanced Literacy Leadership Certificate

It is well documented that effective classroom, school, and district literacy leadership is vital to the continued growth and improved reading and writing in children. This certificate builds on the MN k-12 Reading License and provides a wide variety of educational stakeholders a deeper understanding and broader repertoire of approaches to teaching, coaching, and leadership. Join us in constructing and applying knowledge based on the International Literacy Association's standards for Reading Professionals and Educational Leaders.

Certificate Requirements

- GED 8101 – Human Relations in Organizations
- LANG 8340 – Critical Issues in Literacy Leadership: Understanding and Advocating at Local, State, and National Levels
- LANG 8350 – Advanced Literacy Leadership
- LANG 8360 – Advanced Practica in Literacy Leadership

Advanced Teaching English as a Foreign Language (TEFL) Certificate

Learn more about language theory and linguistics.

The Advanced TEFL Certificate includes all coursework from the 8-credit initial TEFL Certificate, as well as three linguistics courses. You may choose to complete initial TEFL certificate coursework first, or complete initial and advanced coursework concurrently. The initial TEFL courses (8 credits) must be completed on campus, but the remaining courses are offered online. The three Advanced TEFL classes can be taken before or after the initial TEFL courses.

Certificate Requirements

TEFL Courses (8 credits)

- ESL 7621 – TEFL Certificate Part I
- ESL 7622 – TEFL Certificate Part II

Advanced Courses (12 credits)

- ESL 8100 – Linguistics for Language Teachers
- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition

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)

Climate Literacy Certificate

The Climate Literacy certificate will deepen your understanding of the political, social, ecological and educational dimensions of climate change. Courses focus on pedagogy, science communication, environmental justice, and environmental systems. Content includes material from national and international partners and offers global perspectives on climate change issues, while challenging you to identify and implement local tools and solutions for resilience and sustainability.

Once completed, the certificate may be used to fulfill elective requirements for the Master of Arts in Natural Sciences and Environmental Education program, or electives in other graduate programs with approval of the Chair of the School of Education and Leadership or Program Director.

Certificate Requirements

To earn the certificate, students must complete 10 credits with at least one course from each category.

Pedagogy

- NSED 7230 – Theories and Models in Climate Change Education
- NSED 7750 – Science Communication and Climate Change
- COSP 6090 – Summer Institute for Climate Change Education

Social, Economic, and Political Systems

- NSED 7205 – Eco-Justice Education
- NSED 7810 – Global Climate Policy and Solutions
- NSEE 8130 – Environment and Society

Science and Earth Systems

- NSED 7010 – Sustainable Foods
- NSED 7011 – Clean Energy Solutions
- NSED 7800 – Climate Change Basics
- NSEE 8120 – Earth Systems: Biomes

- Whale Research and Marine Ecology (study away course)
- Galapagos: Island Ecology (study away course)

Synthesis

- NSED 7995 – Environmental Certificate Leadership Project

Elevating Learning for Multilinguals Certificate

With a growing number of multilingual learners of English in classrooms nationwide, the Elevating Learning for Multilinguals (ELM) Certificate is just the credential you need. Gain valuable knowledge and skills to transform instruction in your classroom, including:

- An overview of second language acquisition theories.
- Support in writing, integrating, and assessing academic language objectives to ensure that your grade-level content is accessible to multilingual learners of English.
- A deep dive on the local immigrant populations and strategies for culturally responsive pedagogy.

Certificate Requirements

- GED 7888 – Elevating Learning for Multilinguals
- ESL 8110 – Language and Society
- ESL 7753 – Testing & Evaluation of English Language Learners
- ESL 7770 – Critical Praxis in TESOL

Environmental Education Certificate

Developed in consultation with environmental professionals in both formal and non-formal settings, the Environmental Education certificate is a mix of introductory environmental education concepts, teaching methodology and best practices, issues and actions in environmental education, and a broad selection of content-specific courses.

This certificate is designed as a 'build your own' program. We offer a wide variety of courses in environmental and science education so that students may tailor the program to their areas of interest. Once

completed, the certificate may be used to fulfill elective requirements for the Master of Arts in Natural Sciences and Environmental Education program, or electives in other graduate programs with approval of the Chair of the School of Education and Leadership or Program Director.

Certificate Requirements

- 10 credits of NSED coursework at the 7000-level

Nature-based Early Learning Certificate

Nature-based Early Learning is a growing and diverse field. Those with training in this discipline work in nature preschools, parks, forest kindergartens, and early childhood education settings. Grounded in equity and developmentally appropriate practice, this certificate provides a solid understanding of policy, practices, methods and frameworks that impact nature-based learning in a variety of early childhood settings. It provides a unique focus on children 3-8 years old and culminates with a professional synthesis project. This certificate does NOT include an early childhood education license, but it provides a credential that is in high demand across the United States and beyond.

Once completed, the certificate may be used to fulfill elective requirements for the Master of Arts in Natural Sciences and Environmental Education program, or electives in other graduate programs with approval of the Chair of the School of Education and Leadership or Program Director.

Certificate Requirements

To earn the certificate, students complete 10 credits as follows.

Required courses:

- NSED 7102 – A Sense of Wonder: Nature Education in Early Childhood
- NSED 7110 – Methods and Models in Nature-based Early Learning
- NSED 7115 – Nature-based Learning: Policy to Practice
- NSED 7195 – Environmental Certificate Leadership Project

Elective courses (choose one):

- NSED 7100 – Introduction to STEAM in Early Childhood
 - NSED 7101 – Eco Art
 - NSED 7103 – Animals in Environmental Education
 - NSED 7105 – Early Childhood Literacy Outdoors
 - NSED 7220 – Equity and Inclusion in Environmental Education
-

Nature-based Education Certificate

Hamline is the first university to offer a certificate in nature-based learning! Teachers who use nature as a context for teaching report a higher level of job satisfaction, fewer behavior issues in the classroom, and improved student outcomes.

