# 2026 – 2027

## Hamline University Undergraduate Bulletin

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

www.hamline.edu

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# About the Bulletin

The 2026–2027 Hamline University Undergraduate Bulletin is the primary resource for academic information, including official curricular requirements, for Hamline University undergraduate students. Students who are admitted for, and enrolled during, the 2026-2027 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 collegiate careers. 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 Undergraduate 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.

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# Nondiscrimination Statement

Hamline University is committed to providing equal education and employment opportunities and does not discriminate in any of the programs it operates, including admissions, housing, employment or services, based on race, color, creed, national origin, ancestry, sex, (including pregnancy, childbirth or related medical conditions), disability, age, religion, marital status, familial status, sexual orientation, gender identity or expression, status as a protected veteran, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other classification protected by local, state or federal law.

Any person having inquiries concerning this Nondiscrimination Statement or related practices, including Title IX, is directed to contact the Office of the Dean of Students, Hamline University, 1536 Hewitt Avenue, Saint Paul, Minnesota, 55104-1284. Phone: 651-523-2421. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with applicable regulations.

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# About 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
- 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 Provost's office for a complete listing.

# Academic Calendars

The academic calendars are subject to change. See the Academic Calendars website for the latest information.

### On Campus Undergraduate Academic Calendar

Hamline's on campus undergraduate program follows a semester calendar with 15-week fall and spring semesters, and a 14-week summer session. During each of the 15-week fall and spring terms students normally take four 4-credit courses, completing 32 semester credits in the nine-month academic year. New students begin classes in either the fall or spring term. The calendar offers flexibility in curriculum planning and opens the way for students to combine a variety of off-campus experiences with classroom learning.

Summer session is considered separate from the regular academic year. Summer session consists of a four-week May term, two four-week summer terms, and an overlapping ten-week term. Summer study at Hamline enables students to make up credits, accelerate progress toward their degrees, take courses that might be difficult to schedule in a regular term, or take advantage of reduced summer tuition.

| **Fall Term 2026** | **September 9-December 22** |
|---|---|
| Classes begin | Wednesday, September 9 |
| Midterm break | Friday, October 23 |
| Thanksgiving break | Thursday-Friday, Nov 26-27 |
| Classes end | Tuesday, December 15 |
| Study day | Wednesday, December 16 |
| Final exams | Thurs-Fri, Mon-Tues, Dec 17-18, 21-22 |

| **Spring Term 2027** | **January 20-May 6** |
|---|---|
| Classes begin | Wednesday, January 20 |
| Midterm break | Monday-Friday, March 8-12 |
| Classes end | Friday, April 30 |
| Study days | Saturday-Sunday, May 1-2 |
| Final exams | Monday-Thursday, May 3-6 |
| Commencement | Saturday, May 8 |

| **Summer Term 2027** | **May 10-August 14** |
|---|---|
| May Term classes begin | Monday, May 10 |
| Memorial Day holiday | Monday, May 31 |
| May Term classes end | Friday, June 4 |
| Summer I classes begin | Monday, June 7 |
| Juneteenth holiday | Friday, June 18 |
| Summer I classes end | Friday, July 2 |
| Fourth of July holiday | Monday, July 5 |
| Summer II classes begin | Monday, July 12 |
| Summer II classes end | Friday, August 6 |
| Summer III classes begin | Monday, June 7 |
| Summer III classes end | Saturday, August 14 |

### Online Bachelor's Degree Completion Academic Calendar

Hamline's online degree completion program courses are offered in eight-week sessions, two sessions each in fall, spring, and summer semesters. Students may take up to two four-credit courses in each eight-week session, and must take at least 12 credits within a 16-week semester to be considered full-time.

| **Fall Semester 2026** | **August 31-December 20** |
|---|---|
| Session 1 classes begin | Monday, August 31 |
| Labor Day holiday | Monday, September 7 |
| Session 1 classes end | Sunday, October 25 |
| Session 2 classes begin | Monday, October 26 |
| Thanksgiving Holiday | Thursday-Friday, Nov 26-27 |
| Session 2 classes end | Sunday, December 20 |

| **Spring Semester 2027** | **January 4-April 25** |
|---|---|
| Session 1 classes begin | Monday, January 4 |
| Martin Luther King Jr. holiday | Monday, January 18 |
| Session 1 classes end | Sunday, February 28 |
| Session 2 classes begin | Monday, March 1 |
| Session 2 classes end | Sunday, April 25 |
| Commencement | Saturday, May 8 |

| **Summer Semester 2027** | **May 3-August 22** |
|---|---|
| Session 1 classes begin | Monday, May 3 |
| Memorial Day holiday | Monday, May 31 |
| Juneteenth holiday | Friday, June 18 |
| Session 1 classes end | Sunday, June 27 |
| Session 2 classes begin | Monday, June 28 |
| Fourth of July holiday | Monday, July 5 |
| Session 2 classes end | Sunday, August 22 |

# Life as a Hamline Student

## Annual Events

During the course of each year, Hamline hosts a wide range of events, bringing in well-known speakers to address specific themes and issues. Many of these events are held during the weekly convocation hours on Tuesday and Thursday mornings, during which no classes are scheduled, to enable students to attend these special programs.

Some of the events include:

- Commitment to Community Lecture Series
- Mahle Lecture in Progressive Christian Thought
- Hamline University Symposium on the Humanities
- Hanna Lecture in Philosophy
- Howard W. Alkire Symposium in International Business and Economics
- International Roundtable Series
- Kay Malmstrom Lecture in Physics
- Phi Beta Kappa Visiting Scholar Series
- Seminar in Contemporary Religious Thought
- 3M/Ronald A. Mitsch Lecture in Chemistry

## Athletics and Fitness

Hamline University offers intercollegiate and intramural athletics as well as individual fitness opportunities. From team sports to individual activities, Hamline gives students the opportunity to have fun, get exercise, and form friendships outside of the residence hall and classroom.

The Lloyd W.D. Walker Fieldhouse is the main home for gymnastics meets and training facilities, Walker contains three courts for basketball, tennis, and volleyball as well as a strength and fitness training center. Students can also use the building's racquetball court, jogging track and swimming pool. Hutton Arena, located adjacent to Walker, is also available for use when it is not in service as the home for the volleyball and basketball teams.

Built in 2004, the Klas Center offers an improved athletic stadium, as well as learning, gathering and meeting spaces. The facility includes a synthetic playing surface for year-round usability and a state-of-the-art nine-lane track. Klas Field is the home for the football, lacrosse, and track and field teams.

Paterson Field, just east of Klas, is the home field for some field events as well as the soccer and softball teams. Hamline ice hockey teams practice and compete at the TRIA Rink in Treasure Island Center in Downtown St. Paul. Completed in January 2018, the TRIA Rink is also home to the Minnesota Whitecaps of the MWHL, Minnesota PWHL and is the practice facility for the NHL's Minnesota Wild. The Hamline baseball team practices and competes at CHS Field. CHS Field is also home to the St. Paul Saints.

A member of NCAA Division III, Hamline Athletics belongs to the Minnesota Intercollegiate Athletic Conference (MIAC) and the Wisconsin Intercollegiate Athletic Conference (Women's Lacrosse and Gymnastics). Hamline sponsors 22 sports (Men: baseball, basketball, cross country, football, ice hockey, soccer, swimming and diving, tennis, and indoor / outdoor track and field. Women: basketball, cross country, fastpitch softball, gymnastics, ice hockey, lacrosse, soccer, swimming and diving, tennis, indoor / outdoor track and field, and volleyball.)

In recent years, baseball, cross country, and ice hockey teams have won MIAC titles; track and field has produced several MIAC champions; the women's lacrosse team has won the MWLC title; the women's hockey team became the first MIAC team ever to advance to a title game with a second place finish at the 2019 NCAA Division III Frozen Four; lacrosse has appeared in NCAA tournaments and individual Pipers have been crowned national champions in track and field and gymnastics. In addition, several Pipers have earned All-American and Academic All-American honors.

## Campus Buildings

The campus in Saint Paul covers 45 attractive acres with a combination of new and old buildings set with gardens and restful areas. The central symbolic landmark of Hamline's campus is Old Main, built in 1884 and listed in the National Register of Historic Places.

### Anderson Center

The Carol Young Anderson and Dennis L. Anderson Center is a prominent symbol of the university and dramatically expands its capacity to accommodate and serve its community. The Anderson Center houses event and meeting venues, a meditation room, a fireplace and lounge areas, campus dining, campus life offices, a Starbucks coffee shop, a convenience store, an outdoor terrace, and underground parking. The building meets LEED silver standards and features a green roof, solar panels, high performance glass and lighting, site-harvested wood, and recycled building materials.

### Bush Library

Much more than a building housing books, the Bush Library and Archives is a center for academic support and a hub of activity. The research and academic support staff located in the building work collaboratively to optimize collections, technologies, expertise, and spaces that support student learning and intellectual exploration.

The library provides quiet study spaces, group study spaces, and various forms of collaborative technologies to facilitate students working on group projects.

Librarians provide assistance to students via drop in research service and by appointment. Research expertise is also available virtually, 24 hours a day/ 7 days a week through chat service. Librarians visit classes to help students get started with their research assignments and to help students navigate the vast world of print and digital information.

A wealth of online and print resources, such as ebooks, academic journals, board games, databases) are available to students; many of these resources are available within the building and remotely via the Internet. Other resources are provided through a consortium of Minneapolis/St. Paul academic libraries, or through an extended network of interlibrary loan arrangements with libraries throughout North America.

In addition, students can access the services of the Writing and Communication Center, the Center for Academic Success and Achievement, Central Services Desk (ITS & Library services), and tutoring services.

### Drew Fine Arts Complex

**Soeffker Art Gallery** - The Soeffker Gallery is an educational resource for Hamline University students, faculty, staff and the general public. The gallery space showcases a wide range of exhibitions including the Visiting Artist Program, D+SA faculty biennials, the annual D+SA senior capstone, alumni exhibitions, and rotating exhibitions highlighting works from the Hamline University Permanent Art Collection. Exhibitions serve to initiate discussions about art, culture, community and larger societal issues, promoting creative discovery and civic engagement. The gallery also offers professional development opportunities for work-study students interested in curating, installation, and professional art collection management.

**Anne Simley Theatre** - Students of all majors may participate as actors, dancers, designers, and choreographers in campus performances or as a part of the production crews. The 300-seat Simley Theatre is one of the best-equipped college stages in Minnesota. Our facilities include a large scene shop with equipment for both steel and wood construction, the costume shop stores hundreds of period costumes used in performances, and our control booth houses state of the art lighting and sound equipment. In addition to theatre work, students can audition for the Hamline Dance Ensemble. This group performs one fully staged production each year. There are two well equipped dance/rehearsal studio spaces. Members of the Ensemble participate in the regional American College Dance Association conference, and we submit both faculty and student choreography for adjudication. Periodically, the Department also takes interested students to the United States Institute for Theatre Technology (USITT) national conference. The Department provides annual portfolio and audition reviews for major and minor students to help prepare them for transition to the industry.

**Sundin Music Hall** - There are few small halls in the region that have the acoustics of Sundin Music Hall. It is a prime destination for many of the area's most

talented and accomplished musicians as a performance space. It is the home of the University's Music Department and serves as the rehearsal and concert space for the Hamline Orchestra, the Hamline Wind Ensemble, the A Capella Choir, and solo and chamber music performances by students. It is an intimate venue, seating 325 people at capacity - there is not a bad seat in the house. Sundin is home to two seven-foot Steinway pianos and hosts a concert series for members of the Hamline community to enjoy.

## Inter-College Cross-Registration (ACTC)

Hamline University participates in a consortium of five Twin Cities private liberal arts colleges (Hamline, Macalester, St. Catherine, and St. Thomas in Saint Paul, and Augsburg in Minneapolis) called the Associated Colleges of the Twin Cities (ACTC). The ACTC combines the community atmosphere of a small liberal arts college with the wide range of opportunities of a large university. The purpose of the consortium is to employ the strengths of each college to the best advantage of all. Cross-registration is available without additional cost to the student, provided the coursework is relevant to a Hamline degree. Information is available at www.hamline.edu/actc.

## Student Congress

Hamline Undergraduate Student Congress (HUSC) is the undergraduate student governing body. Any Hamline undergraduate student may speak on issues before Congress, whether or not one is an elected representative. HUSC's responsibilities include allocating student activities fees to fund student organizations, appointing student representatives to the standing committees of the university to ensure student input into matters of campus governance, serving as the official "voice" of undergraduate students on issues of campus-wide importance, and passing legislation referred to it by student groups, the faculty, or an administrative body.

## Student Organizations

More than 70 registered undergraduate student organizations host hundreds of events and activities on campus each year. Membership, events and activities are open to all Hamline undergraduate students. The Student Activities & Leadership Development office supports all existing organizations and works with students interested in creating new organizations.

## Student Publications

Three publications offer students hands-on experience in journalism and photography. Hamline students publish The Fulcrum art and literature journal; Untold Magazine; and The Oracle, the campus newspaper.

## Study Away with Hamline

Hamline encourages students to pursue study away, a popular and transformative experience that helps students become "compassionate citizens of the world." The Global Engagement Center (GEC), has a variety of programs that can fit any major, any schedule, and any budget. Deadlines typically are the semester before your study away program starts.  More information can be found on the GEC's Study Away website.

Hamline offers faculty-led programs during May term. They will be listed on the GEC website sometime during Fall Semester. May term courses led by Hamline faculty are open to students from all disciplines and take place in various locations around the world.

For those interested in a full semester long and highly immersive program, there are many exchange program options with some of our institutional partnerships with Program Providers, including:

- ISEP
- ISA (International Studies Abroad)
- CIEE (Council on International Education)
- AIFS
- SIT (School for International Training)

This is not an exhaustive list, so students should check out the website search function to discover various program options. Students applying for semester-long or May term and summer study away programs should be in good academic standing with a minimum GPA of 2.5. Applications for study away are managed by the Global Engagement Center's online application.

**Deadlines**

- Academic year - April 1
- Fall Semester - April 1
- Spring Semester - November 1
- Summer Program Provider - March 1
- May term / Summer Faculty-led - December 15

Students are encouraged to discuss when is the right time for them to study away by talking to the GEC and their faculty advisors. For seniors, extra consideration should be taken; students should discuss with their academic advisors the impact of study abroad on program completion. They should also discuss with theGEC timing of transcripts post program and potential delay to their graduation date.

One of Hamline's newest programs is SPAN@ HAMLINE. The program at Hamline University includes preparatory coursework, summertime research abroad, followed by the completion of a substantive research paper or project. Throughout these three phases of the program, students receive hands-on mentorship from faculty and have access to professionals and overseas resources to more fully answer a research question. While abroad, students pursue interviews with experts on their selected topics.

SPAN@Hamline seeks to attract independent-minded, self-driven students. With SPAN @ Hamline, participants prepare for research abroad by enrolling in an in-depth research methods course and destination specific orientations prior to departure. At the end of the fall semester (following the summer abroad), students will write a substantive research paper or produce a hybrid project that has been reviewed by the faculty leader.

For more information about the SPAN@Hamline Program, visit the Student SPAN webpage.

All study away programs must be approved by the GEC so that credits earned abroad transfer back to Hamline and count toward graduation requirements. Students wishing to have Hamline Plan designations attached to courses they've taken abroad should contact the Registration and Records office for approval. Certain programs allow students to use their Hamline scholarships or financial aid to help finance their programs.

### Wesley Center

**Locations:**

- 318 Anderson Center: Main Office of the Wesley Center, Staff Offices, and Student-Centered Study, Work, and Hang-Out Space (open hours vary and are posted)
- 110 West Hall: Basic Needs Office and Food For Thought Pantry (open hours vary and are posted)
- 130 Sorin Hall: The Gathering Place (open 24/7 - keycard access)
- 3rd Floor of Anderson: The Wellspring Room for prayer, medication, and as a quiet calm space (open during Anderson hours)
- 3rd Floor of East Hall (next to the Bridge classroom): The Reckoning and Repair Space, home to the St. Olaf College-Hamline University Hostile Terrain 94 installation and reflection room (open 24 hours)

The Office of the University Chaplain and the Multi-Faith Alliance (MFA) Scholars and SALD Student Org (including but not limited to Jewish Student Life (JSL), Christian Campus Ministry (CCM), Muslim Student Association (MSA), HU Mindfulness and Meditation (HUMM)) hold regular religious and spiritual life gatherings.

Find volunteer opportunities with Piper Impact, a student-led SALD org supported by the Wesley Center.

Shop for free at the Food For Thought Pantry, Hamline's Food Resource Center in 110 West Hall. There is no proof of need required.

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# Campus Resources

### Bush Memorial Library and University Archives

The Bush Memorial Library and University Archives enrich the academic experience of all students at Hamline by providing free access to resources and research support services.

### Library Collections and Services

Library collections (databases, journals, ebooks, media, print books, board games, etc.) are aligned with the academic program offerings at Hamline. The Library collections aim to support high-impact research for on-campus and online degree seeking students through connecting them with relevant, current, and reputable sources of information in their given field of study. If Hamline does not have immediate access to a specific item, the Interlibrary Loan service may be able to help you acquire the item.

Librarians are available to meet with students one-on-one to discuss any stage of the research process, help navigate digital and physical resources, and discuss how to evaluate a variety of sources. These research help services are available via in-person/virtual meetings, email, phone, or the 24/7 chat service. Librarians also partner with faculty to develop strong research skills for all students by providing library instruction sessions. During these in-class sessions librarians will teach students how to use databases, craft searches, evaluate sources for their projects, as well as use research best-practices.

### University Archives

The Hamline University Archives supports student success by providing direct access to primary source materials, research assistance, and a physical space to explore the university's history. From helping with capstone projects to documenting student life today, we are here to help students bridge the gap between historical legacy and modern-day scholarship.

Additionally, the Bush Library building's four floors include a variety of learning and relaxation spaces where you can meet with others, study together, work on group projects or study alone.

## Campus Employment

A 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.

New incoming students who have received a state or federal work-study award are eligible to attend the Job Fair which takes place the first week of classes in Fall term. 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 welcoming environment. Opportunities to be involved with Campus Recreation include:

### Intramural Sports

A wide range of intramural sports leagues, tournaments, and special events are offered each semester including volleyball, soccer, basketball, pickleball, badminton, and more.

### Club Sports

Student-led organizations focused on competitive, recreational, and/or instructional sport activity. Club sports are established and managed by students, which provides numerous learning experiences that further enhance the overall collegiate experience for those involved. Club sports include: RISE Yoga, Climbing Club, Martial Arts Club, Badminton Club, Pickleball Club, ESPORTS, and Piper Cheer.

### 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.

## Career Development Center

The Career Development Center (CDC) believes that effective career planning should begin the moment students enroll at Hamline. Throughout the undergraduate experience and for up to 3 years after graduation, the CDC offers students a variety of year-round services, programs, and resources to explore career interests, gain relevant experience, and develop the skills to compete effectively in the job market or obtain admission into graduate programs. They include:

### Career Coaching

Students may setup 1:1 appointments with Career Development Specialists to discuss topics such as: choosing a major, exploring possible careers, taking career assessments, creating and reviewing resumes/cover letters/personal statements, networking and using LinkedIn, interview preparation, job and internship search assistance, applying for graduate school, navigating job offers, and salary negotiation.

### Internships

The CDC coordinates the undergraduate internship program and assists approximately 300 students each year with finding internship opportunities for academic credit. The CDC is also responsible for INTD 3990, the independent internship course.

### Handshake

Handshake is an online tool and app designed to make finding jobs and internships easier. The Career Development Center manages the Handshake platform on Hamline's campus to ensure the events, jobs and employers you see are relevant to our community. Whether students know exactly what kinds of opportunities they're seeking or they're just starting out, Handshake and the Career Development Center can support them in their career goals.

### Resources

The CDC maintains helpful job/internship search tools, resume templates, videos on a number of career topics, and other career resources on its website at hamline.edu/CDC. The CDC website also has a number of resources to make sure classes align with goals and help students to become Piper Prepared, Career Ready (hamline.edu/competencies).

## The Center for Academic Success and Achievement (CASA)

The Center for Academic Success and Achievement (CASA) serves as the student academic support center for the undergraduate population at Hamline University. CASA encompasses the values of collaboration, competence, and clarity as we work WITH students toward success. We strive to provide a welcoming and engaging community where students are connected to resources needed to successfully manage the college experience. In collaboration with other campus offices and faculty colleagues CASA assists students with the transition to college and supports their academic endeavors throughout their entire Hamline career.

Student facing services include:

### Holistic Advising

Individual consultations with Student Success Specialists are available to assist students with degree planning, major/minor exploration, and general academic support including assistance with time management, critical reading, note taking, and other academic skills that contribute to students' academic success at Hamline. Specific student populations also are served by CASA via probation student services, transfer student transitions, as well as leave of absence and withdrawal meetings.

### Tutoring Program

Faculty-recommended peer tutors are available to help students in many undergraduate courses, in subjects like math, chemistry, biology, programming, business,

finance, economics, and more. Tutors meet with students in one-on-one and small-group appointments.

### Writing and Communication Center (WCC)

The Writing and Communication Center offers assistance to improve both undergraduate AND graduate students' multimodal communication skills. Consultants can provide assistance on writing projects such as class assignments, application essays, and cover letters, as well as on presentations and visual aids such as google slides, infographics, and posters. In individual appointments, trained consultants help students generate ideas, make outlines, and develop clarity and precision in their communication. Appointments can be made at any stage of a project, including before students have started writing.

## Campus Pride and Gender Center

The Campus Pride and Gender Center fosters a welcoming and supportive campus community for all Hamline students, faculty, and staff. People that identify as LGBTQ+, women, and allies may find services of interest. All Pipers are welcome to join us and access our services and programs.

### Sexual Violence Prevention

Hamline provides you with resources to help you identify and address unwanted sexual behaviors, understand your rights as a survivor, and access support as you heal from trauma.

We also have resources to help partners, family, and friends of survivors learn how to support a loved one who has experienced sexual violence. While we are not a confidential campus resource, our staff is here to listen and support you. We provide sexual violence prevention  training to anyone in the campus community interested in developing healthy relationships skills and becoming an active bystander.

### Menstrual and Sexual Health Resources

We provide students free tampons, pads, menstrual cups and discs, reusable menstrual pads, condoms, oral dams, lubes, emergency contraception, UTI and pregnancy tests. We can help you choose the best supplies to address your needs. Our supplies can be found in carts across campus in various residence halls, academic, and recreation buildings.

### Events and Programming

We hold a variety of events throughout the academic year. Some of our signature events include Take Back the Night, Coming Out Week, Rainbow Receptions, and more. Our events range from social events for LGBTQIA+ and women students and allies to educational programs focused on identity development, allyship, and community specific issues.We also partner with other campus and local organizations, offices, and departments to support their programming We provide Rainbow Inclusion Network training for staff, faculty, graduate students, and student leaders.

## Commuter Student Resources

Hamline offers a variety of common spaces for commuter students to study and spend time in when not in class. While Anderson Center and Bush Memorial Library are popular, the lower level of West Hall also houses the Peterson Commuter Lounge which features a microwave and refrigerator, study and lounge furniture, and free lockers for rent. Information on commuter parking, transit options, meal plans and locker rentals can be found on the Commuter Resources webpage.

## Counseling and Health Services

The Counseling and Health Services office is located in Room 16 in the lower level of Manor Hall. Hours of operation are Monday through Friday, 9:00am - noon and 1:00pm – 4:00pm (closed during noon hour). In-person and virtual provider visits are confidential and free for Hamline undergraduate students. Students must be located in the state of Minnesota for virtual appointments. Appointments can be made through our online portal (found on our website) or by calling 651-523-2204. The Counseling and Health Services website is: https://www.hamline.edu/life-at-hamline/counseling-health.

### Counseling Services

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 in-person and virtual appointments for a wide range of illnesses and injuries, contraception, annual physical exams, STI testing, health education, and prescriptions. All health services are confidential. Most lab fees can be billed to students' health insurance or billed to the student account.

Required immunizations are:

- Tetanus booster (Tdap preferred or Td) within the last 10 years*
- 2 MMRs (measles, mumps, rubella): 2 doses after age 12 months or proof of immunity*

**All students are required to have health insurance. Students will be enrolled by default into the Hamline-sponsored health insurance plan unless they opt to waive this coverage**. Students who have their own insurance coverage must provide their plan information when registering. Students who do not submit an online waiver request will be automatically enrolled in the Hamline-sponsored policy and will be responsible for the cost of that coverage. Contact the Student Accounts Office for questions about health insurance at 651-523-3000 or studentaccounts@hamline.edu.

## 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 led by the Assistant Vice President and Assistant Director of Public Safety.

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:

- Activities that assist students in their transition to, success and education at Hamline, including pre-orientation program, the Hedgeman Student Empowerment Retreat, quarterly activities that help with "Student Transition, Empowerment and Programs for Success" (STEPS), the Hedgeman Honors and Awards Celebration, and the "Voice & Vision" newsletter;
- Nine student organizations that support students and campus programming, including Multicultural Alliance, Asian Pacific American Coalition (APAC), Black Student Collective (BSC), FUSION, Hamline African Student Association (HASA), Hamline Indigenous Peoples Society (HIPS), Hispanic and Latinx Organization (HALO), Hmong Student Association (HSA), and Student of South Asia (SOSA);
- 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;
- Quarterly programs addressing the needs, interests and passions of first-generation college students, as well as the First Generation Scholars organization; and
- Other activities and programs that provide opportunities for participants to learn about historical and contemporary issues.

## 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. Details, including information specific to those "New to Hamline," is available online (https://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 University Housing is co-educational and managed by the Residential Life team of professional staff. Each building has an area 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 and 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 hamline.sodexomyway.com/en-us/ and in the Hamline Housing & Meal Plan Contract. There are various types of dining options on campus. Students are encouraged to play an active role in dining services. Comment cards, online postings and dining surveys all encourage feedback which is used to provide great food and make lasting memories. For more information, please visit 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 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.

## ROTC

Hamline University enrolls students who participate in ROTC (Air Force ROTC at the University of St. Thomas and Army ROTC at the University of Minnesota). ROTC programs require enrollment at the University of St. Thomas or the University of Minnesota for ROTC-sponsored courses. For ROTC information call St. Thomas at 651-962-6320 or the University of Minnesota at 612-625-3062.

## Student Activities and Leadership Development

Student Activities and Leadership Development (SALD) provides students with opportunities to immerse themselves in a variety of on and off-campus activities to complement their academic experience, including student organizations, leadership programs, and campus events. SALD registers more than 70 clubs and organizations focused on a wide variety of interests including performing arts, service, publications, club sports and academic disciplines. These organizations plan hundreds of free and low-cost events and

activities throughout the year such as speakers, concerts, movie nights, and off-campus trips that are open to all students.

SALD also works to develop and recognize student leadership on the campus. The HU-LEAD program and the Women's Leadership Retreat are just some of the leadership development programs aimed at students who are looking to develop their leadership skills and get more involved on campus. Students can also get involved with the Hamline Undergraduate Student Congress (HUSC). HUSC works with faculty, staff, and administration to make sure students' voices are heard. There are approximately 30 elected and appointed student positions within HUSC.

## 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 AAffairs 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, Counseling & Health Services, the Dean of Students Office, Disability Resources, the Hedgeman Center, New Student Programs, Public Safety, Residential Life, Campus Pride and Gender Center, Student Activities & Leadership Development, 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 emergency grants 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 service opportunities - Take part in youth mentorship and volunteer

opportunities that serve our Hamline community, the Twin Cities, and beyond.
- Engage in reckoning and repair initiatives - Work for food security and basic needs k right on campus in our Basic Needs Program and Food For Thought Pantry. Be part of a new student-led Social Justice group that brings together various art practices and applies them to social issues such as immigration, racial reckoning, and more. Support the work of abolition through research on the Underground Railroad in the US and Canada.

**Locations:**

- 318 Anderson Center: Main Office of the Wesley Center, Staff Offices, and Student-Centered Space
- 110 West Hall: Basic Needs Office and Food For Thought Pantry
- 130 Sorin Hall: The Gathering Place (see below for more information)
- 3rd Floor of Anderson: The Wellspring Room (see below for more information)
- 3rd Floor of East Hall (next to the Bridge classroom): The Reckoning and Repair Space, home to the St. Olaf College-Hamline University Hostile Terrain 94 installation and reflection room

## Religious and Spiritual Life

### The Office of the University Chaplain (OUC) and Interreligious Peacebuilding Initiatives

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:

**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 130 Sorin Hall and the more intimate Wellspring Room 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.

## Servant-Leadership and Community Engagement

**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**

Piper Impact is a SALD Student organization supported by the Wesley Center that helps design volunteer opportunities that connect Pipers to community partners such as Midway Elders, Interfaith Action, and Habitat for Humanity.

## Lived Theology and Repair Initiatives

**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, professional financial counseling through Lutheran Social Service's Financial Choice program (available to all students, alumni up to three years after graduation, faculty, and staff), basic needs assistance, and access to 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.

**Reckoning and Repair Initiatives**

A new student-led Social Justice group is developing out of the Social Justice Book Club that worked with local artist, poet, and activist Joe Davis in Spring 2026. This group is interested in bringing their artistic interests to bear on social justice topics such as immigration, racial reckoning, abolition and more. Students also have the opportunity to support the work of Hamline's Dr. Jason Sole and the Institute for Aspiring Abolitionists through research on the Underground Railroad in the US and Canada. Students are also working with the St. Olaf College-Hamline University Hostile Terrain 94 Wall that is now located on the 3rd Floor of East Hall in a space next to the Bridge Classroom called the Reckoning and Repair Space. This wall and other projects that will be featured in this space raise awareness about unjust US policies–such as the US Immigration Policy of Prevention Through Deterrance–that result in the death and suffering of people without any accountability on the part of the US government.

# Educational Goals: The Hamline Plan

The Hamline Plan is goal-driven, with educational goals tied directly to graduation requirements. General education courses are as important as courses in the major. The Hamline Plan emphasizes the responsibility students have for their own education and the necessity for students to reflect upon and articulate what they have learned to the larger community. Students and faculty advisors approach the Hamline Plan not as a series of requirements, but as a foundation for discovery. For the student who seeks a truly liberal education, the Hamline Plan offers a wide and ever-changing selection of learning opportunities.

All departments offer Hamline Plan courses. Usually specific requirements can be met by more than one course. Many courses fulfill more than one requirement. The Hamline Plan consists of the following ten educational goals. (For specific graduation requirements see the Graduation Requirements: The Hamline Plan section.)

### Understand the Liberal Arts

Students begin their Hamline education by taking one of the many First-Year Seminars, which provide an introduction to college and a sense of community in small classes for first-year students only. The seminar concentrates on developing the skills of careful reading, critical analysis, group discussion, and writing that are basic to all college level study and basic to the success of students after college. Topics are interdisciplinary and vary from year to year.

### Communicate Effectively through Writing

**Expository Writing** - In the first-year course, Composition and Research, students develop the skills needed for researching and writing in academic and public contexts. They use research to explore varied perspectives on complex issues and write to articulate a focused idea supported by evidence, with attention to audience expectations and genre conventions.

**Writing Across the Curriculum** - In writing-intensive courses, students identify specific written communication objectives appropriate to the course and the discipline, practice writing with guidance from the instructor, allowing feedback before the final product and building upon students' writing strengths, and focus on the written communication process as well as the final product. Students complete three writing-intensive courses, two of which are embedded into the major at the beginning/intermediate level and at the capstone level.

Writing Intensive (W) Learning Outcomes:

- LO1: Employ writing process strategies appropriate to the writing task and audience.
- LO2: Demonstrate analytical insight and depth.
- LO3: Articulate a compelling central idea or purpose.
- LO4: Establish a clear and logical organizational structure.
- LO5: Provide appropriate evidence and support for ideas.
- LO6: Use stylistic strategies appropriate to audience, genre, and purpose.
- LO7: Control the mechanics of readable sentences.

### Communicate Effectively through Speaking

Students complete two courses designated as "speaking-intensive," which may be offered in any department and involve explicit attention to the speaking process as well as the subject matter of the course. Emphasis is given to discussion and student presentations. A speaking intensive course has three objectives: (1) to designate specific oral communication learning objectives appropriate to the course and the discipline; (2) to enable students to practice and to analyze oral communication behaviors; and (3) to focus upon the oral communication process as well as the final product. Students gain experience in oral communication and discussion dynamics with coaching and response from the instructor or peers.

**Speaking Intensive (O) Learning Outcomes:**

- LO1: Create and deliver effective oral messages that appropriately address the needs of demands of a particular communication context (e.g. listening, oral presentations, large or small group discussions,

small task-oriented groups, interpersonal interactions).
- LO2: Reflect upon their own performance, identifying possible alternative approaches and examining the ethical implications of the approaches or strategies chosen.

### Reason Logically

The human mind has developed systems of thought that aid understanding and problem solving. Mathematics is the prime example, having been developed and refined for over 2000 years. But there are other systems of structured analysis, including logic and statistics. Every Hamline student takes one or more courses that focus on each of these two areas: formal (logical) reasoning, and quantitative reasoning and analysis.

**Formal Reasoning (R) Learning Outcomes:**

- LO1: Explain the difference between inductive and deductive reasoning.
- LO2: Demonstrate knowledge of basic methods of assessing inductive strength or deductive validity.
- LO3: Interpret and make use of symbolic and abstract representations.
- LO4: Solve problems that require rigorous formal demonstrations with multiple steps.

**Quantitative Reasoning (M) Learning Outcomes:**

- LO1: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- LO2: Convert information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- LO3: Perform calculations successfully.
- LO4: Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- LO5: Make and evaluate assumptions in estimation, modeling, and/or data analysis.
- LO6: Effectively express quantitative evidence in support of an argument or conclusion.

### Understand Various Disciplines and How They Interact

The academic disciplines taken together represent the most fundamental and useful bodies of knowledge, methods of investigation, and perspectives of the world ever devised by the human mind. Acquaintance with the major divisions of knowledge gives students a rich background for their specialized learning.

Courses that meet this requirement are essentially introductions to the disciplines. They include active learning as well as lectures, involving exercises in which students learn on their own and in which, with guidance, they are held responsible for drawing their own conclusions from new studies. Examples include discussion, problem solving, application of ideas, and laboratories.

Courses that meet disciplinary breadth criteria introduce students to the methods of learning and the context of interpretation inherent in the discipline. They provide insight into the process of research and ways for students to experience the methods of the discipline. Disciplinary breadth courses also encourage and facilitate lifelong learning by confronting issues or exploring problems or raising value questions.

All students take courses in each of the following four areas of study:

**Fine arts** - The most insightful and powerful expressions of the human spirit-dreams, fears, joys, awe-are produced by artists. Music, painting, sculpture, prints, ceramics, and theatrical productions are age-old ways for men and women to interpret and express their humanity. The Hamline student is aware of the creative and expressive arts, conversant with their forms and structures, and appreciative of their values.

**Fine Arts (F) Learning Outcomes:**

- LO1: Engage in making or performing a work of art that is informed by disciplinary and/or interdisciplinary training and research.
- LO2: Reflect critically on the production and reception of a work of art.

**Humanities** - The humanities encourage students to develop an awareness of the ethical, aesthetic, spiritual,

and historical dimensions of experience. They do so in part by heightening students' ability to understand texts and the relationship between language and culture. The humanities strengthen students' ability to analyze, to recognize complexity and diversity, and to find creative solutions.

**Humanities (H) Learning Outcomes:**

- LO1: Analyze and interpret written and other forms of text in their historical and cultural contexts.
- LO2: Formulate and support ideas or positions using textual evidence.
- LO3: Engage in open-ended, self-reflective, critical inquiry into questions of meaning and values.

**Natural sciences** - The study of natural science disciplines provides grounding in fundamental principles of science and in methods of observation as well as accentuates the understanding of experimental, analytic, and laboratory methods of gathering and evaluating data. Learning how science works-and also the assumptions of science and scientific methods-teaches students the tremendous impact science and technology have had on human culture.

**Natural Science (N1 and N2) Learning Outcomes:**

- LO1: Use scientific practices (a) asking questions, b) developing and using models, c) planning and carrying out investigations, d) analyzing and interpreting data, e) using mathematics and computational thinking, f) constructing explanations, g) engaging in argument from evidence, and h) evaluating and communicating ideas) to investigate questions
- LO2: Evaluate claims on the basis of experimental or observational evidence as well as scientific reasoning.
- LO3: Evaluate the impact of scientific and technological advances on society and the environment.

**Social sciences** - These academic disciplines explore human behavior and social institutions. Social sciences emphasize theories and methods of study. Students learn the extent to which human beings create their social environment, see the range and variability of ways to live, and perhaps gain a degree of control over their own situation.

**Social Science (S) Learning Outcome:**

- LO1: Analyze individual or group behavior in a given context using a social science approach.

### Understand the Complexities of Living in a Diverse World

The goal of the diversity requirement is to help students demonstrate an understanding of systemic inequalities, power differences, and interdependencies of people in a diverse world. Students will engage in intellectual discourse and reflection about and across differences. They will be able to demonstrate knowledge and understanding of diverse cultures, and reflect upon their own and others' social identities (gender, race, ethnicity, religion, sexual orientation, dis/ability, class, etc.).

**Diversity (D) Learning Outcomes:**

- LO1 (Understanding Across Differences: Knowledge of Multiple Perspectives & Critical Reflection): Students will demonstrate knowledge of diverse perspectives and experiences (cultures, traditions, identities, practices and histories).
- LO2 (Learning Across Differences: Critical Reflection and Personal Awareness): Students will critically reflect on their own and others' social identities and differences (gender, race, ethnicity, religion, sexual orientation, dis/ability, class, etc.), and the factors that shape them.
- LO3 (Leading and Building Across Differences: Critical Reflection and Creative Engagement & Interdependencies): Students will demonstrate an understanding of systemic inequalities, power differences, and interdependencies of people in a diverse world by engaging in intellectual discourse and reflection about and across differences..

### Prepare to Engage with a Global Community

Global citizenship is the understanding of and engagement with complex, interdependent, or overlapping global systems and their legacies (scientific, socio-cultural, economic, political, or others). This requirement is intended to equip students to (1)

become informed, open-minded, and socially responsible citizens who seek to understand how their actions affect both local and global communities, and (2) address global issues collectively and equitably.

**Global Citizenship (G) Learning Outcomes:**

- LO1: Identify challenges and opportunities involved with interacting verbally and/or non-verbally in a variety of cultural contexts (locally and globally).
- LO2: Analyze complex, interdependent or overlapping global systems and their legacies.
- LO3: Articulate their ethical, social, political and/or environmental responsibilities as a local and global citizen.

### Collaborate

Collaboration - the ability to work productively with others - is crucial for addressing the most pressing issues of today's and tomorrow's world. It is central to Hamline's mission of service and leadership. Collaborative skills are in high demand by employers, and critical to career success across disciplines. Students will complete at least one course that focuses on developing and strengthening collaborative skills.

**Collaboration (C) Learning Outcomes:**

- LO1: Articulate the potential benefits of and barriers to collaboration. (This is the 'theoretical understanding' of different approaches, models, and best practices for collaboration.)
- LO2: Critically evaluate how differences in individual characteristics and behavioral styles can impact collaboration and the functioning of a group (this is understanding how differences in backgrounds, communication styles, decision making styles, power structures, and other elements can impact collaboration).
- LO3: Make meaningful contributions on collaborative projects (this may relate to specific tasks, roles, or other contributions to group functioning, including group processes and outcomes).

### Conduct Independent Critical Inquiry and Demonstrate Information Literacy

Beginning in the first year, and building through intermediate course work in the major, students learn to frame a critical inquiry project and to find and evaluate information as part of a process of investigation. They develop the skills to determine which information is appropriate to their discipline and learn how to use information responsibly, integrating multiple perspectives. The developmental arc culminates in an advanced-level learning experience where students identify a meaningful and answerable question, develop appropriate methods of study, and present the results of their investigation.

**Independent Critical Inquiry & Information Literacy (Q) Learning Outcomes:**

- LO1: Frame a critical inquiry project.
- LO2: Integrate multiple perspectives.
- LO3: Use appropriate information responsibly.

### Practice the Liberal Arts

The purpose of the Liberal Education As Practice (LEAP) requirement is to encourage student development as liberal-arts educated practitioners and global citizens. The LEAP requirement provides a structure in which students can synthesize and integrate their academic skills and their career development through hands-on practice. Also, they can explore connections between their LEAP experience and the mission, vision, and values of Hamline. LEAP courses and experiences have a strong emphasis on hands-on, experiential learning. Many LEAP experiences - including service-learning, community-based learning, and internships - are classified as high-impact learning practices. It is strongly encouraged that students' LEAP experiences take place in their majors, and that students participate in more than one LEAP experience during their Hamline career.

**Liberal Education as Practice (P) Learning Outcomes:**

- LO1: Apply learning from particular academic programs or disciplines to their LEAP experience.

- LO2: Integrate skills or capacities developed through education and experience into their LEAP experience.
- LO3: Reflect throughout the LEAP experience to develop personal insight, growth, and development, and to build capacity for lifelong learning.

### Establish Depth in One Area

A student's major is an integral part of the Hamline Plan. Having a major allows students to develop breadth and depth of knowledge within a particular field. Students explore and apply methods used within one or more disciplines. As part of their major, students will apply knowledge of concepts, theories, and methods to an outside experience or internship, and engage in primary production of creative and/or critical work. At Hamline, students may choose from more than 30 majors in traditional academic disciplines and interdisciplinary areas. It is also possible for students to design their own major field of study through the Flexible Curriculum Option.

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# Graduation Requirements: The Hamline Plan

The following sections list the Hamline University undergraduate graduation requirements. Successful completion of these requirements results in a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, or Bachelor of Science degree. Requirements for transfer students, if they are different, are noted within each section in italic print. Other than where specified, Hamline Plan requirements can be fulfilled by transfer coursework.

The Hamline Plan requirements do not constitute a set number of courses. Courses that fulfill Hamline Plan categories are designated with the appropriate Hamline Plan course tag on the class schedules. Grades of D- or higher are required in order to receive Hamline Plan designations. All students are responsible for understanding the Hamline graduation requirements. Contact the Registration and Records office or the Center for Academic Success and Achievement (CASA) for clarification on any of the graduation requirements.

### Applicable Bulletin

Students are responsible for meeting the graduation requirements as listed in the Bulletin in effect when they enter Hamline University, or at the time of readmission if they have withdrawn. If graduation requirements change after that date, students may choose to meet the requirements from any subsequent Bulletin during their enrollment. This pertains to the Hamline Plan categories, the number of required majors and/or minors, breadth of study, minimum number of credits and GPA, and residency credits.

Students are assigned the requirements for their majors and/or minors based on the program of study declare date. If major/minor requirements change after that date, students may choose to graduate under the new requirements. To change the effective date for major/minor requirements, students should contact the office of Registration and Records.

Withdrawn students who return after more than one academic year away must fulfill the major/minor requirements in effect at the time of readmission. Only with the written approval of the appropriate division chairperson or program director can students elect to fulfill the major/minor requirements from a previous Bulletin. The division chairperson or program director assists with this choice and ensures that such changes are officially recorded with Registration and Records.

### First-Year Seminar (FYSem) - 1 course

All new first-year students (age 24 or younger upon enrollment at Hamline) are required to take a First-Year Seminar in their first semester. First-year students who transfer Post-Secondary Enrollment Options (PSEO) work are not exempt from this requirement. Students may not drop or withdraw from First-Year Seminar nor complete it on a Pass/No Pass grading basis.

*Transfer students are exempt from this requirement unless special circumstances are determined in the admissions process.*

### Expository Writing (E) - 1 course

This requirement is generally fulfilled by FYW 1120 - Composition and Research, which must be completed during the first year at Hamline. Students who receive Advanced Placement (AP) or International Baccalaureate (IB) English composition credit must still register for FYW 1120. The AP or IB English credits count for credit toward the degree, but Hamline faculty members believe writing is an essential skill and thus require a first-year college-writing experience.

Students who receive credit for a PSEO or College in the Schools (CIS) English composition course are typically granted an equivalency for FYW 1120.

### Writing Intensive (W) - 3 courses

Writing-intensive courses must be taken at Hamline. Two of the required writing-intensive courses are provided within a student's major, one at the 1000- or 3000-level and one at the 5000-level. The third course can be completed through writing-intensive offerings in any area of the student's choosing.

*Transfer students do not transfer writing-intensive courses to Hamline. The number of courses required will be reduced for transfer students needing fewer than three years at Hamline to complete their degree.*

### Speaking Intensive (O) - 2 courses

The required speaking intensive courses can be taken at any time and in any academic department.

*Transfer students may transfer one speaking-intensive course to Hamline; one must be taken at Hamline. Students transferring as juniors (64 or more semester credits) are required to take only one speaking-intensive course, but it must be taken at Hamline.*

### Formal Reasoning (R) and Quantitative Reasoning (M) - 1 or 2 courses

Students must complete both categories of Reasoning. This can be accomplished through one formal reasoning course and one quantitative reasoning course, or through one course that carries both the R and M designations.

### Disciplinary Breadth

Students take courses in each of the following four areas. **Please note that not all courses within an area of study will have an associated Hamline Plan designation.** Look for the Hamline Plan course tag in Workday to verify the course meets a Hamline Plan requirement.

- **Fine Arts (F) – 2 courses (8 credits)***

  Fine arts courses may be found in areas such as: digital + studio art, art history, creative writing, music, and performance, production, and community (theater).
  *Music performance, ensemble, or lessons courses that are fewer than four credits must be taken enough times to equal eight credits in order to fulfill the fine arts requirement. Three-credit transfer courses may satisfy one fine arts course requirement.

- **Humanities (H) – 2 courses**
  Humanities courses may be found in areas such as: English & communication studies, modern languages, philosophy, and religion.

- **Natural Science (N) – 2 courses (at least one must have a lab)**
  Natural science courses may be found in areas such as: anthropology, biology, chemistry, criminal justice & forensic science, and physics.

- **Social Science (S) – 2 courses**
  Social Science courses may be found in areas such as: anthropology, economics, history, legal studies, political science, psychology, and social justice & social change.

### Diversity (D) - 2 courses

Students are required to complete courses which engage them in intellectual discourse and reflection about and across differences. Diversity courses may be found across the curriculum.

### Global Citizenship (G) - 1 course

Courses that address global citizenship can be found in many departments, including Global and International Studies, Modern Languages, and Political Science.

### Collaboration (C) - 1 course

Students complete coursework that focuses on developing and strengthening collaborative skills. Collaboration courses may be found across the curriculum.

### Independent Critical Inquiry and Information Literacy (Q) - 1 course

This requirement follows a developmental arc that begins with experiences in the First Year Seminar, is built upon in mid-level courses in a student's major, and culminates in an advanced-level course. The Q is documented at the final, culminating course.

### LEAP: Liberal Education as Practice (P) - 1 course or registered experience

One course or experience is required. Students are encouraged to participate in LEAP experiences in their majors and to engage in more than one LEAP experience during their Hamline career. LEAP experiences include LEAP (P) courses as well as faculty-advised internships, undergraduate research projects, apprentice teaching, and qualifying independent studies/projects.

*Transfer students fulfill this requirement at Hamline under the direction of a Hamline faculty member.*

### Major Requirements

Students must complete one major. A major is a field of concentration, ranging from 40-72 credits, depending on its requirements. At least 16 credits in a student's major must be taken at Hamline. A major must be declared by the end of the sophomore year and may not be declared before the spring semester of the first year. Students must be aware of the requirements for their major as outlined in the Hamline Undergraduate Bulletin and are expected to meet the major requirements that are in effect at the time they declare. Grades of C- or higher are required for all major courses, and the GPA for all major courses together must average 2.0 or higher. Undergraduate program sheets listing requirements for each major are available at www.hamline.edu/ugrequirements.

Individually designed majors can be developed by students who have other needs and goals, if the courses are available (see Flexible Curriculum Option). See All Academic Programs for a list of all available academic programs.

*Transfer students must take at least 16 credits in their major at Hamline. Transfer students must meet with a faculty advisor upon arrival at Hamline to determine the transferability of their major courses. Written approval of major courses by the advisor is recommended as soon as possible after the first advising appointment. Advisors approving transfer work have the right to ask the student for course descriptions and have the option to defer the decision to the program chair.*

### Double Majors

A double major is the awarding of one degree with two majors. A student must declare both majors and fulfill all requirements of each in addition to satisfying all university requirements. Double majors must be within the same degree (e.g., both must be either a B.A. or B.S.). Following the conferral of the degree, the student transcript will note one baccalaureate degree with two majors. Students completing two majors with differing degree types (e.g., chemistry under the B.S. and German under the B.A.) are considered double degree students. See Double Degrees below for more information.

Students pursuing two majors must:

- Have at least four unique courses in both majors
- Complete 48 credits outside both major departments–in these cases, each major will usually count outside the other

### Minors

A minor is not required to graduate from Hamline although many students take advantage of the opportunity to complete minors. Minors typically require five courses or 20 credits. Students completing a minor that is similar to their major must have at least three unique courses in the minor that are not used in the major. Multiple minors with overlapping coursework must also have three unique courses in each minor.

Grades of C- or higher are required for all minor courses, and the GPA for all minor courses together must average 2.0 or higher. See All Academic Programs for a list of all available minors.

*Transfer students must seek approval from their minor program chair for transfer work to apply toward a Hamline minor.*

### Flexible Curriculum Major or Minor Option

The flexible curriculum option is offered for students who wish to develop a major or minor that is unique to their needs, but which satisfies the spirit and intent of Hamline's graduation requirements. Such a major or minor might involve a coherent interdepartmental sequence of courses that addresses a particular topic or theme.

The flexible curriculum option requires the approval of an appropriate Hamline faculty advisor and the Undergraduate Curriculum Committee. Students should be prepared to state why their proposal is important to their program or educational intellectual development. Flexible curriculum proposal forms can be obtained in the Registration and Records office or at www.hamline.edu/registrar/forms and must be approved no later than the end of the junior year.

#### Majors/Minors Available within the Associated Colleges of the Twin Cities (ACTC)

A major that Hamline does not offer may be completed through any of the other four ACTC colleges if it is obviously within the liberal arts tradition. Examples include the classics major at the University of St. Thomas and the chemistry minor at Augsburg University. Students who wish to complete a major or minor through another ACTC college must submit a flexible curriculum proposal to the Undergraduate Curriculum Committee. The form is available at www.hamline.edu/registrar/forms.

### Breadth of Study Requirement (credits outside the major department)

Students must complete a minimum of 48 credits outside of their major department. These credits usually come from courses that do not have the designation of the major department.

Majors that require supporting courses from other departments may count those courses toward the breadth of study requirement. Interdisciplinary majors usually have an area of concentration. The concentration courses and any courses that have the designation of the major department are counted as inside the major; supporting courses from other departments count as outside the major for the purposes of the breadth of study requirement. When completing an interdisciplinary major that does not have a concentration, all courses not from the major department and all courses not specified as required will count toward breadth of study.

If students choose to take courses that are within their major department but are beyond what is required for their major, those courses will not count toward the breadth of study requirement. Students completing multiple majors must have 48 credits outside each major department. In these cases, each major will usually count outside the other.

### Total Credits and GPA Requirement

All Hamline undergraduate students must complete a minimum of 128 credits to graduate and obtain a minimum cumulative grade point average (GPA) of 2.0.

### Residency Credits

28 of the last 32 credits, and at least 56 total credits, must be completed in residence at Hamline, within the ACTC exchange, or through Hamline approved off-campus programs. Students must complete at least 52 credits graded on an A-F scale and earned in Hamline courses or through cross-registration with ACTC colleges to be eligible for Latin honors at graduation.

### Conferral of Degree

The conferral of degree will occur once all graduation requirements have been satisfied and the degree has been cleared by Registration & Records. Once the degree has been conferred, the academic record is considered sealed and no changes will be made. The academic record includes, but is not limited to the following: grades, GPA, majors, minors, degree type, etc.

Once a degree is conferred, a student may not return to add a major, minor, or concentration to that degree.

### Double Degrees

The double degree is the concurrent awarding of two different baccalaureate degree types (e.g., B.A. and B.S.). A student who completes two majors within one degree type will be awarded a double major (one degree with two majors), not two degrees regardless of the number of credits earned. (See Double Majors above.) A double degree may not be earned with the same major (e.g., a B.A. and B.S. in Biology). Following the conferral of both degrees, the student will receive two diplomas.

A Hamline University student may earn two different degrees if the following criteria are met:

- Degree types must be different
- At least 140 credits must be completed
- Both sets of degree requirements must be fulfilled before either degree is awarded

### Subsequent Degrees

Some students decide to return to their studies after they have received their first baccalaureate degree. A subsequent degree is the awarding of a baccalaureate degree different from the first degree awarded. A student may not earn multiple degrees of the same type. A student returning to Hamline University to complete a second baccalaureate degree must apply for admission and meet admission criteria for that degree.

To receive a second baccalaureate degree, a student must complete (1) all degree requirements not satisfied by the previous degree and (2) a minimum of 12 additional credits taken in residence at Hamline University. Coursework seven or more years old approved by the academic department might apply toward the second baccalaureate degree.

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# 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 undergraduate 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). Includes but is not limited to:

- Quoting, paraphrasing, or otherwise using text from a source, for example, an online source, without crediting the author or noting the relevant URL;
- 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, 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 Division Chair in which the course is housed. Should a student be dissatisfied with the decision of the Division 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

The typical program of study consists of 32 credits distributed annually over fall and spring terms. The maximum credit load allowed is 20 credits in the fall or spring terms, 4 credits in May term, and 8 credits in the summer term. (Exception: registration in a 0.5 or 1 credit mathematics or science seminar or theatre production experience is allowed beyond the maximum credit load.) Standard full-time tuition covers 12 to 18 credits in fall and spring. Additional tuition is charged to students who choose to take more than 18 credits; there are some courses which are exempt from the additional charges. Please see the Registration Guide for a list of exempt courses.

Full-time status for Hamline undergraduate students is defined as a minimum of 12 semester credits per fall or spring term; half-time status is defined as a minimum of 6 semester credits per term.

## Attendance

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

Students must attend the first class meeting of all courses for which they are registered. The instructor has the option to drop a student from a course if the student was not in attendance on the first day and had not made prior arrangements with the instructor. If an instructor opts to drop a student for not attending the first day of class, the instructor will contact the Registration and Records office to have the student officially dropped from the class roster. The student will be notified by email. **Students must not assume they have been dropped if they did not attend the first day of class.**

Thereafter, students are responsible to their instructors for class attendance and for all required work in each course, including work missed because of absence. In dealing with class absences, the instructor may require make-up or additional work; may lower the student's final grade in the course; or may advise the student to withdraw. Academic penalties, including failure of a course, may be imposed for missing class meetings or late assignments.

Once the Add/Drop period has passed, 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.

## Class Standing

- First-Year status: 0 to 31.99 credits
- Sophomore status: 32.00 to 63.99 credits
- Junior status: 64.00 to 95.99 credits
- Senior status: 96 credits and above

## Course Cancellation

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

## Course Evaluations

All students are expected to participate in the online course evaluation processes administered by Hamline University. 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.

## Course Numbers and Course Types

Hamline maintains high standards for student learning across the curriculum and throughout a student's undergraduate experience, but tailors specific expectations for course content, the type of student work, and the amount of prior knowledge or experience required for success to the level of the course (1000, 3000, or 5000).

- 1000 level courses are for the most part introductory to a field or discipline. They tend to involve more breadth than depth of inquiry. Expectations of prior knowledge and level of independent work in the field are commensurate with initial work at the college level.
- 3000 level courses tend to require some exposure to the field or discipline. They typically focus on more depth of content, increased student independence in the acquisition of material, and mastery of techniques and methods above what is expected in 1000 level courses.
- 5000 level courses require working knowledge of concepts and theories appropriate to the discipline. They are often tailored toward majors and involve active student application of disciplinary methods.

### ACTC (Associated Colleges of the Twin Cities) Cross-Registration Exchange Program

During fall and spring semesters, Hamline students are permitted to cross-register through the ACTC exchange program with Augsburg University, Macalester College, St. Catherine University, and University of St. Thomas. To participate, Hamline students must be full-time, undergraduate degree-seeking students and may enroll in one course per term as long as it is not offered at Hamline during the same term. This process takes place during the published registration periods and students submit registration requests to Hamline's Registration and Records office.

All courses taken under this program are considered to be Hamline courses and are recorded on the student's Hamline record. Credits and grades earned are included in the calculation of the grade point average. The ACTC exchange program is not in effect for summer school classes. For further information, please see www.hamline.edu/actc and contact the Registration and Records office with questions.

### Apprentice Teaching

(Course number 4030) Students may earn a maximum of 4 credits toward graduation through apprentice teaching. Apprentice teaching is graded on the Pass/No Pass scale only. Apprentice teachers assist faculty with their teaching responsibilities. Registration forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

### Collaborative Research

(Course numbers 4010 and 4015) Collaborative research projects offer students the chance to pursue independent study in greater depth with a faculty member, often in conjunction with the professor's own research. These projects are commonly precursors to Departmental Honors. Proposal forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

### Departmental Honors

(Course number 5010) Departmental Honors study is available to selected students. Refer to Honors at Graduation below.

### Independent Study

(Course numbers 1970, 3970, 5970) An independent study project is designed by the student to pursue an area of study not covered by the established curriculum. They are usually registered in a designated academic department but can be taken for interdisciplinary credit (INTD) if listed as such on the proposal form. Independent study projects are graded on the A-F scale.

Students are expected to describe in advance the questions they propose to investigate or goals they hope to achieve, what they intend to do to carry out these investigations or achieve these goals, and the criteria for evaluating the results. Offered without class attendance and with a minimum of formal supervision by an instructor, independent study is important in the educational program at Hamline because it enables students to use critical tools they have developed in investigating areas not covered by the regular curriculum.

Independent studies normally carry 4 credits. Students are expected to do the equivalent amount of work for 4 credits, usually involving 80-120 hours. Proposal forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

### Individual Study

(Course numbers are as designated in the curriculum section) If a course is not offered during the term the student needs to take it, students may take the course on an individual study basis with instructor permission. Instructors work individually with students to complete the coursework.

Individual study requires instructor approval; however, instructors are not obligated to teach their courses in this format. Individual study is graded on the A-F scale. Forms are available in the Student Administrative Services office or at www.hamline.edu/registrar/forms and are due by the last day to add classes in the term of registration.

### Internships

Internships are student planned and directed learning experiences that provide opportunities to integrate academic, professional, and personal skill development. The internship program allows students to experience supervised, meaningful work in a professional setting. To receive credit for an internship, students must work a minimum of 120 hours (150 hours for Legal Studies internships) at the internship work site and complete academic and reflective work under the supervision of a Hamline faculty member. Students must submit a LEAP Learning Agreement (LLA) to the Career Development Center (CDC), as well as two internship performance evaluations by the designated due dates for all registered internships. All internship forms are available in the CDC, and internship-related due dates, policies and procedures may be found on the CDC website (www.hamline.edu/internships).

Students may opt to complete one of two types of internships:

1. Individual Internships(course number 3990): Internships that are completed by students independent of a seminar or practicum class. Students may register their internship for 1, 2, 3, or 4 credits. All registered internships fulfill the LEAP requirement of the Hamline Plan. Individual internships are graded using the designation HP (high pass), P (pass), or N (no credit). These grades are not calculated in the GPA. With instructor permission, a student may opt to be graded on the A-F grading scale by indicating this choice on the LEAP Learning Agreement (LLA) form. Individual internship credits are considered to be interdisciplinary credits (INTD) unless approved for major or minor credit by a division chair on the LLA.
2. Seminar or practicum classes (course numbers vary by department): Internships that are completed as part of a seminar or practicum class. These courses satisfy major, minor, or certificate requirements. Credit is awarded for the seminar/course and internship combined, and the number of credits varies by department.

Registration for an internship is due by the last day to add classes for that term. No more than 12 internship credits can be applied toward a degree. Assistance with the internship search and paperwork processes is available with the Internship Program Coordinator and staff in the Career Development Center.

### Special Topics Courses

(Course numbers 1980, 3980, 5980) Courses designated with these numbers are Special Topics and are not part of the regular university curriculum. A student's major or minor advisor or division chair must grant permission to

use Special Topics courses toward major or minor requirements.

Any academic department may offer topics courses; they are generally new or experimental courses. A Special Topics course can be offered three times before it must be approved through the undergraduate faculty to become a standard part of the curriculum and awarded its own course number.

## Course Prerequisites and Schedules

Many courses require previous coursework (e.g. MATH 3550 - Foundations of Mathematics, has a prerequisite of MATH 1180, Calculus II). Prerequisites are listed with each course description in the Bulletin and the course listings in Workday.

Students are permitted to register for a course that requires prerequisites provided the prerequisite coursework is in progress at the time of registration. However, if the final grade earned in the prerequisite coursework is insufficient, that registration will be voided. The University may drop a student from any course for which the prerequisite grade standards have not been met.

A student administratively dropped from a course for not meeting prerequisite standards will be required to consult with Academic Advising and/or their faculty advisor to ensure that they maintain the appropriate course load and continue to make academic progress toward their degree.

## Coursework Taken at Other Institutions

A student registered at Hamline in a degree program should consult his or her advisor (for coursework to be applied to a major or minor) or the Registration and Records office (for general education coursework) before enrolling for academic work at another institution. The purpose of this consultation is to gain assurance in advance that the proposed study will be accepted for transfer to Hamline. The chair of the academic department must approve academic work to be credited toward the major or minor.

For detailed policies and procedures, please see the Transfer of Credit section.

Grade points earned at another institution are not transferable to Hamline. In other words, coursework grades from other institutions will not affect the Hamline GPA with the following exceptions:

- Courses taken through the ACTC exchange program;
- Courses taken through the Council of Independent Colleges Online Course Sharing Consortium (via Acadeum);
- Integral Hamline programs sponsored by other institutions (this applies only to work taken while registered as a degree-seeking Hamline student).

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

## 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 majority of courses carry a value of 4 credits, however, credits do vary. The number of credits associated with individual courses is indicated in the class listings.

For purposes of transferring credits, 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.

## Dean's List

The Dean's List policy in this Undergraduate Bulletin applies to all students regardless of matriculation term. The Dean's List recognition at the end of either fall or spring term is based on the following criteria:

- a term GPA of 3.500 or higher;
- satisfactory completion of at least 16 credits for the term;
- a minimum of 16 credits graded on the A-F scale for the term.

Courses that are graded HP/P/N will not be counted towards the 16 credits needed to make the Dean's List. A student is excluded from the Dean's List if an N or F or I grade is received. Courses taken in May term, or during the summer do not count toward the required credits for either fall or spring term.

## 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.

## Final Examinations

Final examinations are held at the end of each term according to a schedule established by the Registration and Records office. No final examination may be taken before the regularly scheduled time. Students are not required to take more than two final exams per day in any given term. Students who are scheduled to take more than two final exams on the same day should show their student class schedule to their instructors, and instructors will make reasonable accommodations to adjust the student's exam dates.

## 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.

## Four-Year Assurance of Graduation

First-year students at Hamline University may enter into a partnership with the institution to ensure completion of their bachelor's degree within four years. The student and the university share the responsibility for the success of this endeavor. Should Hamline fail to meet its responsibilities, and provided the student fulfilled her/his responsibilities, the university will provide the additional course or courses needed to complete the degree in the following academic year at no additional tuition cost. Fees and Room and Board are not covered.

A college education requires significant individual responsibility on the part of students. Hamline has in place a proven system of support to facilitate student choice and aid in student intellectual development and the attainment of educational goals. The Hamline Plan, faculty advisors, and academic and student services help students develop and find success in a four-year time frame. The Four-Year Assurance of Graduation does not apply to transfer students.

### Student Responsibilities

- Each year students must successfully complete 32 semester credits.
- Students must satisfactorily earn at least a 2.00 GPA each term (passing all major courses with grades of C- or better).
- Students must consult with faculty advisors prior to the opening of registration to ensure the timely completion of the Hamline Plan.
- Students must declare a major by the end of the sophomore year* and work in a timely fashion to complete Undergraduate Bulletin stated requirements.
- Students must register for classes at the times scheduled by the Registration and Records office, according to their class standing.
- Students must apply to graduate by the end of their junior year.

### Hamline Responsibilities

- Hamline will provide course offerings necessary for students' fulfillment of the Hamline Plan.
- Hamline will provide faculty advising and advising support for degree programs.**
- Hamline will provide tuition-free coursework in the fifth academic year if the university fails to meet the above obligations.

* Although many Hamline students declare double majors and finish within four years, Hamline cannot assure that a student will complete more than one major in four years. This assurance does not require Hamline to provide additional coursework beyond the fourth year to complete a double major or double degree.

** The four-year assurance policy does not extend to special programs such as Early Admission Law, education licensure, or any certificate program.

## 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

| Grade | Points | Definitions |
|---|---|---|
| A | 4.0 | Excellent |
| A - | 3.7 | |
| B + | 3.3 | |
| B | 3.0 | Good |
| B - | 2.7 | |
| C + | 2.3 | |
| C | 2.0 | Fair |
| C - | 1.7 | |
| D + | 1.3 | |
| D | 1.0 | Barely Passing |
| D - | 0.7 | |
| F | 0.0 | Failing (no credit) |
| HP | * | High Pass |
| P | * | Pass (equal to a C- grade or better) |
| LP | * | Low Pass (equal to a D+, D, or D- grade) |
| N | * | No Pass (no credit awarded) |
| AU | * | Audit (no credit given) |
| EX | * | Grade 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 |

* Not computed in GPA.

*Grades must be a C- or higher to apply to major, minor, or certificate requirements. Graduation requirements are not considered complete until all courses have final grades (no incompletes; no ungraded courses).*

### 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.

### Incompletes

Regularly scheduled courses, independent studies, and internships are to be completed within one term. 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 undergraduate student and the instructor) with their division chair before the final grade deadline for the term. The form is available at www.hamline.edu/registrar/forms.

### Pass/No Pass Grading Option

Students are allowed to choose the pass/no pass (P/N) grade option for one course each academic year at Hamline. The P/N grading scale includes the following grades: HP (high pass); P (pass) equivalent to C- higher; LP (low pass) equivalent to grades of D+, D, or D-; or N (no pass). Students must declare their intent to take a course pass/no pass by the last day to withdraw

from courses for that term. The pass/no pass form must be signed by the division chair of the course to be taken and delivered to the Student Administrative Services office by the published deadline. **Once declared, the pass/no pass decision is irreversible.**

Not all courses may be taken on a pass/no pass basis (first-year seminar, for example). Academic departments are under no obligation to offer the P/N option in a course and may not allow the P/N option for courses required in the major; students should check with their division chair. Students with majors in the Hamline Business Division may not use the P/N option in major courses. Students on academic probation may not take a course pass/no pass. Internships, student teaching, and courses designated pass/no pass do not count in the student's one-per-year limit. Please see the Honors at Graduation (Latin Honors) policy for information related to pass/no pass grading and honors.

### Repeat of D, F, or N Grades

Only those courses in which grades below a C- were received may be repeated for credit/GPA purposes. All grades earned remain permanently on the transcript record; however, only the grade and credit recorded for the last time the D, F, or N graded 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.

## 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 his or her performance in the course; or

- The course grade is based upon standards that are significant, unannounced and unreasonable departures from those standards articulated in the course description 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 division 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 division 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 division chairperson or designated academic administrator will consider the appeal and may request additional information if needed for consideration of the grade appeal.
5. The division 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 division 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 division 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 division 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 division 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 Application (Apply for Program Completion)

To satisfy the student responsibilities outlined in the Hamline Four-Year Assurance of Graduation partnership (see Four-Year Assurance above), students must apply for program completion by the end of their junior year.

Applying for program completion is different and separate from registering to participate in the Commencement ceremony. Once a student has applied for program completion, they receive routine updates regarding progress toward meeting all graduation requirements.

## 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 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.

## Honors at Graduation

### University Honors

Graduation with University Honors indicates that a student has participated in and successfully completed the University Honors program, Hamline's most comprehensive honors program. Students in University Honors are required to excel in four areas, spanning the curricular and co-curricular realms: academic excellence, undergraduate research, contributions to community, and development as a lifelong learner. To graduate with University Honors, students must write their own honors proposals, laying out what they plan to do in each of the four areas, must achieve their stated goals, must reflect on all aspects of their honors achievements, must participate in University Honors events, and must successfully present their honors achievements at a capstone presentation before graduation.

### Latin Honors

Graduation with Latin honors—cum laude, magna cum laude, and summa cum laude—indicates superior attainment in scholarship as reflected in a student's GPA. To achieve Latin Honors upon graduation, students must have 52 or more credits graded on an A-F scale and earned in Hamline courses or under cross-registration with ACTC colleges and meet the following minimum cumulative GPA requirements: cum laude, 3.500; magna cum laude, 3.750; summa cum laude, 3.900. For the purposes of calculating Latin honors, GPAs are not rounded. Latin honors are awarded only upon completion of all degree requirements.

Note: Due to the timing of final grades at the end of spring semester, Latin honors printed in the commencement program are based on final grades that have been posted before April 1. The honors actually awarded are based on all final grades earned and may differ from what is listed in the commencement program.

### Distinction in the Major: Departmental Honors

Graduation with distinction in the major indicates that a student has completed a Departmental Honors Project (DHP), a long-term capstone project that exhibits rigorous scholarship, originality of thought, relevance to the discipline, and excellence in the field. DHPs may emerge out of previous coursework, study-abroad experiences, collaborative research projects, or students' intellectual passions. To be eligible to pursue DHPs, students must have a minimum GPA of 3.25 in the major and must have demonstrated a competency for pursuing independent work. Students usually begin formal work on DHPs in the spring of the junior year, and complete the DHP in the spring of the senior year. All DHPs must be defended before a committee of four, comprised of both members of the faculty and one or more experts from outside of Hamline.

## Leave of Absence and Withdrawal

### Leave of Absence

Students may request a leave of absence for academic, personal, or medical reasons. Requests for leaves of absence should be made to the Center for Academic Success and Achievement (CASA). The deadline to take a leave of absence coincides with the last day to withdraw from a full-term class with a notation of "W" on the transcript. The academic calendar (see Academic Calendars) is published annually and contains specific dates and deadlines. A leave may be granted for up to one full academic year.

Should a student wish to extend this leave beyond a year they must make the request to do so in writing to personnel in CASA, and must provide relevant documentation of the reason for the extension. The decision to grant an extension beyond one academic year will be at the discretion of CASA personnel. Students not requesting an extension will be automatically withdrawn from the university after census day of the following term.

### Withdrawal

Undergraduate students who wish to withdraw from the university must inform CASA. 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 Registration and Records (and will not be eligible for grants and scholarships that had been awarded originally).

## Military Leave

If an enrolled student is called to active U.S. military service, s/he should follow the standard procedures for taking a leave of absence from Hamline University. Undergraduate students should meet with an advisor in the 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 W (withdrawal) notations 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 Academic Policy

Students may request an exception to academic policy by submitting a petition to the Undergraduate Curriculum Committee. Submission of a petition does not guarantee approval. Petitions must be submitted in writing using a Petition of Academic Policy form available in Student Administrative Services or available to download at www.hamline.edu/registrar/forms. Specific directions regarding required signatures and supporting documentation are listed on the form.

## 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

## Probation and Dismissal, Academic

Academic probation is intended as a means to identify, notify, and extend help to students who seem for whatever reason to be jeopardizing the possibility of their eventual graduation. It is not intended to be a punitive sanction against students who fail to meet the scholastic standards noted below.

Students **may** be placed on academic probation for any of the following reasons:

- a cumulative GPA lower than 2.0 at the end of any term;
- a term GPA lower than 1.7 at the end of any term;
- more than one F or N grade in any one term;
- an unsatisfactory progression rate for completion of course credits.

Academic probation or dismissal status may affect student athletes' eligibility to compete. Student athletes should contact the Hamline University athletic compliance director with concerns regarding the NCAA eligibility policy. The Student Progress Committee makes all decisions regarding probation and dismissal. Students who are placed on academic probation have the minimum of the next term for which they are enrolled to remove themselves from probation. Students not removed from probation within this period will have their full academic record reviewed by the Student Progress Committee and may be subject to dismissal from the university. After a minimum of one semester after having been dismissed, a student may apply for readmission to Hamline University through the Office of Registration and Records.

## Registration: Adding, Dropping, and Withdrawing from Courses

Students are required to register at specified times as indicated on the academic calendar. Priority is based on the number of credits completed and in progress at the time of registration. Registration is processed on a first-come, first-served basis. Students with registration holds may not register for courses, or make changes to their registration, until the hold (financial or administrative) is released.

Registration resources:

- Academic Calendars
- Registration Information

Students are responsible for accurate registration; credit can be received only for those courses in which a student is properly registered. It is the student's responsibility to drop or withdraw from any courses they no longer plan to attend. Students who remain unregistered at the end of the add/drop period, and have not requested an official leave of absence through the Center for Academic Success and Achievement (CASA), will be administratively withdrawn from the university. New students register for their first semester through CASA.

Students should review their current classes in Workday to confirm their schedule is accurate anytime a change is requested.

### Adding Courses

Once registration opens for an academic period, students may register for courses in Workday until the first day of that academic period. During the add/drop period at the beginning of each term, all course adds require instructor permission. Students submit their registration request, along with the instructor's approval, to the Registration and Records office by email or in person.

The maximum academic load in fall and spring terms is 20 credits, however, full-time tuition for those periods covers 12-18 credits. Registration over 18 credits may incur additional tuition charges. See Academic Load above for more detail.

- **Special Registrations**: Independent studies, internships, honors projects, and other individual projects require specific registration forms and approvals. The forms are available online at www.hamline.edu/registrar/forms or from the appropriate office. The student is responsible for obtaining all necessary permissions before submitting the registration request to Registration and Records.
- **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. Students may not register across the undergraduate On Campus and Online Degree Completion programs.
- **Non-Degree/ Visiting Students:** Non-degree, visiting students register by mail, email, fax, or in person in the Student Administrative Services office using the form provided at www.hamline.edu/registrar/forms. Early registration is recommended as classes may fill. However, students may register for courses up until the first day of class as long as the course is still open.

### Dropping Courses

Dropping a course means that the course will no longer appear on the student's schedule and will not be recorded on the student's transcript. During the add/drop period at the beginning of each term, students may drop courses in Workday.

### Withdrawing from Courses

Students who wish to stop participating in a course after the add/drop period must withdraw from that course. Withdrawing means that the course will appear on the student's transcript with a grade of "W." Students must withdraw from courses by the published withdrawal deadline.

For information related to withdrawal from Hamline University, please see the Leave of Absence or Withdrawal section above.

### Auditing Courses

Full-time students may audit courses without extra charge with permission of the instructor involved. Such auditing must be recorded with the Registration and Records office. A $250 fee is charged for part-time and visiting students choosing to audit. An audit registration form is available in Student Administrative Services or at www.hamline.edu/registrar/forms. A final grade of AU is assigned to the student's permanent record. No credit is earned. An audit is irreversible; once registration is entered on an audit basis, it cannot be changed to a credit basis.

## Third Party Users

Students may designate trusted individuals, such as parents or guardians, 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.

### 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.

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# Admission to Hamline University

Hamline University seeks to admit students who demonstrate a working knowledge of the major academic disciplines; have developed the writing, speaking, reasoning, and study skills to be successful in the university's academic programs; and demonstrate the motivation and maturity to meet the academic and social challenges of a selective, residential, liberal arts college.

In the evaluation process the admission committee considers secondary school course selection and performance in academic subjects as the most important indicators of ability. The minimum recommended pattern of college preparatory subjects includes:

1. Four years of English, including one year of college preparatory writing;
2. Three years of mathematics, including two years of algebra and one year of geometry or the equivalent;
3. Three years of science with laboratory experience;
4. Three years of social science;
5. Two years of a foreign language.

A secondary school diploma or its equivalent is required for admission. Students who have not completed the recommended courses but whose scholastic record and aptitude indicate the possession of the characteristics described above are invited to submit their credentials for consideration.

The admission committee also considers an applicant's rank in class, test score results (optional), recommendations (optional), and co-curricular involvement as indicators of preparation for academic and social environments. Evidence of leadership qualities in school and in the community at large is considered as an especially positive indicator.

While admission interviews are not required of all applicants, they are strongly encouraged. In addition to the requested application materials, some applicants may be asked to provide the results of additional coursework, and/or complete an admission interview.

Students who are not offered admission may appeal the committee's decision by filing a letter of appeal with the director of undergraduate admission. Appeals will be considered only if new information in favor of admission can be provided.

### Admission for First-Year Students

The university offers two admission plans for first-year students: early action and regular decision. Students applying under the early action plan should be sure that all application materials are on file at the Office of

Undergraduate Admission by November 1. Hamline's early action program is non-binding; you may apply to other colleges. Students applying under the regular decision plan should be sure that all application materials are on file at the Office of Undergraduate Admission by January 15. Hamline's regular decision program is non-binding; you may apply to other colleges. Students applying after January 15 will be considered under the rolling admission plan. Completed applications will be reviewed on a rolling basis.

Students applying for first-year admission to the university must submit the following credentials:

1. An application form completed by the applicant. Students may apply online at www.hamline.edu/apply/. Hamline also accepts the Common Application.
2. An official secondary school transcript. Students may submit transcripts from ninth through eleventh grades and a list of senior year courses with the understanding that full admission is granted only after the receipt and approval by the admission committee of the final year's record including completed graduation date. In many cases, grades earned during the first semester of the senior year will be requested before a decision is made. Official transcripts must be sent directly to the Office of Undergraduate Admission by the secondary school. First-year student applicants who have earned college credit before graduating from secondary school must list the colleges they have attended on the application and contact those colleges and request that official college transcripts be sent to Hamline University (see the Transfer of Credit section of this Bulletin).
3. Submitting an official standardized test score is optional for admission. When registering for the tests, students should request that copies of the score results be sent to Hamline University. The ACT institution code for Hamline is 2114, the SAT code is 6265.
4. Submitting a teacher or counselor recommendation is encouraged but optional for the admission process.
5. Other information as requested by the admission committee during consideration of an individual applicant. Such information might include recommendations, the results of additional coursework, and/or a formal admission interview. Hamline University is a member of the National Association for College Admission Counseling.

Hamline University reserves the right to waive any portion of the required application documents on a case by case basis to be considered for admission, pending other compelling factors are present.

### Accepting an Offer of Admission

Admitted first-year students accept the offer of admission by submitting a nonrefundable $400 enrollment deposit. This deposit is paid after notification of admission. For all new first-year students, Hamline recognizes May 1 as priority decision day. Students who submit their deposit by this date are guaranteed a spot in the fall class.

### High School Diploma/GED Validation Policy

All matriculating first-year students must submit official final transcripts from their secondary school or an official GED transcript. The college reserves the right to withdraw admission/enrollment for students who fail to perform adequately in their final term(s) of high school after accepting an offer of admission. An official transcript is considered final when it is provided directly by the granting school/school counselor and also includes a marked high school graduation date or completion date.

In the event Hamline has reason to believe a high school diploma is not valid or was not obtained from an entity providing secondary school education, Hamline will conduct additional research to determine if the diploma is valid. Additional research may be performed when:

- No apparent state legal authority for high school or G.E.D.
- Limited curriculum/instructors

- High school diploma given for a fee within a short period of time
- High school diploma date/place not consistent
- High school diplomas/transcripts/GED's that were issued by a school that bears a non-traditional name that does not end in "high school", such as "academy", or "center"
- High school diplomas/transcripts/GED's that were purchased and/or completed online
- High school diplomas/GED's that have names and/or dates that have been written on the diploma, and those where "white out" type corrections have been made

Should any of the above exist, Hamline will conduct additional research to include:

- Checking the National Center for Education Statistics (NCES) website for information relative to the validity of the school, and if the school in fact provides secondary school education. If Hamline is unable to obtain the required information, Hamline will contact the state the school is located in an attempt to obtain the appropriate documentation.
- Determining if the school has previously been identified as a high school diploma mill, via internet research and existing lists the school maintains.
- Determining if the diploma or transcript was purchased online with little work expected by the student, or if it was earned via brick and mortar traditional high school.

Ultimately, if Hamline is not reasonably certain a high school diploma or G.E.D. is valid, Hamline's decision relative to the validity of a particular high school diploma or G.E.D. is final, and not subject to appeal.

## Admission for On-Campus Transfer Students

Transfer students are offered admission plans for both fall and spring terms. The early action deadlines for transfer student admission are March 15 for fall term and November 15 for spring term. Hamline's early action program is non-binding; you may apply to other colleges. The regular decision deadlines for transfer student admission are August 1 for fall term and January 10 for the spring term. Applications received after these dates will be reviewed based on space availability.

### Community College Transfer Students

The university welcomes students from community and junior colleges to transfer to Hamline. In most cases, students who transfer to the university after having completed an associate degree or two years of comparable work will have acquired sufficient scope in their program to satisfy a large portion of the general education goals of the Hamline curriculum. A maximum of 96 quarter hours or 64 semester hours of work from two-year colleges will be accepted as transfer credit. Hamline offers a two-year assurance of graduation with a Bachelor of Arts degree to students who complete an Associate of Arts degree and meet the eligibility requirements.