Designed for classroom educators ready to boost student engagement and achievement through environmental learning, this 10 credit certificate offers practicing educators research-backed, immersive, nature-based practices and pedagogical approaches to support all learners and create equitable learning environments and experiences. No matter what the setting of your classroom: urban, rural, or somewhere in between, Nature-based education improves academic outcomes, fosters social-emotional development, and deeper engagement across all subject areas. This certificate supports paraprofessionals, teachers, curriculum coaches, content-area specialists, special education professionals, administrators and others in aligning existing curricula, coursework, and classroom activities with nature-based approaches.

You'll get direct support for applying nature-based approaches to support your work, so you have freedom to choose the elective courses that align best with your professional context. No matter which courses you choose, and no matter where your school is located, you'll effectively use nature as a context for addressing academic standards, supporting students' growth and development, improving engagement and increasing well-being and connection to nature. The certificate is designed for working professionals. Once completed, the certificate may be used to fulfill elective requirements for the Master of Arts in Natural Sciences

and Environmental Education program, or electives in other graduate programs with approval of the Chair of the School of Education and Leadership or Program Director.

Students develop their individual course plan with the program director to ensure the content fits each individual's needs for relicensure, district-wide professional learning, academic standards alignment, and other factors. Note this certificate is NOT a teaching license.

Certificate Requirements

To earn the certificate, students complete 10 credits as follows.

- COSP 7030 – Teacher Field School: Pedagogical Approaches to Using Nature as a Context for Learning and Development
 - 6 credits of coursework in NSED or NSEE (or other area) to be determined with the Program Director to ensure the content fits the individual needs for relicensure, district-wide professional learning, academic standards alignment, or other factors
 - NSED 7995 – Environmental Certificate Leadership Project
-

Teacher Leadership in TESOL Certificate

The Teacher Leadership in TESOL Graduate Certificate is for English language teachers who are interested in advancing their leadership skills. Topics covered in the program include:

- Immigration pathways
- Sociopolitical issues that impact multilingual learners
- Current immigration and education policy
- Approaches to advocacy at the school, district, state, and national levels
- Strategic planning for system-wide change
- Promising practices in teacher professional development
- Skill-building in non-evaluative peer instructional coaching

- Fundamentals of distributed leadership – learning to work alongside school administrators to contribute a TESOL lens to decision-making

Made up of 10 credits, this certificate can be stacked into other programs such as the MATESOL, MAT, MAEd and EdD. Students can begin in the fall or summer.

Certificate Requirements

- GED 8220 – Policy, Leadership, and Advocacy in Education
- ESL 7770 – Critical Praxis in TESOL
- ESL 7700 – Teacher Leadership in TESOL or the SWEL course series (COSP 7101, 7102, 7103)

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 program is offered in two evening courses, four credits each. Part 1 is taught in fall and part 2 is taught in spring.

Certificate Requirements

- ESL 7621 – TEFL Certificate Part I
- ESL 7622 – TEFL Certificate Part II

Faculty

Year following name is first year of appointment

* indicates part-time

Letitia Basford, 2008

Professor

BA 1995, University of Minnesota

MA 2000, San Francisco State University

PhD 2008, University of Minnesota

Michelle Benegas, 2015

Associate Professor

BA 2000, University of St. Thomas

MA 2003, Hamline University

PhD 2015, University of Minnesota

Patty Born-Selly, 2015

Associate Professor

BA 2001, Metropolitan State University

MA 2005, EdD 2019, Hamline University

Jennifer Carlson, 2006

Professor

BS 1991, Winona State University

MS 1998, Minnesota State University, Mankato

PhD 2001, University of Wisconsin, Madison

Suzanne Gikas, 2022

Professor of Practice

BA 1984, University of Essex

MEd 2006, PhD 2013, Kent State University

Jinger Gustafson, 2022

Professor of Practice

BS 1992, North Dakota State University

MA 1994, University of Saint Thomas

EdD 2006, Saint Mary's University

Sarah Hick, 2007

Associate Professor

BA 1992, Grinnell College

MA 1996, Yale University

PhD 2008, University of Minnesota

Anne Ittner, 2024

Assistant Professor

BA 1999, University of St. Thomas

MA 2005, Adams State College

PhD 2017, University of Minnesota

Joe Lewis, 2006

Professor, Chair

BA 1989, Grinnell College

MA 1999, University of Wisconsin-Milwaukee

EdD 2006, Columbia University Teachers College

Karen Moroz, 2011

Associate Professor

BS 1992, Saint Cloud State University

MA 1997, Saint Mary's University

EdD 2004, Hamline University

Rebecca Neal, 2015

Professor

BS 1993, Hampton University

MEd 1994, College of William and Mary

PhD 2014, Arizona State University

Betsy Parrish, 1991

Professor

BA 1982, MA 1985, University of Minnesota

Julia Reimer, 1997

Associate Professor

BA 1986, Goshen College

MSW 1988, Wilfrid Laurier University

MAT 1999, School for International Training

Molly Siebert, 2025

Assistant Professor

BA 1999, University of Wisconsin, Madison

MA 2005, Saint Mary's University of Minnesota

PhD 2022, University of Minnesota, Twin Cities

Maggie Struck, 2016

Associate Professor

BA 2000, University of St. Thomas

MA 2012, PhD 2017, University of Minnesota

Linnette Werner, 2019

Associate Professor

BS 1995, University of Wisconsin-Eau Claire

MA 1998, PhD 2001, University of Minnesota

Courses

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

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 at 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.

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

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 7638 and Adult ESL certificate seekers register for ESL 7638.

Credits: 2

EDUC 7690 – ABE Field Experience

Students meet individually with their faculty advisor to review portfolio requirements (as detailed in the syllabus) and provide documentation of hours in adult classrooms.

Credits: 1

ESL 7100 – Advocating for English Language Learners

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

Credits: 2

ESL 7621 – 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 the TEFL website for details.

Credits: 4

ESL 7622 – 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 the TEFL website for details.