Community college students who are planning to transfer to Hamline are encouraged to consult with the Office of Undergraduate Admission in order to correlate their coursework with Hamline's curriculum guidelines..

### Four-Year College Transfer Students

Students planning to transfer to Hamline University from accredited institutions of collegiate rank should ordinarily transfer early enough in their college career to permit at least two full years of study at Hamline. Students who have completed more than two years of study should schedule an admission interview with a member of the admission staff.

### Requirements for Transfer Admission

To be considered for transfer admission to Hamline, the applicant must have graduated from high school or received a GED and be eligible to re-enroll at the institution from which he or she wishes to transfer. Students who have earned college credit after secondary school graduation apply as transfer students.

Students applying for transfer admission to the university must file the following credentials:

1. An application form completed by the applicant. Students may apply online at

www.hamline.edu/apply/. Hamline also accepts the Common Application.

2. Official copies of all previously attended college transcripts, even if no grade and/or degree was given. Transcripts must be sent directly from the previous college(s) to the Office of Undergraduate Admission.
3. A Dean of Students form. This form verifies enrollment at your current or most recent institution and must be sent directly from that institution.
4. Official secondary school transcripts if the applicant has completed fewer than 24 semester hours or 36 quarter hours at the time of application or has graduated from high school within the past five years.

### Accepting an Offer of Admission

Admitted transfer students accept the offer of admission by submitting a nonrefundable $400 enrollment deposit. This deposit may be paid after notification of admission.

## Admission for Online Bachelor's Degree Completion Students

Applications for the online degree completion program are processed on a rolling basis. The priority application deadlines are August 1 for fall term, December 1 for spring term, and April 1 for summer term. Applications submitted after deadlines will be considered if space and time permits.

To be considered for admission to Hamline's undergraduate online degree completion program, students must demonstrate:

- A GPA of 2.0 or higher in prior college coursework
- Two or more years of full-time equivalent professional work experience
- At least 24 transferable semester credits
- Students applying for the Bachelor of Arts in Psychology must have completed a transferable course in general psychology

Additional criteria for paraprofessionals majoring in education:

- You must be employed in an educational setting where you can complete most of your clinical experience hours (priority will be given to those employed as paraprofessionals in school settings)
- 32 completed college credits or an earned associate's degree (those without an associate's degree or 32 credits can petition for admission to the program, but must meet with an advisor to create an individualized plan for completion)
- Recommendation from school or district staff who can verify employment and support to complete clinical experience hours

Students applying for admission to the online degree completion program must file the following credentials:

- An online application (no fee for US residents), which includes a résumé or statement detailing your work experience, and a short statement about why you are interested in Hamline
- Official transcripts from each college attended

## International Student Admission

Applicants must complete a college preparatory program before enrolling. All applicants for admission must demonstrate their ability to be successful in college courses where English is the language of instruction.

Students whose first language is not English can take the SAT or ACT or demonstrate a proficiency in English by scoring a minimum of 4.5 on the Internet-based TOEFL, IELTS score of 6.5, or through the completion of an approved English as a Second Language program (please contact admissions for more information). Students who will need additional training in English before beginning their college work are encouraged to attend an English as a Second Language program.

Hamline University supports international student enrollment by providing international programming and an advisor on campus through the Global Engagement Center (GEC). The advisor is available to assist international students in adjusting to the university's academic programs, in immigration matters, and in taking fullest advantage of the

academic and social opportunities the university provides.

## New Student Housing

On-campus residence is not required but is very strongly recommended for new students. Around sixty-five percent of first-year students choose to live on campus.

No additional deposit is collected for undergraduate students who apply to live on campus. See your individual housing contract for additional housing information.

## Early Admission

Students who have not completed a secondary school diploma or who have graduated from non-accredited high schools may be admitted as degree seeking students upon application review and provided they are recommended for such admission by their secondary school. Students must demonstrate through their coursework, test results, personal statement, and an admission interview that they are capable of satisfactory work at a selective liberal arts college.

Students who have not completed secondary school may also be considered for admission as special students under the Minnesota Post-Secondary Enrollment Options (PSEO) Program. These options are designed to provide talented high school seniors and juniors the opportunity to broaden their educational backgrounds through college-level classes. Admission is very selective and enrollment is limited.

Additional information about the PSEO Program is available from the Office of Undergraduate Admission.

## Non-degree Seeking and Visiting Students

Students who are not degree candidates may enroll in Hamline courses provided they satisfy the requirements of the instructors concerned and are registered properly. Students planning to enroll as non-degree, visiting students should contact the Office of Registration and Records for information and forms.

## Readmission of Students

Former students who wish to return to Hamline after any interruption of registration must apply for readmission unless they have been on an approved leave of absence. Students wanting to be readmitted to Hamline should contact the Office of Registration and Records for information and application forms. If a student has taken courses at another college since leaving Hamline, an official transcript is required from each college the student has attended.

Students who interrupt enrollment for more than one academic year must fulfill the Bulletin requirements in effect at the time of reentry/readmission, or they may opt to fulfill the requirements published in the last previous Bulletin. Only with written approval of the appropriate division chairperson or program director can students elect to fulfill the requirements of any previous Bulletin.

## Veterans

Hamline is approved by the Veterans Administration for the education of veterans under the provisions of the Vocational Rehabilitation Act (Public Law 16 and the Vocational 894). A certificate of eligibility should be secured by the veteran from the regional office of the Veterans Administration and presented to the Student Administrative Services office prior to registration. Hamline is responsible for certifying, training, and transmitting necessary credentials and information to the Veterans Administration. For more information and to contact the VA Certifying Official, go to www.hamline.edu/veterans.

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# 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 www.hamline.edu/tuition.

## On Campus Programs Tuition and Fees

**Tuition Rates 2026-2027**

Full-Time Students, fall and spring (12-18 credits per semester):

- Per year - $52,562

Note: Students who register for more than 18 credits in fall or spring will be charged the per-credit rate for each additional credit. For specific details, see the Undergraduate Registration Guide.

Part-Time Students, fall and spring (less than 12 credits per semester):

- Per credit - $1,700
- Audit charge per course - $250

May and Summer Terms

- Per credit - $850

**Yearly Fees 2026-2027**

- New student fee - $340
- Student Activity Fee (estimated) - $570
- Health Services Fee - $330 (full-time) / $242 (part-time)
- Facilities Fee - $166 (full-time) / $100 (part-time)
- Technology Fee - $416 (full-time) / $260 (part-time)
- Book Rental Fee (fall and spring) - $740 (full-time) / $460 (part-time)
- Book Rental Fee (May and summer terms) - $80
- Health Insurance* (optional, estimated) - $2,500
- International Student Fee (as applicable) - $600 per semester

***Note:** All students are required to have health and accident insurance and will be charged for Hamline insurance coverage. Students who have their own insurance will have the opportunity to go online and waive this insurance fee. If students do not submit an online waiver request, they will be enrolled in the school policy and will be responsible for the cost of that coverage. Hamline does not carry insurance on the personal property of faculty, students, or staff and is not responsible for the loss or damage of such property.

**Due Dates**

- Fall term - August 15
- Spring term - January 15
- May term - May 10
- Summer term - June 7

## Housing and Meal Plans 2026-2027 (per year)

Residence Hall Rooms:

- Single, double, triple, quad - $6,510
- Super single (multiple-occupancy room converted for single user) - $7,350

Apartment-Style Rooms:

- Studio - $11,550
- Two bedrooms - $10,600
- Three bedrooms - $10,080
- Four bedrooms - $9,660
- Two bedrooms/four people - $8,400

Meal Plans:

- Residence Hall Meal Plan* - $6,800
- Block Meal Plan** - $5,140
- Mandatory Commuter Declining Balance - $400

Returning students are charged a cancellation fee if, during spring room selection, they reserve a room for the subsequent year and cancel that reservation after May 1, but prior to occupancy. Damage to a room or its furnishings, beyond ordinary wear and tear, will be charged to the student.

*Students living in residence halls are required to have a meal plan through Dining Services. For more information, please contact Residential Life.

**The Block Meal Plan is available to third-year, fourth-year and graduate students only.

## Online Bachelor's Degree Completion Programs Tuition and Fees

**Tuition and Fee Rates 2026-2027**

- Online Degree Completion Tuition, per credit - $495
- Para Pathway Tuition, per credit - $658
- Technology fee (per semester) - $28
- Book Fees - variable
- Course Materials Fees (as applicable) - variable

**Due Dates**

- Fall term - August 15
- Spring term - January 4
- Summer term - May 3

## Payment Options

Prior to the start of each term, charges for the term will be added to the student account and a statement will be available showing charges and estimated financial aid. Hamline students may select one of the following payment options:

- Semester plan - Students who do not choose to sign up for a payment plan will automatically be on the semester plan. On this plan, students will pay for their tuition and fees for the semester by the due date.
- Installment plan - tuition, fees, room and board are paid in monthly payments within the term through Illumia (formerly Transact). Details about signing up for an installment plan may be found on the Student Accounts website at www.hamline.edu/about/offices-services/student-accounts/payment-plans.

## Withdrawal Charges

For students who officially withdraw from the university during a term, the amount of tuition owed is calculated from the date on record of their withdrawal or leave, not from the date the student ceases to attend classes. Students who officially withdraw from classes before the end of the 10th day of class for on campus full-term programs, or the before the end of the 6th day of class for online degree completion programs, will not be responsible for any tuition charges. After that date, the amount of tuition owed will be calculated based on the withdrawal date. Students who withdraw from full-semester courses by 8 weeks of the term will be responsible for all tuition charges. Deadlines for 1/2 term or shorter courses are determined by the length of the course. Refer to the Tuition Charge Withdrawal Policy for more information and deadlines.

The same schedule is used to calculate the amount of tuition owed when a student drops from full-time to part-time or from overload to full-time.

Financial aid will be canceled or prorated as required by the programs. See the financial aid instruction guide for details.

Student fees and mandatory commuter declining balance assessed by the university or the Student Congress are not refundable.

Any discounts applied will be removed and not prorated in the withdrawal calculation.

## Late Registration

It is important that students register during the stated registration periods. Students who fail to complete registration changes (add, drop, and withdraw) by the published deadlines must petition for a late registration change and will be charged a $50 late registration fee.

## Late Payment Policy

If payment in full is not received by the due date, the account is considered past due and a financial hold is placed on the student's records. Past due balances are assessed interest at 0.67% per month and may also be charged late fees. See the Financial Agreement and Disclosure document for more information.

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# Financial Aid

**Financial Aid Office**
113E East Hall
651-523-3000
finaid@hamline.edu
www.hamline.edu/fa
FAFSA school code: 002354

## Overview

Financial assistance is granted on the basis of the student's estimated financial eligibility as measured annually by the Free Application for Federal Student Aid (FAFSA). Along with most other colleges and universities, Hamline uses the FAFSA to provide a fair, objective, and unbiased estimate of a student's eligibility for assistance. Assistance is granted through a combination of scholarships or grants, loans, and campus employment.

A financial aid offer is made one year at a time. The exact amount of eligibility is determined each year on the basis of confidential income and family information.

Students in on-campus bachelor's degree programs must maintain full-time status (12 or more credits per term) to be eligible for Hamline-sponsored grant or scholarship assistance.

All Hamline sponsored scholarships are considered tuition only scholarships unless otherwise indicated in the name that it may be used for housing. Hamline sponsored aid may be adjusted if students select to not live on campus.

Students in the online bachelor's degree completion (ODC) program are not currently eligible for Hamline-sponsored grant or scholarship assistance.

Federal (Title IV) and state funds are available to eligible, qualifying students, both on campus and online, who maintain at least one half of the full-time course load. Eligibility for these funds is determined by the amount of demonstrated financial eligibility, length of courses, enrollment status, maintenance of minimal satisfactory progress toward a degree, and courses required for the degree. Students are no longer eligible for federal or state funding once they have completed the minimum requirements for one undergraduate degree (BA, BBA, BFA, or BS) with one major. Students who have declared additional programs of study (second major, minors, certificates, etc.) may not receive federal or state funds toward those additional programs after they have met the minimum degree requirements.

Federal Pell Grants are awarded based on the results of the Free Application for Federal Student Aid (FAFSA). Students are eligible for the equivalent of twelve full-time semesters in total. This total includes any terms at previous postsecondary institutions in which students received Pell Grant. The full-time enrollment status for Pell grants for both on campus and online students is 12 credits per semester. The grant will be prorated for students less than full time at the end of the add/drop period of enrollment each term or term sessions that fall within the term.

Minnesota state residents: the Minnesota definition of full-time enrollment status for both on campus and online students qualifying for the State Grant Program is 15 credits per semester. The estimated grant is based on full-time enrollment of 15 credits per semester and will be prorated at the end of the add/drop period of enrollment each term, if registered for less.

Minnesota State Grants are given by the State of Minnesota. Students are eligible for State Grant for the equivalent of eight full-time semesters in total. This total includes any terms at previous postsecondary institutions in which students received Minnesota State Grant.

Other state grant aid programs include, but are not limited to, Minnesota GI bill, Post secondary Child Care Grant, Fostering Independence Grant, Student Teaching Grant, MN Indian Scholarship Program, and Minnesota Dream Grant. Applications for state-sponsored grants can be found online at: https://www.hamline.edu/financial-aid/grants-scholarships/.

## Application Procedures

Students who wish to apply for financial assistance should file the Free Application for Federal Student Aid (FAFSA) online at https://www.studentaid.gov/sa/fafsa indicating that they want the results sent to Hamline University (FAFSA Code #002354). A Hamline application and supporting income tax information may be required.

It will take one to two weeks for the FAFSA to be processed by the US Department of Education (ED).

## Financial Aid Adjustments

In the event that we receive new or additional information including, but not limited to, housing, outside funding, or enrollment, your financial aid is subject to change. Unless paper notifications are requested, students will be notified through their Hamline email account when changes are available to be viewed in Workday. All Hamline merit- and need-based scholarships and grants are subject to reclassification (renaming) a portion of these Hamline grants/scholarships by identifying the actual source of

the funding in the financial aid offer. The student will retain the honorary winner status of the original award. Aid is subject to change if a student selects not to live on campus.

## New Incoming Students

For students in the on-campus programs, Hamline University offers academic merit scholarships for new students based on their high school records and standardized test scores. Students who transfer to Hamline with 24 or more college credits receive scholarships based on the college grades. Contact the Office of Undergraduate Admission for details.

Students who have transferred credits to Hamline begin their course of study at the grade level approved by Registration and Records. Coursework that has not transferred will not be reviewed as part of the maximum time frame requirement for aid eligibility.

## Financial Aid for Summer Term

Financial aid for summer term normally consists of a portion of your Federal Subsidized or Unsubsidized Stafford Loan, SELF, private loans, or Federal PLUS Loans. Minnesota State and Pell Grants may also be available. Eligibility varies depending on previously used aid and enrollment status. Contact the Office of Financial Aid at finaid@hamline.edu or 651-523-3000 for more information on eligibility and application deadlines.

If you are eligible to receive VA educational benefits during the academic year, you are probably eligible to receive them for the summer. For further information, consult the Hamline VA representative, at finaid@hamline.edu or 651-523-3000.

## Types of Financial Aid

### Scholarships and Grants

Hamline tuition grants and scholarships of various types are available for full-time new and returning on-campus bachelor's students on the basis of demonstrated financial eligibility. Grant aid may be adjusted if a student selects to live off campus. Hamline offers merit-based tuition scholarships to incoming students, pursuing their first baccalaureate degree, recognizing academic excellence. Hamline merit-based aid may be used to meet demonstrated financial need. A combination of Hamline-sponsored scholarships, grants, and/or federal or state scholarships/grants may not exceed Hamline tuition. If a student withdraws from the University and subsequently re-enrolls, they forfeit the original merit-based scholarship, but will be reviewed for different Hamline funding and eligibility.

Reclassification: All Hamline merit- and need-based scholarships and grants are subject to reclassification (renaming) a portion of these Hamline grants/scholarships by identifying the actual source of the funding in the financial aid offer. The student will retain the honorary winner status of the original award. Additionally academic departments may select students for this reclassification. For example, a Hamline Presidential Scholar may be nominated by an academic department for a departmental endowed scholarship. That student may see a reduction in the Presidential amount and an addition in the departmental endowed amount. This may not change the overall total of grant and scholarship dollars awarded to the student.

### Loans

Long-term, low-interest loans are available to both on campus and online Hamline students through the following programs:

- The **Federal Direct Loan Program** (subsidized and unsubsidized) is funded by the federal government. Factors such as financial need, prior loans, and enrollment status are used in determining eligibility. Instructions and more details on how to apply may be found online on the Financial Aid website at www.hamline.edu/loans.
- The **Federal Parent Loan for Undergraduate Students** (PLUS) is funded by the federal government and requires prior credit approval of the parent borrower. Loan details and Instructions on how to apply may be found online on the Office of Financial Aid website at www.hamline.edu/loans.
- The **United Methodist Student Loan** Fund is available to students who are full members of the

United Methodist Church. Students complete a loan application, available online at www.gbhem.org.

- The **Minnesota Supplemental Educational Loan Fund** (SELF) is intended to help students who need to borrow more than is allowed under existing programs and students who have limited access to other financial aid programs. The SELF loan application can be completed online at www.hamline.edu/loans. The SELF loan has the option of either a fixed or variable interest rate and a requirement for quarterly interest payments. A credit-worthy cosigner is required to obtain a SELF loan.

### Alternative/Private Loans

There are a variety of private loans available. All private loans are based on satisfactory credit history. Contact the Financial Aid Office for loan terms. Students may apply online at www.hamline.edu/loans.

### Employment

For a description of employment opportunities, see Campus Employment in this *Bulletin*.

## Satisfactory Academic Progress

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 (SAP), a student's academic performance must meet two main SAP components for all enrollment levels (full-time, three-quarter time, half-time or less than half-time). The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

### Section 1. Standards of Satisfactory Academic Progress

- **Grade Point Average** – All undergraduate students are required to maintain a minimum cumulative GPA of 2.0.
- **Credit Completion** – Students must complete 67% of cumulative 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 150% of the required number of credits needed to complete their program. This includes transfer credits from another college that apply to the Hamline program. For example, for a program that requires 128 credits, students must finish their program before they reach 192 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 bulletin to view the number of required credits for your degree or certificate. 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 credits** – 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 earned credit and it carries no grade point value.
- **Incompletes and Missing Grades** – An "I", "EX", "NG" are included in the cumulative credits attempted. These credits cannot be used as earned credits or in the GPA calculation 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 attempted credits 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 Major and Double Degree** – Students may receive multiple degrees, such as BA and BS from Hamline University. Only attempted credits eligible for application toward the student's primary degree program will count toward the maximum time frame of that degree. Attempted and earned credits under all majors will be included in the calculation of GPA for students who change majors or seek a double degree. Students under these conditions may appeal for an extension of the maximum time frame provision of this policy. Appeals will be evaluated on an individual, case-by-case basis.
- **Post Secondary Education Options (PSEO)** – Credits earned while a PSEO student at Hamline University will be included in the cumulative credit completion and maximum time frame calculation. PSEO credits earned at another postsecondary institution will be treated as transfer credits for federal financial aid purposes.
- **Consortium Program Credits** – Credits taken through one of Hamline's approved consortium agreements will be counted similar to Hamline credits in GPA and attempted and earned credit totals.

### Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester, including summer term. If the program is less than one year in length the review will take place at the 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 dismissal 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 the Center of Academic Success and Achievement.

**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.

**Additional Note**

The University has reserved the right to disenroll a student who is not meeting the SAP standards if they have not made alternative plans to make payment in full for their educational charges.

## Return of Financial Aid

### Change in Enrollment Status

A student that withdraws or decreases enrollment status may receive a decrease in the institutional charges. (See withdraw charges policy from Student Accounts Office.)

### 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 may 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.

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# Transfer of Credit

The Registration and Records office works with faculty to determine if and how previous credit may transfer into a student's Hamline degree. Official transcripts from the credit-granting institutions are required. Students may be asked to provide copies of appropriate course catalogs, syllabi, or other materials to assist in the evaluation of transfer credit. Transcripts and other documents submitted from other institutions and agencies are the property of Hamline University. Hamline will not give these documents, or copies of them, to applicants, students, alumni, or other individuals.

Only credit from regionally accredited colleges and universities, specific credit-by-exam programs listed below, and ACE approved military courses may transfer. Classes will be evaluated on a course-by-course basis. Please note that acceptance of credit may be for general credit only; equivalency to Hamline courses is determined by individual departments.

## Policies and Procedures

#### Grades and Credits

- Grade point averages do not transfer.
- Grades from transfer courses are not factored into the Hamline GPA.
- Non-semester credits are converted to semester credits; 1.5 quarter credits equals 1 semester credit.

- Courses from another college or university transfer in with the number of credits awarded by that school. This is true even if the course is considered equivalent to a Hamline course with a different number of credits. For example, PSYC 2021 Abnormal Psychology at Century College is 3 credits and is considered equivalent to Hamline's PSY 1480 Psychopathology which is 4 credits; PSYC 2021 transfers to Hamline with 3 credits, while still counting as PSY 1480.

### Repeat Courses

A student may not receive credit for the same, non-repeatable course twice.

- A transfer student who chooses to take a Hamline course that is equivalent to a course already accepted for transfer credit has two options: 1) take the course as an audit or for zero credits or 2) ask Registration and Records to remove the transfer course from the Hamline transcript.
- A Hamline student who chooses to repeat a course already completed at Hamline by taking an equivalent at another institution will not receive credit a second time. However, the student may transfer the equivalent course into Hamline so that the original Hamline credits and grade are excluded from their degree and GPA calculation.

### Residency Requirements

- At least 56 semester credits must be completed at Hamline to receive a Hamline degree.
- 28 of a student's final 32 credits must be completed at Hamline.
- A minimum of 16 semester credits in a student's major must be completed at Hamline.
- Students must complete at least 52 credits graded on an A-F scale and earned in Hamline courses to be eligible for Latin honors at graduation.

### Credit Limits

The following transfer limits apply:

- 64 semester credits from two-year colleges.
- 64 semester credits from credit-by-exam or college level coursework taken while a high school student, including AP, IB, PSEO, CIS, CLEP, DSST.
- 20 semester credits each from AP and IB.
- 16 semester credits each from CLEP and DSST.
- Credit in narrowly vocational courses is not transferable. Nursing, mental health, chemical dependency, law enforcement, military, and other focused professional program credits may be transferable up to a limit of 32 semester credits, only if the course content is suitable for a liberal arts program.

### Transfer Evaluation Systems (TES)

Course equivalents for all college and university classes previously transferred to Hamline from across the country can be found at: www.hamline.edu/tes. Equivalencies on this list are subject to change.

### Requesting Major/Minor Credit

Students who have previously transferred in coursework which they would like to have approved for their major or minor must follow these steps:

1. Obtain a copy of the course syllabus and/or course description from the official course bulletin of the institution where the course was taken.
2. Have the course reviewed by their major/minor advisor and the program director.
3. If the program director and advisor in the major/minor department approve the course, obtain a Program Sheet online at www.hamline.edu/ugrequirements.
4. Complete the substitution column of the Program Sheet and both advisor and program director will sign the form.
5. Return the signed form to the Student Administrative Services office or via email to registrar@hamline.edu.

### Requesting Hamline Plan credit

Students who have transferred in coursework that they would like evaluated for Hamline Plan requirements must follow these steps:

1. Obtain a copy of the course syllabus. If a student no longer has a copy of the syllabus, they may have to contact the former institution or instructor in order to provide a more complete description of the course than the course catalog provides.

2. Email the syllabus and a request for the desired Hamline Plan designation(s) to transferarticulation@hamline.edu.
3. The Transfer Articulation Coordinator will review the course and email the decision.

## Transfer Eligibility

### Colleges and Universities

This information is applicable to college coursework completed after graduating high school, on a college campus during high school, or in a high school classroom.

- The school must be accredited by one of the following six accrediting organizations for postsecondary schools:
  - Higher Learning Commission (HLC)
  - Middle States Association of Colleges and Schools/Middle States Commission on Higher Education (MSCHE)
  - New England Commission of Higher Education (NECHE)
  - Northwest Commission on Colleges and Universities (NWCCU)
  - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
  - Western Association of Schools and Colleges: Accrediting Commission for Community and Junior Colleges (ACCJC)/WASC Senior College and University Commission (WSCUC)
  - Search the Council for Higher Education Accreditation (CHEA) website for an institution's accreditation: https://www.chea.org/search-institutions
- The course must be considered college-level (not remedial).
- The course must be relevant to a liberal arts degree.
- The grade earned must be a C- or higher. If a course is taken as Pass/No Pass, and the school awards a Pass for grades below a C-, a letter must be submitted from the institution's registrar indicating the student would have received a C- or above before transfer credit is awarded.

### International Schools

Transcripts from foreign schools (except those from a Hamline study abroad program) must be submitted to an outside agency for course-by-course evaluation and processing before a Hamline evaluation can be completed. The agency must be a member of the National Association of Credential Evaluation Services (NACES). These organizations usually charge students a fee for evaluation services. Two commonly used agencies are:

- World Education Service (WES): https://www.wes.org/
- Educational Credential Evaluators (ECE): https://www.ece.org/

### Credit by Examination

#### Advanced Placement (AP)

- Generally, the minimum score required is 4. In some cases (mostly foreign languages) a score of 3 is accepted.
- Each accepted exam receives 4 semester credits.
- English (Language and Composition and Literature and Composition) exams do not meet Hamline's first-year writing requirement.
- Check if your AP scores qualify for credit: https://www.hamline.edu/undergraduate/admission/transfer-credits.html#Advanced_Placement
- Request AP scores from College Board: https://apscore.collegeboard.org/scores

#### International Baccalaureate (IB)

- Credit is granted for the Higher Level exams only.
- The minimum required score is 4 or 5 depending on the subject area.
- Each accepted exam receives either 4 or 8 semester credits, depending on the exam.
- English A exams do not meet Hamline's first-year writing requirement.
- Check if your IB scores quality for credit: https://www.hamline.edu/undergraduate/admission/transfer-credits.html#International_Baccalaureate
- Request IB scores from IB: http://www.ibo.org/programmes/diploma-progra

mme/assessment-and-exams/requesting-transcripts/

**College Level Examination Program (CLEP)**

- Scores at or above the American Council on Education's recommended score (usually 50) may receive academic credit.
- Credit must be approved by the appropriate academic department at Hamline.
- English Composition CLEP exams are not accepted.
- Hamline Plan letters are not awarded for CLEP exams.
- Check for ACE-recommended scores:
- https://clep.collegeboard.org/for-educators/for-colleges/clep-scores/understanding-scores/ace-credit-recommendations

**Defense Subject Standardized Test (DSST) Examination Program (DANTES)**

- Scores at or above the American Council on Education's recommended score (usually mid- to upper-400s) may receive academic credit.
- Credit must be approved by the appropriate academic department at Hamline.
- Technical Writing DSST exams do not meet Hamline's first-year writing requirement.
- Request DSST score report: https://getcollegecredit.com/scores-transcripts/

**Military Credit**

- Credit may be granted for courses from Joint Services Transcript (JST) and the Community College of the Air Force/Air University (CCAF).
- Courses must be considered college-level and relevant to a liberal arts degree.
- Request a transcript from JST: https://jst.doded.mil/official.html
- Request a transcript from CCAF: https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/

**Study Abroad**

- Academic credit is granted for course work completed through a Hamline-approved study abroad program.
- Grades must be equivalent to at least a C- to be eligible for transfer.
- Students will be awarded a Hamline Plan G (global citizenship) for completion of coursework through a Hamline-approved study abroad program.
- Transcripts from study-away experiences should be sent to the Global Engagement Center.

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# Academic Divisions and Programs

## Arts Division

The Arts Division at Hamline is a place where students learn by doing. Whether it's through music, theater, dance, or visual art, we provide the technical tools and creative thinking needed for a professional career. Our faculty are active, working artists who do more than just teach; they mentor students through real-world projects and open doors to valuable internships and industry connections. Our programs are open to everyone, providing a supportive space where all students can turn their creative ideas into reality. We believe art is a powerful tool to solve problems, connect with others, and understand the world around us.

### Programs

**Major**

- Digital and Studio Art Majors (BA)
- Music Production Major (BA)
- Performance, Production, and Community Major (BA)

**Minor**

- Contemporary Music Production Minor
- Data Visualization Minor
- Graphic Design Minor
- Music Performance Minor
- Studio Arts Minor

**Certificate**

- Certificate in Music Production

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# Majors

## Digital and Studio Art Majors (BA)

The Digital + Studio Art major focuses on the development of creative, technical, formal and critical skills in digital, analog, and hybridized art forms. The major offers three concentrations which guide students toward building high level skills in a medium: Graphic Design (Graphic Design, Web Design, Creative Coding), Media Arts (Video, Audio, Photography, VR/AR), and Studio Arts (Sculpture, Printmaking, Drawing, Painting, Digital Fabrication).

Digital + Studio Art Coursework is based on hands-on learning experiences, creative challenges, and abundant peer and faculty feedback. The major builds on the broad critical skills central to the liberal arts. Students will be introduced to a diverse range of artists and designers and develop the ability to frame their work in historical and critical contexts.

Digital + Studio Art curriculum culminates in a Capstone Senior Seminar course in which students apply what they have learned to produce a final project for the Senior Exhibition. To help students achieve their creative and professional goals, special emphasis is placed on developing effective project development skills and a robust portfolio. Students will integrate pre-professional work experiences and refine professional writing skills. Digital + Studio Art students are encouraged to pursue an off campus internship experience to further develop their skills and networks that will prepare them for careers after graduation. Student professional development experiences and off campus travel experiences are supported through generous, competitive departmental grants and scholarships.

## Digital and Studio Art Major (BA) - Fine Arts Concentration

**Digital + Studio Art Core Courses**

Digital media intro:

- ART 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

Art History (choose one):

- ARTH 1100 - Global Art History
- ARTH 1250 - Graphic Design History
- ARTH 1400 - Arts of China, Japan, and Korea
- ARTH 1500 - Modern and Contemporary Art History and Theory
- ARTH 1710 - Visual Constructions of Gender

Senior seminar:

- ART 5950 - Senior Seminar

**Fine Arts Concentration (7 courses)**

History, theory, and context (choose one):

- ARTH course not used in the core above
- Other history, theory, and context course approved by the advisor

Beginning studio courses (choose three):

- ART 1410 - Digital Photography I
- ART 1500 - Printmaking I
- ART 1510 - Sculpture I
- ART 1540 - Painting I
- Other beginning course approved by the advisor

Intermediate studio courses (choose two):

- ART 3410 - Digital Photography II
- ART 3500 - Printmaking II
- ART 3510 - Sculpture II
- ART 3540 - Painting II
- Other intermediate course approved by the advisor

Advanced studio course (choose one):

- ART 5500 - Printmaking III
- ART 5510 - Sculpture III
- ART 5540 - Painting III
- Other advanced course approved by the advisor

## Digital and Studio Art Major (BA) - Graphic Design Concentration

**Digital + Studio Art Core Courses**

Digital media intro:

- ART 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

Art History (choose one):

- ARTH 1100 - Global Art History
- ARTH 1250 - Graphic Design History
- ARTH 1400 - Arts of China, Japan, and Korea
- ARTH 1500 - Modern and Contemporary Art History and Theory
- ARTH 1710 - Visual Constructions of Gender

Senior seminar:

- ART 5950 - Senior Seminar

**Graphic Design Concentration (7 courses)**

Theory and critical context (choose one):

- ANTH 3830 - Visual Anthropology
- ARTH 1500 - Modern and Contemporary Art History and Theory (if not used above)
- ENCM 1300 - Introduction to Media Studies
- PHIL 3340 - Philosophy of Art
- PPC 1180 - Introduction to Film Studies
- PPC 3180 - Topics in Film Studies

Three beginning studio courses:

- ART 1450 - Graphic Design I
- ART 1460 - Web Design I
- One of the following:
  - ART 1410 - Digital Photography I
  - ART 1470 - 3D Experimental Animation
  - ART 1500 - Printmaking I
  - Other beginning studio course as approved by the advisor

Two intermediate studio courses:

- ART 3410 - Digital Photography II
- ART 3450 - Graphic Design II
- ART 3460 - Web Design II

One advanced studio course:

- ART 5450 - Graphic Design III
- Other graphic design topics course, with departmental approval

## Digital and Studio Art Major (BA) - Media Arts Concentration

**Digital + Studio Art Core Courses**

Digital media intro:

- ART 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

Art History (choose one):

- ARTH 1100 - Global Art History
- ARTH 1250 - Graphic Design History
- ARTH 1400 - Arts of China, Japan, and Korea
- ARTH 1500 - Modern and Contemporary Art History and Theory
- ARTH 1710 - Visual Constructions of Gender

Senior seminar:

- ART 5950 - Senior Seminar

**Media Arts Concentration (7 courses)**

Theory and critical context (choose one):

- ANTH 3830 - Visual Anthropology
- ENCM 1300 - Introduction to Media Studies
- PHIL 3340 - Philosophy of Art
- PPC 1180 - Introduction to Film Studies
- PPC 3180 - Topics in Film Studies

Three beginning studio courses:

- ART 1420 - Digital Video I
- ART 1480 - Digital Audio I
- One of the following:
  - ART 1300 - Creative Coding
  - ART 1410 - Digital Photography I
  - ART 1440 - Art and Emerging Technologies I
  - ART 1450 - Graphic Design I
  - ART 1460 - Web Design I
  - ART 1470 - 3D Experimental Animation
  - ART 1490 - Digital Fabrication I

Two intermediate studio courses:

- ART 3420 - Digital Video II
- ART 3480 - Digital Audio II

One additional advanced or intermediate studio course:

- Any additional 3000 or 5000 level DMA course

## Music Production Major (BA)

The Major in Music Production at Hamline University prepares students for the exciting diversity of opportunities in today's music industry. You will develop the skills to create, produce, and promote your own creative work, as well as collaborate with others and serve the greater arts community. Whether you join us as a digital musician or acoustic musician, you will get hands-on experience with audio technology, engage in collaborative work, benefit from professional mentorships, grasp the nitty-gritty of the business and develop your individual musicianship. Interact with the rich and diverse arts community in the Twin Cities through our insider's access to the most fulfilling internships. Find your "people" in collaborative work and performing groups – from our combos and studio ensembles to choir, band and orchestra. Explore cross-arts opportunities in theatre and dance productions, and digital and studio arts projects. The multiplicity of skills in the major prepares you to be a flexible and informed artist and flourish in music production and sound arts career paths.

**Major Requirements**

- Music Production Technology (10 credits):
- MUS 1040 - Music Technology for Creative Artists
- MUS 1041 - Audio Mixing
- MUS 1044 - Studio Techniques for the Music Producer
- MUS 3040 - Advanced Music Technology for Creative Artists

Musicianship Development (15 credits):

- MUS 1210 - Beginning Class Piano *
- MUS 1700 - Studio Drumming*
- MUS 1750 - Class Guitar *
- MUS 3170 - Combos, Studio Ensemble, and Chamber Music
- MUS 3410 - Materials of Music I
- MUS 3420 - Materials of Music II

*NOTE: Students with experience on a given instrument may substitute Individual Music Lessons for a class with Music Department permission.

Business of Music (4 credits):

- MUS 1046 - Business and Marketing in the Music Industry

History and Culture (12 credits) - Choose 12 credits from the courses listed below. At least one course must be 3000-level:

- MUS 1030 - Music in World Cultures
- MUS 1110 - Roots of American Popular Music
- MUS 3310 - Topics in Medieval and Renaissance Music
- MUS 3320 - Topics in Baroque Music
- MUS 3330 - Music in the Age of Enlightenment and Revolution
- MUS 3340 - Topics in Twentieth and Twenty-First Century Music
- Approved special topics (history of blues, jazz, r&b, soul and rock)
- Approved relevant non-music courses
- Approved ACTC courses

Music Electives (4 credits) - Choose 4 credits from the courses listed below:

- MUS 1045 - Introduction to Live Sound
- MUS 3041 - Advanced Audio Mixing
- MUS 3130-3170 - Ensembles (0/1 credit each)
- MUS 3500-3730 - Individual Music Lessons (2 credits each)
- MUS 5500-5730 - Individual Music Lessons (4 credits each)

Music Production in Context/Collaboration (2 credits) - Students choose one of the following LEAP experience options:

- An on-campus, cross-disciplinary, collaborative project as can be arranged and under the mentorship of music faculty. This project must contribute to student projects in other majors such as: Marketing; Digital + Studio Arts; Performance, Production, and Community; English and Communication Studies; Digital Storytelling.
- An off-campus internship (MUS 3990).

Capstone Project (4 credits):

- MUS 5930 - Senior Project

## Performance, Production, and Community Major (BA)

The Department of Performance, Production, and Community is a place for makers. Our program provides opportunities for dancers, musicians, actors, composers, directors, designers, and producers to collaborate on dynamic works of art. Grounded in theater and dance training and practice, we encourage students to create across disciplines. Your artistry and your creative and critical problem-solving skills will expand through strategic collaborations across the disciplines of dance, theater, and music, with additional opportunities to make connections with students in creative writing, digital storytelling, and digital and studio arts. Drawing from the diverse wealth of performing arts in the Twin Cities, we want you working in the community, creating with and for communities on campus and beyond. We want to give you the space, support, and theoretical grounding to engage with the world, knock down barriers and disciplinary boundaries, hone your craft, and operate as an artist and maker for whatever field and profession you choose in your lifetime. We focus on how performing artists are always practicing collaboration, creating community and creating for community.

### Major Requirements

Required courses (20 credits):

- PPC 1120 - Performance and Community: An
- PPC 1420 - Technical Theatre
- PPC 3160 - Renegades and Rebels: The Modern Stage from 1870 to the Present
- A 4-credit internship, self-directed project, or community-based project
- PPC 5910 - The Artist as Citizen, the Citizen as Artist

One introductory performance course chosen from the following (4 credits):

- PPC 1130 - Dance I
- PPC 1235 - Acting I

One course in critical analysis & theory, chosen from the following (4 credits):

- PPC 1180 - Introduction to Film Studies
- PPC 3150 - Topics in Theatre History
- PPC 3180 - Topics in Film Studies
- ENCM 1200-1230 - Introduction to English Studies
- ENCM 1400 - Introduction to Literature and Criticism
- PHIL 3340 - Philosophy of Art

4 credits in praxis, chosen from the following - All of these courses are repeatable for credit:

- PPC 1010 - Technical Practicum
- PPC 3010 - Production Experience
- PPC 3800 - Dance Ensemble

12 additional credits across PPC area focuses - Students may choose to complete all 12 credits within one focus area or across multiple areas. These credits are in addition to any courses used to meet requirements listed above.

*Performance area focus, choose from the following*:

- PPC 1130 - Dance I
- PPC 1235 - Acting I
- PPC 3010 - Production Experience
- PPC 3800 - Dance Ensemble
- PPC 3810 - Topics in Acting
- PPC 5520 - Directing Workshop

*Production area focus, choose from the following*:

- PPC 3010 - Production Experience
- PPC 3440 - Theatrical Design
- ART 1120 - Fundamentals of Design
- ART 1130 - Drawing
- ART 1480 - Digital Audio I
- ART 1490 - Digital Fabrication I
- ART 1510 - Sculpture I
- ART 3480 - Digital Audio II
- ART 3490 - Digital Fabrication II
- ART 3510 - Sculpture II
- ART 5480 - Digital Audio III
- ART 5510 - Sculpture III
- MUS 1040 - Music Technology for Creative Artists
- MUS 1045 - Introduction to Live Sound
- MUS 3040 - Advanced Music Technology for Creative Artists

*Community area focus - choose from the following*:

- PPC 3980 - Special Topics: Ensemble Performance, Theatre Making, and Community
- ANTH 1500 - Environment, Justice, and Well-Being
- ANTH 3610 - Ethnographic Research Methods
- SJSC 1100 - Introducing Social Justice Studies

# Minors

## Contemporary Music Production Minor

The Minor in Contemporary Music Production blends and balances coursework in technical skill development in two areas - audio technology and music performance, and a contextual course in contemporary music culture. Students completing the curriculum will learn to use tools that facilitate communication and connection to their diverse communities, as well as serve personal creative growth. The CMP Minor provides the student with specialized knowledge that can be a catalyst for cross-disciplinary work. The unique skills will make portfolios pop and opportunities expand for students in Education, Anthropology, Psychology, Marketing, Religion, Creative Writing, and Studio and Digital Media Arts, as well as other areas of study. Transferable skills are developed as well - to collaborate, present, organize, be creative, meet deadlines and sustain the pursuit of long term goals.