Prerequisite: ESL 7621

Credits: 4

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.

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.

Credits: 2

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

Credits: 2

ESL 7700 – Teacher Leadership in TESOL

The goals of this course are to foster the dispositions, as well as provide MA in TESOL candidates with the knowledge and skills needed in order to serve as leaders in the field of TESOL.

Components of Leadership in TESOL: providing professional development to colleagues, observing and coaching colleagues, serving as a resource teacher, and working with administration on strategic planning for EL services and support.

Taught: Summer

Prerequisite: Completion of ESL licensure

Credits: 2

ESL 7753 – Testing & Evaluation of English Language Learners

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

Credits: 2

ESL 7770 – Critical Praxis in TESOL

The goals of this course are to foster the dispositions, as well as provide teacher candidates with the knowledge and skills needed in order to critically engage in the field of TESOL.

Components of this course include advocacy, policy, linguistically and culturally sustaining pedagogies, trauma-informed practices, critical issues in the field, immigration, and dual exceptionality.

Taught: Fall

Credits: 4

ESL 7775 – ESL Methods 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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the

background check forms in a timely manner at the beginning of the term.

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

ESL 7776 – ESL Methods Part II

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.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Prerequisite: For K-12 ESL licensure candidates – ESL 7775 with a grade of B- or better

Credits: 4

ESL 8100 – Linguistics for Language Teachers

This course provides a broad, applied introduction to the study of language including morphology (word forms), syntax (sentence structure), semantics (meaning), phonetics and phonology (the sounds of language). The application of linguistic analysis skills to language instruction is addressed.

Credits: 4

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.

Credits: 4

ESL 8107 – Course Design and Assessment

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 8110 – Language and Society

This course focuses on the varieties of language and how they reflect social patterns, and explores the importance of language in all our interactions. Candidates examine the social nature of language, and how language reflects social situations. Candidates 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. The course pays particular attention to the social-linguistic situations of second language learners (i.e., those who are not native speakers of a socially dominant language or dialect) as well as the sociolinguistics of language in the classroom.

Credits: 4

ESL 8120 – Pedagogical 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 8130 – Exploring Learner Language and 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

GED 7050 – 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 Advanced Teacher Thinking

This session welcomes students to Hamline's School of Education (HSE). Students will be introduced to HSE's Conceptual Framework which forms the foundation on which the Teacher Licensure Program is grounded. The session will examine the attitudes and dispositions necessary to be an effective and professional educator as well as the value HSE places on reflection, collaboration, social justice, and equity.

Note: This lab course is required, bears no academic credit, and is graded on a Pass/No Pass basis.

Credits: 0

GED 7802 – Preparing to Student Teach: Advising and Reflection

This one-session course is a follow-up to GED 7801 and will help prepare teacher candidates for student teaching. Students will explore critical aspects of teaching such as: Dispositions, Philosophy & Profile statements, State Requirements for Licensure (including field placement requirements). The course will help prepare students for the SEPBT Conference and the EDTPA (Teacher Performance Assessment). Students will also revisit their antiracism SMART goal from 7801 and consider how it can be applied to their teaching moving forward.

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.

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. This course includes a five hour case study.

Credits: 4

GED 7833 – Teaching Health and Physical Education in the Elementary School K-6

Select and implement developmentally appropriate materials and activities for the teaching of health and physical education in the elementary classroom.

Overview of basic concepts and skills in health and physical education; group activities and/or classroom involvement with elementary school children. This is a graduate course with graduate level expectations.

This course is equivalent to 7837 (Health) and 7838 (Physical Education) combined.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; undergraduate students must be admitted to the Teacher Education Program.

Same semester enrollment in GED 7833 and GED 7834 is recommended. Courses are offered consecutively.

Credits: 2

GED 7834 – Teaching the Arts in the Elementary School K-6

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

This course is equivalent to 7835 (Art) and 7836 (Music) combined.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 2

Note: Same semester enrollment in GED 7834, GED 7837, and GED 7838 is recommended. Courses are offered consecutively.

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: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

GED 7846 – Teaching Literacy in the Elementary School K-6, Part I

This course focuses on knowledge of literacy practices for the elementary reader and writer in a 21st century environment. This is a graduate level course with graduate level expectations.

Thirty hours of focused clinical experience are required; students register for the clinical experience as GED 7846L (lab).

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisites: This course must be taken concurrently with GED 7846L (lab) and in the same term with GED 7847 – Teaching Literacy in the Elementary School K-6, Part II.

Credits: 4

GED 7846L – Lab: Teaching Literacy in the Elementary School K-6

The purpose of this lab is to develop and incorporate the professional noticing skills of attending to children's literacy thinking, interpreting developmentally where

children are at, and deciding how to respond instructionally.

This lab is offered in different formats, depending on the student's individual circumstance. Students will participate in a guided clinical at a designated partner school, unless they are already working in an elementary setting and a cooperating teacher is available.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Corequisite: This Lab must be taken concurrently with GED 7846 – Teaching Literacy in the Elementary School K-6, Part I

Credits: 2

GED 7847 – Teaching Literacy in the Elementary School K-6, Part II

This course 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. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

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: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

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: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisite: This course must be taken concurrently with GED 7852L (lab)

Credits: 6

GED 7852L – Lab: Teaching Math in the Elementary School

The purpose of this lab is to develop and incorporate the professional noticing skills of attending to children's mathematical thinking, interpreting developmentally where children are at mathematically, and deciding how to respond instructionally.

This lab is offered in different formats, depending on the student's individual circumstance. Students will participate in a guided clinical at a designated partner school, unless they are already working in an elementary setting and a cooperating teacher is available.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the

background check forms in a timely manner at the beginning of the term.

Corequisite: This Lab must be taken concurrently with GED 7852 – Teaching Math in the Elementary School.

Credits: 2

GED 7856 – Student Teaching Abroad

Accepted students will complete 12+ weeks student teaching in an approved school in another country. Placement sites, supervision, and housing is usually arranged through our partner organization, Educators Abroad, though other arrangement options are occasionally possible. Students will work closely with their student teaching seminar professor and supervisor to complete assignments, self-assessments, and other student teaching requirements. Note: Teacher Education Department staff will register eligible students for student teaching credits, students cannot self-register.

Contact the department chair to learn about the application process and eligibility requirements.

Students must be co-registered for GED 7050 – Student Teaching Seminar.

Credits: 6

GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I

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

Content: The nature of the Communication Arts and Literature; 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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on

the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

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 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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

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

Note: The School of Education recommends that students complete GED 7815 and GED 7825 prior to taking this course.

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.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Credits: 4

Note: The School of Education recommends that students complete GED 7815 and GED 7825 prior to taking this course.

GED 7870 – Teaching Communication Arts and 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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Spring term

Prerequisite: GED 7857 with a grade of B- or better

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: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

GED 7872 – Exceptionality

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. Address educational practices for responding to exceptional students' needs. This is a graduate level course with graduate level expectations.

This course has a 5-hour clinical experience.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Prerequisite: Admission to the Teacher Education Program

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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Spring term

Prerequisite: GED 7858 with a grade of B- or better

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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

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 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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

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. This is a graduate level course with graduate level expectations.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

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; long-term 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.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Credits: 6

GED 7886 – Student Teaching Special Education K-12

Special education student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of special education 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 special education 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.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the

background check forms in a timely manner at the beginning of the term.

Credits: 6

GED 7888 – Elevating Learning for Multilinguals

Elevating Learning for Multilinguals is a course for teachers across content areas and grade levels. With the aim of making grade-level/content area content accessible to multilingual learners of English, teacher candidates will gain knowledge and skills including:

- An overview of second language acquisition theories.
- Support in writing, integrating, and assessing academic language objectives to ensure that your grade-level content is accessible to multilingual learners of English.
- A deep dive on the local immigrant populations and strategies for culturally responsive pedagogy.

Required for licensure candidates in all areas except ESL.

Credits: 2

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.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

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.

Concurrent registration at GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

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.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Credits: 6

GED 7897 – Middle-Level Student Teaching 5-8

Middle-level student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 5-8 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.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

The clinical for this course requires a background check conducted by the school district. Students are responsible for the fee (averaging \$20, depending on the specific placement) and completing the background check forms in a timely manner at the beginning of the term.

Credits: 6

GED 7990 – Advanced Practicum

The Advanced Practicum is specifically designed for those teacher candidates seeking a license in an additional discipline providing the opportunity to connect the theory and practice of the new field within the candidates' growing pedagogical framework. At the conclusion of their coursework, candidates are placed in a classroom of their new discipline for a 4-8 week period (depending on license area) with the opportunity to put into play their new practice.

Credits: 2

GED 8005 – Academic Writing for Graduate Students

This course explores the guiding question: How do you summarize and synthesize academic literature? Students will leave the course with skills to identify academic literature, gain meaning from academic literature, summarize and synthesize, and discuss the identity and power issues associated with academic writing.

This is a composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to

prepare students for their masters, education specialist, or doctoral program.

Credits: 2

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 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 8100 – Leadership and Organization

Examine various dimensions of leadership and how it interacts with the organizational structures in varied, complex educational and business organizations. Consider qualities and skills required of leaders, the tasks of leadership, and the types and personalities of

leaders. Explore opportunities for creating a future as a leader and the development of personal growth plans for leadership.

Credits: 4

GED 8101 – Human Relations in Organizations

This course examines human resources, organizational development, structural analysis, and how to promote learning in the school system. Students will utilize decision-making and problem solving methods to focus on roles, responsibilities, and governance of a mission, vision, and values to lead initiatives and communication efforts. The course content will focus on the knowledge, skills and dispositions needed to perform these leadership responsibilities to create the conditions for equitable learning environments.

Administrative licensure students should take this course before taking GED 8145.

Credits: 2

GED 8115 – Director of Special Education

This course provides an overview of the role of the director of special education. Leadership and management knowledge, skills, and applied strategies are addressed. Theory and practice are connected for use in the daily work of this position. Scenarios and case studies, readings of books and articles, and class interaction are used to increase learning and the application to real-life situations.

Credits: 4

GED 8120 – The District Superintendent

Focus on the supervisory responsibilities of the superintendent by considering a variety of theories, methods, and management techniques. Course is specifically designed to meet the competencies of Rule 3512, Administrative Licensing. Focus on the connection from theory to practice.

Credits: 4

GED 8125 – School Finance

Focus on budget allocations, planning, reporting, and auditing. Consider district perspectives as well as those related to building management. Discuss influences by

the federal and state government, use this information in budgeting processes.

Credits: 2

GED 8135 – The K-12 Principal

Focus on supervisory responsibilities of staff using a variety of theories, methods, and management techniques. This course is specifically designed to meet the competencies of Rule 3512, Administrative Licensing. The connection from theory to practice will be the major focus.

Credits: 4

GED 8142 – Education Law and Ethics

Examine several emerging areas of education law. Topics include the right to an education; equity finance litigation; current issues that relate to desegregation, including same-race schools; special education; and rights of teachers.

Credits: 4

GED 8145 – Introduction to Administrative Licensure

This introductory course addresses school and district roles and responsibilities specific to effective Instructional Leadership. The specific focus is on the alignment of instructional goals from the district level, to the building and then classroom levels. All administrative licensure candidates explore their educational philosophies that inform and influence one's leadership philosophies, beliefs, and practices. Licensure candidates will begin to explore licensure competencies and identify educators and mentors who practice successful Instructional Leadership.

This is the second course in the administrative licensure sequence, and should be taken in the same semester as GED 8101.