### Minor Requirements

*Production*

- MUS 1040 - Music Technology for Creative Artists
- MUS 3040 - Advanced Music Technology for Creative Artists

Two of the following:

- MUS 1041 - Audio Mixing
- MUS 1044 - Studio Techniques for the Music Producer
- MUS 1045 - Introduction to Live Sound
- MUS 1046 - Business and Marketing in the Music Industry

*History & Cultural Studies*

One of the following:

- MUS 1030 - Music in World Cultures
- MUS 1110 - Roots of American Popular Music
- MUS 3340 - Topics in Twentieth and Twenty-First Century Music
- MUS 3980 - Special Topics: African-American Music

*Collaborative Performance*

Two semesters of group performance (0-2 credits) chosen from the following options:

- MUS 3120 - A Cappella Choir
- MUS 3140 - Hamline Wind Ensemble
- MUS 3150 - Jazz Ensemble
- MUS 3160 - Hamline Orchestra
- MUS 3170 - Combos, Studio Ensemble, and Chamber Music

*Individual Musicianship*

Two semesters of applied music classes or individual music lessons (4-8 credits) chosen from the following options:

- MUS 1070 - Beginning Class Voice
- MUS 3070 - Advanced Class Voice
- MUS 1210 - Beginning Class Piano
- MUS 3220 - Advanced Class Piano
- MUS 1600 - Class Violin
- MUS 1750 - Class Guitar
- MUS 3500-3730 - Individual Music Lessons/ Composition
- MUS 5500-5730 - Individual Music Lessons/ Composition

## Data Visualization Minor

In an increasingly data-driven world, it is critical to be able to communicate complex information in ways that are legible and accessible to a wide and diverse audience. You will learn to generate data visualizations using a broad variety of software applications, platforms, and programming languages. You will explore ethical considerations of data visualization and scrutinize visual rhetorical strategies that can influence a reader's understanding of the data and its implications. Through this minor, you will build a portfolio that demonstrates these skills to potential employers.

### Minor Requirements

- MATH 1200 - Statistics or QMBE 1310 - Statistics
- ECON 1200 - Big Data & Social Issues
- ART 1350 - Graphic Design Technology Basics
- ART 3455 - Data Visualization and Design

- CDS 1100 - Introduction to R
- CDS 1130 - Data Visualization with R
- QMBE 3750 - Data Management and Communication

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## Graphic Design Minor

The Graphic Design minor is designed to provide skills and methods necessary for the development and production of print and interactive graphics. Students will develop technical skills in industry-standard software applications used in professional graphic design practice; an understanding of the use and analysis of foundational elements and principles of visual communication, including typography, layout, and color; and methods and strategies for idea generation, development, critique, and collaboration within and across creative fields. This minor is designed to complement career paths such as marketing, communications, and other industries where strong visual communication skills would provide an advantage.

### Minor Requirements

- ART 1120 - Fundamentals of Design
- ART 1450 - Graphic Design I
- ART 3450 - Graphic Design II
- ARTH 1250 - Graphic Design History

One studio course in a related area of interest (choose one):

- ART 1410 - Digital Photography I
- ART 1420 - Digital Video I
- ART 1460 - Web Design I
- ART 1470 - 3D Experimental Animation
- ART 1480 - Digital Audio I
- ART 1490 - Digital Fabrication I
- Approved special topics courses

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## Music Performance Minor

The Minor in Music Performance is for all student musicians across the campus, a wonderful complement to any and all majors. It is ideal for those who are committed to music making and eager to pursue development as performers in classical, jazz, contemporary, solo, chamber music, combos, bands, orchestras, jazz ensembles, dance bands, commercial music, theater orchestras, etc. This skills-based minor can position you for participation in collaborative community music making, gigging, even developing private teaching studios, as a complement to whatever your "day job" is. For the life-long learner the music performance minor is the skills-rich minor you want.

**Minor Requirements**

Lessons (4 semesters, 8 credits minimum):

- MUS 3500-3730 - Individual Music Lessons (2 credits each)
- MUS 5500-5730 - Individual Music Lessons (4 credits each)

Small Ensemble (1 semester, 1 credit) - This must be taken for credit:

- MUS 3170 - Combos, Studio Ensemble, and Chamber Music

Large Ensemble (4 semesters, 0-4 credits) - Students may choose to complete all 4 semesters in the same ensemble, or mix and match different ensembles:

- MUS 3120 - A Cappella Choir
- MUS 3140 - Hamline Wind Ensemble
- MUS 3150 - Jazz Ensemble
- MUS 3160 - Hamline Orchestra

Speaking Intensive (1 course chosen from the following):

- EDU 1250 - Educational Psychology
- ENCM 1600 - Public Speaking
- Selected ART courses with Hamline Plan O and relevant to the musician's interest
- Other speaking intensive courses with departmental approval

Writing Intensive (1 course chosen from the following):

- ENCM 1500 - Introduction to Professional Communication
- ENCM 3400 - Studies in Professional Communication
- ENCM 3405 - Studies in Professional Communication: Grantwriting
- ENCM 3600 - Studies in Communication & Public Advocacy

- Other writing intensive courses with departmental approval

Performance-Adjacent Course (1 course chosen from the following):

- ART 1460 - Web Design I
- MUS 1045 - Introduction to Live Sound
- MUS 1046 - Business and Marketing in the Music Industry
- Other courses with departmental approval

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### Studio Arts Minor

The Studio Arts minor will help students develop technical skills in industry-standard tools and methods used in professional art-making practice; an understanding of the use and analysis of foundational elements and principles of art, including concept, color, and materials; and methods and strategies for idea generation, concept development, giving and receiving constructive feedback, and confidence in multimodal communication and collaboration. These skills are critical within creative fields, but transferable to nearly any career path. The Studio Arts minor is designed for students interested in exploring artmaking and building a creative practice to complement their major area of study, rather than pursuing art or design as a career path (for that we recommend the Digital + Studio Arts major).

#### Minor Requirements

- ART 1500 - Printmaking I
- ART 1510 - Sculpture I

One course from Painting or Drawing:

- ART 1130 - Drawing
- ART 1140 - Drawing from Life
- ART 1540 - Painting I

One art course at the intermediate (3000) level:

- ART 3500 - Printmaking II
- ART 3510 - Sculpture II
- ART 3540 - Painting II

One art history or professional practices course:

- ARTH 1100 - Global Art History
- ARTH 1250 - Graphic Design History
- ARTH 1400 - Arts of China, Japan, and Korea
- ARTH 1500 - Modern and Contemporary Art History and Theory
- ARTH 1710 - Visual Constructions of Gender
- ART 3950 - The Artist as Citizen, The Citizen as Artist

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### Certificates

#### Certificate in Music Production

The Certificate in Music Production is a 16-credit, 6-course curriculum. The certificate is credit-bearing and available to all Hamline undergraduates, as well as non-degree seeking students through Hamline's Continuing Education Programs. The music industry has changed radically in the 21st century; opportunities in music careers have greatly increased for those with digital skills. The certificate curriculum will provide students with these essential skills.

#### Certificate Requirements

- MUS 1040 - Music Technology for Creative Artists
- MUS 1041 - Audio Mixing
- MUS 1044 - Studio Techniques for the Music Producer
- MUS 1045 - Introduction to Live Sound
- MUS 1046 - Business and Marketing in the Music Industry
- MUS 3040 - Advanced Music Technology for Creative Artists

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# Business Division

#### Vision

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

#### Mission Statement

The Hamline Business Division 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 our stakeholders to address complex issues facing the business, government, and non-profit sectors. We see our mission firmly rooted within the values of Hamline University.

### Programs

**The Bachelor of Business Administration (BBA)** degree program offers the essentials of business within a liberal arts framework, providing career preparation that sets you apart. Students graduate with a wide range of abilities to manage and lead successful organizations in the face of our increasingly complex world. Within the business administration program, students can concentrate in accounting, business analytics, finance, management, or marketing.

**The Bachelor of Arts (BA) in economics** provides a strong foundation in economic theory. Students gain an understanding of the underlying forces of economic cycles and the consequences of economic conditions on the decisions of leaders in all sectors.

Students may also choose to minor in business practice and economic analysis.

### Interdisciplinary Concentrations

Students majoring in economics have the opportunity to pursue an interdisciplinary concentration in behavioral economics or public policy.

**The behavioral economics concentration** teaches students the core theories and methods in economics and psychology, and how to integrate and apply this knowledge through applied projects. Students will design field and laboratory experiments, informed by behavioral theory, and analyze data for insights. Each student will also design a research project that explores an area of judgment and behavior, tailored to their personal interests and goals. This concentration is open to students majoring in economics or psychology.

**The public policy concentration** educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. This concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

## Programs

**Major**

- Business Administration Majors (BBA)
- Economics Majors (BA)

**Minor**

- Business Practice Minor
- Economic Analysis Minor

**Interdisciplinary Concentration**

- Behavioral Economics Concentration

**Undergraduate Pathways into Graduate Programs**

- 4+1 Undergraduate Path to the Master of Science in Business Analytics

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## Majors

### Business Administration Major (BBA)

The Bachelor of Business Administration (BBA) degree program offers the essentials of business within a liberal arts framework, providing career preparation that sets you apart. Students graduate with a wide range of abilities to manage and lead successful organizations in the face of our increasingly complex world. Within the business administration program, students can concentrate in accounting, business analytics, finance, management, or marketing.

**Core Business Major Requirements**

- ACCT 1310 - Financial Reporting

- ECON 1100 - Principles of Economics
- QMBE 1320 - Introduction to Business Analytics
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management
- MKTG 3100 - Foundations of Marketing
- MGMT 3130 - Business Law
- MGMT 3960 - Internship with Seminar
- MGMT 5860 - Strategic Management

One statistics course chosen from the following:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One communication course chosen from the following:

- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 3410 - Studies in Professional Communication

**Accounting Concentration**

In a world driven by financial statements, accounting majors are at the frontline of the business community. In addition to learning the language of business, our majors also learn to synthesize the numbers into meaningful financial reports, which are the cornerstone for how our free markets move efficiently. Accounting requires the greatest breadth of study of any business major, which translates into a broad base for career opportunities.

Introductory Concentration Course:

- MGMT 1200 - Business & Society

Remaining Accounting Concentration Courses (6 courses):

- ACCT 3010 - Intermediate Accounting I
- ACCT 3020 - Intermediate Accounting II
- ACCT 3030 - Cost Accounting
- ACCT 3050 - Federal Individual Taxation
- ACCT 5040 - Auditing
- One course chosen from the following:
    - ACCT 3040 - Securities and Exchange Commission (SEC) Regulations and Reporting
    - ACCT 5030 - Advanced Accounting
    - ACCT 5050 - Business Entity Taxation
    - ACCT 5500 - Advanced Taxation Topics
    - ACCT 3980 - Special Topics

**Business Analytics Concentration**

The Business Analytics concentration in the BBA comprises the study of quantitative models and solutions to business data management concerns. Business analysts bring a well-developed understanding of business and economics to the technical undertaking of defining quantitative models to solve problems. Business Analytics includes the study of mathematical models and data management techniques, aimed at improving the decision making capabilities of organizations. Business Analytics also includes the development of skills in computer programming and software applications to perform data analysis in a variety of contexts.

Introductory Concentration Course:

- MGMT 1200 - Business & Society

Remaining Business Analytics Concentration Courses (5 courses):

- QMBE 1100 - Introduction to R
- QMBE 3730 - Advanced Business Analytics
- QMBE 3740 - Data Mining
- QMBE 3750 - Data Management and Communication
- One course chosen from the following:
    - CDS 1010 - Introduction to Programming
    - ECON 3820 - Econometrics
    - QMBE 3510 - Mapping, Spatial Analysis, and Social Issues
    - QMBE 3770 - Marketing Data Analysis
    - QMBE 3980 - Special Topics

**Finance Concentration**

Students are challenged to develop new ways of understanding the complex web of interrelationships that exist within and between the financial management of an entity, the investment community, and money & capital markets. Courses are designed to equip future professionals with the financial tools needed to become discerning and effective decision makers – whether they seek to pursue careers in banking, insurance, corporate finance, international finance, risk management, governmental regulation, financial planning, public finance, investments, fundraising, or investment banking.

Introductory Concentration Course:

- MGMT 1200 - Business & Society

Remaining Finance Concentration Courses (4 courses) - Choose any 4 of the following:

- ACCT 3010 - Intermediate Accounting I
- FIN 3700 - Financial Markets and Institutions
- FIN 3710 - Financial Analysis
- FIN 3720 - Investment Management
- FIN 3730 - Corporate Finance
- FIN 3740 - Risk Management
- FIN 3760 - International Finance
- FIN 3980 - Special Topics

**Management Concentration**

The Management concentration prepares graduates for a wide variety of entry level positions in the corporate, non-profit, and public sectors. In addition to the general core business courses, students gain knowledge and skills in leadership, human resource management, organizational behavior, teams, decision making, communication, operations management and/or international business, as well as other staples of business. Graduates benefit from a solid grounding in contemporary management as well as emerging management trends.

Introductory Concentration Course:

- MGMT 1200 - Business & Society

Remaining Management Concentration Courses (4 courses):

- MGMT 3700 - Human Resource Management
- MGMT 3600 - Organizational Behavior
- Two courses chosen from the following:
  - MGMT 3610 - Brand Management
  - MGMT 3710 - Operations Management
  - MGMT 3730 - Project Management
  - MGMT 3740 - Organizational Leadership
  - MGMT 3980 - Special Topics
  - LEAD 3010 - Exploring the Future of Leadership

**Marketing Concentration**

The Marketing concentration prepares graduates to contribute to the corporate, entrepreneurial, non-profit, and public sectors by having the skill to identify customer needs, develop products and services to serve those needs, make those products and services available, and assure that users have the awareness and interest to use them. In addition to opening doors to employment upon graduation, the marketing major opens minds to the importance of working with others and appreciating the diversity of ways people both perceive and satisfy their needs.

Introductory Concentration Course:

- MGMT 1200 - Business & Society

Remaining Marketing Concentration Courses (4 courses) - Choose any 4 of the following:

- MKTG 3500 - Advertising and Marketing Communications
- MKTG 3600 - Marketing for Good
- MKTG 3610 - Brand Management
- MKTG 3710 - International Marketing
- MKTG 3720 - Marketing Research
- MKTG 3730 - Digital Marketing Strategies
- MKTG 3740 - Consumer Behavior
- MKTG 3755 - Behavioral and Experimental Economics
- MKTG 3760 - Professional Selling
- MKTG 3770 - Marketing Data Analysis
- MKTG 3980 - Special Topics

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## Economics Major (BA)

Hamline's Economics major prepares students to examine and analyze issues of great societal importance: from consumer and corporate behavior to climate change policy, health care markets and more. Economics students will develop their critical thinking skills through careful analysis of many of the most important issues facing the world today. Students will build their understanding of economic theory while also gaining skills to test those theories, applying knowledge of data analysis and software skills to real-life applications. Economics students will have hands-on learning experiences throughout the major and every student will design and complete a personal research project based on their own interests and goals. Many Economics students participate in Hamline's summer collaborative research program and present their work at local and national conferences, and all students complete at least one internship.

### Optional Interdisciplinary Concentrations

Economics majors have the option to complete an interdisciplinary concentration in behavioral economics or public policy. For details, please see:

- Behavioral Economics Concentration
- Public Policy Concentration

### Economics Major Requirements

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- QMBE 1100 - Introduction to R
- QMBE 1320 - Introduction to Business Analytics
- ECON 3100 - Intermediate Economic Theory
- ECON 3860 - Junior Seminar in Economics
- MGMT 3960 - Internship with Seminar
- ECON 3820 - Econometrics
- ECON 5860 - Senior Seminar Economics

One course chosen from the following:

- ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 - Calculus I

One statistics course chosen from the following:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One communication course chosen from the following:

- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 3410 - Studies in Professional Communication

Electives - Choose four courses from the following list, at least three must be ECON courses:

- ECON 3200 - Judgement and Decision Making or PSY 3200 - Judgement and Decision Making
- ECON 3400 - Health Economics
- ECON 3510 - Mapping, Spatial Analysis, and Social Issues
- ECON 3710 - Labor Economics
- ECON 3720 - International Economic Development
- ECON 3740 - Economics of Public Finance
- ECON 3750 - Behavioral and Experimental Economics
- ECON 3760 - International Finance
- ECON 3770 - Environmental Economics
- ECON 3980 - Special Topics
- QMBE 3730 - Advanced Business Analytics
- QMBE 3740 - Data Mining

**Note:** Students interested in graduate school in economics may want to consider additional courses in computer programming and/or mathematics. Please discuss with your advisor if that is of interest to you.

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## Economics Major (BA) - Accounting Concentration

Students who complete the concentration in Accounting within the Economics degree gain the technical competencies and analytical depth needed to thrive in a wide range of professional settings. The concentration pairs the quantitative and conceptual perspectives of economics with foundational coursework in financial reporting, auditing, and cost accounting, preparing graduates for careers in accounting, corporate finance, government, and nonprofit organizations. Each student also designs and completes an empirical economics research project that explores an area of accounting tailored to their interests and goals.

### Economics Major Requirements

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- QMBE 1100 - Introduction to R
- QMBE 1320 - Introduction to Business Analytics
- ECON 3100 - Intermediate Economic Theory
- ECON 3860 - Junior Seminar in Economics
- MGMT 3960 - Internship with Seminar
- ECON 3820 - Econometrics
- ECON 5860 - Senior Seminar Economics

One course chosen from the following:

- ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 - Calculus I

One statistics course chosen from the following:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One communication course chosen from the following:

- ENCM 1600 - Public Speaking

- ENCM 1700 - Argumentation and Advocacy
- ENCM 3410 - Studies in Professional Communication

Remaining Accounting Concentration Courses (7 courses):

- ACCT 1310 - Financial Reporting
- ACCT 3010 - Intermediate Accounting I
- ACCT 3020 - Intermediate Accounting II
- ACCT 3030 - Cost Accounting
- ACCT 5040 - Auditing
- FIN 3100 - Foundations of Finance
- MGMT 3130 - Business Law

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## Economics Major (BA) - Business Analytics Concentration

Students who complete the concentration in Business Analytics within the Economics degree gain applied quantitative skills useful in analyzing a wide range of problems and contexts. The concentration pairs the quantitative and conceptual perspectives of economics with foundational coursework in statistics, machine learning, data management, and data communication, preparing graduates for careers in data analytics in business, government, and nonprofit organizations. Each student also designs and completes an empirical economics research project that explores an area of data analytics tailored to their interests and goals.

### Economics Major Requirements

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- QMBE 1100 - Introduction to R
- QMBE 1320 - Introduction to Business Analytics
- ECON 3100 - Intermediate Economic Theory
- ECON 3860 - Junior Seminar in Economics
- MGMT 3960 - Internship with Seminar
- ECON 3820 - Econometrics
- ECON 5860 - Senior Seminar Economics

One course chosen from the following:

- ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 - Calculus I

One statistics course chosen from the following:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One communication course chosen from the following:

- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 3410 - Studies in Professional Communication

Remaining Business Analytics Concentration Courses (7 courses):

- ACCT 1310 - Financial Reporting
- FIN 3100 - Foundations of Finance
- QMBE 3730 - Advanced Business Analytics
- QMBE 3740 - Data Mining
- QMBE 3750 - Data Management and Communication
- One 3000-level ECON or QMBE elective
- One of the following:
  - CDS 1010 - Introduction to Programming
  - QMBE 3510 - Mapping, Spatial Analysis, and Social Issues
  - QMBE 3770 - Marketing Data Analysis
  - QMBE 3980 - Special Topics

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## Economics Major (BA) - Finance Concentration

Students who complete the concentration in Finance within the Economics degree gain skills useful in analyzing a wide range of finance concepts and applications. The concentration pairs the quantitative and conceptual perspectives of economics with foundational coursework in accounting, financial markets and institutions, and various aspects of finance (e.g., international finance, corporate finance), preparing graduates for a variety of careers in business, government, and nonprofit organizations. Each student also designs and completes an empirical economics research project that explores an area of finance tailored to their interests and goals.

### Economics Major Requirements

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- QMBE 1100 - Introduction to R

- QMBE 1320 - Introduction to Business Analytics
- ECON 3100 - Intermediate Economic Theory
- ECON 3860 - Junior Seminar in Economics
- MGMT 3960 - Internship with Seminar
- ECON 3820 - Econometrics
- ECON 5860 - Senior Seminar Economics

One course chosen from the following:
- ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 - Calculus I

One statistics course chosen from the following:
- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One communication course chosen from the following:
- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 3410 - Studies in Professional Communication

Remaining Finance Concentration Courses (7 courses):
- ACCT 1310 - Financial Reporting
- FIN 3100 - Foundations of Finance
- FIN 3700 - Financial Markets and Institutions
- One 3000-level ECON course
- One 3000-level ECON or 3000-level FIN course
- Choose two FIN courses:
  - FIN 3720 - Investment Management
  - FIN 3730 - Corporate Finance
  - FIN 3760 - International Finance
  - FIN 3980 Special Topics

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# Minors

## Business Practice Minor

The minor in Business Practice is designed to give non-business majors an introduction to some of the critical functions of business: management, marketing, finance and accounting, along with some of the analytical tools used to understand and support business activity. Coupling the business practice minor with a major outside the Business Division can help students understand the related business and economic impacts.

**Note:** Students pursuing a BBA degree may not also minor in business practice.

### Minor Requirements:

- ACCT 1310 - Financial Reporting
- ECON 1100 - Principles of Economics
- MGMT 3100 - Foundations of Management
- MGMT 3130 - Business Law
- MKTG 3100 - Foundations of Marketing

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## Economic Analysis Minor

### Minor Requirements

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- ECON 3820 - Econometrics
- ECON 3860 - Junior Seminar in Economics
- QMBE 1100 - Introduction to R

One statistics course chosen from the following:
- MATH 1200 - Statistics
- QMBE 1310 - Statistics

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# Interdisciplinary Concentrations

## Behavioral Economics Concentration

Human decision-making is nuanced and complex. Over the last few decades, psychologists and economists have forged a new area of study – behavioral economics – to better understand and predict judgment and decisions. This field combines ideas and methods from economics, psychology, and neuroscience to create a more complete view of human behavior. A growing number of employers are seeking to use behavioral economics to inform their policies and practices. Insights are being applied to a wide range of contexts and industries, including health care, education, personal finance, advertising, and public policy.

In the interdisciplinary concentration in behavioral economics, students will learn core theories and methods in economics and psychology, then integrate and apply this knowledge through applied projects. Students will design field and laboratory experiments,

informed by behavioral theory, and analyze data for insights. Each student will also design a research project that explores an area of judgment and behavior, tailored to their personal interests and goals. Students can pair this concentration with a BA in Psychology or a BA in Economics.

The Behavioral Economics Concentration is open to students majoring in Economics or Psychology.

### Concentration Requirements

- ECON 1100 - Principles of Economics
- ECON 3750 - Behavioral and Experimental Economics
- ECON 3860 - Junior Seminar in Economics
- PSY 1330 - General Psychology
- PSY 1420 - Brain and Behavior
- PSY 3420 - Cognitive Neuroscience

Statistics (select one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One of the following:

- ECON 1200 - Big Data & Social Issues
- ECON 3200 - Judgement and Decision Making
- PSY 3200 - Judgement and Decision Making

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## Undergraduate Pathways into Graduate Programs

### 4+1 Undergraduate Path to the Master of Science in Business Analytics

The 4+1 undergraduate path to the Master of Science in Business Analytics (MSBA) program allows qualified undergraduates to begin graduate coursework during their senior year. Students complete up to two MSBA-required courses as undergraduates, then finish the remaining MSBA requirements in approximately one additional year. Undergraduate students can use the two MSBA courses to count towards the overall credit requirement (56 credits at Hamline/128 total credit hours) or major requirements, if applicable. For more details about the benefits of this program and the admission requirements, please contact the Business Division at hsb@hamline.edu.

**MSBA Grade and GPA Requirements**

A minimum grade of C is required in all MSBA courses and students must maintain a cumulative 2.80 GPA.

**Admission to the 4+1 MSBA program**

Interested students apply for admission to the 4+1 program in their junior year. Applicants must satisfy the following criteria for admission to the program:

- Undergraduate cumulative GPA of 3.00
- Online Application
- A personal statement, up to three pages, answering the three HSB grad program admission questions
- A Resume
- One recommendation form detailing qualifications to pursue advanced study

**MSBA Degree Requirements**

- MSBA 8100 - Statistical Foundations of Business Analytics (may be taken as an undergraduate student)
- MSBA 8110 - Databases (may be taken as an undergraduate student)
- MSBA 8125 - Principles of Data Analytics (may be taken as an undergraduate student)
- MSBA 8140 - Programming for Data Analytics
- MSBA 8150 - Data Visualization (may be taken as an undergraduate student)
- MSBA 8170 - Machine Learning I
- MSBA 8180 - Machine Learning II
- MSBA 8490 - Business Analytics Practicum

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# Education Division

### Teacher Education Program

Teaching is one of the most satisfying and rewarding professions for those who enjoy working with young people. It is also one of the most important and challenging professions. Teachers carry a tremendous responsibility as they work to prepare students for their lives beyond P-12 classrooms.

Hamline has served the needs of new teachers since the 1850s. This legacy continues today as we work to prepare teachers who can meet the demands of the

teaching profession in the 21st century. To that end, Hamline's Teacher Education Program is committed to "developing reflective practice in a diverse, multicultural context." As an integral part of the Hamline Education Division, the program also works within the larger conceptual framework which acknowledges the importance of 1) promoting equity, justice, and antiracism in schools and society; 2) building and sustaining supportive and inclusive communities of teachers and learners; 3) co-constructing knowledge through learner-centered classrooms and practices; and 4) practicing thoughtful inquiry and critical reflection. Throughout the program, students are placed in several diverse school settings where they develop the knowledge, skills, and dispositions essential to effective teaching. The Teacher Education program believes that future teachers educated in this context will be better prepared to teach in urban, rural, suburban, and global educational environments.

Hamline students have the option to earn a major, co-major, or minor in education. An education major is available with concentrations in elementary education, English as a second language, special education, or education studies. The education studies concentration is available for students who choose not to pursue a teaching license. The education co-major is designed for students pursuing a secondary license. These students pair the education major with a subject area major (for example, English and communication studies, Social Studies, math, or a science). The STEM education major is another option for students interested in teaching biology/life science, chemistry, mathematics, or physics at the secondary level.

Education students are encouraged to pursue a Minnesota teaching license, but this is not required to complete the undergraduate degree. Completion of the license within a four-year time frame requires careful planning. Please seek early advising from the Teacher Education program faculty if you are trying to complete licensure along with your undergraduate degree.

Education undergraduate students who are pursuing a teaching license are strongly encouraged to pursue the Master of Arts in Teaching (MAT) pathway. The MAT pathway includes licensure and allows for a smooth transition to completing a master's degree after graduation. Once admitted to the MAT pathway, students will be simultaneously working toward a teaching license and the master's degree. Their MAT degree can be completed through two courses that are taken after student teaching and graduation with a bachelor's degree.

## Examples of Unique Program Opportunities

**Pathway to the Master of Arts in Teaching**

Education students are eligible to apply the licensure credits taken as part of their undergraduate degree toward Hamline's Master of Arts in Teaching (MAT) program. This program allows for a seamless transition to graduate study. After earning a bachelor's degree, students finish any remaining licensure requirements as MAT students. The MAT degree requires two additional courses beyond the licensure requirements which are completed after student teaching. For more details about the benefits of this program and the requirements for admission, please contact the Education Division at education@hamline.edu. See admission requirements below.

**Hamline-to-Hamline Collaboration**

For over 100 years, Hamline University and Hamline Elementary School have been working together to change education and change lives. In 1991, the Hamline to Hamline Collaboration formalized its work and became the first university-elementary partnership of its kind. The partnership includes the lab school partnership. A lab school is a preschool, elementary, or secondary school that has a distinct relationship with a college or university and emphasizes inquiry-based, contextualized learning connected to the students and communities they serve.

When you join this partnership, you become a member of a community of K-16 students, faculty, and teaching staff who engage in community and academic experiences. This interdisciplinary collaborative aims to strengthen relationships between the two campuses through a variety of programs and opportunities.

**English as a Second Language**

Growing immigration to the United States has increased the need for English instruction for those who

are learning English as a second language. The teacher education department offers a K-12 license in English as a Second Language to interested undergraduates with any major. In addition to the K-12 courses, eight courses in ESL are required. Because of this considerable amount of required coursework, careful planning is required. Please consult with a departmental advisor for the list of required ESL courses.

**Student Teaching Abroad**

Eligible education students have the opportunity to complete the student teaching experience 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. Interested students should contact the Education Division chair for specific details.

**Teaching English as a Foreign Language (TEFL)**

The TEFL Certificate prepares individuals to become effective teachers of English to speakers of foreign languages. Our faculty follow an interactive and hands-on approach through which students learn valuable and practical teaching techniques. Students apply what they learn as they work together to plan and teach lessons with a class of non-native English speakers. TEFL Certificate completers have taught in over 50 countries around the world.

**Admission to Student Teaching**

Students should take GED 7802 (Preparing to Student Teach) one year before they plan to student teach. This orientation course will address all of the steps needed for admission to student teaching. Completing coursework does not guarantee licensure or program completion. Students must meet all of the outlined criteria specified in the bulletin and program handbook, as well as receive approval from education faculty, to progress into the student teaching semester.

Applicants must satisfy the following criteria to student teach:

1. Senior standing at the time of student teaching (graduates may also student teach as MAT students)
2. Completion of content-major coursework
3. Completion of licensure coursework
4. Primary major GPA and licensure coursework GPA are both at 3.0 or above
5. GED courses for licensure must have a grade of B- or higher
6. Demonstrate readiness to student teach by meeting all SEPs (MN Standards of Effective Practice) and submitting all required materials

Students who do not meet academic GPA or letter-grade standards may have options to request exceptions to academic policies, but must initiate conversations early with their faculty advisors to learn about deadlines and procedures for submitting academic petitions.

A student whose application for student teaching is denied may either reapply when all criteria are satisfied or petition the Education Department to reconsider the decision.

**Grade Policy**

The cumulative GPA for all education coursework (EDU and GED) must be 3.0 or above. The cumulative GPA for content area coursework (life science, math, etc.) must be 3.0 or above. Grades in GED courses must be B- or better to count toward the licensure program. Exceptions to the grading policy will be considered on a case by case basis.

## Programs

**Major**

- Education Major (BA) - Education Studies Concentration
- Education Major (BA) - Elementary Concentration
- Education Major (BA) - ESL Concentration
- Education Major (BA) - Secondary Education Concentration
- Education Major (BA) - Special Education Concentration
- Social Studies Major (BA)
- STEM Education Majors (BS)

**Minor**

- Education Minor
- Environmental and Climate Education Minor
- Leadership Minor
- Teaching English to Speakers of Other Languages (TESOL) Minor

**Certificate**

- Teaching English as a Foreign Language (TEFL) Certificate

**Initial Teacher Licensure**

- Initial Licensure: Adult Basic Education
- Initial Licensure: Chemistry 9-12
- Initial Licensure: Communication Arts and Literature 5-12
- Initial Licensure: Elementary K-6
- Initial Licensure: English as a Second Language K-12
- Initial Licensure: General Science 5-8
- Initial Licensure: Life Science 9-12
- Initial Licensure: Mathematics 5-12
- Initial Licensure: Physics 9-12
- Initial Licensure: Social Studies 5-12
- Initial Licensure: Special Education - Academic Behavioral Strategist
- Initial Licensure: Special Education - Autism Spectrum Disorder

**Undergraduate Pathways into Graduate Programs**

- Undergraduate Pathway to the Master of Arts in Teaching Program

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## Majors

### Education Major (BA) - Education Studies Concentration

The Education Studies concentration is intended for students who do not wish to seek a teaching license.

**Education Major Core Requirements (24 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5881 - Senior Seminar
- EDU 5882 - Senior Capstone Research
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7872 - Exceptionality
- GED 7888 - Elevating Learning for Multilinguals

**Education Studies Concentration (20 credits)**

These courses (20 credits) must be selected in close consultation with an education advisor, working with the student to design a plan that is coherent, appropriately rigorous, and aligns with the student's interests and future plans. Additional elective options include internship, independent study, Departmental Honors, or other courses at Hamline or through ACTC as approved by the Teacher Education Faculty.

The following is a list of pre-approved concentration courses:

- CJFS 3760 - Juvenile Delinquency/Juvenile Justice
- ENCM 1600 - Public Speaking
- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- PSY 1440 - Lifespan Development
- PSY 3440 - Advanced Child Development
- PSY 5440 - Childhood and Society
- SJSC 1110 - Introducing Sociology: Society and Social Change
- SJSC 3350 - Sociology of Race, Racisms, and Racialization
- SPAN 5210 - Spanish Children's Literature
- Any GED courses taken in addition to the core courses listed above

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### Education Major (BA) - Elementary Concentration

**Education Major Core Requirements (22 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5881 - Senior Seminar
- EDU 5882 - Senior Capstone Research

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality

**Elementary Concentration Courses (30 credits)**

- 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
- 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
- GED 7888 - Elevating Learning for Multilinguals

**Additional Coursework Required for Elementary Licensure** - The following courses are **not** required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- GED 7050 - Student Teaching Seminar
- GED 7885 - Student Teaching Elementary K-6

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## Education Major (BA) - ESL Concentration

**Education Major Core Requirements (22 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5881 - Senior Seminar
- EDU 5882 - Senior Capstone Research
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality

**ESL Concentration Courses (20 credits)**

Choose 20 credits from the following courses:

- ESL 7770 - Critical Praxis in TESOL
- ESL 7753 - Testing and Evaluation of English Language Learners
- ESL 7775 - ESL Methods Part I
- ESL 7776 - ESL Methods Part II
- 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

**Additional Coursework Required for ESL Licensure** - The following courses are **not** required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- The remaining 10 credits of ESL coursework listed above
- GED 7050 - Student Teaching Seminar
- GED 7896 - Student Teaching K-12

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## Education Major (BA) - Secondary Education Concentration

**Education Major Core Requirements (22 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5881 - Senior Seminar
- EDU 5882 - Senior Capstone Research
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7872 - Exceptionality
- GED 7888 - Elevating Learning for Multilinguals

Secondary licensure coursework:

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- The appropriate two-course sequence of fall-spring "methods" courses based on the license:

  **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

  **Mathematics:**

  - GED 7879 Teaching Mathematics and Science in the Middle and Secondary School Part 1
  - GED 7880 - Teaching Mathematics in the Middle and Secondary School Part II

  **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

  **Communication Arts and Literature:**

  - GED 7857 - Teaching Communication Arts and Literature in the Middle and Secondary School Part 1
  - GED 7870 - Teaching Communication Arts and Literature in the Middle and Secondary School Part II

Additional elective options include internship, independent study, Departmental Honors, or other courses at Hamline or through ACTC as approved by the Teacher Education Faculty.

The following is a list of pre-approved concentration courses:

- CJFS 3760 - Juvenile Delinquency/Juvenile Justice
- ENCM 1600 - Public Speaking
- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- PSY 1440 - Lifespan Development
- PSY 3440 - Advanced Child Development
- PSY 5440 - Childhood and Society
- SJSC 1110 - Introducing Sociology: Society and Social Change
- SJSC 3350 - Sociology of Race, Racisms, and Racialization
- SPAN 5210 - Spanish Children's Literature
- Any GED courses taken in addition to the core courses listed above

**Additional Coursework Required for Licensure** - The following courses are **not** required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- GED 7050 - Student Teaching Seminar
- GED 78XX - Student Teaching 5-8, 5-12, or 9-12

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## Education Major (BA) - Special Education Concentration

**Education Major Core Requirements (22 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5881 - Senior Seminar
- EDU 5882 - Senior Capstone Research
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality

**Special Education Concentration Courses (20 credits)**
This concentration requires a minimum of 8 credits of summer coursework. Students should discuss their course planning with their education advisor.

- GED 7846 - Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L - Lab: Teaching Literacy in the Elementary School
- GED 7888 - Elevating Learning for Multilinguals
- 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

**Additional Coursework Required for Special Education Licensure** - The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded. Students choose one of the special education paths listed below.

*Special Education - Academic Behavioral Strategist*

- 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
- GED 7050 - Student Teaching Seminar
- GED 7886 - Student Teaching Special Education K-12

*Special Education - Autism Spectrum Disorder*

- 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
- GED 7050 - Student Teaching Seminar
- GED 7886 - Student Teaching Special Education K-12

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## Social Studies Major (BA)

**Major requirements:**

The social studies major totals 13-15 courses as follows:

- ANTH 1160 - Introduction to Anthropology
- PSCI 1110 - American Government and Politics
- PSY 1330 - General Psychology
- SJSC 1110 - Introducing Sociology: Society and Social Change

Two Economics courses:

- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues

One Human Geography course:

- One Human Geography course offered through the ACTC exchange from the following: GEOG 111, GEOG 113, or GEOG 115 at Macalester; GEOG 111 at St. Thomas. Human Geography courses at other institutions may be approved by the social studies advisor.

Three History courses to include:

- HIST 1310 - Introduction to United States History: 1877-Present
- One history course focusing on East Asian, South Asian, Pacific, African, or Latin American populations
- One 3000-level history course numbered higher than 3020

Disciplinary concentration - Majors must complete a concentration of six courses in one of these disciplines: anthropology, economics, geography, history, political science, psychology, sociology. **Note:** Students seeking a concentration in geography should confer with the Social Studies program director.

The concentration must include at least one 3000-level course, at least one 5000-level course, and the methodology course in the discipline from among the options below. Required courses listed above also count toward the applicable disciplinary concentration.

Methodology courses:

- ANTH 5260 - Anthropological Thought and Theory (anthropology)
- HIST 3020 - Interdisciplinary Research Methods (history)
- PSCI 3540 - Political Research and Analysis (political science)
- PSY 3350 - Research Methods in Psychology (psychology)
- QMBE 1310 - Statistics (economics)

- SJSC 3920 - Social Research Methods (sociology)

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## STEM Education Major (BS)

Students seeking licensure in math or in an area of science have two options for majors. The first option is to complete the full major in Applied Mathematics, Biology, Chemistry, Biochemistry, or Physics plus the Education Co-Major.

Another option is to complete the Bachelor of Science in STEM (Science, Technology, Engineering, Mathematics) Education. This major prepares students for secondary teaching in STEM disciplines and puts them on the pathway toward earning a teaching license in Life Sciences, Mathematics, Chemistry, or Physics, and a Master of Arts in Teaching. Students majoring in STEM Education learn the core principles of the STEM fields, focusing on the exciting approaches that Natural Sciences and Mathematics take to improve lives. In this program, students gain the necessary knowledge and skills to have a positive impact on students in the classroom. The STEM Education program complements other strong and diverse offerings from the Hamline Education Division and invites students to become a part of a supportive network of fellow students, alumni, and faculty.

A Bachelor of Science in STEM Education allows students to choose one of four concentrations: Biology, Chemistry, Mathematics, or Physics. To receive a teaching license in the State of MN, students will need to take three additional education courses, and complete a semester of student teaching and a student teaching seminar.

**STEM Education Core Courses**

Education core:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7879 - Teaching Mathematics and Science in the Middle and Secondary School Part I

One of the following:

- GED 7880 - Teaching Mathematics in the Middle and Secondary School Part II (mathematics concentration)
- GED 7874 - Teaching Science in the Middle and Secondary School Part II (biology, chemistry, and physics concentrations)

STEM core:

*Statistics (choose one)*:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

*Environment (choose one)*:

- BIOL 1130 - Biodiversity and Conservation Biology (with Lab)
- BIOL 1190 - Human Impacts on Aquatic Ecology
- BIOL 1191 - Human Impacts on Aquatic Ecology (with Lab)
- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 1500 - Environment, Justice, and Well-Being
- PHYS 1110 - Energy, Environment, and the Economy (with Lab)

*Ethics and diversity (choose one)*:

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Capstone:

- EDU 5860 - Teaching STEM

**Biology Concentration (8 courses)**

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL elective numbered 3000 or higher
- BIOL elective numbered 3000 or higher
- CHEM 1100 - Chemistry and Society (with Lab)

One of the following:

- BIOL 1120 - Biology of Human Function (with Lab)
- BIOL 1150 - Biology of Women (with Lab)

**Chemistry Concentration (8 courses)**

- CHEM 1130 - General Chemistry I (with Lab)

- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- BIOC 3820 - Biochemistry I (with Lab)
- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)

One of the following:
- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- CHEM 1100 - Chemistry and Society (with Lab)
- PHYS 1130 - Physics for Poets (with Lab)
- PHYS 1140 - Physics of Sound and Music

**Mathematics Concentration (8 courses)**
- MATH 1130 - Fundamental Concepts of Mathematics
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3440 - Discrete Mathematics
- MATH 3560 - Modern Geometry
- MATH 3330 - Linear Algebra

Two of the following:
- CDS 1010 - Introduction to Programming
- CDS 1020 - Introduction to Computational Data Science
- CDS 1130 - Data Visualization with R
- ECON 1200 - Big Data & Social Issues

**Physics Concentration (8 courses)**
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)
- PHYS 3540 - Modern Physics (with Lab)
- PHYS 5920 - Research Project-Based Advanced Laboratory

One of the following:
- CHEM 1130 - General Chemistry I (with Lab)
- PHYS 3200 - Energy Resources and the Environment
- PHYS 5200 - Renewable Energy

One of the following:
- PHYS 3520 - Physical Optics (with Lab)
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 3800 - Electronics and Instrumentation (with Lab)

### Additional Coursework Required for Licensure (STEM)

The following courses are not required for the STEM education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.
- 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

Student Teaching:
- GED 7894 - Student Teaching Secondary 9-12 (science licenses)
- GED 7895 - Student Teaching Secondary 5-12 (mathematics license)

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## Minors

### Education Minor

The education minor allows students to build an interdisciplinary toolkit by taking select education courses that will enhance their skills and dispositions within their primary area of study (e.g., art, business, communication studies, criminal justice, theater, social justice, world language). All fields require effective communicators, collaborators, critical thinkers, and teachers. With an education minor, students will hone these essential twenty-first century skills and apply them in a wide variety of contexts and careers. The education minor also provides the foundation for a career in teaching, should this be of interest in the future.