Credits: 2

GED 8175 – Principal Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed for application towards a MN K-12 Principal license. This

course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8176 – Principal Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed for application towards a MN K-12 Principal license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8177 – Principal Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements for application towards a MN K-12 Principal license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8185 – Superintendent Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed for application towards a MN District Superintendent license. This course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8186 – Superintendent Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify

the field experience requirements and process needed for application towards a MN District Superintendent license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8187 – Superintendent Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements for application towards a MN District Superintendent license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8195 – Director Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed for application towards a MN Director of Special Education license. This course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8196 – Director Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed for application towards a MN Director of Special Education license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8197 – Director Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements for application towards a MN Director of Special Education license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8200 – Understanding Learning

In this course, we will examine the HSE conceptual framework and principles of education for sustainability to gain a deeper understanding of how learning is defined in a broad range of educational settings. By way of dialogue, course content, analysis of literature, and investigating their own pedagogical beliefs, students will participate in inquiries about the role of education in our society and environment. They learn about and practice building a diverse community with class colleagues and in their workplaces. They explore how knowledge is constructed individually and socially.

Credits: 2

GED 8210 – Investigating Contemporary and Critical Issues in Education

Using a lens of the HSE conceptual framework and principles of education for sustainability, participants explore issues that impact education. They explore the impact of these issues on their own practice, envision their own approaches, and deepen their change-oriented inquiries and responses.

Credits: 2

GED 8220 – Policy, Leadership, and Advocacy in Education

Students will deepen their understanding of leadership as they learn to use a systematic process to collect data, analyze problems from multiple perspectives, design policy initiatives, and advocate for change in the professional setting at the local, state or federal level. They will understand how policies impact cultural,

environmental, and economic sustainability of stakeholders. Students will learn to communicate about educational issues with authority.

Credits: 4

GED 8400 – Capstone Design

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 8490 – Capstone Project

Capstone Project is one of the culminating options for a MA student's work in the School of Education at Hamline University. It is a research project connected to the student's professional setting or goals. The student develops a project from prerequisite work completed in their prior research methods course(s), proposes a timeline for completion (within the course time frame), and works toward project completion. In addition to a four chapter project summary, the student creates a culminating project allowing for public display of student scholarship.

Prerequisite: GED 8400 is required; MAT students must also have completed student teaching

Credits: 4

GED 8495 – Capstone Thesis I

The capstone thesis 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 the instructor to construct the research, carry out the research, and complete the project. The capstone committee offers additional support throughout the process.

Prerequisite: GED 8400

Credits: 4

GED 8496 – Capstone Thesis II

This is a continuation of GED 8495. In this course, students complete and submit their final thesis document.

Prerequisite: GED 8495

Credits: 0

Note: Because Capstone Thesis II is a 0-credit course, financial aid and in-school deferment on student loans are not available for the term in which this course is taken.

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 learners, 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 – 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: 4

GED 8508 – Advanced Inquiry

The focus of this course is a more sophisticated and in-depth understanding of research methods, with attention to the intersection of the two paradigms, quantitative and qualitative. The course emphasizes collaboration and mentorship in the active practice of research and scholarship. Participants may critique current research practices, analyze research findings related to current educational issues, and analyze and evaluate the implication of those findings. All of the above will converge as each participant develops their dissertation prospectus.

Credits: 4

GED 8513 – Paideia Seminar: Knowledge Construction

Participants in the seminar explore and think critically about ideas and practices related to 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 on 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 coursework and the dissertation.

Credits: 4

GED 8515 – Paideia Seminar: Community Building

Participants in the seminar explore and think 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 8600 – Equitable Innovation and Transformation: Skills and Strategies for K12 Educational Leaders

This course allows for deeper exploration of the MN Administrative Licensure competencies, transformational leadership, and strategic planning. Students will learn skills for effective action research to implement changes and innovation. The class content lays the foundation for equitable, instructional leaders

to address problems of practice in K12 education settings with an action research plan or report.

Prerequisite: GED 8100 and admission to the Educational Specialist program

Credits: 4

GED 8690 – Action Research Project

This course will take EdS students through the development of an Action Research Project Plan. It requires Administrative Licensure students to identify a problem of practice in their educational setting. Students will provide evidence of this problem and develop a plan of action to address the problem. The plan must be developed through an equitable, instructional lens, include strategies for change and innovation, address the learning needs of all learners, and include implementations that align with school goals and the district vision.

Prerequisite: GED 8600 and admission to the Educational Specialist program

Credits: 4

GED 8991 – Dissertation I

This is the first of four 4-credit registrations for the dissertation. Students work with a dissertation chair to develop the first three chapters of the dissertation. 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 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.

Credits: 4

GED 8993 – Dissertation III

This is the third of four dissertation courses. Following a successful proposal meeting in GED 8992, 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, including the dissertation proposal meeting.

Credits: 4

GED 8994 – Dissertation 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

LANG 8300 – Literacy Learning and Effective Instructional Practices

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

LANG 8310 – Critical Literacy: Fostering Equity, Access, and Varied Perspectives

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

Note: Teacher candidates need to arrange to do 2 hours of field experiences at the middle or high school level.

LANG 8320 – Advancing Literacy

Investigate the reading process and evidence based strategies that promote and sustain comprehension for K-12 classroom learners. Explore digital literacies and electronic resources, with an emphasis on children's literature, that support learning to read and the reading and writing connection. Upon completion, students will be able to intentionally select, incorporate and model instructional strategies.

Credits: 2

Note: Students are required to arrange 3 hours of field experiences at the middle or high school level.

LANG 8330 – Identifying and Meeting Student Needs: Reading Assessments and Interventions

Explore the selection, administration, scoring, and interpretation of a variety of individual and group literacy assessment tools. Examine the purposes, strengths and limitations of various assessment instruments and how to communicate assessment data to a range of audiences. Practice using assessment data to evaluate and monitor student learning and learning differences. Learn to plan and adjust differentiated instruction.

Prerequisites: LANG 8300 and LANG 8320 with grades of B- or higher

Credits: 4

Note: Students are required to arrange 15 hours of field experiences at the elementary level.

LANG 8340 – Critical Issues in Literacy Leadership: Understanding and Advocating at Local, State, and National Levels

Focus on various leadership roles in literacy education – reading teacher, reading specialist and literacy coach. Learn to facilitate and lead positive engagement across the curriculum by exploring the dimensions of each role. Create professional development plans that foster and sustain literate learning environments that meet the needs of diverse learners. Developed plans will be informed by district and school data and include a data driven selection of

core and supplemental materials that assist teachers in guided literacy instruction.

Credits: 2

LANG 8350 – Advanced Literacy Leadership

Expand understanding of various leadership roles including reading/literacy specialist, literacy coach and literacy coordinator/supervisor. Learn to develop, lead, and evaluate curriculum and instruction and assessment and evaluation with a focus on learners and the literacy environment. Reflect on one's role in various levels of leadership and demonstrate the ability to coordinate ongoing school and district literacy improvement efforts.

Credits: 4

LANG 8360 – Advanced Practica in Literacy Leadership

Build on knowledge of the literacy professional with hands-on experience in this guided practica course. Experience authentic opportunities to work with individual and small groups of students to assess literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices. This course guides participants through the practica aligned with the International Literacy Association's standards for Literacy Professionals.

Credits: 2

NSED 7010 – Sustainable Food Systems

This course looks at the food systems of society, and their environmental and economic impacts through land and water usage, production, transportation and distribution, and animal and human welfare/health. We will examine conventional agriculture and then focus on how we can move to sustainable food systems through local, organic, poly-culture and community shared models, and behavior changes individuals can make such as school and backyard gardening, food preserving, and supporting local farmer's markets, co-ops and environmentally conscious restaurants. We

will visit local farms, including Osprey Wilds' very own Trapp Farm.

Credits: 2

NSED 7011 – Clean Energy Solutions

This course looks at how humans use energy and ways we can reduce our environmental impact through energy conservation, efficiency, and renewable energy production. During this weekend course based at Osprey Wilds, students will gain firsthand experience with these areas by examining measures that Osprey Wilds takes on these fronts.

Credits: 2

NSED 7012 – Reading the Landscape

The landscapes around us are filled with stories of why they look the way they do. During this course based at Osprey Wilds, students will examine the "why" of what is around them, and start discovering the clues to piece together an area's story. These skills have universal application. Students will learn how to identify common Minnesota plants and trees and how disturbance on the landscape affects plant communities, patterns and distribution. They will apply research and observation skills to interpret various stories on the landscape, enabling them to put together stories of "what happened here."

Credits: 2

NSED 7013 – The Wonders of Winter

Understand the unique winter environment of the north country, where all life is judged by its ability to adapt to cold, snow and limited sunlight. Prepare with readings online, then strap on the snowshoes and take off into the winter world. Look at tracks, plants, birds, landscapes, rivers, ice and all the unique properties of the Minnesota winter.

Credits: 2

NSED 7014 – Minnesota Forests

Minnesota is famous for its forests, as it is home to the convergence of the northern conifer forest and the eastern deciduous forest. During this weekend course based at Osprey Wilds, students will spend time in a

number of habitats and learn basic tree identification, features, patterns and forest types. Students will also learn about different forest management practices, past and present, which continue to shape Minnesota's forests today.

Credits: 2

NSED 7015 – Spring Wildflowers

Spring in the eastern deciduous forest abounds with color and beauty thanks to the amazing wildflower display that takes place. This weekend course based at Osprey Wilds will get students outside to learn wildflower identification, terminology and features. Students will investigate several habitats as they identify and understand the beauty of spring through its flora.

Credits: 2

NSED 7016 – Birds of East Central Minnesota

This program provides field experiences that lead to the identification of species, observation of behavior, and relationship between species and habitats. During the weekend students explore the varied habitats of Pine County. Pine County is the convergence of the deciduous, coniferous and prairie biomes and the varied natural communities lead to wonderful variations in breeding birds. Hear songs, see nesting territories and learn to identify territory and habitat.

Credits: 2

NSED 7065 – Community Based Environmental Science

In this course, students will:

- Learn the principles and priorities of community-based science (CBS)
- Evaluate and analyze ongoing, local CBS projects
- Connect CBS projects to curriculum and educational standards for multiple audiences and grade levels
- Identify CBS projects and outcomes appropriate for students' contexts
- Understand and articulate the value of CBS projects for science, activism, and community engagement

In this course, students will engage in the practice of science by collecting data relevant to ongoing science projects with a focus on outdoor environmental science projects. Many of these projects can be adapted to service learning opportunities. We will identify and explore community based science projects that connect to research conducted by scientists throughout the world and locally. Projects may include pollinator monitoring, water quality investigations, marine mammal ecology, ocean debris tracking, and bioblitzes. Students will learn about the impacts of community-based science investigations and how they benefit the global scientific community, as well as local communities. Together we will identify priorities and research outcomes, and develop tools, plans and strategies for implementing rigorous, relevant community-based science projects in your context.

Credits: 2

NSED 7100 – Introduction to STEAM in Early Childhood

This course explores teaching science, technology, engineering, arts, and math (STEAM) in the early childhood classroom setting (pre-K – grade 2). The course includes a comprehensive review of current standards and practices related to STEAM teaching in early grades. Students will learn about the inquiry approach as well as cross-cutting concepts for connecting material across various disciplines. Activities, lessons, and units that meet standards and are developmentally appropriate will be developed.

Credits: 2

NSED 7101 – Eco Art

This course will help teachers and parents consider ways to combine art and nature in early childhood experiences. With art as our focus, we will investigate current research and best practices in early childhood development. Using hands-on and multi-sensory activities, we will create a set of resources to share with each other.

Credits: 2

NSED 7102 – A Sense of Wonder: Nature Education in Early Childhood

Introducing children to nature at a young age is one of the best ways to foster a sense of wonder and stewardship for the natural world. It has also been shown to boost learning and reduce behavior issues in the classroom. Review different ways to integrate nature and the outdoors into the classroom. Evaluate readings, discuss current research, make observations and develop programs or tools of your own.