#### Minor Requirements
- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)

- GED 7872 - Exceptionality
- GED 7888 - Elevating Learning for Multilinguals

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## Environmental and Climate Education Minor

The Environmental and Climate Education minor prepares students to work with youth and adults in a variety of contexts through teaching and leading environmental programs, outdoor activities, interpreting policy, creating multimedia writing or outreach, and developing projects related to climate and environment. This minor includes a practicum in the community where students will get hands-on experience working, building a professional portfolio, and establishing a professional network.

### Minor Requirements

- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 1500 - Environment, Justice, and Well-Being or NSEE 8110 - Foundations of Environmental Education (note: this is a graduate-level course and requires special permission to register)
- ECST 3952 - Environmental Practicum or ECST 3954 - Environmental Practicum
- ENCM 1200-1230 - Introduction to English Studies Topic: American Environmental Literature (typically offered under ENCM 1230)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

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## Leadership Minor

The minor in leadership develops leaders who can address the complex and adaptive needs of global systems and intercultural communities. This program works across departments and sectors to guide students in applying leadership skills to real-world contexts. Students will use the knowledge from their fields or lived experiences to understand how to most effectively make the changes they want to see in the world. By pairing leadership development with their studies, students will be able to both articulate their unique contribution to the whole and be able to enact change in their communities and disciplines in equitable ways.

### Learning Outcomes

Leadership is a broad field bringing together a variety of approaches, texts, values, and methods of interpretation. Students who successfully complete the minor in leadership will gain the skills/tools necessary to articulate and apply specific leadership theories to:

- Develop an awareness of self through reflective practices, and the ability to articulate one's own beliefs, assumptions, and values.
- Collaborate with diverse stakeholders to create ethical, sustainable, and just solutions grounded in the common good. For more information about Leadership Minor courses, visit here.

### Minor Requirements

- LEAD 1000 - Leadership for the Common Good
- LEAD 1010 - Leading Across Groups and Teams
- LEAD 3010 - Exploring the Future of Leadership
- MGMT 3740 - Organizational Leadership

Elective course (choose one):

- INTD 3900 - Innovation
- LEAD 3980: Special Topics
- NPFT 1010 - Introduction to Nonprofit Management and Leadership
- MGMT 3100 - Foundations of Management
- PHIL 1140 - Ethics
- SJSC 1100 - Introducing Social Justice Studies

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## Teaching English to Speakers of Other Languages (TESOL) Minor

The minor in Teaching English to Speakers of Other Languages (TESOL) prepares students for positions as English language teachers across the globe and in community-based programs in the US. It includes the internationally recognized Teaching English as a Foreign Language (TEFL) Certificate. Participants gain highly practical skills for planning and teaching English to speakers of other languages, as well as linguistic and theoretical understandings of the intersections between language, culture, and second language acquisition.

Students are encouraged to study a second language and may apply one course as their elective in this minor. Other electives include courses in Communication Studies and Anthropology.

As a result of completing the TESOL Minor, students will be able to:

- Gain positions teaching English globally.
- Apply language analysis skills to planning effective English language instruction.
- Advocate for English learners in a variety of educational settings globally.
- Plan and conduct English language lessons for diverse groups of learners.
- Contextualize instruction in response to varying learner needs, identifies, cultures, and languages.
- Collaborate with co-teachers on planning and reflection on student learning.

### Minor Requirements

- ESL 7621 - TEFL Certificate Part I
- ESL 7622 - TEFL Certificate Part II
- MODL 1010 - Fundamentals of Linguistics
- MODL 1020 - Sociolinguistics

Elective (one 4-credit course):

- ANTH 1160 - Introduction to Anthropology
- COMM 3460 - Intercultural Communication
- Chinese, Spanish, or other language course

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## Certificates

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

The TEFL Certificate prepares individuals to become effective teachers of English to speakers of foreign languages. Our faculty follow an interactive and hands-on approach that enables you to discover the principles and practices of teaching English as a foreign language. During workshops and lectures, you will learn valuable and practical teaching methods and techniques. You will then apply what you learn as you and your peers work together to plan and teach lessons with a class of non-native English speakers. TEFL graduates have taught in over 50 countries around the world.

Students must apply and be accepted to the TEFL Certificate program. If you are a Hamline University undergraduate student, you must have junior or senior status at the start of the program, submit a short statement of purpose, and complete an interview with the lead faculty member, Betsy Parrish. Please email Professor Parrish for more information, bparrish@hamline.edu.

### Program Format

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

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## Initial Teacher Licensure

### Teacher Licensure and Pathway to the Master of Arts in Teaching

All teaching candidates are advised that completion of the licensure program within a four-year time frame requires careful planning. Interested students should seek early advising from the Teacher Education program faculty to plan their program.

Requirements for licensure include pedagogy and methodology coursework at the graduate level (GED 7000-level courses). Education students are eligible to apply these credits toward Hamline's Master of Arts in Teaching (MAT) program. This program allows for a seamless transition from undergraduate to graduate study. Students may complete their undergraduate degree requirements and graduate with a Bachelor's degree before completing licensure requirements, then finish licensure work through the MAT program. Once all licensure requirements (including student teaching) have been completed, students are eligible to earn their Master's degree by completing the 8-credit capstone sequence.

To pursue a licensure program, and to be eligible for the Pathway to MAT, students must be admitted to Teacher Education. Please see the Education Division section for more information.

**Grade Policy**

The cumulative GPA for all education coursework (EDU and GED) must be 3.0 or above. The cumulative GPA for content area coursework (life science, math, etc.) must be 3.0 or above. Grades in GED courses must be B- or better to count toward the licensure program. Exceptions to the grading policy will be considered on a case by case basis.

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## Initial Licensure: Adult Basic Education

Pedagogy Requirements

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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

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## Initial Licensure: Chemistry 9-12

Pedagogy Requirements: 9-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 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

Students pursuing this license usually complete a Chemistry major in addition to the Education major with a Secondary concentration. The courses listed below are the Chemistry courses required for licensure; there are several more courses required in order to complete the full Chemistry major.

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- BIOC 3820 - Biochemistry I (with Lab)
- MATH 1200 - Statistics

One year of General Physics

- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)

  or
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

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## Initial Licensure: Communication Arts and Literature 5-12

Pedagogy Requirements: 5-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)

- ENCM 3000 - Literary and Cultural Theory
- ENCM 3501 - Studies in Technical & Disciplinary Writing: Teaching Writing
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 5-12

One course in linguistics 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 1
- GED 7870 - Teaching Communication Arts and Literature in the Middle and Secondary School Part II

Content Requirements: Communication Arts and Literature

Students pursuing this license usually complete an English and Communication Studies major in addition to the Education major with a Secondary concentration. The courses listed below are the ENCM courses required for licensure; there are several more courses required in order to complete the full ENCM major.

- 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)

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## Initial Licensure: Elementary K-6

Pedagogy Requirements: K-6 Elementary Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Elementary 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
- 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

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## Initial Licensure: English as a Second Language K-12

Students interested in an ESL license must first pass (B- or above) ESL 8100 - Linguistics for Language Teachers and petition to continue with ESL coursework.

Pedagogy Requirements: K-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 and Evaluation of English Language Learners
- ESL 7770 - Critical Praxis in TESOL

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## Initial Licensure: General Science 5-8

Pedagogy Requirements: 5-8 Licensure
- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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: 5-8 Science
Students pursuing this license complete a major in Education with a Secondary concentration in addition to the science courses listed below.
- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- MATH 1200 - Statistics
- PHYS 1120 - Astronomy (with Lab)
- One course in earth systems (addressing geology, physical oceanography, and meteorology)

One year of General Physics
- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)
  or
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

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## Initial Licensure: Life Science 9-12

Pedagogy Requirements: 9-12 Licensure
- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 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

Students pursuing this license usually complete a Biology major in addition to the Education major with a Secondary concentration. The courses listed below are the Biology courses required for licensure; there are several more courses required in order to complete the full Biology major.

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

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## Initial Licensure: Mathematics 5-12

Pedagogy Requirements: 5-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 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

Students pursuing this license usually complete an Applied Mathematics major in addition to the Education major with a Secondary concentration. The courses listed below are the Math courses required for licensure; there are several more courses required in order to complete the full Applied Mathematics major.

- 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

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## Initial Licensure: Physics 9-12

Pedagogy Requirements: 9-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 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

Students pursuing this license usually complete a Physics major in addition to the Education major with a Secondary concentration. The courses listed below are the Physics courses required for licensure; there are several more courses required in order to complete the full Physics major.

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

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## Initial Licensure: Social Studies 5-12

Pedagogy Requirements: 5-12 Licensure

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 - Student Teaching Secondary 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

Students should complete a Social Studies major. Specific content course requirements are listed below.

- ANTH 1160 - Introduction to Anthropology
- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data & Social Issues
- HIST 1310 - Introduction to United States History: 1877-Present
- HIST 3XXX - History course numbered above 3020
- 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 - Introducing Sociology: 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:** Required 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

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## Initial Licensure: Special Education - Academic Behavioral Strategist

Pedagogy Requirements: Special Education

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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
- 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

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## Initial Licensure: Special Education - Autism Spectrum Disorder

Pedagogy Requirements: Special Education

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- 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 Disorder

- GED 7846 - Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L - Lab: Teaching Literacy in the Elementary School
- 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

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# Undergraduate Pathways into Graduate Programs

## Undergraduate Pathway to the Master of Arts in Teaching Program

Education students seeking a teaching license are eligible to apply the licensure credits taken as part of their undergraduate degree toward Hamline's Master of Arts in Teaching (MAT) program. This program allows for a seamless transition to graduate study. After earning a bachelor's degree, students finish any remaining licensure requirements as MAT students. After completing all licensure requirements, including student teaching, students finish the MAT degree by taking two additional courses. For more details about the benefits of this program and the requirements for admission, please contact the Education Division at education@hamline.edu.

**Admission to the MAT Pathway**

Interested students will apply for admission to the MAT Pathway program during EDU 1150 - Schools and Society. Applicants must satisfy the following criteria for admission to the program:

1. EDU 1150 - Schools and Society & Lab with a C- or better

2. EDU 1250 - Educational Psychology with a C- or better
3. EDU 3260 or EDU 3500 with a C- or better
4. Education GPA of 2.75 or higher; 2.25-2.74 considered for provisional admission
5. Cumulative GPA of 2.75 or higher; 2.25-2.74 considered for provisional admission
6. Favorable cooperating teacher evaluations from all EDU lab classes in K-12 classrooms
7. Registration/completion of 0-credit Lab course, GED 7801 - Intro to Advanced Teacher Thinking

**Teacher Licensure Programs**

- Initial Licensure: Adult Basic Education
- Initial Licensure: Chemistry 9-12
- Initial Licensure: Communication Arts and Literature 5-12
- Initial Licensure: Elementary K-6
- Initial Licensure: English as a Second Language K-12
- Initial Licensure: General Science 5-8
- Initial Licensure: Life Science 9-12
- Initial Licensure: Mathematics 5-12
- Initial Licensure: Physics 9-12
- Initial Licensure: Social Studies 5-12
- Initial Licensure: Special Education - Academic Behavioral Strategist
- Initial Licensure: Special Education - Autism Spectrum Disorder

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# Humanities Division

Programs in the Humanities Division focus on the crucial relationships between culture, identity, values, and the "texts" (languages, writing, speaking, storytelling) that give form to and transform our worlds.

One of the core skills centered throughout our varied disciplines is a critical thinking that comes from close reading: the empathy required to engage with others' perspectives; the challenges of contextualizing (and critiquing) the information shaped/shared through texts; the lifelong work of understanding and rethinking our own and others' values.

Our classes are predominantly workshop-centered, testing ideas in and through practice, constantly connecting what we do on campus to the complexities of these skills in various other "real world" contexts. You will hone your skills through conversation with peers and mentored, reflective self-assessments and feedback (and more feedback, and more feedback). We blow up the false dichotomies between being pragmatic and being visionary, between the liberal arts and practical professional development.

Our coursework is also dynamically alive, not confined to dusty bookshelves or obscure abstractions. Courses continually evolve to support new student demographics, professional landscapes, our neighborhood's needs, political winds, technological disruptions, environmental crises. Our respective and shared curricula are committed to shaping productive citizenship (in a changing world).

## Programs

**Major**

- Creative Writing Major (BFA)
- English and Communication Studies Majors (BA)
- Global and International Studies Major (BA)
- Philosophy Major (BA)
- Religion Major (BA)

**Minor**

- Chinese Studies Minor
- Digital Storytelling Minor
- Ethics and Advocacy Minor
- Spanish Minor
- Sports Communication and Culture Minor
- Strategic Communication Minor
- Writing, Editing, and Publishing Minor

**Certificate**

- Certificate of Proficiency in Chinese
- Certificate of Proficiency in Spanish

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## Majors

### Creative Writing Major (BFA)

Hamline's Creative Writing major provides students a rigorous apprenticeship in the craft and process of creative writing. Across a rich and diverse curriculum, students acquire the tools to effectively execute their craft across multiple genres — fiction, nonfiction, poetry

and digital storytelling — in addition to exploring hybrid and multi-genre work.

### Major Requirements

- WRIT 1200 - The Creative Process
- WRIT 1500 - Introduction to Creative Writing
- ENCM 1200-1230 - Introduction to English Studies
- ENCM 1400 - Introduction to Literature and Criticism
- ENCM 3000 - Literary and Cultural Theory

Three Forms & Elements courses - Choose three of the following courses, one must be in your primary genre:

- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling

Two Workshops - Students take WRIT 3540 twice:

- WRIT 3540 - Creative Writing Workshop

One Pre-Professional Course

- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3990 - Internship

Senior Seminar

- WRIT 5960 - Senior Seminar in Creative Writing

Concentration Area - Choose one of the following options.

*Digital Storytelling*:

- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- One of the following:
  - ART 1420 - Digital Video I
  - ART 1450 - Graphic Design I
  - ART 1460 - Web Design I
  - ART 1470 - 3D Experimental Animation
  - ART 1480 - Digital Audio I

*Texts, Media, and Culture (Literature)*:

- Two relevant ENCM courses at the 3000-level. Options include:
  - ENCM 3100-3150 - Studies in and across Culture
  - ENCM 3200-3240 - Topics in Media Studies
  - ENCM 3300-3340 - Topics in Textual Studies
  - Other courses as approved by the program director

*Professional Communication*:

- ENCM 1500 - Introduction to Professional Communication
- One 3000-level ENCM course chosen from the following:
  - ENCM 3400-3410 - Studies in Professional Communication
  - ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
  - ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
  - ENCM 3600-3610 - Studies in Communication & Public AdvocacyOther courses as approved by the program director

*Flex Concentration*:

- Students may propose and, with approval from their advisor, create a concentration of two courses to enhance their writing and career goals. Popular combinations with our students include creative ethnography (anthropology), arts activism (social justice and social change), and science and/or environmental writing (environmental studies).

One Elective - Students may choose an additional 3000-level creative writing course or a third course to fit into their chosen concentration.

Students whose primary creative writing genre is Digital Storytelling may choose an additional D+SA course from the list below (please note that some of these courses have prerequisites):

- ART 1420 - Digital Video I
- ART 1450 - Graphic Design I
- ART 1460 - Web Design I
- ART 1470 - 3D Experimental Animation
- ART 1480 - Digital Audio I
- ART 3420 - Digital Video II
- ART 3450 - Graphic Design II
- ART 3460 - Web Design II
- ART 3480 - Digital Audio II

## English and Communication Studies Majors (BA)

English and Communication Studies at Hamline develop core skills in critical thinking, textual analysis, and communication across multiple media and contexts. The program offers three concentrations—Professional Communication; Texts, Media, and Culture, and; Writing, Editing, and Publishing—allowing students to tailor their studies to their interests and career goals. The curriculum emphasizes multimodal literacies: the practical and theoretical foundations for making, analyzing, and doing things with all sorts of texts, in order to make an impact in your career, our communities, and the world. Students engage in community-centered work, student-led publications, and professional experiences beginning in their first year, and refine those skills and their personal voice across multiple contexts throughout the arc of the degree.

### English and Communication Studies Major (BA)

A major in English and Communication Studies requires 10 courses as follows.

Two **different** exploratory foundations chosen from the following:

- ENCM 1100 - Introduction to Communication Studies
- ENCM 1200-1230 - Introduction to English Studies
- ENCM 1300 - Introduction to Media Studies
- ENCM 1400 - Introduction to Literature and Criticism
- ENCM 1500 - Introduction to Professional Communication
- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 1800 - Introduction to Journalism
- WRIT 1500 - Introduction to Creative Writing

One theory or methods course:

- ENCM 3000 - Literary and Cultural Theory
- ENCM 3010 - Theories & Methods for Professional Communication & Cultural Rhetorics

One internship or practicum:

- ENCM 3800-3810 - Disciplinary and Technical Writing Practicum
- ENCM 3900 - Community-based Practicum
- ENCM 3990 - Internship

Five intermediate engagement/experience courses chosen from the following. Note: Students may repeat a course number with different topics (e.g., 2 distinct ENCM 3500s could count as two of the five required intermediate courses).

- Additional theory/methods or practicum courses from the lists above
- ENCM 3100-3150 - Studies in and across Culture
- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3300-3340 - Topics in Textual Studies
- ENCM 3400-3410 - Studies in Professional Communication
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- ENCM 3700-3710 - Topics in Journalism
- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- WRIT 3320 - Fantasy Writing
- WRIT 3400 - Writing for Kids and Teens
- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3540 - Creative Writing Workshop

One senior seminar:

- ENCM 5900 - Senior Seminar

### English and Communication Studies Major (BA) - Professional Communication Concentration

The English and Communication Studies major with a concentration in professional communication requires 12 courses through which students integrate a broad foundation in critical analysis, literary study, and theoretical practice with focused training in the craft of professional communication across diverse media and contexts.

The major requires 12 courses as follows.

Three **different** exploratory foundations chosen from the following:

- ENCM 1100 - Introduction to Communication Studies
- ENCM 1300 - Introduction to Media Studies
- ENCM 1500 - Introduction to Professional Communication
- ENCM 1600 - Public Speaking
- ENCM 1700 - Argumentation and Advocacy
- ENCM 1800 - Introduction to Journalism

One theory or methods course:

- ENCM 3010 - Theories & Methods for Professional Communication & Cultural Rhetorics

One internship or practicum:

- ENCM 3800-3810 - Disciplinary and Technical Writing Practicum
- ENCM 3900 - Community-based Practicum
- ENCM 3990 - Internship

Four concentration courses chosen from the following. Note: Students may repeat a course number with different topics (e.g., 2 distinct ENCM 3500s could count as two of the five required intermediate courses).

- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3400-3410 - Studies in Professional Communication
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
- ENCM 3600-3610 - Studies in Communication & Public Advocacy

Two intermediate engagement/experience electives chosen from the following:

- Additional theory/methods, practicum, or concentration courses from the lists above
- ENCM 3000 - Literary and Cultural Theory
- ENCM 3100-3150 - Studies in and across Culture
- ENCM 3300-3340 - Topics in Textual Studies
- ENCM 3700-3710 - Topics in Journalism
- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- WRIT 3320 - Fantasy Writing
- WRIT 3400 - Writing for Kids and Teens
- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3540 - Creative Writing Workshop

Senior seminar:

- ENCM 5900 - Senior Seminar

### English and Communication Studies Major (BA) - Texts, Media, and Culture Concentration

The English and Communication Studies major with a concentration in texts, media, and culture requires 12 courses through which students integrate a broad foundation in critical analysis, literary and cultural studies, and theoretical practice with focused training in the craft of critical analysis.

The major requires 12 courses as follows.

Three **different** exploratory foundations chosen from the following:

- ENCM 1100 - Introduction to Communication Studies
- ENCM 1200-1230 - Introduction to English Studies
- ENCM 1300 - Introduction to Media Studies
- ENCM 1400 - Introduction to Literature and Criticism

One theory or methods course:

- ENCM  3000 - Literary and Cultural Theory
- ENCM 3010 -Theories & Methods for Professional Communication & Cultural Rhetorics

One internship or practicum:

- ENCM 3800-3810 - Disciplinary and Technical Writing Practicum
- ENCM 3900 - Community-based Practicum
- ENCM 3990 - Internship

Four concentration courses chosen from the following. Note: Students may repeat a course number with different topics (e.g., 2 distinct ENCM 3200s could count as two of the five required intermediate courses).

- ENCM 3100-3150 - Studies in and across Culture
- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3300-3340 - Topics in Textual Studies

Two intermediate engagement/experience electives chosen from the following:

- Additional theory/methods or concentration courses from the lists above
- ENCM 3400-3410 - Studies in Professional Communication
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- ENCM 3700-3710 - Topics in Journalism
- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- WRIT 3320 - Fantasy Writing
- WRIT 3400 - Writing for Kids and Teens
- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3540 - Creative Writing Workshop

One senior seminar:

- ENCM 5900 - Senior Seminar

### English and Communication Studies Major (BA) - Writing, Editing, and Publishing Concentration

The English and Communication Studies major with a concentration in writing, editing, and publishing requires 12 courses. Students integrate a broad foundation in critical analysis and textual study with guided practice in the craft of writing and editing for various contexts, media, and audiences (creative writing; journalism, and; writing for various fields including law and criminal justice, environmental studies, health sciences, and other areas).

The major requires 12 courses as follows.

Three **different** exploratory foundations chosen from the following:

- ENCM 1100 - Introduction to Communication Studies
- ENCM 1200-1230 - Introduction to English Studies
- ENCM 1300 - Introduction to Media Studies
- ENCM 1500 - Introduction to Professional Communication
- ENCM 1800 - Introduction to Journalism
- WRIT 1500 - Introduction to Creative Writing

One theory or methods course:

- ENCM 3000 - Literary and Cultural Theory
- ENCM 3010 - Theories & Methods for Professional Communication & Cultural Rhetorics

One internship or practicum:

- ENCM 3800-3810 - Disciplinary and Technical Writing Practicum
- ENCM 3900 - Community-based Practicum
- ENCM 3990 - Internship

Four concentration courses chosen from the following. Note: Students may repeat a course number with different topics (e.g., 2 distinct ENCM 3500s could count as two of the five required intermediate courses).

- ENCM 3200-3240 - Topics in Media Studies
- ENCM 3300-3340 - Topics in Textual Studies
- ENCM 3400-3410 - Studies in Professional Communication
- ENCM 3450-3490 - Studies in Communication & Cultural Rhetorics
- ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- ENCM 3700-3710 - Topics in Journalism
- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- WRIT 3320 - Fantasy Writing
- WRIT 3400 - Writing for Kids and Teens
- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3540 - Creative Writing Workshop

Two intermediate engagement/experience electives chosen from the following:

- Additional theory/methods or concentration courses from the lists above

- ENCM 3100-3150 - Studies in and across Culture

One senior seminar:

- ENCM 5900 - Senior Seminar

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## Global and International Studies Major (BA)

A student graduating with a global studies major will be able to:

- Analyze transnational and transcultural issues using field specific concepts
- Apply methodological approaches from more than one discipline
- Formulate a globally oriented research question
- Work in a language other than their first language
- Communicate knowledge of a region of the world or cultural group
- Use technology as a resource for research and communication

Majors may concentrate their electives in one of the following areas:

- Global Public Policy and Diplomacy
- Global Environmental Sustainability
- Global Health

Elective courses must be chosen with approval from the student's advisor. See below for lists of courses frequently used to satisfy the concentration areas.

Summary of Course Requirements for the Major

- Foundational courses (2 courses)
- Regional/Cultural Concentration (3 courses)--requirement can be met in part through off-campus study
- Electives (3 courses)
- Language (0-4 courses)--requirement can be met in whole or part at matriculation, through language proficiency certification, and off-campus study
- Off-Campus Study (domestic or international)
- Capstone (1 courses)

### Major Requirements and Expectations

Foundational Courses:

- GIST 1910 - Introduction to Global and International Studies (ideally taken in the first year)
- GIST 3020 - Interdisciplinary Research Methods

Regional/Cultural Concentration - To link the global to the local, majors can pursue one of the above concentration areas in conjunction with a regional specialization that can be fulfilled by taking three courses in one of the following areas:

- Africana
- Asia
- Europe
- Latin America
- Middle East

Elective Courses:

- Three interdisciplinary, thematic, transnational courses are required. Students may choose courses from the concentration area lists below or other courses as approved by their advisor. These courses are typically taken in junior and senior years.

Language:

- The equivalent of at least four semesters of a language other than English is required (a certificate of proficiency, where offered, is highly recommended). This requirement can also be satisfied with a student's heritage language.

Off-Campus Study - An off-campus study experience is required. This can be fulfilled through local or international opportunities such as the following:

- TESOL (or TEFL) Certificate
- Internship
- Study Away/Study Abroad program

Capstone Experience:

- GIST 5950 - Interdisciplinary Capstone

**Suggested Elective Concentration Courses**

The following lists include courses frequently used to satisfy the respective concentrations. It should be noted, however, that these are simply examples since available courses vary from year to year with unique "special topics" offered in numerous programs across the curriculum. Students may also fulfill these requirements with courses taken during study abroad or through the ACTC schools.

Global Public Policy and Diplomacy:

- GIST 3150 - Disability in Local and Global Worlds

- GIST 3550 - International Organizations
- GIST 3600 - International Human Rights
- GIST 3650 - Model United Nations
- PSCI 1430 - World Politics

Global Environmental Sustainability:

- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 1500 - Environment, Justice, and Well-Being
- ECST 3950 - Environmental Education Practicum
- ENCM 3200-3240 - Topics in Media Studies TOPIC: Media and Global Environmental Conflicts
- GIST 3600 - International Human Rights
- PSCI 3410 - Food Politics and Policy

Global Health, Migration, and Refugees:

- GIST 3150 - Disability in Local and Global Worlds
- GIST 3250 - Transnational Migration and Health
- GIST 3600 - International Human Rights
- PBHL 3020 - Global Health I
- PBHL 3200 - Topics in Health Equity
- PBHL 5020 - Global Health II
- PSY 3820 - Cross-Cultural Psychology

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## Philosophy Major (BA)

Philosophy asks fundamental questions such as: What is truly real? How should we live our lives, and how should we organize our society? What counts as truth and knowledge, and who decides?

Students in philosophy develop the skills of critical analysis and communication that will enable them to develop and support their own answers to these questions, and to draw connections to fundamental questions in other disciplines such as medical ethics, law, and education.

Studying philosophy prepares students for any profession in which analytical thinking, clear communication, and attention to fundamental questions are important, including law, medicine, journalism, and government service.

### Major Requirements

A philosophy major consists of a minimum of 10 courses as follows:

- PHIL 1130 - Logic
- PHIL 1140 - Ethics
- PHIL 1650 - World Traditions in Philosophy
- PHIL 1660 - The Enlightenment Tradition and its Enemies
- PHIL 3500 - Research Methods in Philosophy
- PHIL 5750 - Contemporary Ethical Theory: Justice and the Good Life

On course on theory of knowledge, chosen from the following:

- PHIL 1710 - Knowledge, Truth, and Language
- PHIL 1720 - Values and Objectivity in Scientific Research
- Independent study approved by the Program Chair

One course on metaphysics, chosen from the following:

- PHIL 1810 - Philosophy of Religion
- PHIL 1830 - Mind, Self, and Identity
- PHIL 1880 - Concepts of Nature: Environmental Philosophy
- Independent Study approved by the Program Chair

One course in religious studies:

- Choose one religion course, such as REL 1100 - Introduction to Religion.

One elective course:

- Choose one PHIL course numbered above 1200.

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## Religion Major (BA)

### Major Requirements

- REL 1100 - Introduction to Religion
- REL 3000 - Religion and Popular Culture: Spirituality in Movies, Music, Sports, and Fandom

Two semesters of colloquium:

- REL 5900 - Discerning Your Calling: Finding Meaning and Purpose in Work

Six elective courses - Students must take six elective courses, at least two of which must be at the 3000-level. At least three electives must be in a "primary area", either Christianity/Biblical Religions or Asian Religions, and at least one elective must focus on a tradition outside of the primary area. Students should

consult with their religion advisor when planning elective choices.

Elective courses in Religion:

- REL 1140 - Women and Religion: Witches, Vixens, and Rebels
- REL 1200 - Hebrew Bible/Old Testament: Textual Interpretation, Archaeology, and Digging for the Promised Land
- REL 1220 - The New Testament in Contemporary Contexts
- REL 1300 - Introduction to Theology
- REL 1400 - Christian Ethics
- REL 1500 - Introduction to Judaism
- REL 1560 - Islam and the Muslim World
- REL 1620 - Religions of East Asia: Belief and Practice in China, Korea, and Japan
- REL 1630 - Religions of India: Hinduism, Buddhism and Beyond
- REL 3200 - Biblical Narrative: Old Testament/Hebrew Bible
- REL 3250 - Death and Dying: Religious, Philosophical, and Literary Perspectives
- REL 3400 - Contemporary Issues in Christian Ethics
- REL 3430 - Feminist/Womanist Theologies
- REL 3630 - Buddhism: Texts, Meditation and Enlightenment from Ancient India to Contemporary America
- Special topics REL 1980/3980 (recent topics include - Yoga: Philosophy and Practice; Race, Religion, and America's Future)

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# Minors

## Chinese Studies Minor

The Chinese Studies Minor offers an opportunity to explore one of the world's most influential cultures. Students will develop intermediate-level proficiency in Mandarin, including reading and writing Chinese characters. The curriculum also includes courses in Chinese history, politics, philosophy, and the arts, providing a deeper understanding of China's global impact from ancient times to the present. Through this minor, students will examine China's evolving society and engage with key cultural, political and environmental issues. Whether you're interested in international relations, working abroad, or expanding your global perspective, this minor provides valuable skills for an interconnected world.

### Language Placement Tool

New to Chinese? Go ahead and register for Beginning Chinese I. If you've studied Chinese previously, we ask you to complete an online placement assessment before registering. The link will send you to a login portal. Create an account using your Hamline ID. You will not be charged for the placement exam.

- The assessment takes 10-25 minutes on average.
- This is a reading and vocabulary assessment designed to produce a general snapshot of your level.
- The Chinese assessment will switch between simplified and traditional Chinese characters.
- Results are available online within a few minutes of completing the assessment.
- The assessment results indicate clearly which appropriate level students should register for, including 1st (1110), 2nd (1120), 3rd (3110) and 4th (3120) semester language level. If you receive a score higher than 4th semester, please contact Prof. Cannella: scannella01@hamline.edu.

### Minor Requirements

(5 courses or 20 credits)

Advanced Chinese language courses may be taken at Macalester College through our ACTC cross-registration agreement. Students may substitute approved study abroad courses to meet requirements.

One Chinese history course:

- HIST 1600 - Introduction to Chinese History

Three Chinese language courses beyond CHIN 1110 - Note: The sequence of Chinese language classes will depend on what class a student tests into after taking a proficiency test in Chinese. Students who begin with CHIN 1110 - Beginning Chinese 1 will need three additional language courses.

Select from the following:

- CHIN 1120 - Beginning Chinese II

- CHIN 3110 - Intermediate Chinese I
- CHIN 3120 - Intermediate Chinese II
- CHIN 3610 - Chinese for the Professional

One elective chosen from the following:

- ARTH 1980 - Special Topics: Arts of China, Japan and Korea
- PSCI 3610 - Politics and Policy in the Asian Pacific Region
- REL 1620 - Religions of East Asia: Belief and Practice in China, Korea, and Japan
- An additional Chinese language course

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## Digital Storytelling Minor

The Digital Storytelling skills-based minor provides students with skills to combine established practices of literary arts with digital media tools of video and audio production. In addition to contemporary forms of digital storytelling, students may also study precursors such as cinema, radio, the graphic novel, and more. Upon completion of this minor, students will have acquired the aesthetic and technical knowledge needed to create works of digital storytelling in their major field of study.

### Minor Requirements

- WRIT 1500 - Introduction to Creative Writing
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling

Two courses in one of the following DMA I and II sequences (Please note that ART 1120 - Fundamentals of Design is a prerequisite for the Graphic design sequence):

- ART 1420 - Digital Video I
- ART 3420 - Digital Video II

  or
- ART 1450 - Graphic Design I
- ART 3450 - Graphic Design II

  or
- ART 1460 - Web Design I
- ART 3460 - Web Design II

  or
- ART 1480 - Digital Audio I
- ART 3480 - Digital Audio II

One of the following:

- ANTH 3610 - Ethnographic Research Methods
- ANTH 3830 - Visual Anthropology
- ENCM 3200-3240 - Topics in Media Studies
- PPC 1120 - Performance and Community: An Introduction to Theatre, Citizenship, and Belonging
- PPC 1180 - Introduction to Film Studies

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## Ethics and Advocacy Minor

The interdisciplinary minor in Ethics and Advocacy combines courses in philosophy, social justice, communications, English, and global studies with the aim of promoting the complementary skills of ethical understanding and effective advocacy. The goal of the minor is to both familiarize students with ethical questions and forms of ethical reasoning that apply to everyday life while also developing the skills of writing, speaking, and digital communication that would help them to advocate for ethical and social change in the world today. The skills developed within this minor would benefit any student who wants to be better prepared to understand and articulate the ethical questions and challenges that arise in almost any career and would be of particular benefit to those pursuing careers in social justice, public service, law, business, media, and the health sciences.

### Minor Requirements

- PHIL 1140 - Ethics
- PHIL 1980 - Special Topics: Digital Ethics
- PHIL 5750 - Contemporary Ethical Theory: Justice and the Good Life
- SJSC 1100 - Introducing Social Justice Studies

Elective (choose one):

- ENCM 1500 - Introduction to Professional Communication
- ENCM 1700 - Argumentation and Advocacy
- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- GIST 3500 - Global Justice
- LEAD 3010 - Exploring the Future of Leadership

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## Spanish Minor

Communication is the heart of human interaction, from the workplace to connecting with neighbors. Studying Spanish opens countless doors and opportunities for you. The official language in 21 countries, Spanish also is the second most commonly spoken language in the US and the third most common language on the internet. As a language in demand in nearly every profession or workplace, your Spanish ability makes you a promising candidate for employers seeking bilingual workers. Beyond the workplace, your classes will introduce you to Latinx movies, literature, advocacy, translation and more.

### Language Placement Tool

The Modern Languages Department encourages all first year, transfer, and returning students to complete an online placement assessment before registering for their first Hamline language class. The link will send you to a login portal. Create an account using your Hamline ID. You will not be charged for the placement exam.

- The assessment takes 10-25 minutes on average.
- Results are available on-line within a few minutes of completing the assessment.
- The assessment results indicate clearly which appropriate level students should register for, including 1st (1110), 2nd (1120), 3rd (3210) and 4th (3220) semester language level. Scores higher than 4th semester should register for an Advanced Composition, Conversation or Reading course.

### Minor Requirements

To earn the Spanish minor, students must complete 5 of the 6 following courses. Please note: If a student is not placed at the intermediate level of Spanish, the student must take SPAN 1120. Contact Professor Maria Jesus Leal for more information (mleal0@hamline.edu).

- SPAN 3220 - Intermediate Spanish II
- SPAN 3350 - Advanced Communication in Spanish
- SPAN 3600 - Hablemos de cine
- SPAN 3900 - Advanced Conversation and Composition
- SPAN 3910 - Spanish for the Professional
- Other 3000-level or 5000-level topics course on literature, culture, or translation

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## Sports Communication and Culture Minor

Students enrolled in this minor will analyze and develop critical and creative communication skills in the specific organizational and cultural contexts of sports. A foundation in communication literacies - evaluating how communication works, and practicing across various modes and methods - is a reliable complement to any course of study. The learning experiences in this minor situate those general skills in studies that enhance a critical breadth and depth around the role of sports in culture and the role of culture in sports, tied to individual students' particular areas of emphasis: in studies of organizations and leadership, in analyses of social and cultural meaning, and/or in explorations of the physical and biological conditions that enable athletic activity.

### Minor Requirements

- ENCM 1500 - Introduction to Professional Communication

One introductory explorations chosen from the following:

- ANTH 1160 - Introduction to Anthropology
- ENCM 1100 - Introduction to Communication Studies
- MKTG 3100 - Foundations of Marketing
- SJSC 1110 - Introducing Sociology: Society and Social Change

One additional foundational skills course chosen from the following:

- MGMT 3100 - Foundations of Management
- ENCM 3410 - Studies in Professional Communication

Two sports-focused learning experiences chosen from the following (or work with a faculty advisor to determine appropriate equivalencies for special topics or alternative coursework):

- ANTH 1980 - Anthropology of Sport
- BIOL 1120 - Biology of Human Function (with Lab)
- ENCM 3370 - Topics in Journalism: Sports Writing

- LEAD 1010 - Leading Across Groups and Teams
- PBHL 1980 - Sports and Health in Society
- PHYS 1125 - The Physics of Sports
- Approved Internship

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## Strategic Communication Minor

How do we continue building a world in which we want to live with a clear-eyed understanding of the opportunities and challenges that attend our ecosphere of information overload and misinformation? This interdisciplinary minor prepares students for strategic leadership in our rapidly changing, complex communication landscape. The curriculum uniquely prepares graduates for real world communication decision-making, media planning, marketing, and management by integrating theory- and skills-based learning and the application of emerging trends in media technology and communication.

The minor culminates in a professional practice experience and provides specialized training in areas such as organizational communication and marketing, nonprofit communication and advocacy, and technical communication and science writing.

The minor is six courses (20 credits); students must complete at least three courses that do not count towards their major.

### Minor Requirements

Foundations in communication theory and practices (2 courses):

- ART 1350 - Graphic Design Technology Basics
- ENCM 1500 - Introduction to Professional Communication

Applied work in communication decision-making, planning, and management (3 courses):

- ART 3455 - Data Visualization and Design
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- One of the following:
  - ENCM 1700 - Argumentation and Advocacy
  - ENCM 3410 - Studies in Professional Communication
  - ENCM 3500 - Studies in Technical & Disciplinary Writing
  - ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing
  - ENCM 3600-3610 - Studies in Communication & Public Advocacy
  - LGST 1300 - Legal Advocacy, Policy, and Practice
  - MGMT 1200 - Business & Society
  - MKTG 3100 - Foundations of Marketing
  - MKTG 3730 - Digital Marketing Strategies
  - Approved special topics

Professional practicum in strategic communication (1 LEAP course):

- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- A relevant internship

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## Writing, Editing, and Publishing Minor

This flexible minor provides students with a solid foundation in writing processes and practices, followed by customized advanced work in writing, editing, design, production, and marketing. The minor culminates in guided professional practice in editing and publishing, which prepares students for competitive internships and positions in the field.

Students from any major can design a writing, editing, and publishing minor that establishes broad foundations in the field, or that provides specialized training in an area such as journalism and digital editing and publishing, literary editing and publishing, or publishing and marketing (please see the sample, customized paths through the minor listed after the requirements).

The minor is five courses; students must complete at least three courses that do not count towards their major.

Learning Outcomes:

1. Write, design, and present texts for print and digital media.

2. Evaluate, revise, and edit texts for diverse audiences and publication platforms.
3. Collaborate with teams through writing, editing, and publishing processes.