Credits: 2

NSED 7103 – Animals in Environmental Education

The purpose of this course is to survey how animals are framed in Western culture – specifically in educational settings such as classrooms, zoos, model farms, nature centers, and more. Grounded in critical animal studies, ecofeminism, and posthumanism frameworks, we will examine explicit and implicit values and curricular approaches to animals in education, including learning with and from companion, wild, and other categories of animals. We review and evaluate literature and media and consider the educational impacts of animal erasure, characterization, sensationalization and other common portrayals.

Credits: 2

NSED 7105 – Early Childhood Literacy Outdoors

This course will help teachers and caregivers implement strategies that use nature to support early childhood literacy experiences. With the outdoors as our classroom and inspiration, we will investigate current research and best practices in emergent literacy development. Using hands-on and multi-sensory activities, each student will create a workable plan to implement nature-based early childhood experiences in emergent reading, writing, and oral language.

Credits: 2

NSED 7110 – Methods and Models in Nature-based Early Learning

This course will help educators and others who work with young children to better understand different

models of NbEL, and the strengths and challenges of each. Reflecting on common practices in NbEL, students will learn how and why NbEL supports young children's growth and development, including social-emotional learning, academic achievement, creativity and collaboration, and intrapersonal skills development. Students also develop an awareness of how very young learners are affected by factors such as trauma, environmental racism, and climate change, and how different NbEL approaches respond.

Credits: 2

NSED 7115 – Nature-based Learning: Policy to Practice

In this course, students will learn about policies, laws, rules and regulations that apply to Nature-based learning environments. Through an exploration of international, national, regional, and local guidelines and practices, students will develop an understanding of the factors that shape and influence the development of nature-based early learning settings including preschools, community programs, and nonformal education settings, among others. They will examine, evaluate, and apply different models of program assessment, including early learning standards as well as environmental education best practices. They will evaluate the implications of various policy decisions on the discipline and practice of nature-based early learning. Finally, they will consider other factors relevant to early learning settings, including risk and reward, equity, and inclusive practices.

Credits: 2

NSED 7195 – Nature-based Education Leadership Project

The synthesis course allows students who are completing a certificate to synthesize, reflect, and apply their learning within the context of nature-based learning. Working with faculty and colleagues in the program, students develop and design a culminating project and document their learning. Interest areas within the context of the certificate may include equity and inclusion, nature's impact on children with special

needs, development of a nature-based learning program, and more.

Prerequisite: Students must be admitted to the Nature-based Early Learning or Nature-based Education Certificate program.

Credits: 2

NSED 7205 – Eco-Justice Education

In this course, students engage with and examine theories and practices to support diverse, democratic, and sustainable communities. Explore the intersections of environmental justice and important topics such as Black Lives Matter, Standing Rock, the Flint water crisis, and climate change.

Credits: 2

NSED 7220 – Equity and Inclusion in Environmental Education

Current statistics show a staggering disparity in the demographics of visitors and staff in wilderness areas. Depending on the particular study, 80–90% of wilderness visitors are white. As the National Parks Service celebrates its 100th anniversary, a national dialogue has emerged discussing the underrepresentation of people of color in wilderness areas. For many reasons, parks of all levels (local, county, state and national), nature centers, wilderness camps, resorts, and outdoor focused retailers are working hard to reach people of all backgrounds.

Students in this course will ask the questions:

- Why is it critical to engage people from diverse communities?
- What factors have contributed to the current statistics?
- How can people involved in this field become agents of change?

Credits: 2

NSED 7230 – Theories and Models in Climate Change Education

How can the complex topic of climate change be best explored with your students?

An effective environmental educator helps develop a citizenry that is able and willing to help solve current environmental problems, such as climate change. Gain the knowledge and skills necessary to communicate the topic of climate change in your classroom. Explore theories and pedagogy in environmental education and resources for communicating the complexity of climate change to students.

Credits: 2

NSED 7750 – Science Communication and Climate Change

Using research and evidence, students will demonstrate understanding of the impact of popular media on public understanding of current issues in science such as vaccines, climate change, and public health. Students will critically evaluate media and other popular information sources to identify: cognitive bias, error, misinformation, and logical fallacies. Students will articulate key factors in effective media campaigns for environmental behavior change. Students will develop their own tools and examples of effective, accurate science communication.

This course introduces students to a variety of media formats and tools used in popular science communication and how they impact public understanding. With a focus specifically on the topic of climate change, we'll critically analyze media for bias, error, and misinformation. Students will learn more about the psychology of behavior change and the importance of accurate, effective science communication for an informed, engaged public.

Credits: 2

NSED 7800 – Climate Change Basics

Understand the nature of climate change—what it is, how it works, and what the impacts are. Learn about the social, environmental and political implications of climate change and develop skills and strategies for talking, teaching, and communicating about climate change and related issues. Dig into theories of behavior change, environmental impacts, and education for sustainability.

Credits: 2

NSED 7810 – Global Climate Policy and Solutions

Get an introduction to climate science, justice and policy with a focus on the United Nations Framework Convention on Climate Change (UNFCCC). Learn how negotiations unfold at the annual United Nations Conference of the Parties (COP). Students will interact with course instructors and guest speakers attending the global climate change talks (COP), and engage virtually with events at COP including policy discussions, panel presentations and related events to learn more about the global impacts of climate change as well as collective efforts focused on solutions, resilience, and adaptation globally as well as in the students' home region. The course will highlight current events and issues under negotiation each year.

Credits: 2

NSED 7995 – Environmental Certificate Leadership Project

This course is for certificate-seeking students to conclude their studies by creating a synthesis project. Working closely with faculty, students design and complete a professional project, action research project, or other artifact that incorporates and demonstrates the knowledge, skills and expertise developed during their program of study in an NSEE certificate program. This course is open to those completing certificates in Climate Literacy, Nature based education, Nature based Early Learning or Environmental Education.

Prerequisite: Students must be admitted to the Climate Literacy Certificate program.

Credits: 2

NSEE 8110 – Foundations of Environmental Education

The discipline of environmental education will be explored through an examination of philosophies, historical events, and issues that have shaped—and continue to shape—the field. Students will read and explore issues such as barriers to participation, social justice, and equity in environmental education, the role of formal and non-formal settings, and the growing

interest in connecting STEM with environmental education. Students will examine approaches and practices, their impacts on the discipline and how they impact learning. Through writing, group discussions, and reflective practice, students will gain knowledge and understanding of the fundamentals of environmental education and its role in society, education, and the scientific community. Throughout the course, participants will reflect on and develop their own environmental philosophy, while compiling a toolkit of resources to help them become more effective and reflective educators.

Credits: 4

NSEE 8120 – Earth Systems: Biomes

This learning experience explores the rich biodiversity found in Minnesota with its prairies, temperate deciduous forests, and northern coniferous forests. Each day, learners will explore and identify species that make up each ecosystem, and understand the role and makeup of biomes on the Earth's landscape. This course travels from the Twin Cities, to central Minnesota, to Osprey Wilds, and to northern Minnesota so students can experience the biomes firsthand.

Credits: 4

NSEE 8130 – Environment and Society

Investigate the intersection of natural and social environments. Explore environmental literacy and environmental communication through place-based learning, using the lenses of systems, problem solving, and environmental advocacy. We will emphasize the power of who tells a story and how this impacts social justice and sustainability.

Course materials will examine regional and national ecological, social, and environmental systems and concerns. Students will focus on their local environments.

Credits: 4

SPED 7100 – ASD: Introduction and Overview

According to the Center for Disease Control (CDC) 1 in 36 children are currently identified with Autism Spectrum Disorder (ASD) therefore the onus is on

schools to ensure that teachers are prepared to meet the students' diverse educational needs.

In this course we will examine how autism spectrum disorder is identified and evaluated and explore personal perspectives, teaching strategies, and family issues. We will review relevant research related to autism spectrum disorder and educational practices. We will address the effects of autism spectrum disorder on families and explore how to include the family in educational planning.

This course has a 10-hour field placement.

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.

This course has a 10-hour field placement.

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.

This course has a 5-hour field placement.

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.

This course has a 5-hour field placement.

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.

This course has an 18-hour field placement.

Prerequisite: SPED 7100

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 individual's 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.

This course has a 5-hour field placement.

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 instructional practices with students and families.

This course has a 10-hour field placement.

Credits: 2

SPED 7201 – Transition and Professional Planning

This course is designed to give participants an overview of special education in meeting the needs of students with mild-moderate disabilities across a wide range of classification areas. Participants will be provided with initial learning on the history of services for students with disabilities, IDEA and its impact, pre-referral interventions, assessment, IEP guidelines and LRE considerations, school wide behavioral support interventions, teaching interventions to support students in both general and special education classrooms, collaboration and transition techniques to be used with professionals and families, and an array of publications and resources that support knowledge and application in teaching students with disabilities. This course has a 15-hour field placement.

Credits: 2

SPED 7202 – Social Communication and Positive Behavior Supports

This course will build a deeper understanding of students with mild to moderate special educational needs and related conditions. Participants will learn about assessment functional behavioral assessment, implementation of evidence based strategies, social emotional learning self regulation and how to design a safe environment for learners. There will be multiple opportunities for applying the information through the use of observational experiences and shared case studies. This course has a 20-hour field placement.

Credits: 2

SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities

This course is designed to provide an in-depth understanding of students with mild to moderate special educational needs. The course provides an overview of the history, legal aspects, assessment, eligibility, individual education plans, remediation and interventions. Students will gain an understanding of the impact of mild to moderate disabilities on children and youth in relation to learning along with techniques for collecting and interpreting academic progress monitoring data and the use of assistive technology devices.

Credits: 2

SPED 7205 – Behavior Intervention and Mental Health

Students will be introduced to theory, issues and practices applicable to the education of students within the scope of the ABS license. Students completing the course will have a working knowledge of assessment, trends, and best practice approaches for students with disabilities. Students will become familiar with all aspects of assessment and focus on functional behavioral assessments. Students will discuss current issues facing students and families, collaborating with outside agencies, supporting families, and collaborating with other educators and school staff. This course has a 20-hour field placement.

Credits: 2

SPED 7930 – Special Education Evaluation and Assessment

This course is designed to provide students with the basic statistical, theoretical, ethical, and practical foundations of special education evaluation and assessment. Students will be introduced to the processes, methods, tools common to their district and assigned schools. Students will focus on the application, scoring and interpretation of evaluations as well as the documentation, communication and team process involved with them. The class will also introduce the rigor of standardized administration procedures. They will be observing and participating in special education decision-making and program planning for students with special education needs. Special consideration will be paid to the nuances and implications of evaluation and assessment with respect for students and families from culturally or linguistically diverse backgrounds. This course has a 15-hour field placement.

Credits: 4

SPED 7940 – Special Education Legal Requirements and Ethical Considerations

This course details the Federal and State laws, and corresponding policies and procedures governing the education of persons with disabilities. Legal, historical, and philosophical foundations and current issues of the special education system will be addressed. Specifically, ethical issues of accurate identification, over-identification of students with cultural or linguistic differences, early intervention, using evidence-based interventions, and documentation of due process rights will be taught and assessed.

Credits: 4

SPED 7950 – Special Education Foundations, Family and Professional Collaboration

The course focuses on developing and implementing professional partnerships within special and general education settings. Students will focus on the underlying theories and practical skills for collaborating effectively with students, families, teachers, related service providers, paraprofessionals, and others critical to the special education process. The goal of these

collaborative efforts is to improve student outcomes by building on the strengths, perspectives, and needs of others in planning and implementing individualized education programs as a team. Students will practice working with people of different cultural and linguistic backgrounds, and professional perspectives throughout the course.

Credits: 4