### Minor Requirements

Foundations in writing processes and practices (2 courses)

- ENCM 1500 - Introduction to Professional Communication
- One of the following:
  - ENCM 1800 - Introduction to Journalism
  - WRIT 1500 - Introduction to Creative Writing

Applied work in writing, editing, design, and marketing (2 courses)

- ART 1120 - Fundamentals of Design (or other approved 1000-level ART course)
- ENCM 3405 - Studies in Professional Communication: Grantwriting
- ENCM 3500-3510 - Studies in Technical & Disciplinary Writing
- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- ENCM 3700-3710 - Topics in Journalism
- MKTG 3100 - Foundations of Marketing
- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling

Professional practicum in editing and publishing (1 course)

- ENCM 3800-3810 - Disciplinary and Technical Writing Practicum
- WRIT 3450 - Runestone: Introduction to Literary Publishing

### Sample, customized paths through the Writing, Editing, and Publishing Minor

*Theme*: *Journalism, Digital Editing, and Publishing*

- ENCM 1500 - Introduction to Professional Communication
- ENCM 1800 - Introduction to Journalism

Two of the following:

- ENCM 3600-3610 - Studies in Communication & Public Advocacy
- ENCM 3700 - Topics in Journalism
- ART 1420 - Digital Video I or ART 1460 - Web Design I

And:

- ENCM 3800-3810 - Practicum in Professional Writing and Communication

*Theme*: *Literary Editing and Publishing*

- ENCM 1500 - Introduction to Professional Communication
- WRIT 1500 - Introduction to Creative Writing

Two of the following three:

- WRIT 3110/3120/3131/3140 - Forms and Elements of the Craft (any genre)
- ENCM 3405 - Studies in Professional Communication: Grantwriting
- ART 1120 - Fundamentals of Design

And:

- WRIT 3450 - Runestone: Introduction to Literary Publishing

*Theme*: *Publishing and Marketing*

- ENCM 1500 - Introduction to Professional Communication
- WRIT 1500 - Introduction to Creative Writing

Two of the following three:

- MKTG 3100 - Foundations of Marketing
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- ART 1120 - Fundamentals of Design or ART 1420 - Digital Video I or ART 1460 - Web Design I

And:

- ENCM 3800-3810 - Practicum in Professional Writing and Communication

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## Certificates

### Certificate of Proficiency in Chinese

The certificate is awarded to students who complete CHIN 3610, Chinese for the Professional or equivalent,

and pass with a grade of B- or better. In addition, students must complete a departmental proficiency test scheduled annually in the spring semester.

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### Certificate of Proficiency in Spanish

Students who have begun the study of Spanish before coming to Hamline may enter the program at a level consistent with their ability. The certificate is awarded after taking SPAN 3900 and 3910 at Hamline and passing with a grade of B- or better.

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# Natural Sciences Division

The Natural Sciences Division at Hamline University is a collaborative community dedicated to uncovering the fundamental principles of the physical, biological, and behavior to provide a holistic understanding of the natural world. Our programs provide an in-depth, research-first education that prepares students to lead in a world of increasing complexity.

**Our Mission:**

To empower a diverse community of students through evidence-based inquiry and hands-on discovery. We transform curiosity into expertise and career-readiness by equipping every student with technical mastery, analytical reasoning, and the professional mentorship needed to prepare students for the next stage of their professional journey.

**Our Vision:**

To be a leader in inclusive STEM excellence, recognized for bridging the gap between theoretical foundations and practical application. We strive to create a "growth-mindset" culture where students from all backgrounds are equipped to translate discovery into impactful careers.

## Programs

**Major**

- Applied Mathematics Major (BS)
- Biochemistry Major (BS)
- Biology Majors (BA and BS)
- Chemistry Majors (BA and BS)
- Computational Data Science Major (BS)
- Exercise Science Majors (BA and BS)
- Neuroscience Majors (BA and BS)
- Physics Majors (BA and BS)
- Psychology Major (BA)

**Minor**

- Applied Psychology Minor

**Undergraduate Pathways into Graduate Programs**

- 3+3 Triple Degree Program in Physics and Engineering with Washington University

**Academic Pre-Programs**

- Pre-Engineering
- Pre-Health Program

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## Majors

### Applied Mathematics Major (BS)

Hamline's Applied Mathematics major provides the opportunity to build a diverse and comprehensive computational toolset, underpinned by strong theoretical understanding, which can be applied to a wide variety of questions. This includes the development of programming skills for efficient and powerful computation, as well as an understanding of mathematical proof and the abstract structures that computational methods rely on. These skills are applied to a broad spectrum of questions arising in the natural and social sciences. Throughout the major, emphasis is placed on using the language of mathematics to communicate within and across disciplines.

Graduates from bachelor's programs in the mathematical sciences most often pursue careers in the growing field of data science, in software development, in finance, and in K-12 teaching. Those who go on to complete Master's or Doctoral degrees may work in research and development, actuarial science (risk analysis), or post-secondary education. Students who plan to utilize their Applied Mathematics degree in K-12 teaching or pursue graduate education

should consult with Math faculty to ensure their chosen elective courses support these goals.

### Major Requirements

- BIOL 1700 - Inclusive STEM
- CDS 1010 - Introduction to Programming
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 1200 - Statistics
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3330 - Linear Algebra
- MATH 3440 - Discrete Mathematics
- MATH 3720 - Differential Equations
- MATH 5950 - Topics in Advanced Mathematics

One modeling course chosen from the following:

- CDS 3200 - Elements of Statistical Learning
- MATH 3410 - Mathematical Modeling
- PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)

Two electives chosen from the following:

- MATH 3560 - Modern Geometry
- MATH 3810 - Probability and Mathematical Statistics
- MATH 5910 - Analysis
- Other 3000- or 5000-level MATH courses not counted above (taken at Hamline or through ACTC)

Students are required to complete four semesters of seminar - three semesters of MATH 5920 and one semester of MATH 5930.

- MATH 5920 - Seminar in Math/CDS
- MATH 5930 - Math/CDS Seminar Presentation

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## Biochemistry Major (BS)

Hamline's Biochemistry major integrates a strong foundation of  chemistry and biology to help students understand life at the molecular level, from the structure and function of biomolecules to the chemical processes that sustain living systems. Core courses in biology, chemistry, physics, math, and biochemistry provide students with the foundational knowledge needed to understand biological processes at the molecular level and prepare them for advanced study and interdisciplinary scientific careers. The curriculum emphasizes hands-on laboratory experiences, research with faculty beginning as early as the first year, and the use of modern tools such as spectroscopy, organic synthesis, molecular visualization, bioinformatics, and genomic analysis. Students develop experimental design, data analysis, and problem-solving skills while strengthening their oral and written communication abilities through interdisciplinary collaboration and the dissemination of scientific findings through oral presentations and technical reports.

This rigorous interdisciplinary preparation equips graduates for careers in biotechnology, healthcare, pharmaceutical and food industries, and biomedical research, as well as for advanced study in medicine, dentistry, pharmacy, and graduate programs in the life sciences.

### Major Requirements

Biology (2 courses):

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- One of the following
    - BIOL 3050 - Principles of Genetics (with Lab)
    - BIOL 3060 - Principles of Cell Biology (with Lab)

Chemistry (4 courses):

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- CHEM 3550 - Thermochemistry

Biochemistry (2 courses):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOC 3830 - Biochemistry II (with Lab)

Mathematics (2 courses):

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II

Physics (2 courses):

- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Electives (4 courses or 16 credits) - Students are required to take at least two elective courses (8 credits) in biology and two elective courses (8 credits) in chemistry, from the lists below.

**Note:**

- At least one elective course (or 4 credits) must be at the 5000-level; the 5000-level elective can be in Chemistry or Biology.
- Three of the elective courses must have a laboratory associated with them.

Biology Electives

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab) (if not used above)
- BIOL 3060 - Principles of Cell Biology (with Lab) (if not used above)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab) - *it is strongly recommended that students take this course*
- BIOL 5960 - Senior Capstone

Chemistry Electives

- CHEM 3240 - Analytical Chemistry (with Lab) - *it is strongly recommended that students take this course*
- CHEM 3330 - Instrumental Methods
- CHEM 3460 - Organic Chemistry II (with Lab)
- CHEM 3560 - Quantum Chemistry
- CHEM 3840 - Inorganic Chemistry (with Lab)
- CHEM 5900 - Advanced Topics in Chemistry

Seminar Requirement - Biochemistry students must complete four semesters of either biology seminar (BIOL 5961-5964) or chemistry seminar (three semesters of CHEM 5950 and CHEM 5960 in the final semester). Students may be able to mix biology and chemistry seminar experiences across the four semesters, but must end with either CHEM 5960 or BIOL 5964.

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation
- CHEM 5950 - Chemistry Seminar A (three semesters)
- CHEM 5960 - Capstone Seminar

**Note:** BIOC, BIOL, and CHEM courses listed above count as inside the major and do not qualify for breadth of study. BIOL and CHEM courses taken as preparation or electives do count for breadth of study.

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## Biology Majors (BA and BS)

Biology students may choose to pursue a Bachelor of Arts (BA) or a Bachelor of Science (BS). Students preparing for graduate or professional schools are strongly encouraged to pursue the BS degree. Students especially interested in a particular field of biology may decide to pursue a concentration. BA students may choose a concentration in Genetics, Molecular, and Cellular Biology or Ecology and Evolutionary Biology. BS students may choose a concentration in Genetics, Molecular, and Cellular Biology; Ecology and Evolutionary Biology; or Public Health. Students should consult with a biology faculty member to determine what is most appropriate for their goals and whether adding a concentration to their biology major will be beneficial for their career path.

The Biology Program starts with a two-course sequence that provides an overview of the field of biology while emphasizing core concepts that apply across all subdisciplines within biology. In these introductory courses, students also learn how the findings of biological research are relevant to society and to the environment. After completing the two introductory courses, students then go on to explore different areas of biology through taking six elective courses.

Biology majors also gain understanding of basic theoretical and practical tools from completing coursework from allied sciences (e.g., mathematics, chemistry, physics), and learn about the importance of inclusion and equity in science through taking a Diversity, Equity, Ethics, and Inclusion (DEEI) course. Collaboration and research as a learning process is a pervasive theme of the biology major. Research projects designed and carried out by teams of students are a major part of the laboratory component for most of our courses. Although not required, the Biology department strongly encourages students to participate in Collaborative Research (BIOL 4010) either

during the summer or during the regular academic year. Students are also encouraged to participate in an internship that introduces them to careers in the biological sciences, health sciences, industry, non-profits, or government agencies. During the junior and senior years, students participate in the biology seminar program, and in their senior year they give a presentation to students and faculty in the seminar about their own research.

### Biology Major (BA)

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Biology seminar:

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

### Biology Major (BA) - Ecology and Evolutionary Biology Concentration

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Biology seminar:

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Concentration in Ecology and Evolutionary Biology**

The concentration is completed as part of the six-course elective requirement. Concentrations require four electives from one content area, with the two remaining electives from two other content areas.

For the concentration in Ecology and Evolutionary Biology, choose four courses from the list below, one elective from the Biology of Molecules and Cells content area, and one elective from the Biology of Organisms content area. Additional courses (e.g., BIOL 3980: Special Topics courses) may be used with the approval of the Biology Program chair.

- BIOL 3030 - Ecology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

### Biology Major (BA) - Genetics, Molecular, and Cellular Biology Concentration

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Biology seminar:

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Concentration in Genetics, Molecular, and Cellular Biology**

The concentration is completed as part of the six-course elective requirement. Concentrations require four electives from one content area, with the two remaining electives from two other content areas.

For the concentration in Genetics, Molecular, and Cellular Biology, choose four courses from the list below, one elective from the Biology of Organisms content area, and one elective from the Biology of Populations and Ecosystems content area. Additional courses (e.g., BIOL 3980: Special Topics courses) may be used with the approval of the Biology Program chair.

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

## Biology Major (BS)

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)

- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):
- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):
- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):
- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Supporting courses:
- CHEM 3450 - Organic Chemistry I (with Lab)
- Two of the following:
  - CDS 1010 - Introduction to Programming
  - CDS 1020 - Introduction to Computational Data Science
  - CHEM 3460 - Organic Chemistry II (with Lab)
  - MATH 1170 - Calculus I
  - MATH 1180 - Calculus II
  - PBHL 3100 - Epidemiology
  - PHYS 1150 - Algebra-based Physics I (with Lab)
  - PHYS 1160 - Algebra-based Physics II (with Lab)
  - PHYS 1230 - General Physics I (with Lab)
  - PHYS 1240 - General Physics II (with Lab)
  - NEUR 3100 - Neurological Diseases, Disorders, and Society

Biology seminar:
- BIOL 5961 - Biology & Neuroscience Seminar I
- BIOL 5962 - Biology & Neuroscience Seminar II
- BIOL 5963 - Biology & Neuroscience Seminar III
- BIOL 5964 - Biology & Neuroscience Seminar Presentation

Senior capstone:
- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:
- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:
- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:
- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

### Biology Major (BS) - Ecology and Evolutionary Biology Concentration

Biology foundation:
- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Supporting courses:

- CHEM 3450 - Organic Chemistry I (with Lab)
- Two of the following:
  - CDS 1010 - Introduction to Programming
  - CDS 1020 - Introduction to Computational Data Science
  - CHEM 3460 - Organic Chemistry II (with Lab)
  - MATH 1170 - Calculus I
  - MATH 1180 - Calculus II
  - PBHL 3100 - Epidemiology
  - PHYS 1150 - Algebra-based Physics I (with Lab)
  - PHYS 1160 - Algebra-based Physics II (with Lab)
  - PHYS 1230 - General Physics I (with Lab)
  - PHYS 1240 - General Physics II (with Lab)
  - NEUR 3100 - Neurological Diseases, Disorders, and Society

Biology seminar:

- BIOL 5961 - Biology & Neuroscience Seminar I
- BIOL 5962 - Biology & Neuroscience Seminar II
- BIOL 5963 - Biology & Neuroscience Seminar III
- BIOL 5964 - Biology & Neuroscience Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Concentration in Ecology and Evolutionary Biology**

The concentration is completed as part of the six-course elective requirement. Concentrations require four electives from one content area, with the two remaining electives from two other content areas.

For the concentration in Ecology and Evolutionary Biology, choose four courses from the list below, one elective from the Biology of Molecules and Cells content area, and one elective from the Biology of Organisms

content area. Additional courses (e.g., BIOL 3980: Special Topics courses) may be used with the approval of the Biology Program chair.

- BIOL 3030 - Ecology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Biology Major (BS) - Genetics, Molecular, and Cellular Biology Concentration**

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1700 - Inclusive STEM
- PHIL 3140 - Bioethics

Writing intensive course (choose one):

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing

Supporting courses:

- CHEM 3450 - Organic Chemistry I (with Lab)
- Two of the following:
    - CDS 1010 - Introduction to Programming
    - CDS 1020 - Introduction to Computational Data Science
    - CHEM 3460 - Organic Chemistry II (with Lab)
    - MATH 1170 - Calculus I
    - MATH 1180 - Calculus II
    - PBHL 3100 - Epidemiology
    - PHYS 1150 - Algebra-based Physics I (with Lab)
    - PHYS 1160 - Algebra-based Physics II (with Lab)
    - PHYS 1230 - General Physics I (with Lab)
    - PHYS 1240 - General Physics II (with Lab)
    - NEUR 3100 - Neurological Diseases, Disorders, and Society

Biology seminar:

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:
- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Concentration in Genetics, Molecular, and Cellular Biology**

The concentration is completed as part of the six-course elective requirement. Concentrations require four electives from one content area, with the two remaining electives from two other content areas.

For the concentration in Genetics, Molecular, and Cellular Biology, choose four courses from the list below, one elective from the Biology of Organisms content area, and one elective from the Biology of Populations and Ecosystems content area. Additional courses (e.g., BIOL 3980: Special Topics courses) may be used with the approval of the Biology Program chair.

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

## Biology Major (BS) - Public Health Concentration

Biology foundation:
- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry:
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Statistics (choose one):
- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other approved course in statistics

Diversity, equity, ethics, and inclusion:
- PBHL 3020 - Global Health I

Writing intensive course (choose one):
- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3030 - Ecology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- ENCM 3505 - Studies in Technical m& Disciplinary Writing: Environmental and Science Writing

Biology seminar:
- BIOL 5961 - Biology & Neuroscience Seminar I
- BIOL 5962 - Biology & Neuroscience Seminar II
- BIOL 5963 - Biology & Neuroscience Seminar III
- BIOL 5964 - Biology & Neuroscience Seminar Presentation

Senior capstone:
- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category and at least one 5000 level elective is required. Inquire with the Biology program chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). No more than two electives that do not have an associated lab component can be counted toward any biology major. Note: Some courses can count as electives for more than one category.

*Biology of molecules and cells*:
- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)

*Biology of organisms*:
- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3300 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)

*Biology of populations and ecosystems*:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

**Concentration in Public Health**

Please note: BIOL 5550 also counts as one of the six required electives listed above.

- BIOL 5550 - Microbiology (with Lab)
- PBHL 1100 - Introduction to Public Health
- PBHL 3100 - Epidemiology
- One additional PBHL course

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## Chemistry Majors (BA and BS)

Nearly all courses in chemistry are sequential and have prerequisites. Careful planning is necessary if students are to take full advantage of other options available to them at a liberal arts college. A decision to major in chemistry should be made as early as possible. A student wishing to major in chemistry should consult with one or more of the chemistry faculty.

Chemistry students may choose to complete a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Chemistry. Both of these degrees can satisfy the American Chemical Society (ACS) certification standards.

### Chemistry Major (BA)

For students wishing to attend graduate school in interdisciplinary programs or professional school, establish a double major, obtain a secondary teaching license, or study abroad, the following courses constitute the minimum requirement for the BA degree. American Chemical Society certification may be obtained by completing CHEM 5960 - Capstone Seminar in addition to the upper division electives.

Chemistry Core:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- CHEM 3550 - Thermochemistry
- CHEM 3840 - Inorganic Chemistry (with Lab)
- BIOC 3820 - Biochemistry I (with Lab)

Mathematics (2 courses) - (Note: One additional math or statistics course, numbered 3000 or above, is highly recommended):

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II

Physics (2 courses) - Choose a Physics I & II series.:

- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Upper division electives - 12 credits chosen from the following:

- BIOC 3830 - Biochemistry II (with Lab)
- CHEM 3330 - Instrumental Methods (must be taken in the same semester as CHEM 3940)
- CHEM 3460 - Organic Chemistry II (with Lab)
- CHEM 3560 - Quantum Chemistry
- CHEM 3950 - Physical Chemistry Laboratory Techniques (must be taken after completing CHEM 3550 or CHEM 3560)
- CHEM 3965 - Intermediate Research
- CHEM 4010 - Collaborative Research
- CHEM 4015 - SCUR Summer Collaborative Research
- CHEM 5965 - Advanced Research
- CHEM 5900 - Advanced Topics in Chemistry (may be repeated with different topics)
- CHEM 5980 - Special Topics
- An advanced course in Biochemistry, Biology, or Physics may be substituted with departmental approval

Seminar experience:

- CHEM 5950 - Chemistry Seminar (three semesters)
- And one of the following:
    - CHEM 5951 - Chemistry Seminar BA Capstone (for students not seeking ACS certification)
    - CHEM 5960 - Capstone Seminar BS Capstone (for students seeking ACS certification)

### Chemistry Major (BS)

For students desiring to work as a chemist in industry or attend graduate school, the BS pathway is appropriate and requires a research experience. Graduates are certified by the American Chemical Society. The following courses constitute the minimum requirement.

Gateway courses:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Foundation courses:

- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3330 - Instrumental Methods (must be taken in the same semester as CHEM 3940)
- CHEM 3450 - Organic Chemistry I (with Lab)
- CHEM 3460 - Organic Chemistry II (with Lab)
- CHEM 3550 - Thermochemistry
- CHEM 3560 - Quantum Chemistry
- CHEM 3950 - Physical Chemistry Laboratory Techniques (must be taken after completing CHEM 3550 or CHEM 3560)
- CHEM 3840 - Inorganic Chemistry (with Lab)

Mathematics courses:

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus (or equivalent 3000-level course approved by the program chair)

Physics courses:

- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Advanced courses and research experience (12 credits) - Students must complete at least 4 credits in advanced coursework and 4 credits in research.

- Advanced courses (choose at least one)::
  - BIOC 3820 - Biochemistry I (with Lab)
  - BIOC 3830 - Biochemistry II (with Lab)
  - CHEM 5900 - Advanced Topics in Chemistry (may be repeated with different topics)
  - CHEM 5980 - Special Topics
  - An advanced course in biology, mathematics, or physics may be substituted with departmental approval
- Research experience (choose at least one):
  - CHEM 3965 - Intermediate Research
  - CHEM 4010 - Collaborative Research
  - CHEM 4015 - SCUR Summer Collaborative Research
  - CHEM 5965 - Advanced Research

Seminar experience:

- CHEM 5950 - Chemistry Seminar (three semesters)
- CHEM 5960 - Chemistry Seminar: BS Capstone

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## Computational Data Science Major (BS)

Data science is the practice of connecting data to decision making. This involves collecting, managing, analyzing, visualizing, and reporting data for use in decision making. From public policy to scientific exploration and from marketing to managerial action, a spectrum of skills and knowledge is needed to convert data to relevant information. The computational data science program develops the skills necessary to identify, acquire or generate, store, and manage informative data from varied sources; analyze that data or use that data to build machine learning models; and communicate their results.

Through your major in Computational Data Science, you'll learn the skills required to collect, work with, and analyze large data sets. You will also develop discipline-specific knowledge in an area of your choice, such as business, chemistry, digital media arts, literature, or environmental studies. Through this program, you will apply your skills in data analysis to develop data-driven solutions to problems in your chosen domain.

This interdisciplinary major is composed of six core courses in Computational Data Science, five courses from Mathematics and QMBE, a seminar, and four disciplinary courses that meet requirements from another major or minor. The three disciplinary courses ensure that you have contextual knowledge in a content area in which to apply the computational and data analysis skills that you will develop in the program.

### Major Requirements

Core CDS Courses:

- CDS 1010 - Introduction to Programming

- CDS 1020 - Introduction to Computational Data Science
- CDS 1100 - Introduction to R
- CDS 1130 - Data Visualization with R
- CDS 3200 - Elements of Statistical Learning
- CDS 5950 - Computational Data Science Capstone

Statistics (choose one):
- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Required Math and Data Courses:
- MATH 3330 - Linear Algebra
- MATH 3440 - Discrete Mathematics
- QMBE 3740 - Data Mining
- QMBE 3750 - Data Management and Communication

Disciplinary Courses:
- At least three additional courses that count toward another major or minor at Hamline are required. The courses have to be distinct from the courses listed above and at least one of these courses must be at the 3000 level or above. The courses should be building up students' understanding of a particular field and must be approved by the director of the Computational Data Science program. The students are encouraged to discuss their interests and potential courses with their advisors and the director of the Computational Data Science program.

Seminar in CDS - Students are required to complete four semesters of seminar - three semesters of CDS 5920 and one semester of CDS 5930.
- CDS 5920 - Seminar in Mathematics/ Computational Data Science
- CDS 5930 - Mathematics/ Computational Data Science Seminar Presentation

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## Exercise Science Majors (BA and BS)

The Exercise Science major is designed to prepare students for pursuing professional studies in Physical Therapy, graduate studies in Exercise Science/Exercise Physiology or Biomechanics, entry into Athletic Training, Cardiac Rehabilitation or related specialized Masters-level programs, or for successful careers in the health and wellness area. The program is in the Biology Department and is solidly based in the natural sciences, thus meeting the prerequisites for most graduate or professional programs. Exercise Science students may choose to pursue a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. For students planning to pursue graduate school in Exercise Physiology or Sports Science, or professional programs such as Physical Therapy, the BS degree will satisfy most prerequisites for those programs. For students interested in Athletic Training, Occupational Therapy, or direct entry into the wellness/fitness industry, the BA degree will prepare them well for those paths. (Students interested in pursuing professional programs or graduate school should see the notes section after the course requirements below.)

**For students interested in Pre-Physical Therapy & other professional programs such as Cardiac Rehab, Occupational Therapy, Athletic Training, etc.:**

The course requirements for the major are designed to meet the basic requirements for admission to PT and other professional programs. However, it is crucial that you consult specific programs of interest to verify their specific requirements. Additional requirements can be fulfilled through non-major elective courses. Pre-PT students are strongly encouraged to take General Psychology, Abnormal Psychology, Lifespan Development, and a Medical Terminology course, as these are required for most programs. Some programs require or encourage students to take additional courses such as Calculus I, Principles of Genetics, or Principles of Cell Biology. Check your specific graduate or professional programs of interest for details about prerequisite courses.

Pre-PT Internship requirements: Most programs require a minimum of 100 hours of observation and experience in a variety of physical therapy settings. Therefore, an internship experience is essential.

**For students interested in pursuing graduate school (Masters or PhD):**

It is a good idea to check your programs of interest to be sure that you are satisfying all their requirements for

admission. The course requirements for the major are designed to meet the basic requirements for admission, but each program often has a prerequisite that may be different from the others, for example, Principles of Genetics and Principles of Cell Biology are frequently required or encouraged. Also, research experience is usually a requirement.

### Exercise Science Major (BA)

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- EXSC 3210 - Human Anatomy and Physiology I (with Lab)
- EXSC 3220 - Human Anatomy and Physiology II (with Lab)
- EXSC 3300 - Research Methods in Exercise Science
- EXSC 3400 - Biomechanics and Kinesiology (with Lab)
- EXSC 3510 - Exercise Physiology (with Lab)
- EXSC 5950 - Senior Capstone

Physics (choose one):
- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1230 - General Physics I (with Lab)

Statistics (choose one):
- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other equivalent course in statistics

Internship or Research(choose one):
- EXSC/INTD 3990 - Internship
- EXSC 4010 - Collaborative Research
- EXSC 4015 - SCUR Summer Collaborative Research

Electives - 16 credits of elective coursework are required from the list below. With approval from the Exercise Science program director, other courses (such as health-related courses at Hamline or exercise science courses offered through ACTC) may count as electives.
- EXSC 1100 - Medical Terminology
- EXSC 3010 - Motor Control and Learning
- EXSC 3410 - Psychosocial Aspects of Physical Activity
- EXSC 3500 - Nutrition for Health, Fitness, and Wellbeing
- EXSC 3600 - Physiology of Aging
- EXSC 3630 - Prevention and Management of Athletic Injuries
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)
- EXSC 5630 - Advanced Techniques in Injury Prevention and Management
- EXSC 1980 - Special Topics
- EXSC 3980 - Special Topics
- PBHL 1100 - Introduction to Public Health

### Exercise Science Major (BS)

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- EXSC 3210 - Human Anatomy and Physiology I (with Lab)
- EXSC 3220 - Human Anatomy and Physiology II (with Lab)
- EXSC 3300 - Research Methods in Exercise Science
- EXSC 3400 - Biomechanics and Kinesiology (with Lab)
- EXSC 3510 - Exercise Physiology (with Lab)
- EXSC 5950 - Senior Capstone

Physics (2 courses):
Choose a Physics I and II series.
- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)
  or
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Statistics (choose one):
- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other equivalent course in statistics

Internship or Research (choose one):
- EXSC/INTD 3990 - Internship
- EXSC 4010 - Collaborative Research
- EXSC 4015 - SCUR Summer Collaborative Research

Electives - 16 credits of elective coursework are required from the list below. With approval from the Exercise Science program director, other courses (such as special topics courses at Hamline or exercise science courses offered through ACTC) may count as electives.

- EXSC 1100 - Medical Terminology
- EXSC 3010 - Motor Control and Learning
- EXSC 3410 - Psychosocial Aspects of Physical Activity
- EXSC 3500 - Nutrition for Health, Fitness, and Wellbeing
- EXSC 3600 - Physiology of Aging
- EXSC 3630 - Prevention and Management of Athletic Injuries
- EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)
- EXSC 5630 - Advanced Techniques in Injury Prevention and Management
- EXSC 1980 - Special Topics
- EXSC 3980 - Special Topics
- PBHL 1100 - Introduction to Public Health

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## Neuroscience Majors (BA and BS)

### Neuroscience Major (BA)

Students completing a Bachelor of Arts in Neuroscience take a core set of introductory courses in psychology, biology, and chemistry, which prepares them to understand the biological basis for neural processing and higher cognitive functions. In upper level courses, students explore contemporary neuroscience theory and research, examine specific areas of neuroscience, and gain experience in experimental and laboratory approaches to neuroscience research. During the junior and senior years, students participate in the neuroscience seminar program, and in their senior year they give a presentation to students and faculty in the seminar about their own research. Students are encouraged to pursue independent research in neuroscience with a faculty member through the Summer Collaborative Research Program, independent studies or research apprenticeships, or the departmental honors programs.

The Neuroscience Major prepares students for careers in a variety of fields, including scientific research, allied health fields, scientific education and outreach, business (market research, advertising consultant), or public/government service (social work, case management, global health organizations).

#### Major Requirements

Biology:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General Chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Psychology:

- PSY 1330 - General Psychology
- PSY 1420 - Brain and Behavior
- PSY 3420 - Cognitive Neuroscience

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other equivalent statistics course

Neuroscience:

- NEUR 3100 - Neurological Diseases, Disorders, and Society
- NEUR 3300 - Neurobiology (with Lab)

Seminar:

- NEUR 5961 - Biology & Neuroscience Seminar I
- NEUR 5962 - Biology & Neuroscience Seminar II
- NEUR 5963 - Biology & Neuroscience Seminar III
- NEUR 5964 - Biology & Neuroscience Seminar Presentation

One critical issues course chosen from the following:

- PHIL 3140 - Bioethics
- PHIL 1830 - Mind, Self, and Identity

One capstone course chosen from the following:

- PSY 5420 - Belief in the Brain
- NEUR 5960 - Developmental Neurobiology
- BIOL 5960 - Senior Capstone (with instructor and Neuroscience program director approval)

Two additional courses chosen from the following:

- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- PSY 3350 - Research Methods in Psychology
- PSY 3520 - Psychopharmacology
- PSY 3730 - Individual Differences
- PSY 3840 - Addictive Disorders
- PSY 3980 - Topic: Biological Bases of Psychopathology
- Additional capstone course

### Neuroscience Major (BS)

Students completing a Bachelor of Science in Neuroscience take a core set of introductory courses in psychology, biology, and chemistry, which prepares them to understand the biological basis for neural processing and higher cognitive functions. In upper level courses, students explore contemporary neuroscience theory and research, examine specific areas of neuroscience, and gain experience in experimental and laboratory approaches to neuroscience research. During the junior and senior years, students participate in the neuroscience seminar program, and in their senior year they give a presentation to students and faculty in the seminar about their own research. Students are encouraged to pursue independent research in neuroscience with a faculty member through the Summer Collaborative Research Program, independent studies or research apprenticeships, or the departmental honors programs.

The Neuroscience Major prepares students for careers in a variety of fields, including scientific research, allied health fields, scientific education and outreach, business (market research, advertising consultant), or public/government service (social work, case management, global health organizations). Students completing the BS degree take interdisciplinary supporting courses that will prepare them for graduate study in neuroscience, biological sciences and psychology, or for professional training in medicine, clinical psychology or other health professional areas.

#### Major Requirements

Biology:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General Chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

Psychology:

- PSY 1330 - General Psychology
- PSY 1420 - Brain and Behavior
- PSY 3420 - Cognitive Neuroscience

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other equivalent statistics course

Neuroscience:

- NEUR 3100 - Neurological Diseases, Disorders, and Society
- NEUR 3300 - Neurobiology (with Lab)

Seminar:

- NEUR 5961 - Biology & Neuroscience Seminar I
- NEUR 5962 - Biology & Neuroscience Seminar II
- NEUR 5963 - Biology & Neuroscience Seminar III
- NEUR 5964 - Biology & Neuroscience Seminar Presentation

Interdisciplinary Supporting Courses - Students must complete 3 of the following courses:

- CHEM 3450 - Organic Chemistry I (with Lab)
- CHEM 3460 - Organic Chemistry II (with Lab)
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- PHYS 1150 - Algebra-based Physics I (with Lab) or PHYS 1230 - General Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab) or PHYS 1240 - General Physics II (with Lab)

One critical issues course chosen from the following:

- PHIL 3140 - Bioethics
- PHIL 1830 - Mind, Self, and Identity

One capstone course chosen from the following:

- PSY 5420 - Belief in the Brain
- NEUR 5960 - Developmental Neurobiology
- BIOL 5960 - Senior Capstone (with instructor and Neuroscience program director approval)

Two additional courses chosen from the following:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- PSY 3350 - Research Methods in Psychology
- PSY 3520 - Psychopharmacology
- PSY 3730 - Individual Differences
- PSY 3840 - Addictive Disorders
- PSY 3980 - Topic: Biological Bases of Psychopathology
- Additional capstone course

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## Physics Majors (BA and BS)

Physics students may choose to complete a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Physics.

The physics curriculum emphasizes fundamental concepts, problem analysis and solving skills, and laboratory techniques. Physics majors possess a wide variety of interests and goals. To ensure that students are adequately prepared for a variety of directions, the course offerings reflect a core set of content designed to give the student a basic understanding of contemporary experimental and theoretical physics concepts. Advanced courses explore these concepts further with a tighter focus on the problems and solutions particular to the area.

Most courses in a physics major have prerequisites. Students who are unsure of their direction within the sciences are strongly encouraged to begin in their first year with general physics so that their choices remain open for further study while pursuing a bachelor's degree.

### Physics Major (BA)

The BA version of the major is intended for students who wish to double major in other disciplines. It is also a major that can be done in three years for those who decide late.

#### Major Requirements

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Differential Equations
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)
- PHYS 3540 - Modern Physics (with Lab)
- PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 5900 - Junior Seminar (2 semesters)
- PHYS 5910 - Senior Seminar (2 semesters)
- PHYS 5920 - Research Project-Based Advanced Laboratory (2 semesters)

One of the following:

- PHYS 3520 - Physical Optics (with Lab)
- PHYS 3800 - Electronics and Instrumentation (with Lab)

Electives (choose four) - At least one elective must be numbered 5930 or higher:

- PHYS 3200 - Energy Resources and the Environment
- PHYS 3520 - Physical Optics (with Lab) (if not used above)
- PHYS 3700 - Condensed Matter Physics
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 3800 - Electronics and Instrumentation (with Lab) (if not used above)
- PHYS 5200 - Renewable Energy
- PHYS 5930 - Theoretical Mechanics
- PHYS 5940 - Advanced Electromagnetic Field Theory
- PHYS 5950 - Advanced Quantum Mechanics
- PHYS 5955 - Advanced Topics in Physics

**Note:** Students pursuing the BA in physics who complete BOTH CHEM 3550 - Thermochemistry and CHEM 3560 - Quantum Chemistry may count them toward the physics major in place of PHYS 3540 and PHYS 3750.

**3+3 Triple Degree Program with Washington University**

Through Hamline's partnership with Washington University in St. Louis, Missouri, students have the opportunity to earn a BA in physics (Hamline University) and both a BS and a master's degree in engineering (Washington University). See Pre-Engineering for more information.

### Physics Major (BS)

The BS version of the major is intended for students planning to proceed to graduate work in either physics or engineering. It focuses on both high-level physics courses and provides a breadth of science education. BS students have the option to pursue a concentration in Innovation & Engineering or Energy & Environmental Science.

### Major Requirements

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Differential Equations
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)
- PHYS 3540 - Modern Physics (with Lab)
- PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 5900 - Junior Seminar (2 semesters)
- PHYS 5910 - Senior Seminar (2 semesters)
- PHYS 5920 - Research Project-Based Advanced Laboratory (2 semesters)
- PHYS 5930 - Theoretical Mechanics
- PHYS 5940 - Advanced Electromagnetic Field Theory
- PHYS 5950 - Advanced Quantum Mechanics

Electives (choose three):

- PHYS 3200 - Energy Resources and the Environment
- PHYS 3520 - Physical Optics (with Lab)
- PHYS 3700 - Condensed Matter Physics
- PHYS 3800 - Electronics and Instrumentation (with Lab)
- PHYS 5200 - Renewable Energy
- PHYS 5955 - Advanced Topics in Physics

### Physics Major (BS) - Energy & Environmental Science Concentration

### Major Requirements

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Differential Equations
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)
- PHYS 3200 - Energy Resources and the Environment
- PHYS 3540 - Modern Physics (with Lab)
- PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 5200 - Renewable Energy
- PHYS 5900 - Junior Seminar (2 semesters)
- PHYS 5910 - Senior Seminar (2 semesters)
- PHYS 5920 - Research Project-Based Advanced Laboratory (2 semesters)

One of the following:

- PHYS 3520 - Physical Optics (with Lab)
- PHYS 3700 - Condensed Matter Physics
- PHYS 3800 - Electronics and Instrumentation (with Lab)
- PHYS 5940 - Advanced Electromagnetic Field Theory

One of the following:

- BIOL 3030 - Ecology (with Lab)
- CDS 1010 - Introduction to Programming
- CHEM 3240 - Analytical Chemistry (with Lab)
- ECON 3770 - Environmental Economics

- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 3852 - Sustainability Strategies or ECST 3854 - Sustainability Strategies
- INTD 3900 - Innovation
- MATH 3810 - Probability and Mathematical Statistics

### Physics Major (BS) - Innovation & Engineering Concentration

#### Major Requirements

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- INTD 3900 - Innovation
- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 3320 - Multivariable and Vector Calculus
- MATH 3720 - Differential Equations
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)
- PHYS 3110 - Engineering Mechanics: Statics
- PHYS 3120 - Engineering Mechanics: Dynamics
- PHYS 3540 - Modern Physics (with Lab)
- PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3750 - Thermodynamics and Statistical Mechanics
- PHYS 5900 - Junior Seminar (two semesters)
- PHYS 5910 - Senior Seminar (two semesters)
- PHYS 5920 - Research Project-Based Advanced Laboratory (two semesters)

One of the following:

- PHYS 3520 - Physical Optics (with Lab)
- PHYS 3800 - Electronics and Instrumentation (with Lab)

Two of the following (at least one must be 5930 or above):

- PHYS 3200 - Energy Resources and the Environment
- PHYS 3520 - Physical Optics (with Lab) (if not used above)
- PHYS 3700 - Condensed Matter Physics
- PHYS 3800 - Electronics and Instrumentation (with Lab) (if not used above)
- PHYS 5930 - Theoretical Mechanics
- PHYS 5940 - Advanced Electromagnetic Field Theory
- PHYS 5950 - Advanced Quantum Mechanics
- PHYS 5955 - Advanced Topics in Physics

One of the following:

- MATH 3330 - Linear Algebra
- MATH 3410 - Mathematical Modeling
- MATH 3810 - Probability and Mathematical Statistics
- CDS 1010 - Introduction to Programming

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## Psychology Major (BA)

Students should confer with members of the department when planning a program for a career in psychology. The set of courses a student will take depends on their background and special interests.

Psychology majors have the option to complete an interdisciplinary concentration in behavioral economics or forensic psychology. For details, please see.

- Behavioral Economics Concentration
- Forensic Psychology Concentration

#### Major Requirements

The major in psychology requires 14 courses as described below.

Psychology Foundations:

- PSY 1330 - General Psychology
- PSY 1420 - Brain and Behavior
- PSY 1440 - Lifespan Development
- PSY 1480 - Psychopathology

Statistics (select one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Methodology:

- PSY 3350 - Research Methods in Psychology

3000-level Domain Courses - Students must complete one course from each of the four domains below. All psychology courses taken for Domain credit must be taken for A-F grades. From semester to semester, there may be unique 3980 (special topics) offerings in various domains. Those course sections will be

designated with the associated domain course tag in Workday.

*Domain A: Biological Foundations*

- PSY 3420 - Cognitive Neuroscience
- PSY 3520 - Psychopharmacology
- PSY 3730 - Individual Differences

*Domain B: Self and Development*

- PSY 3440 - Advanced Child Development
- PSY 3450 - Adult Development and Aging

*Domain C: Individuals, Groups, and Culture*

- PSY 3800 - Social Psychology
- PSY 3820 - Cross-Cultural Psychology

*Domain D: Mental Health and Mental Illness*

- PSY 3840 - Addictive Disorders
- PSY 3850 - Psychopathy and Antisocial Personality Disorder

Three Electives - may be any psychology courses not used to meet a requirement listed above (e.g., additional courses in any of the domains or PSY 3980 Special Topics courses). Students may complete an internship, PSY 3990 (strongly recommended), or another LEAP course offered at Hamline as an elective. Psychology internships are taken on a Pass/No Pass basis.

Students may also count a maximum of two courses from the following list as electives for the psychology major:

- CJFS 3715 - Mental Illness in Criminal Justice
- CJFS 3730 - Victimology
- ECON 1200 - Big Data & Social Issues
- ECON 3200 - Judgement and Decision Making
- EDU 1250 - Educational Psychology
- NEUR 3100 - Neurological Diseases, Disorders, and Society
- PHIL 3140 - Bioethics
- PHIL 1720 - Values and Objectivity in Scientific Research
- PSCI 3740 - Political Psychology
- SJSC 3390 - Self, Identity, and Society

One 5000-level Course - Students must complete at least one 5000-level course from the list below. 5000-level courses are available to psychology majors who have attained senior status or have completed 7 courses in psychology, including PSY 1330 and 3350; these courses also have other prerequisites. Although registration priority is given to seniors who have not completed the 5000-level course requirement, qualified majors may enroll in more than one seminar on a space-available basis.

- PSY 5420 - Belief in the Brain
- PSY 5440 - Childhood and Society
- PSY 5720 - Clinical Health Psychology
- PSY 5800 - Psychology of Politics, Ideology, and Identity

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## Minors

### Applied Psychology Minor

The Applied Psychology minor introduces students to basic principles in psychology as it is applied to several areas of study and introduces various perspectives in the field to address societal issues and problems. The minor offers an opportunity to focus on applied psychology (general track), social, biological, applied developmental, or mental health tracks. Examples of applications of psychology to a variety of fields include: education (and child and adolescent development), social, cultural, or political issues, policy, data and its interpretation, mental health, health care, clinical psychology, and applied social psychological science and practice principles. In addition, big issues in data and society in a psychological context will help strengthen students' knowledge of engaging with others. Students are encouraged to use psychological science to solve and address complex problems in a diverse society and complement skills and applications related to their core area of study.

#### Minor Requirements

- PSY 1330 - General Psychology

One of the following collaboration courses:

- ANTH 1500/ECST 1500 - Environment, Justice, and Well-Being
- ECON 1200 - Big Data & Social Issue
- ENCM 3410 - Studies in Professional Communication

- LEAD 1010 - Leading Across Groups and Teams
- PSCI 3430 - Gender Politics and Policy

One of the following:

- EDU 1250 - Educational Psychology
- PSY 3840 - Addictive Disorders

One writing course:

- PSCI 3740 - Political Psychology

One of the following 1000-level courses - Note that the 3000-level courses have specific 1000-level prerequisite courses. You should consider your interests when selecting a 1000-level course, since that choice limits your 3000-level options. Selecting an area of interest in psychology helps develop your applied skills in a more specific direction (neuroscience, clinical psychology, developmental psychology, personality, or social psychology).

- PSY 1420 - Brain and Behavior
- PSY 1440 - Lifespan Development
- PSY 1480 - Psychopathology

One of the following 3000-level courses:

- PSY 3420 - Cognitive Neuroscience
- PSY 3440 - Advanced Child Development
- PSY 3730 - Individual Differences
- PSY 3610 - Mindfulness and Health
- PSY 3800 - Social Psychology
- PSY 3850 - Psychopathy and Antisocial Personality Disorder
- Approved PSY 3980 special topics courses

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## Undergraduate Pathways into Graduate Programs

### 3+3 Triple Degree Program in Physics and Engineering with Washington University

Hamline partners with Washington University in St. Louis, Missouri so students can earn a Bachelor of Arts in physics from Hamline, along with a Bachelor of Science degree and a Master's degree in engineering from Washington University. Students attend Hamline for the first three years (on average), then attend Washington University for three more years in an engineering program.

Triple degree students get the best that both universities offer. At Hamline, they have access to equipment like our state-of-the-art environmental scanning electron microscope and the opportunity to do collaborative research with faculty, getting the hands-on experience needed to determine what engineering field to pursue. At Washington University, students have all the advantages of attending a nationally recognized, world-class university. Studying in both the Twin Cities and St. Louis increases the opportunities for internships and expands professional networks.

Engineering Bachelor's Programs at Washington University:

- Biomedical engineering
- Chemical engineering
- Computer engineering
- Computer science
- Data science
- Electrical engineering
- Environmental engineering
- Mechanical engineering
- Systems science and engineering

Engineering Master's Programs at Washington University:

- Aerospace engineering
- Biomedical engineering
- Computer engineering
- Computer science
- Computer science and engineering
- Construction management
- Cybersecurity engineering
- Electrical engineering
- Energy, environmental and chemical engineering
- Engineering data analytics and statistics
- Engineering management
- Imaging science
- Information systems management
- Materials science
- Mechanical engineering
- Systems science and mathematics

For more information, visit Washington University's program website.

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## Academic Pre-Programs

### Pre-Engineering

The Physics program at Hamline University has a long history of preparing students well for careers in many different fields of engineering. Students interested in a career, or furthering their education, in engineering have several options. Physics advisors assist each student in determining which path will best prepare them for their specific goals. Contact the Physics Department for more information.

#### B.S. in Physics

The Physics department highly recommends this path, which is intended to provide a general background that will be useful for students whether proceeding to graduate school in engineering or into industry. With assistance from their advisors, students are able to focus their course choices on their particular field of interest.

#### B.A. in Physics paired with another major

While a B.S. degree is typically preferable, a well-chosen double major (such as mathematics or chemistry) can provide a solid foundation for a career in engineering.

#### 3+3 Triple Degree Program in Physics and Engineering with Washington University

More detail about this option is available in the Undergraduate Pathways into Graduate Program section:

3+3 Dual Degree Program in Physics and Engineering with Washington University

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### Pre-Health Program

Hamline's Pre-Health program is designed for students interested in the health science professions. Hamline graduates have set an enviable record in gaining admission to top medical, dental, veterinary, pharmacy, and other professional schools nationally. The program advisors and other Hamline faculty are committed to supporting and encouraging the professional goals of all promising students who desire a career in the health professions. Advisors assist students in career planning and designing a suitable program of study. A committee consisting of faculty and staff aids students in applying to medical or other health science professional schools.

Students interested in the Pre-Health program should contact one of the program advisors early in their first semester at Hamline.

For more information about the Pre-Health program, including pre-pharmacy, pre-medical, pre-vet, pre-dental, pre-nursing, and other programs, see https://www.hamline.edu/pre-health/.

Advisors:

- Kathy Burleson, senior lecturer, Biology
- Irina Makarevitch, professor, Biology
- Betsy Martinez-Vaz, professor, Biology
- Bonnie Ploger, professor, Biology

#### Pre-Health Program Requirements

Requirements for many post-graduate health care programs differ and students should inquire with advisors about specific course requirements for specific schools and professional training programs.

Below is a general set of requirements designed to be **guidelines** for students interested in applying to **medical schools**. It represents a standard core of undergraduate study required by most U.S. medical colleges.

- one year college math
- one year college English
- one year college biology
- two years college chemistry (general chemistry and organic chemistry)
- one year college physics
- one semester biochemistry
- upper division courses in humanities and social sciences areas

In addition, some medical colleges require a course in analytical chemistry (CHEM 3240).

Coursework in genetics (BIOL 3050) and Cell Biology (BIOL 3060) is highly recommended. A suggested four-year sequence of Hamline courses for pre-medical students is outlined below. (Note: Pre-med students planning to major in Chemistry or Biochemistry should take Math 1170 and 1180 in the first year.)

**First year Fall term:**
Along with the first-year seminar, students should complete:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)

**First year Spring term:**

- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)

**Second year Fall term:**

- BIOL 3040 - Principles of Physiology (with Lab) (or another elective course)
- CHEM 3450 - Organic Chemistry I (with Lab)
- MATH 1170 - Calculus I

**Second year Spring term:**

- BIOL 3060 - Principles of Cell Biology (with Lab)
- CHEM 3460 - Organic Chemistry II (with Lab)

And one approved statistics or mathematics course:

- MATH 1180 - Calculus II
- MATH 1200 - Statistics
- QMBE 1310 - Statistics

**Third year Fall term:**

- BIOC 3820 - Biochemistry I (with Lab)
- PHYS 1230 - General Physics I (with Lab) (physics option 1)
- PHYS 1150 - Algebra-based Physics I (with Lab) (physics option 2)

**Third year Spring term:**

- BIOL 3050 - Principles of Genetics (with Lab)
- PHYS 1240 - General Physics II (with Lab) (physics option 1)
- PHYS 1160 - Algebra-based Physics II (with Lab) (physics option 2)

**Fourth year Fall term:**
Students should complete major and elective courses

**Fourth year Spring term:**
Students should complete major and elective courses

**Choice of major**

Pre-health students may choose from any of Hamline's major fields. While many pre-health students declare a major in biology, chemistry, or biochemistry, Hamline students who combine the required pre-health coursework with a major in another area (e.g., philosophy or psychology) have been equally successful in gaining admission into medical school.

**Application procedure**

Application procedure differs for different pre-health programs and students talk to their pre-health advisors about the details. Below is the outline of the application process for medical schools.

Ideally, students should complete the pre-medical core of studies by the end of their third year. During late spring or summer of the third year, students take the Medical College Admission Test (MCAT). Also at that time, students begin the process of submitting required materials to the Hamline pre-medical committee for their medical school application file. Students must select the schools to which they wish to apply, must secure 4-5 letters of reference from faculty and others, and must compose their personal statement, describing their genuine commitment to the medical profession. Success in gaining entrance to medical school is enhanced by several factors: (1) a high cumulative grade point average; (2) a high MCAT score; (3) indication of personal strengths, social and communication skills; (4) commitment toward a medical career (as evidenced by participation in medically related extracurricular and volunteer activities); and (5) strong leadership and community service in diverse areas, including activities outside of medicine. Experience working with underserved populations is highly desirable.

# Social Sciences Division

Social science at Hamline is the study of people: people's behaviors, experiences, and contexts. At Hamline, programs in the Social Sciences Division study the communities, systems, and societies people make, use, and live in, as well as the laws, institutions, and investigative processes that shape them. Students in the social sciences will use a wide variety of tools—theoretical tools, scientific tools, investigative tools, interpretive tools—to study people's interactions with one another and with their environments. Hamline social science programs work to understand human systems in an increasingly complex world.

**Major**

- Anthropology Majors (BA)
- Criminology and Criminal Justice Major (BA)
- Environmental and Climate Studies Major (BA)
- Forensic Science Majors (BS)
- History Major (BA)
- Legal Studies Majors (BA)
- Political Science Majors (BA)
- Public Health Majors (BA)
- Sociology and Social Justice Studies Major (BA)

**Minor**

- Applied Anthropology Minor
- Environmental and Climate Studies Minor
- Evidence for Impact Minor
- Political Analysis Minor
- Public Health Minor

**Interdisciplinary Concentration**

- Forensic Psychology Concentration
- Public Policy Concentration

**Concentration**

- Peace Officer Standards and Training (POST) Concentration

**Undergraduate Pathways into Graduate Programs**

- Law School Early Admission (3+3) Program with Mitchell | Hamline School of Law

**Academic Pre-Programs**

- Pre-Law

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## Majors

### Anthropology Majors (BA)

The anthropology major focuses on how we are human—looking broadly at our biological, cultural, and material selves—through a wide expression of engaging coursework from archaeology and material culture, to forensics and osteology, and including visual, sound, performance and digital ways of being human. Coursework in anthropology prepares students for future careers by engaging in experiential learning and addressing real-world issues from an inherently interdisciplinary perspective.

Students majoring in Anthropology may choose to complete a concentration in either Anthropocene Studies or Applied Methodologies and Heritage Studies.

### Anthropology Major (BA)

A major in anthropology consists of 12 courses as follows:

- ANTH 1160 - Introduction to Anthropology
- ANTH 1500 - Environment, Justice, and Well-Being
- ANTH 1600 - Anthropocene: Culture and Climate Change
- ANTH 5950 - Senior Seminar

**Three topics courses** - Choose one course each from 3 of the following 4 topics categories.

*Sociocultural Anthropology*

- ANTH 3030 - Topics in Sociocultural Anthropology
- ANTH 3031 - Art and Performance
- ANTH 3032 - Sounds of Protest
- ANTH 3033 - Digital Anthropology
- ANTH 3034 - Pilgrims, Travelers, and Tourists

*Archaeology*

- ANTH 3040 - Topics in Archaeology
- ANTH 3041 - Interpreting Archaeology
- ANTH 3042 - Archaeology of Now

*Biological Anthropology*

- ANTH 3060 - Topics in Biological Anthropology
- ANTH 3061 - Anthropology of Death
- ANTH 3062 - Race, An Unnatural Concept
- ANTH 3063 - Paleopathology

*Environmental Anthropology*

- ANTH 3070 - Topics in Environmental Anthropology
- ANTH 3071 - Environmental Conflict and Collective Violence
- ANTH 3072 - Anthropology of Infrastructure

**One methods course for exploring the human present:**

- ANTH 3600 - Anthropological Methods for Exploring the Human Present
- ANTH 3610 - Ethnographic Research Methods
- ANTH 3620 - Ethnography of Sound and the Environment
- ANTH 3630 - Ethnography of Digital and Game Worlds

**One methods course for exploring the human past:**

- ANTH 3700 - Anthropological Methods for Exploring the Human Past
- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology
- ANTH 3730 - Archaeology in the Field
- ANTH 3740 - Archaeology in the Laboratory

**One Community Engaged Research course:**

- ANTH 3810 - Excavating Hamline History
- ANTH 3820 - Museum Anthropology
- ANTH 3830 - Visual Anthropology
- ANTH 3840 - Minnesota Music and Performing Arts Archive
- ANTH 3800 - Community Engaged Research

**Two elective courses:**

- These elective courses may be selected from anthropology courses at Hamline or other ACTC schools.

## Anthropology Major (BA) - Anthropocene Studies Concentration

At this moment in human history, our experience of the world is deeply mediated by the power and influence of digital technologies; at the same time, we are profoundly aware of the physical impacts humans have had on the biophysical workings of our planet. This is to say that living and thriving in our current human world—in the age of the Anthropocene—is both profoundly virtual and physical. At its core, the discipline of anthropology has always focused on a breadth of human experience stretching from culture to material processes—the ways humans make meaning and make things. This concentration studies humans at the intersection of digital and material worlds—combining questions of cross-cultural human meaning, community, protest, creativity and play with concerns about sustainability, climate, pollution, collective violence, and human effects on the planet. It prepares students with functional theories, knowledge and research methodologies for understanding humans at our present moment.

### Major Requirements

- ANTH 1160 - Introduction to Anthropology
- ANTH 1500 - Environment, Justice, and Well-Being
- ANTH 1600 - Anthropocene: Culture and Climate Change
- ANTH 3042 - Archaeology of Now
- ANTH 3072 - Anthropology of Infrastructure
- ANTH 5950 - Senior Seminar

One of the following:

- ANTH 3032 - Sounds of Protest
- ANTH 3033 - Digital Anthropology
- ANTH 3071 - Environmental Conflict and Collective Violence

One of the following methods courses for exploring the human present:

- ANTH 3620 - Ethnography of Sound and the Environment
- ANTH 3630 - Ethnography of Digital and Game Worlds

One of the following methods courses for exploring the human past:

- ANTH 3700 - Anthropological Methods for Exploring the Human Past
- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology

- ANTH 3730 - Archaeology in the Field
- ANTH 3740 - Archaeology in the Laboratory

One Community Engaged Research course:

- ANTH 3800 - Community Engaged Research
- ANTH 3810 - Excavating Hamline History
- ANTH 3820 - Museum Anthropology
- ANTH 3830 - Visual Anthropology
- ANTH 3840 - Minnesota Music and Performing Arts Archive

Two elective courses:

- These elective courses may be selected from anthropology courses at Hamline or other ACTC schools.

### Anthropology Major (BA) - Applied Methodologies & Heritage Studies Concentration

Applied anthropologists use anthropological methods and theories to address problems of the contemporary world. Anthropologists work in virtually every field from economics to education, from medicine to the legal system. At Hamline, our applied anthropology coursework combines methodological training in human osteology and forensic anthropology; archival research and ethnographic work with living communities; archaeological methods and research on material culture; and theory and design experiences with museums. Students in this concentration will have opportunities to engage in community-centered research in museum exhibit design, archaeological and bioanthropological field and laboratory work on heritage preservation projects, and cultural and performing arts advocacy. A concentration in applied anthropology and heritage studies prepares students for work in museums, tourism, archaeology, forensic death investigation, heritage industry, and the nonprofit sector.

#### Major Requirements

- ANTH 1160 - Introduction to Anthropology
- ANTH 1500 - Environment, Justice, and Well-Being
- ANTH 1600 - Anthropocene: Culture and Climate Change
- ANTH 5950 - Senior Seminar

One of the following:

- ANTH 3034 - Pilgrims, Travelers, and Tourists
- ANTH 3041 - Interpreting Archaeology
- ANTH 3061 - Anthropology of Death

One of the following methods courses for exploring the human present:

- ANTH 3610 - Ethnographic Research Methods
- ANTH 3620 - Ethnography of Sound and the Environment

Two of the following methods courses for exploring the human past:

- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology
- ANTH 3740 - Archaeology in the Laboratory

Three Community Engaged Research courses:

- ANTH 3810 - Excavating Hamline History
- ANTH 3820 - Museum Anthropology
- And one of the following:
  - ANTH 3830 - Visual Anthropology
  - ANTH 3840 - Minnesota Music and Performing Arts Archive

One elective course:

- This elective may be selected from anthropology courses at Hamline or other ACTC schools.

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## Criminology and Criminal Justice Major (BA)

Hamline's criminology and criminal justice (CCJ) major provides students a social science approach to the study of crime. The required courses provide a foundation in crime and justice, and social research methods to understand criminal justice policy and interventions. CCJ majors develop knowledge of the key components of the criminal justice system. Students learn how policy impacts both the institutions and individuals working within the system. Majors gain a solid methodological foundation to critique policy and criminal justice interventions being used by professionals today.

CCJ majors also have the option to complete an interdisciplinary concentration in forensic psychology or public policy. For details, please see:

- Forensic Psychology Concentration
- Public Policy Concentration

### CCJ Major Requirements

A student majoring in criminology and criminal justice (CCJ) must complete 12 courses using the guidelines described below.

CCJ Core (five courses):

- CJFS 1120 - Crime and Justice in America
- CJFS 1400 - Diversity Issues in Criminal Justice (must be completed at Hamline)
- CJFS 3140 - Research Methods and Data Analysis (must be completed at Hamline)
- CJFS 3750 - Theories of Criminal Behavior (must be completed at Hamline)
- CJFS 5660 - Senior Capstone and Internship in CJFS (must be completed at Hamline)

Statistics (select one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Criminology Core Competency (select one) - Students must complete at least one criminology core competency course at Hamline. Students may take more than one course or transfer a course from this area towards their additional elective course requirements.

- CJFS 3730 - Victimology
- CJFS 3735 - Communities and Crime
- CJFS 3760 - Juvenile Delinquency/Juvenile Justice

Criminal Justice Core Competency (select one) - Students must complete at least one criminal justice core competency course at Hamline. Students may take more than one course or transfer a course from this area towards their additional elective course requirements.

- CJFS 3700 - Policing in America
- CJFS 3740 - Courts and Sentencing
- CJFS 3770 - Punishment, Corrections and Society

4 Additional Elective Courses - To complete the major, students must complete 4 additional elective courses from the list below (that have not been used to meet requirements listed above). At least 2 courses must be CJFS courses. Students are strongly encouraged to take more than 2 CJFS designated courses.

- CJFS 1150 - Drugs and the Human Body
- CJFS 3300 - Undergraduate Research in CJFS
- CJFS 3400 - Survey of Forensic Science
- CJFS 3660 - Forensic Psychology and the Law
- CJFS 3700 - Policing in America
- CJFS 3715 - Mental Health and Criminal Justice
- CJFS 3725 - Constitutional Procedure and Criminal Law
- CJFS 3730 - Victimology
- CJFS 3735 - Communities and Crime
- CJFS 3740 - Courts and Sentencing
- CJFS 3760 - Juvenile Delinquency/Juvenile Justice
- CJFS 3770 - Punishment, Corrections and Society
- CJFS 3780 - International Crime
- CJFS 3785 - International Criminal Justice
- CJFS 3800 - Inside-Out Prison Exchange
- CJFS 3810 - Topics in Criminal Justice
- CJFS 5790 - Crime Policy Evaluation
- CJFS 1980/3980/5980 - approved Special Topics course
- LGST 3420 - Topics in Law (topics must be approved by the program chair)
- SJSC 3350 - Sociology of Race, Racisms, and Racialization

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## Environmental and Climate Studies Major (BA)

The environmental and climate studies major looks at humans, the environment, and the natural, social, economic and environmental systems that weave them together. Coursework in environmental and climate studies stretches from within the department across the entire university—from Biology and Business, to Art and Political Science, to Education and English and Communication Studies—as students consider concentrations in climate literacy, environmental communication, and local and global climate issues. A major in Environmental and Climate Studies is ideal for students who are interested in government, climate

justice, environmental stewardship or advocacy, and global solutions, and see themselves as eager to engage at local, regional, and even international levels.

Environmental and climate studies majors have the option to complete an interdisciplinary concentration in public policy. For details, please see:

- Public Policy Concentration

### Major Requirements

- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 1500 - Environment, Justice, and Well-Being
- ECST 1600 - Anthropocene: Culture and Climate Change
- ANTH 1160 - Introduction to Anthropology
- BIOL 1130 - Biodiversity and Conservation Biology (with Lab)
- ECST 3852 - Sustainability Strategies or ECST 3854 - Sustainability Strategies
- ECST 3952 - Environmental Practicum or ECST 3954 - Environmental Practicum
- ECST 5950 - Senior Seminar

Electives (4 courses):

- Students choose four elective courses from: the ECST course offerings, courses with the "Environmental & Climate Studies" area of study course tag, and approved internships (ECST 3990). Additional courses may be approved by the program director.

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## Forensic Science Majors (BS)

The Forensic Science BS degree is designed to develop in-depth scientific knowledge in biology and specialized application to criminal cases in hands-on forensic science study. The interdisciplinary program draws from biology, chemistry, and other physical sciences to advance student knowledge, skills, and perspectives in the collection, analysis, interpretation, reporting, and testimony of evidence.

### Forensic Science Major (BS) - Forensic Biology Concentration

Physical Science Foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- MATH 1170 - Calculus I

General Physics (two courses):

- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)

or

- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Forensic Science Core Courses:

- CJFS 3400 - Survey of Forensic Science
- CJFS 5400 - Professional Issues in Forensic Science

Statistics Requirement (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Forensic Science Electives (choose 8 credits):

- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology
- CJFS 3300 - Undergraduate Research in CJFS
- CJFS 3410 - Crime Scene and Death Investigation
- CJFS 3425 - Forensic Chemistry
- CJFS 3435 - Forensic Photography
- CJFS 3440 - Forensic Fingerprint Examination
- CJFS 3450 - Forensic Firearm and Toolmark Examination
- CJFS 3460 - Topics in Forensic Science
- CJFS 3610 - Forensic Toxicology
- LGST 3680 - Law of Evidence for Legal Professionals

Forensic Biology Concentration - Complete CJFS 3420 and three additional courses from the list below:

- CJFS 3420 - Forensic Biology (required)
- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)

- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5900 - Molecular Biology (with lab)
- Other upper-level BIOL elective, with program approval

Capstone:

- CJFS 5660 - Senior Capstone and Internship in CJFS

### Forensic Science Major (BS) - Forensic Chemistry Concentration

Physical Science Foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- MATH 1170 - Calculus I

General Physics (two courses):

- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)

or

- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Forensic Science Core Courses:

- CJFS 3400 - Survey of Forensic Science
- CJFS 5400 - Professional Issues in Forensic Science

Statistics Requirement (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Forensic Science Electives (choose 8 credits):

- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology
- CJFS 3300 - Undergraduate Research in CJFS
- CJFS 3410 - Crime Scene and Death Investigation
- CJFS 3420 - Forensic Biology
- CJFS 3435 - Forensic Photography
- CJFS 3440 - Forensic Fingerprint Examination
- CJFS 3450 - Forensic Firearm and Toolmark Examination
- CJFS 3460 - Topics in Forensic Science
- CJFS 3610 - Forensic Toxicology
- LGST 3680 - Law of Evidence for Legal Professionals

Forensic Chemistry Concentration - Complete CJFS 3425 and three additional courses from the list below:

- CJFS 3425 - Forensic Chemistry (required)
- BIOC 3820 - Biochemistry I (with Lab)
- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3330 - Instrumental Methods
- CHEM 3460 - Organic Chemistry II (with Lab)
- CHEM 3550 - Thermochemistry
- CHEM 3560 - Quantum Chemistry
- CHEM 3840 - Inorganic Chemistry (with Lab)
- Other upper-level CHEM elective, with program approval

Capstone:

- CJFS 5660 - Senior Capstone and Internship in CJFS

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## History Major (BA)

A major in history prepares and empowers students to use their knowledge of the past to analyze and engage problems and issues in the present. Students of history develop research, analytic, and writing skills. History majors excel at gathering and evaluating evidence, analyzing a wide range of texts and other sources in context, framing and evaluating arguments, and explaining local and global events. As a result, the history major prepares students for work in many fields where such skills are needed, including law, politics, research analysis, nonprofit work, grant-writing, community activism, marketing, advertising, as well as history and social studies teaching and museum work.

### Major Requirements

Three 1000-level Courses - Choose three of the following:

- HIST 1200 - Ancient Greece and Rome
- HIST 1210 - Plague, War, Slavery, and Ideas in European History
- HIST 1220 - Reforms and Revolutions in Europe
- HIST 1230 - Islam in Europe: The Ottoman Empire

- HIST 1310 - Introduction to United States History: 1877-Present
- HIST 1320 - Native American History
- HIST 1600 - Introduction to Chinese History

Research Methods
- HIST 3020 - Interdisciplinary Research Methods

Four 3000-level Courses - Choose four of the following:
- HIST 3760 - Topics in the History of Imperialism
- HIST 3800 - Queer Love in Modern Britain
- HIST 3880 - Europe and the Great War
- HIST 3881 - Europe and the Second World War
- HIST 3910 - Wars and Reforms in the Russian Empire: From Czar to Red Czar
- HIST 3911 - Russia from Lenin to Putin
- HIST 3960 - Topics in Comparative History
- HIST 3961 - Fascism: A Modern Idea
- HIST 3980 - Special Topics

One LEAP Experience - Choose one of the following:
- HIST 3990 - Internship
- ANTH 1500 - Environment, Justice, and Well-Being
- ANTH 3810 - Excavating Hamline History
- ECST 1500 - Environment, Justice, and Well-Being
- EDU 1150 - Schools and Society (with Lab)
- Other LEAP courses as approved by the program chair

Capstone - Choose one of the following:
- HIST 5950 - Interdisciplinary Capstone
- HIST 5010 - Departmental Honors Project

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## Legal Studies Majors (BA)

### Legal Studies Major (BA) - with Graduate Paralegal Certificate

The major Legal Studies with Graduate Paralegal Certificate is for students who desire work as paralegals, or seek employment in a field or industry where knowledge of the law and skills of a paralegal will provide added value to their employers. Hamline's Paralegal program is American Bar Association (ABA) approved - a national hallmark of excellence required by many law firms and companies - and recognized as a leader in legal education.

This major allows career-focused students to earn the ABA approved Graduate Paralegal Certificate along with their BA. Students desiring careers in the rapidly growing fields of paralegals or legal assistants will gain deep knowledge in key foundational areas of US law, including the structure, components, and functioning of the US legal system; master appropriate strategies and technologies to retrieve, use, and manage research materials and digital information effectively and efficiently, such as legal citation; and apply advanced legal knowledge and skills with practical experience.

Students must declare this major and then after they have completed 16 credits of undergraduate work in the Legal Studies program, they must complete a brief application to be accepted into the Graduate program and may register for the graduate paralegal certificate courses. Students do not earn the GPC unless and until they complete their BA.

The major Legal Studies with Graduate Paralegal Certificate enhances opportunities for students to earn a professional credential within their major, and to progress toward completion of the Master in the Study of Law. Students can apply the graduate-level coursework in this major to Hamline University's Master in the Study of Law, requiring only 16 additional graduate credits to earn the MSL (approximately 1 semester).

**Note:** Hamline's graduate paralegal certificate is approved by the American Bar Association for the training of paralegals. 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.

Legal studies majors have the option to complete an interdisciplinary concentration in forensic psychology or public policy. For details, please see:

- Forensic Psychology Concentration
- Public Policy Concentration

#### Major Requirements

Legal Studies Core Courses
- LGST 1110 - Legal Systems in American Society

- LGST 1300 - Legal Advocacy, Policy, and Practice
- LGST 3670 - Legal Interviewing
- LGST 5900 - Legal Studies Practicum (Internship)

One course chosen from the following:

- LGST 3600 - Tort Law
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3760 - Contracts

Graduate Paralegal courses

- 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

### Legal Studies: Law and Society Major (BA)

The Legal Studies Department houses the flexible and multi-disciplinary Legal Studies: Law and Society major for students interested in law and its relationship to persons, systems, and institutions. It is an optional major for pre-law students. This major suits the needs and interests of Legal Studies students, and students majoring in other disciplines that law heavily affects, such as criminal justice, business, environmental studies, political science, communications, management, and international studies. Hamline's undergraduate program provides specific training in law and related professional skills within the context of a broader liberal arts education.

Students completing the Legal Studies: Law & Society major develop legal and cultural competencies that will allow them to understand how lawyers, scholars, and citizens use the law as they advocate for justice and equity in Minnesota, the United States, and around the world. Graduates can pursue a variety of opportunities in the law, business, public policy, non-profit work, legislative initiatives, human rights, or social service.

The major Legal Studies: Law and Society major does not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar Association-accredited law school after graduation from college is required to practice law in most American jurisdictions.

The major Legal Studies: Law and Society is not an American Bar Association-approved paralegal program and does not provide the Graduate Paralegal Certificate.

A Legal Studies Major is not required for law school admission.

Legal studies majors have the option to complete an interdisciplinary concentration in forensic psychology or public policy. For details, please see:

- Forensic Psychology Concentration
- Public Policy Concentration

#### Major Requirements

Legal Studies Core Courses

- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice
- LGST 3670 - Legal Interviewing
- LGST 5900 - Legal Studies Practicum (Internship)

One course chosen from the following:

- LGST 3600 - Tort Law
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3760 - Contracts

Five Elective Courses Chosen from the Following - Note: Students in the Law and Society major may take up to two courses in the Legal Studies graduate curriculum with advisor and program director approval:

- CJFS 3725 - Constitutional Procedure and Criminal Law
- LGST 3100 - American Constitutional Law and Political Mobilization
- LGST 3420 - Topics in Law
- LGST 3600 - Tort Law (if not used in in the core above)
- LGST 3680 - Law of Evidence for Legal Professionals (if not used in in the core above)
- LGST 3760 - Contracts (if not used in in the core above)
- LGST 3790 - Gender Law and Policy
- LGST 3980 - Special Topics
- LGST 8000-level graduate courses (with approval)
- PHIL 1130 - Logic
- Other advisor approved courses

## Political Science Majors (BA)

Ten courses are required to complete a Political Science major. Core requirements form a developmental arc and should be taken in order. Great Questions of Modern Politics introduces students to the major. Political Research and Analysis is a prerequisite for the Senior Capstone. Students choose one of three thematic emphasis areas for elective coursework: public service, law and leadership; political change and advocacy; or regional and international security. Alternatively, students may choose a "build their own" approach in consultation with their major advisor and with approval of the program chair.

Political science majors have the option to complete an interdisciplinary concentration in public policy. For details, please see:

- Public Policy Concentration

### Political Science Major (BA)

The following information contains the requirements for the "build your own" emphasis. For information on the other thematic emphasis areas, please see below.

**Political Science Core Requirements:**

- PSCI 1000 - Great Questions of Modern Politics
- PSCI 3540 - Political Research and Analysis

Political Theory (choose one):

- PSCI 1200 - Introduction to Ethical Public Policy
- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

Senior Capstone (choose one):

- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

Internship Experience in Political Science:

- This requirement can be fulfilled by completing a political science LEAP course, individual internship, or an internship as part of the Senior Practicum. This may also include study abroad if the program includes an internship or volunteer component. Serving as a teaching assistant, research assistant, work study student, or community volunteer may also count for this requirement, if the experience is registered properly for credit and approved by the program chair.

**NOTE:** Students who use PSCI 5100 to fulfill both the Capstone and Internship requirements must take an additional 3000-level elective to ensure completion of 10 courses for the major.

**Thematic Emphasis - "Build Your Own"**

Students intending to build their own emphasis must work closely with their advisor to select courses that form a cohesive theme. All students majoring in Political Science must submit a fully completed program sheet, which is signed by the student's major advisor and program chair.

Interdisciplinary Experience (one course):

- Students must complete one course related to politics that is offered by a department outside of Political Science. Students work with their major advisor to select an interdisciplinary course that complements their thematic emphasis.

Emphasis Electives (four courses):

- Students must take four Political Science elective courses with at least two at the 3000 level or above. Students work with their advisor to select courses that form a cohesive thematic emphasis.

### Political Science Major (BA) - International and Regional Security Emphasis

This emphasis focuses mainly on international affairs, although students could choose to emphasize U.S. national security. Students will gain a greater understanding of global security and the roles of international organizations, state and non-state actors in facilitating stability or inciting conflict. Students might explore the following topics: international and regional security; diplomacy, conflict resolution; globalization; human rights; terrorism and counter terrorism; cyber security; and/or transnational crime.

**Political Science Core Requirements**

- PSCI 1000 - Great Questions of Modern Politics
- PSCI 3540 - Political Research and Analysis

Political Theory (choose one):

- PSCI 1200 - Introduction to Ethical Public Policy

- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

Senior Capstone (choose one):
- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

Internship Experience in Political Science:
- This requirement can be fulfilled by completing a political science LEAP course, individual internship, or an internship as part of the Senior Practicum. This may also include study abroad if the program includes an internship or volunteer component. Serving as a teaching assistant, research assistant, work study student, or community volunteer may also count for this requirement, if the experience is registered properly for credit and approved by the program chair.

**NOTE:** Students who use PSCI 5100 to fulfill both the Capstone and Internship requirements must take an additional 3000-level elective to ensure completion of 10 courses for the major.

**International and Regional Security Emphasis**

Interdisciplinary Experience (one course):

Students must complete one course related to politics that is offered by a department outside of Political Science. Students should work with their major advisor to select an interdisciplinary course that complements their thematic emphasis. Pre-approved courses are listed below. All students majoring in Political Science must submit a fully completed program sheet, which is signed by the student's major advisor and program chair.

- CJFS 3780 - International Crime
- ECON 3720 - International Economic Development
- GIST 3100 - African Crises in Global Perspective
- GIST 3200 - Cultural Politics of Global Health
- GIST 3500 - Global Justice
- GIST 3550 - International Organizations
- GIST 3600 - International Human Rights
- HIST 1230 - Islam in Europe: The Ottoman Empire
- HIST 3910 - Wars and Reforms in the Russian Empire: From Czar to Red Czar
- HIST 3961 - Fascism: A Modern Idea

Emphasis Electives (four courses):

Students must take four Political Science elective courses with at least two at the 3000 level or above. Students must choose courses that form a cohesive thematic emphasis. Course options are listed below.

- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 3020 - International Political Economy
- PSCI 3030 - American Foreign Policy
- PSCI 3050 - Regional and International Security
- PSCI 3100 - American Constitutional Law and Political Mobilization
- PSCI 3570 - Ethnic and Civil Conflict
- PSCI 3580 - Connections and Collisions: Middle East in Contemporary Global Politics
- PSCI 3600 - Model United Nations
- PSCI 3610 - Politics and Policy in the Asian Pacific Region
- PSCI 3710 - Political, Economic, and Social Development in China
- PSCI 3720 - Political Violence: War, Revolution, and Terrorism
- PSCI 3730 - Democracy, Authoritarianism, and Democratization
- PSCI 3980 - Special Topics

### Political Science Major (BA) - Political Change and Advocacy Emphasis

This emphasis prepares students for careers in nonprofit organizations, campaign management, community organizing and/or political lobbying, as students learn about political systems and institutions so that they can become more effective in advocating for change. This track is appropriate for students interested in domestic or international affairs. Students might explore the following topics: creation of persuasive campaigns; political psychology; political messages and elections; dynamics of public opinion; analysis of gender, race, class, and other inequalities.

**Political Science Core Requirements**

- PSCI 1000 - Great Questions of Modern Politics

- PSCI 3540 - Political Research and Analysis

Political Theory (choose one):
- PSCI 1200 - Introduction to Ethical Public Policy
- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

Senior Capstone (choose one):
- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

Internship Experience in Political Science:
- This requirement can be fulfilled by completing a political science LEAP course, individual internship, or an internship as part of the Senior Practicum. This may also include study abroad if the program includes an internship or volunteer component. Serving as a teaching assistant, research assistant, work study student, or community volunteer may also count for this requirement, if the experience is registered properly for credit and approved by the program chair.

**NOTE:** Students who use PSCI 5100 to fulfill both the Capstone and Internship requirements must take an additional 3000-level elective to ensure completion of 10 courses for the major.

**Political Change and Advocacy Emphasis**

Interdisciplinary Experience (one course):

Students must complete one course related to politics that is offered by a department outside of Political Science. Students should work with their major advisor to select an interdisciplinary course that complements their thematic emphasis. Pre-approved courses are listed below. All students majoring in Political Science must submit a fully completed program sheet, which is signed by the student's major advisor and program chair.

- CJFS 1400 - Diversity Issues in Criminal Justice
- CJFS 3700 - Policing in America
- CJFS 3800 - Inside-Out Prison Exchange
- GIST 1300 - Gender Perspectives from the Global South
- GIST 3200 - Cultural Politics of Global Health
- HIST 1310 - Introduction to United States History: 1877-Present
- LGST 1300 - Legal Advocacy, Policy, and Practice
- NPFT 1010 - Introduction to Nonprofit Management and Leadership
- PBHL 3200 - Health Equity
- SJSC 1100 - Introducing Social Justice Studies
- SJSC 3320 - Power, Policy, and Justice
- SJSC 3330 - Sociology of Gender
- SJSC 3350 - Sociology of Race, Racisms, and Racialization

Emphasis Electives (four courses):

Students must take four Political Science elective courses with at least two at the 3000 level or above. Students must choose courses that form a cohesive thematic emphasis. Course options are listed below.

- PSCI 1110 - American Government and Politics (required and/or recommended for most upper-level courses on domestic politics)
- PSCI 1250 - American Politics Under Investigation
- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 1500 - Parties and Elections in the United States
- PSCI 3300 - Public Health Policy
- PSCI 3410 - Food Politics and Policy
- PSCI 3430 - Gender Politics and Policy
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3680 - Politics and Society in Developing Areas
- PSCI 3690 - Politics of Urban and Metropolitan America
- PSCI 3700 - Public Policy and Public Administration
- PSCI 3730 - Democracy, Authoritarianism, and Democratization
- PSCI 3740 - Political Psychology
- PSCI 3980 - Special Topics

### Political Science Major (BA) - Public Service, Law and Leadership Emphasis

This emphasis prepares students for public service associated with international or domestic affairs. It is also appropriate for students interested in law school or graduate study in public policy or public administration. Students might explore the following topics: theories of

leadership and leadership skills; political communication and problem-solving; power and leadership in political theory; presidential politics; creation and implementation of domestic and international law and public policy, and the like.

**Political Science Core Requirements**

- PSCI 1000 - Great Questions of Modern Politics
- PSCI 3540 - Political Research and Analysis

Political Theory (choose one):

- PSCI 1200 - Introduction to Ethical Public Policy
- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought

Senior Capstone (choose one):

- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

Internship Experience in Political Science:

- This requirement can be fulfilled by completing a political science LEAP course, individual internship, or an internship as part of the Senior Practicum. This may also include study abroad if the program includes an internship or volunteer component. Serving as a teaching assistant, research assistant, work study student, or community volunteer may also count for this requirement, if the experience is registered properly for credit and approved by the program chair.

**NOTE:** Students who use PSCI 5100 to fulfill both the Capstone and Internship requirements must take an additional 3000-level elective to ensure completion of 10 courses for the major.

**Public Service, Law and Leadership Emphasis**

Interdisciplinary Experience (one course):

Students must complete one course related to politics that is offered by a department outside of Political Science. Students should work with their major advisor to select an interdisciplinary course that complements their thematic emphasis. Pre-approved courses are listed below. All students majoring in Political Science must submit a fully completed program sheet, which is signed by the student's major advisor and program chair.

- CJFS 1400 - Diversity Issues in Criminal Justice
- CJFS 3700 - Policing in America
- GIST 3650 - Model United Nations
- HIST 1310 - Introduction to United States History: 1877-Present
- HIST 3961 - Fascism: A Modern Idea
- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice
- LGST 3790 - Gender Law and Policy
- NPFT 1010 - Introduction to Nonprofit Management and Leadership

Emphasis Electives (four courses):

Students must take four Political Science elective courses with at least two at the 3000 level or above. Students must choose courses that form a cohesive thematic emphasis. Course options are listed below.

- PSCI 1110 - American Government and Politics (required and/or recommended for most upper-level courses on domestic politics)
- PSCI 1200 - Introduction to Ethical Public Policy
- PSCI 1250 - American Politics Under Investigation
- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 3010 - Presidential Politics
- PSCI 3030 - American Foreign Policy
- PSCI 3100 - American Constitutional Law and Political Mobilization
- PSCI 3310 - Public Health Law
- PSCI 3430 - Gender Politics and Policy
- PSCI 3600 - Model United Nations
- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought
- PSCI 3690 - Politics of Urban and Metropolitan America
- PSCI 3700 - Public Policy and Public Administration
- PSCI 3980 - Special Topics

## Public Health Majors (BA)

The Public Health Major is designed for students driven by a desire to solve the world's most pressing health challenges. Unlike clinical medicine, which focuses on treating individuals, Public Health focuses on prevention and the health of entire populations. Students may tailor their degree to their professional goals by choosing between the Health Equity concentration, which centers on social justice and systemic change, or the Health Sciences concentration, which prioritizes understanding the biological drivers of disease.

The Public Health Major prepares students for jobs or advanced study in a wide range of areas including health promotion, chronic disease prevention, infectious disease prevention and outbreak investigation, health equity, health promotion, health and wellness program development, health policy and advocacy, environmental and occupational health, epidemiology, food safety, behavioral and mental health sciences, community health, and international/global health.

Public Health majors have the option to complete an interdisciplinary concentration in public policy. For details, please see:

- Public Policy Concentration

### Major Concentration Areas

Public Health offers two concentrations, one in Health Equity and one in Health Sciences.

The Health Equity concentration is designed for students interested in health advocacy, policy, education, global health, program management, law, or healthcare administration and want training in the social and political circumstances that impact public health and health disparities. This connects strongly to Hamline's social justice mission.

Health Sciences is designed for students who want a strong background in human and biological science and public health issues (including infectious disease epidemiology, toxicology, and environmental exposures). This includes pre-professional students (e.g., pre-med, pre-pharmacy, pre-PA, pre-DPT), or students who wish to include a strong science component in their undergraduate studies.

### Graduate Study

Students planning to pursue graduate study in public health should check the admission requirements of the programs they are interested in applying to, and make sure they are completing all required prerequisite courses.

Students wishing to pursue a health professional degree (medicine, dentistry, pharmacy, nursing, physician assistant, chiropractic medicine, etc.) after graduation from Hamline will need to complete an additional series of required prerequisite courses before applying to one of these programs. These courses will need to be completed in addition to the Public Health major courses. All students interested in admission to a health professional program should work closely with a pre-health Advisor to make sure they are completing the appropriate prerequisite courses.

### Public Health Major (BA) - Health Equity Concentration

### Major Requirements

- PBHL 1100 - Introduction to Public Health
- PBHL 3020 - Global Health I
- PBHL 3100 - Epidemiology
- PBHL 3200 - Health Equity
- PBHL 5020 - Global Health II
- PBHL 5950 - Senior Seminar

Statistics (choose one)

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Research Methods (choose one)

- ANTH 3610 - Ethnographic Research Methods
- EXSC 3300 - Research Methods in Exercise Science
- GIST 3020 - Interdisciplinary Research Methods
- SJSC 3920 - Social Research Methods

Internship or Research Experience - One internship or independent research project in the public health sciences:

- PBHL 3990 - Internship
- PBHL 4010 - Collaborative Research

- PBHL 4015 - SCUR Summer Collaborative Research

**Health Equity Concentration**

- BIOL 1120 - Biology of Human Function (with Lab)
- PBHL 1200 - Emerging Infectious Diseases

Three electives – Choose three of the following courses. At least two courses must be 3000-level, and one course must have a PBHL designation.

- BIOL 1140 - Human Heredity and Disease
- BIOL 1150 - Biology of Women (with Lab)
- GIST 3200 - Cultural Politics of Global Health
- EXSC 3500 - Nutrition for Health, Fitness, and Wellbeing
- PBHL 3300 - Evaluating Health and Social Outcomes
- PBHL 1980, 3980, or 5980 Special Topics courses
- PSCI 3700 - Public Policy and Public Administration
- PSY 1440 - Lifespan Development
- PSY 1480 - Psychopathology
- PSY 3440 - Advanced Child Development
- PSY 3730 - Individual Differences
- PSY 3840 - Addictive Disorders
- PSY 5440 - Childhood and Society
- PSY 5720 - Clinical Health Psychology
- REL 3250 - Death and Dying: Religious, Philosophical, and Literary Perspectives
- SJSC 3330 - Sociology of Gender
- SJSC 3340 - Medical Sociology: Medicine, Morality, and Mortality
- SJSC 3370 - Sexualities
- Other 3000- or 5000-level courses approved by the advisor and program director.

## Public Health Major (BA) - Health Sciences Concentration

### Major Requirements

- PBHL 1100 - Introduction to Public Health
- PBHL 3020 - Global Health I
- PBHL 3100 - Epidemiology
- PBHL 3200 - Health Equity
- PBHL 5020 - Global Health II
- PBHL 5950 - Senior Seminar

Statistics (choose one)

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Research Methods (choose one)

- ANTH 3610 - Ethnographic Research Methods
- EXSC 3300 - Research Methods in Exercise Science
- GIST 3020 - Interdisciplinary Research Methods
- SJSC 3920 - Social Research Methods

Internship or Research Experience - One internship or independent research project in the public health sciences:

- PBHL 3990 - Internship
- PBHL 4010 - Collaborative Research
- PBHL 4015 - SCUR Summer Collaborative Research

**Health Sciences Concentration**

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

Three electives - Choose three of the following courses. At least two courses must be 3000-level, and one course must have a PBHL designation.

- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- EXSC 3210 - Human Anatomy and Physiology I (with Lab) or EXSC 3220 - Human Anatomy and Physiology II (with Lab)
- EXSC 3500 - Nutrition for Health, Fitness, and Wellbeing
- EXSC 3510 - Exercise Physiology (with Lab)
- PBHL 1200 - Emerging Infectious Diseases
- PBHL 3300 - Evaluating Health and Social Outcomes
- PBHL 1980, 3980, or 5980 Special Topics courses
- PSY 1440 - Lifespan Development
- PSY 1480 - Psychopathology
- PSY 3440 - Advanced Child Development
- PSY 3730 - Individual Differences
- PSY 3840 - Addictive Disorders
- PSY 5440 - Childhood and Society
- PSY 5720 - Clinical Health Psychology
- Other 3000- or 5000-level courses approved by the advisor and program director

## Sociology and Social Justice Studies Major (BA)

The major in Sociology and Social Justice Studies is interdisciplinary, yet with a sociological core. Taking a sociological perspective invites students to get a fresh view of a world they have likely taken for granted, to examine their world with the same curiosity and fascination that they might bring to a culture with which they are wholly unfamiliar. Understanding the structure and process of society is necessary before ineffective, unjust, or harmful social arrangements can be changed. Sound social policy and the eradication of social problems are possible only with an understanding of what caused the problem, the barriers that stand in the way of a solution, and the problems a particular solution might in turn create.

The major consists of eight core courses which include an introductory sequence, courses in gender, race, theory, and methods, an internship, and a capstone course. Additionally, students will take six elective courses designed to expose them to a range of social issues in a variety of academic disciplines. These courses may center on an area of particular interest to the student; for example, environment, gender/sexualities, law, race, religion, youth.

The program prepares students to work across a wide range of professional and academic settings. Students majoring in Sociology and Social Justice Studies develop skills in critical analysis, research, and applied problem-solving that supports careers in advocacy, community organizing, public policy, human resources, housing and urban development, public health, and social services. Graduates also pursue roles such as being a policy analyst, nonprofit program director, a diversity and inclusion specialist, a monitoring and evaluation specialist, as well as graduate and professional study in sociology, law, and related fields.

### Major Requirements

The major in Sociology and Social Justice Studies consists of 14 courses (56 credits) as follows.

Core Requirements:

- SJSC 1100 - Introducing Social Justice Studies
- SJSC 1110 - Introducing Sociology: Society and Social Change
- SJSC 3330 - Sociology of Gender
- SJSC 3350 - Sociology of Race, Racisms, and Racialization
- SJSC 3900 - Engaging Social Justice: A Sociology Practicum and Seminar
- SJSC 3910 - Theorizing Social Life
- SJSC 3920 - Social Research Methods
- SJSC 5900 - Agents of Social Change

Additional Requirements - To complete the major, students must complete an additional 24 elective credits (typically six courses) drawn from the following groups. At least eight of the 24 credits must be composed of SJSC courses. This includes any SJSC independent or individualized study experiences a student might wish to undertake. At least 12 of the 24 credits must be 3000- or 5000-level courses.

SJSC Electives (8 credits):

- SJSC 1120 - Social Issues
- SJSC 3320 - Power, Policy, and Justice
- SJSC 3340 - Medical Sociology: Medicine, Morality, and Mortality
- SJSC 3360 - Religion and the Just Society
- SJSC 3390 - Self, Identity, and Society
- SJSC 3980 - Special Topics
- SJSC 3370 - Sexualities
- SJSC 5830 - Storytelling and Narrative in Ethnography
- SJSC Independent study experience

Additional Electives (16 credits):

- CJFS 3730 - Victimology
- CJFS 3770 - Punishment, Corrections and Society
- ECST 1500 - Environment, Justice, and Well-Being
- ECST 3330 - Feeding a Crowd: Intergenerational Justice Work in the Food Movement
- ECST 3852 - Sustainability Strategies
- LGST 3100 - American Constitutional Law and Political Mobilization
- LGST 3790 - Gender Law and Policy
- PBHL 3200 - Health Equity
- PHIL 1140 - Ethics
- PHIL 3330 - Social, Political, and Legal Philosophy

- PHIL 3360 - Philosophy of Nonviolence
- PSCI 3430 - Gender Politics and Policy
- PSCI 3570 - Ethnic and Civil Conflict
- PSCI 3690 - Politics of Urban and Metropolitan America
- SJSC courses not used to meet the 8 credits above
- Non-SJSC courses that have the SJSC area of study course tag
- Other courses approved by the student's SJSC advisor

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## Minors

### Applied Anthropology Minor

Applied anthropology uses the methods of anthropology to examine an array of complex problems of our world. Our Applied Anthropology minor is designed to equip students with skills and theoretical knowledge through courses that emphasize practical applications, problem-solving, and direct engagement with communities and organizations. It draws on the wide range of approaches to studying humanity to prepare students for effective participation in a diverse and rapidly changing world. The curriculum is structured around key areas: real-world engagement, ethical research practices, qualitative and quantitative data collection and analysis, basic project management, and field experiences. The Applied Anthropology minor is distinct from a disciplinary minor in its focus on methods and projects with actual field components and its commitment to ethical engagement with communities. It prepares students to understand the world but also engage with it. This minor is ideal for students who want to bolt on practical anthropological methods and experiences to their primary majors.

#### Minor Requirements

- ANTH 1160 - Introduction to Anthropology
- ANTH 1600 - Anthropocene: Culture and Climate Change

One of the following courses in anthropological methods for exploring the human present:

- ANTH 3600 - Anthropological Methods for Exploring the Human Present
- ANTH 3610 - Ethnographic Research Methods
- ANTH 3620 - Ethnography of Sound and the Environment
- ANTH 3630 - Ethnography of Digital and Game Worlds

One of the following courses in anthropological methods for exploring the human past:

- ANTH 3700 - Anthropological Methods for Exploring the Human Past
- ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)
- ANTH 3720 - Forensic Anthropology
- ANTH 3730 - Archaeology in the Field
- ANTH 3740 - Archaeology in the Laboratory

One of the following courses in community engaged research:

- ANTH 3800 - Community Engaged Research
- ANTH 3810 - Excavating Hamline History
- ANTH 3820 - Museum Anthropology
- ANTH 3830 - Visual Anthropology
- ANTH 3840 - Minnesota Music and Performing Arts Archive

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### Environmental and Climate Studies Minor

The Environmental and Climate Studies Minor allows interested non-majors to participate in Hamline's rich, interdisciplinary offerings related to the Environment and Climate, including via clusters around environmental writing and communication, ecology, and community engagement and education. This 20-credit program provides an achievable, coherent minor that introduces students to the pressing environmental issues of our time, familiarizes them with approaches to mitigate and adapt to environmental change and climate crisis, and provides valuable skills in systems thinking, community engagement, communication, collaboration, and other relevant environmental competencies.

### Minor Requirements

- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 3852 - Sustainability Strategies or ECST 3854 - Sustainability Strategies
- ECST 3952 - Environmental Practicum or ECST 3954 - Environmental Practicum
- ECST 5950 - Senior Seminar

One of the following:

- ECST 1500 - Environment, Justice, and Well-Being
- ECST 1600 - Anthropocene: Culture and Climate Change

One of the following:

- BIOL 1130 - Biodiversity and Conservation Biology (with Lab)
- ECST 3980 - Special Topics

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## Evidence for Impact Minor

In a world where the demand for evidence-based practices is ever-present, students entering the workforce must be ready with evidence for what works when trying to solve the problems of our world. Whether your next job is in business, social services, healthcare, education, or policy, how do you know whether actions today will affect the outcomes you are looking for tomorrow?

Evidence for Impact is a skills-based minor designed to provide students with foundational knowledge and hands-on application of skills related to the design, implementation, and evaluation of programs and initiatives. This course sequence is designed to prepare students for careers in governmental, non-profit, and private sectors and within roles that require the identification of strategies to assess whether institutional efforts have impact on their intended targets. The core skills of grant writing, needs assessment, and program evaluation taught within this minor are valuable for many fields and prepare students for the tasks of today's working world.

**Minor Requirements**

It is recommended that students take the minor courses in the following sequence:

Foundation:

- SJSC 1110 - Introducing Sociology: Society and Social Change

Methods (choose one):

- ECON 1200 - Big Data & Social Issues
- GIST 3020 - Interdisciplinary Research Methods
- HIST 3020 - Interdisciplinary Research Methods
- SJSC 3920 - Social Research Methods

Core Skills:

- ENCM 3405 - Studies in Professional Communication: Grantwriting

Integration:

- PBHL 3200 - Health Equity
- PBHL 3300 - Evaluating Health and Social Outcomes

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## Political Analysis Minor

The Political Analysis Minor is designed for students who wish to engage in political science coursework for their own intellectual interest, to create political change they would like to see in local national or global contexts, or to enhance their prospects for entrance into graduate school. It helps students to develop analytical, communication and research skills that are important in pursuing jobs relevant to public service, political campaigns, non-profit work, and political advocacy.

### Minor Requirements

- PSCI 1000 - Great Questions of Modern Politics
- PSCI 3540 - Political Research and Analysis

One of the following:

- PSCI 1110 - American Government and Politics
- PSCI 1430 - World Politics

Two political science electives:

- Choose two PSCI courses, one must be writing intensive.

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## Public Health Minor

Public Health at Hamline is an interdisciplinary field of study that permits students to focus on health issues in local, national, and international arenas from a variety of perspectives. The field of public health focuses on improving the health and wellness of populations, whereas the field of medicine aims to prevent, diagnose, and treat illness, one individual at a time. Thus, the field of public health is broad, with many sub-disciplines. The Public Health minor provides education on the fundamental knowledge and skills in the field of public health. This supports systems-level thinking that can be applied not only to healthcare sectors but, in conjunction with other Hamline majors, to prepare students for engaging in a complex world.

**Minor Requirements**

Foundation (1 course):

- PBHL 1100 - Introduction to Public Health

Core Skills (3 courses):

- PBHL 3020 - Global Health I
- PBHL 3100 - Epidemiology
- PBHL 3200 - Health Equity

Topic of Interest (1 course):

- One PBHL elective course of your choice

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# Interdisciplinary Concentrations

## Forensic Psychology Concentration

The forensic psychology concentration provides a multidisciplinary approach to the study of crime, motivations for criminal behavior, and the response and use of psychology in the criminal justice and legal systems. Although a graduate degree is usually required for a career as a forensic psychologist, the concentration introduces students to foundational knowledge in criminology, psychology, and legal studies.

The Forensic Psychology Concentration is open to students majoring in Criminology and Criminal Justice, Legal Studies, or Psychology.

**Concentration Requirements**

- CJFS 1120 - Crime and Justice in America
- CJFS 3750 - Theories of Criminal Behavior
- CJFS 3660 - Forensic Psychology and the Law
- LGST 1110 - Legal Systems in American Society
- PSY 1330 - General Psychology
- PSY 1480 - Psychopathology
- PSY 3800 - Social Psychology

Choose one LGST course:

- LGST 3670 - Legal Interviewing
- LGST 3680 - Law of Evidence for Legal Professionals

Choose one CJFS course:

- CJFS 3715 - Mental Health and Criminal Justice
- CJFS 3730 - Victimology

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## Public Policy Concentration

The public policy concentration educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in Criminology and Criminal Justice, Economics, Environmental and Climate Studies, Legal Studies, Political Science, or Public Health.

**Concentration Requirements**

- PSCI 1200 - Introduction to Ethical Public Policy

One foundational methods course chosen from the following:

- CJFS 3140 - Research Methods and Data Analysis
- ECON 1200 - Big Data & Social Issues
- GIST 3020 - Interdisciplinary Research Methods

- PSCI 3540 - Political Research and Analysis

Two public policy courses:

- PSCI 3660 - Public Policy Research and Analysis
- PSCI 3700 - Public Policy and Public Administration

Two electives chosen from the following (these courses help students to engage in policy analysis or navigate political/legal systems effectively):

- CJFS 5790 - Crime Policy Evaluation
- ECON 1200 - Big Data & Social Issues (if not used above)
- ECON 3750 - Behavioral and Experimental Economics
- LGST 1300 - Legal Advocacy, Policy, and Practice
- LGST 8015 - Regulation in America
- PSCI 1110 - American Government and Politics
- PSCI 1250 - American Politics Under Investigation
- PSCI 3100 - American Constitutional Law and Political Mobilization
- PSCI 3430 - Gender Politics and Policy
- PSCI 3610 - Politics and Policy in the Asian Pacific Region
- Special topics courses as approved

Two electives chosen from the following (these courses help students to develop expertise in specific policy areas):

- CJFS 1120 - Crime and Justice in America
- CJFS 3770 - Punishment, Corrections and Society
- ECON 1100 - Principles of Economics
- ECST 1100 - Introduction to Environmental and Climate Studies
- ECST 1500 - Environment, Justice, and Well-Being
- ECST 3852 - Sustainability Strategies
- ECST 3854 - Sustainability Strategies
- ECST 3952 - Environmental Practicum
- ECST 3954 - Environmental Practicum
- GIST 3200 - Cultural Politics of Global Health
- PBHL 1100 - Introduction to Public Health
- PSCI 3020 - International Political Economy
- PSCI 3300 - Public Health Policy
- PSCI 3310 - Public Health Law
- PSCI 3410 - Food Politics and Policy

One senior capstone chosen from the following - The capstone should be completed in the student's major area and should include an applied public policy research project or internship:

- CJFS 5660 - Senior Capstone and Internship in CJFS
- ECON 5860 - Senior Seminar Economics
- ECST 5950 - Senior Seminar
- LGST 5900 - Legal Studies Practicum (Internship)
- PBHL 5950 - Senior Seminar
- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

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## Concentrations

### Peace Officer Standards and Training (POST) Concentration

Hamline's Department of Criminal Justice and Forensic Science is certified by the Minnesota POST Board to provide pre-service education to prepare students for a career as a sworn peace officer. The POST Concentration coursework is listed below.

Required Courses:

- CJFS 1120 - Crime and Justice in America
- CJFS 1400 - Diversity Issues in Criminal Justice
- CJFS 3700 - Policing in America
- CJFS 3715 - Mental Health and Criminal Justice
- CJFS 3725 - Constitutional Procedure and Criminal Law
- CJFS 3730 - Victimology
- CJFS 3760 - Juvenile Delinquency/Juvenile Justice

**Additional Requirements for the POST Exam:**

Additional requirements to be eligible for the Minnesota POST licensing exam include completion of first responder certification and completion of a law enforcement skills course, both of which are not offered at Hamline. First responder course offerings can be accessed at the Minnesota EMSRB. Hamline has articulation agreements with the following PPOE Skills providers: Alexandria Technical and Community College in Alexandria, Hennepin Technical College (fall/spring semesters), and Rasmussen. Minnesota students can also pursue the law enforcement skills course at other area approved technical schools.

Contact PPOE Coordinator Shelly Schaefer at sschaefer02@hamline.edu for more information.

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## Undergraduate Pathways into Graduate Programs

### Law School Early Admission (3+3) Program with Mitchell | Hamline School of Law

Hamline's law school early admission 3-3 program allows highly talented and motivated students to complete their undergraduate degree and law degree in just six years.

The objectives of this special program are:

1. to provide exceptional, highly motivated undergraduates who demonstrate academic excellence, maturity, and professionalism with an opportunity to complete their bachelor's and law degrees in six, instead of the usual seven, years;
2. to integrate the liberal arts education with professional legal training; and
3. to provide a program that will develop legal professionals who are committed to defining and strengthening the moral and ethical values of the legal profession through value-based education.

Students may seek law school early admission through a major in the Legal Studies Department, or through completion of a major in another department. There are specific course requirements, depending on a student's chosen path.

Students interested in the 3-3 program should meet with an academic advisor in the Legal Studies Department early in their undergraduate career to discuss options. Students choosing a major outside the Legal Studies Department should also contact the chair of the department in which they plan to major for more information. Students deciding partway through their studies that the 3-3 track is no longer right for them can simply continue on with their studies and graduate in four years.

**Degree Requirements**

Candidates for early admission to Mitchell Hamline School of Law must:

- Contact the Legal Studies Department to enroll in the 3+3 program
- Complete the Undergraduate Declaration form to declare a major and the Law School Early Admission 3+3 program
- Contact the Mitchell Hamline School of Law Admissions Office to discuss the profile recommended for admission
- Register for and complete the LSAT during their junior year. Materials and scholarship applications are available online and at the law school
- Apply to graduate by December of their junior year
- Apply for admission to the Mitchell Hamline School of Law by March of their junior year and gain acceptance in the fall class

While at Hamline, students must complete 100 semester credits by the end of their junior year. These credits must include the following:

- All Hamline Plan requirements
- All major requirements
- All additional 3+3 required courses

During the first year at Mitchell Hamline, students must complete 28 credits of first-year law school work, with grades of C- or better. These credits must be transferred to Hamline before a student will be awarded the Bachelor's degree.

**Required coursework for majors in Legal Studies:**

Complete one of the following majors:

- Legal Studies: Law and Society Major (BA)
- Legal Studies Major (BA) - with Graduate Paralegal Certificate

Complete one additional required course:

- PHIL 1130 - Logic

**Required coursework for majors in other departments:**

Complete all required coursework in the chosen major.

Complete three additional required courses:

- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice
- PHIL 1130 - Logic

**Notes:**

Participation in the 3-3 program does not guarantee law school admission; students must take the LSAT and apply to and be accepted to the Mitchell Hamline School of Law. Students who are not accepted into law school after three years can complete their undergraduate major and earn their bachelor's degree in the usual four years. They may, of course, reapply to law school upon completion of their undergraduate degree.

Once students enroll at the Mitchell Hamline School of Law, they are no longer eligible for financial aid as an undergraduate student, including the presidential fellowship. However, they are eligible to apply for financial aid and scholarships through the law school.

**Transfer Students**

Transfer students are eligible for the law school early admission 3-3 program. They must complete a minimum of 16 credits at Hamline toward their undergraduate major. In all other respects the 3+3 program is identical for transfer students. Transfer students are encouraged to consult with a transfer advisor, a Legal Studies professor, and a professor in the department in which they plan to major (if not legal studies) before beginning at Hamline.

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## Academic Pre-Programs

### Pre-Law Program

Hamline provides a unique combination of opportunities for students interested in attending law school. Our Legal Studies Department offers a major, an American Bar Association-approved paralegal certificate, and a Master in the Study of Law all of which provide students with a strong foundation for pursuing further study in law. We also have opportunities for students to learn through doing, including service-learning and internships. Law schools want students with strong writing, speaking, and problem-solving skills, which students develop throughout all of our undergraduate programs.

For questions about Hamline's pre-law resources, contact the Legal Studies program chair.

Additional pre-law resources

- Law School Admission Council
- LSAC Guide to ABA-Approved Law Schools
- ABA Guide for Preparing for Law Schools

The Law School Admission Test (LSAT) is required to attend most law schools. The following websites provide information on LSAT review courses:

- Get Prepped
- Kaplan
- Power Score
- The Princeton Review
- Cambridge LSAT
- LSAC

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# Online Bachelor's Degree Completion

At Hamline, we value your perspective and life experience and have customized a pathway to meet you where you are in your educational journey—whether you're finishing a degree you started years ago or transferring from a community college.

With Hamline's online degree completion program, you'll find the path that's right for you, featuring:

- A liberal arts education grounded in career-enhancing competencies such as critical thinking, collaborative problem-solving, and communications skills across platforms.
- Sought-after majors in business, organizational leadership, and psychology that will give you a competitive edge.
- An array of core curriculum courses to expand your opportunities and advance your career.
- Reliable support when you need it.

### Program Format

The program is offered fully online. Courses are taught in eight-week sessions with six sessions per year (two sessions each in fall, spring, and summer semesters). See the Academic Calendars for specific session dates.

Students choose the pace that fits best with their schedule; they may enroll part-time, full-time, or alternate. Students may take up to two courses per eight-week session, and are considered full-time if enrolled in 12 or more credits across a 16-week semester.

### Degree Requirements

There are three program options in the Online Degree Completion program:

- Bachelor of Arts (BA) in Organizational Leadership
- Bachelor of Arts (BA) in Psychology
- Bachelor of Business Administration (BBA)

A Hamline degree requires a minimum of 128 semester credits and a minimum cumulative grade point average (GPA) of 2.0. All students are required to complete a minimum of 56 credits at Hamline, including at least 16 credits within their major. Each major has a set of required courses that must be satisfied either by taking courses through Hamline or transferring in qualifying courses.

To complete the BA or BBA degree, students must meet both the core curriculum and major requirements.

### Core Curriculum - The Hamline Plan

The "Hamline Plan" refers to the core areas in which students must demonstrate learning. These areas include effective writing, speaking and presentation, collaboration, global citizenship, facility with diversity, reasoning, critical inquiry, practice of the liberal arts (LEAP), and study in four disciplinary areas: fine arts, humanities, natural sciences, and social sciences. Students complete the Hamline Plan using a combination of transferred coursework and Hamline coursework.

Please see Graduation Requirements: The Hamline Plan for details about Hamline's core undergraduate degree requirements.

### Programs:

- Bachelor of Arts in Organizational Leadership
- Bachelor of Arts in Psychology
- Bachelor of Business Administration

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## Online Degree Completion

### Bachelor of Arts in Organizational Leadership (ODC)

The Bachelor of Arts in Organizational Leadership in the Online Degree Completion program provides working adults with the knowledge and skills they need to serve as leaders in a variety of community settings, including non-profit organizations, businesses, local government, and public agencies. The major develops leaders who can address the complex and adaptive needs of global systems and intercultural communities. Organizational Leadership is an interdisciplinary field of study that focuses on the human side of organizations and the application of leadership theory to practice. The program helps Hamline fulfill its mission of preparing students for "successful lives of leadership, scholarship, and service."

To complete the Bachelor of Arts degree with a major in Organizational Leadership, students must meet both the core curriculum and the major requirements.

### Core Requirements - The Hamline Plan

All students must take the following course at Hamline:

- TSEM 3010 - Transfer Seminar

Remaining Core Requirements - The Hamline Plan core areas are completed through a combination of transfer and Hamline coursework. The following list shows the total number of courses a student must complete in each core area, and indicates which requirements can be met by courses in the major. One course may meet requirements in more than one core area.

- Collaboration - one course (included in the major)
- Critical Inquiry - one course (included in the major)
- Diversity - two courses (one elective option in the major)
- Fine Arts - two courses

- Global Citizenship - one course (included in the major)
- Humanities - two courses (one included in the major)
- Liberal Education as Practice (LEAP) - one course
- Natural Science - two courses, one must have a lab
- Reasoning - one course (included in the major)
- Social Science - two courses (elective options in the major)
- Speaking - two courses (one included in the major)
- Writing - two or three courses total, based on total credits needed at Hamline to complete the degree (three included in the major)

### Organizational Leadership Major Requirements

Courses in the major may also fill Hamline Plan Core requirements. Core areas are designated below.

Leadership core courses:

- LEAD 1000 - Leadership for the Common Good (speaking)
- LEAD 1010 - Leading Across Groups and Teams (collaboration)
- LEAD 3000 - Critical Leadership Theory (writing)
- LEAD 3010 - Exploring the Future of Leadership (global citizenship)
- MGMT 3740 - Organizational Leadership (writing)
- LEAD 5100 - Developing Leaders (critical inquiry, writing)

One communication course:

- ENCM 1700 - Argumentation and Advocacy (speaking)

One professional writing course:

- ENCM 1500 - Introduction to Professional Communication (writing)

One statistics course:

- QMBE 1310 - Statistics (reasoning)

One ethics course:

- PHIL 1980 - Applied Ethics (humanities)

Two elective courses chosen from the following:

- ECON 1100 - Principles of Economics (social science)
- MGMT 3100 - Foundations of Management (collaboration, speaking)
- MGMT 3130 - Business Law (writing)
- MGMT 3710 - Operations Management
- PSY 1330 - General Psychology (social science)
- PSY 3870 - Topics in Social and Cultural Psychology (collaboration, diversity)
- Other electives as approved by the department

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## Bachelor of Arts in Psychology (ODC)

To complete the Bachelor of Arts degree with a major in Psychology, students must meet both the core curriculum and major requirements.

### Core Requirements - The Hamline Plan

All students must take the following course at Hamline:

- TSEM 3010 - Transfer Seminar

Remaining Core Requirements - The Hamline Plan core areas are completed through a combination of transfer and Hamline coursework. The following list shows the total number of courses a student must complete in each core area, and indicates which requirements can be met by courses in the major. One course may meet requirements in more than one core area.

- Collaboration - one course (included in the major)
- Critical Inquiry - one course (included in the major)
- Diversity - two courses (included in the major)
- Fine Arts - two courses
- Global Citizenship - one course
- Humanities - two courses
- Liberal Education as Practice (LEAP) - one course (included in the major)
- Natural Science - two courses, one must have a lab (one non-lab course included in the major)
- Reasoning - one course (included in the major)
- Social Science - two courses (included in the major)
- Speaking - two courses (one course included in the major)
- Writing - two or three courses, based on total credits needed at Hamline to complete the degree (two courses included in the major)

### Psychology Major Requirements

Courses in the major may also fill Hamline Plan Core requirements. Core areas are designated below.

Program Prerequisite Course - This course is to be completed prior to beginning the program:

- PSY 1330 - General Psychology (social science)

Psychology Core Courses:

- PSY 1420 - Brain and Behavior (natural science, non-lab)
- PSY 1440 - Lifespan Development (social science)
- PSY 1480 - Psychopathology (social science)
- QMBE 1310 - Statistics (reasoning)
- PSY 3350 - Research Methods in Psychology (writing)
- PSY 3420 - Cognitive Neuroscience
- PSY 3450 - Adult Development and Aging
- PSY 3620 - Risk and Resilience
- PSY 3870 - Topics in Social and Cultural Psychology (collaboration, diversity)
- PSY 3900 - Psychology in the Public Interest (LEAP)
- PSY 5750 - Capstone: Positive Psychology (critical inquiry, speaking, writing)

Psychology Electives (two courses):

- PSY 3460 - Family Development and Dynamics (diversity)
- PSY 3640 - Theories of Psychotherapy
- ENCM 3105 - Studies in and across Culture: Mental Illness in Popular Culture

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## Bachelor of Business Administration (ODC)

To complete the Bachelor of Business Administration degree, students must meet both the core curriculum and major requirements.

### Core Requirements - The Hamline Plan

All students must take the following course at Hamline:

- TSEM 3010 - Transfer Seminar

Remaining Core Requirements - The Hamline Plan core areas are completed through a combination of transfer and Hamline coursework. The following list shows the total number of courses a student must complete in each core area, and indicates which requirements can be met by courses in the major. One course may meet requirements in more than one core area.

- Collaboration - one course (included in the major)
- Critical Inquiry - one course (included in the major)
- Diversity - two courses
- Fine Arts - two courses
- Global Citizenship - one course (included in the major)
- Humanities - two courses
- Liberal Education as Practice (LEAP) - one course (included in the major)
- Natural Science - two courses, one must have a lab
- Reasoning - one course (included in the major)
- Social Science - two courses (included in the major)
- Speaking - two courses (included in the major)
- Writing - two or three courses, based on total credits needed at Hamline to complete the degree (two courses included in the major)

### Business Administration Major Requirements

Courses in the major may also fill Hamline Plan Core requirements. Core areas are designated below.

Communication Course:

- ENCM 1700 - Argumentation and Advocacy (speaking)

Business Core Courses:

- ACCT 1310 - Financial Reporting
- ECON 1100 - Principles of Economics (social science)
- QMBE 1310 - Statistics (reasoning)
- QMBE 1320 - Introduction to Business Analytics (reasoning)
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management (collaboration, speaking)
- MKTG 3100 - Foundations of Marketing (global citizenship, social science)
- MGMT 3130 - Business Law (writing)
- MGMT 3960 - Internship with Seminar (LEAP)
- MGMT 5860 - Strategic Management (critical inquiry, writing)

General Business Concentration - 4 Courses
Choose four of the following courses. Note: Depending on electives offered, additional Hamline Plan core areas may be met by concentration courses.

- One 3000-level finance (FIN) elective

- One 3000-level international business elective
- One 3000-level management (MGMT) elective
- One 3000-level marketing (MKTG) elective
- One 3000-level quantitative (QMBE) elective

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# Para Pathway Bachelor's Degree Completion in Education

Hamline's Para Pathway program was created for those working in K-12 settings as paraprofessionals or in other educational support roles. The program allows you to complete your undergraduate degree along with the coursework required for teacher licensure in elementary, English as a second language, or special education.

### Program Highlights

- Complete your undergraduate degree and licensure completely online* (or choose in-person options if that is more your style).
- Use your current working context in a K-12 school to complete many of your field experience and student teaching hours, where state rule permits.
- No hidden fees for things you won't use as an online student (like the student workout center or student organizations).
- Jump right into your education classes - no need to wait until your general courses are completed, we can get you into your major classes right away and help you complete your general courses as you go.
- Flexibility to work at your own pace and take as many or as few courses as desired to suit your schedule.

*You must start in the fall to be guaranteed a completely online schedule.

### Degree Requirements

Para Pathway students complete Hamline's core degree requirements, known as the Hamline Plan, along with the education major and their choice of concentration - elementary, English as a second language, or special education.

A Hamline Bachelor of Arts degree requires a minimum of 128 semester credits and a minimum cumulative grade point average (GPA) of 2.0. All students are required to complete at least 56 credits at Hamline. Each major has a set of required courses that must be satisfied either by taking courses through Hamline or transferring in qualifying courses, and at least 16 credits in the major must be taken at Hamline.

### Core Curriculum - The Hamline Plan

The "Hamline Plan" refers to the core areas in which students must demonstrate learning. These areas include effective writing, speaking and presentation, collaboration, global citizenship, facility with diversity, reasoning, critical inquiry, practice of the liberal arts (LEAP), and study in four disciplinary areas: fine arts, humanities, natural sciences, and social sciences. Students complete the Hamline Plan using a combination of transferred coursework and Hamline coursework.

Please see Graduation Requirements: The Hamline Plan for details about Hamline's core undergraduate degree requirements.

### Programs:

- Bachelor of Arts in Education - Elementary Concentration
- Bachelor of Arts in Education - Special Education Concentration

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## Para Pathway Degree Completion

## Bachelor of Arts in Education - Elementary Concentration (Para Pathway)

**Education Major Core Requirements (20 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5880 - Preparing for a Career in Education
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection

- GED 7872 - Exceptionality

**Elementary Concentration Courses (30 credits)**

- 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
- 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
- GED 7888 - Elevating Learning for Multilinguals

**Additional Coursework Required for Elementary Licensure**

The following courses are **not** required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- GED 7050 - Student Teaching Seminar
- GED 7885 - Student Teaching Elementary K-6

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## Bachelor of Arts in Education - Special Education Concentration (Para Pathway)

Please note that students seeking the Special Education - Autism Spectrum Disorder licensure must enroll in summer coursework in order to complete the program requirements on time.

**Education Major Core Requirements (20 credits)**

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5880 - Standards of Effective Practice Project
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality

**Special Education Concentration Courses (20 credits)**

- GED 7846 - Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L - Lab: Teaching Literacy in the Elementary School
- GED 7888 -Elevating Learning for Multilinguals
- 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

**Additional Coursework Required for Special Education Licensure**

The following courses are **not** required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded. Students choose one of the special education paths listed below.

Special Education - Academic Behavioral Strategist

- 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
- GED 7050 - Student Teaching Seminar
- GED 7886 - Student Teaching Special Education K-12

Special Education - Autism Spectrum Disorder

- 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
- GED 7050 - Student Teaching Seminar
- GED 7886 - Student Teaching Special Education K-12

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# Faculty Directory

## Full-Time Undergraduate Faculty

Year following name is first year of appointment.

*Indicates part-time.

**Katharine Adamyk**, 2022
Assistant Professor, Mathematics
BS 2014, Mathematics and Psychology, Gordon College
MS 2017, Applied Mathematics, University of Colorado
PhD 2020, Mathematics, University of Colorado

**Jacob Appleby**, 2020
Assistant Professor, Psychology
BA 2010, Psychology, University of Iowa
PhD 2018, Social Psychology, University of Minnesota

**Jerry Artz**, 1977
Professor, Physics
BS 1965, Electrical Engineering, University of Cincinnati
MS 1966, Electrical Engineering, Stanford University
PhD 1974, Physics, Florida State University

**Erik Asp**, 2015
Associate Professor, Psychology
BA 2003, Biology and Psychology, St. Olaf College
PhD 2012, Neuroscience, University of Iowa

**Jeffrey Bailey**, 2022
Professor of Practice, Music
Director of the Certificate Program in Contemporary Music Production
BM 2011, MM 2017, Performance, McNally Smith College of Music

**Letitia Basford**, 2008
Professor, Hamline School of Education and Leadership
BA 1995, International Relations, University of Minnesota
MA 2000, Special Education, San Francisco State University
PhD 2008, Curriculum Instruction and Second Languages and Cultures, University of Minnesota

**Michelle Benegas**, 2015
Associate Professor, Hamline School of Education and Leadership
BA 2000, Spanish, University of Saint Thomas
MA 2003, Education, Hamline University
PhD 2015, University of Minnesota

**Mark Berkson**, 2000
Professor, Religion
BA 1987, Public and International Affairs, Princeton University
MA 1992, East Asian Studies, Stanford University
PhD 2000, Religious Studies, Stanford University

**Josh Beverly**, 2023
Assistant Professor, Hamline School of Business
BS 2014, Concord University
PhD 2022, Virginia Tech

**Divya Bhaskaran**, 2023
Assistant Professor, Biology and Exercise Science
B-Tech 2007, Biomedical Engineering, Sathyabama University
MS 2010, Biomechanics/Exercise Science, University of Tennessee
PhD 2016, Rehabilitation Science, University of Minnesota

**Lovina Bhavnani-Akowuah**, 2024
Assistant Professor, Hamline School of Business
BA 2000, University of East London
MBA 2003, Fairleigh Dickinson University
DBA 2024, University of Wisconsin, Whitewater

**Paul Bogard**, 2020
Associate Professor, English and Communication Studies
Co-Director of Environmental and Climate Studies
BA 1989, Religion, Carleton College
MA 2003, English, Creative Writing, University of New Mexico
PhD 2007, English, Literature and Environment, University of Nevada

**Bruce Bolon**, 2002
Professor, Physics
BS 1991, Physics, Southwest Missouri State University
MS 1994, Experimental Condensed Matter Physics, Iowa State University
PhD 2000, Theoretical Plasma Physics, University of Missouri-Columbia

**Patty Born**, 2015
Associate Professor, Hamline School of Education and Leadership
Co-Director of Environmental and Climate Studies
BA 2001, Metropolitan State University
MA 2005, EdD 2019, Hamline University

**Stacie Bosley**, 2012
Kahlert Professor of Economics, Hamline School of Business
BBA 1994, Finance, University of Wisconsin-Madison
PhD 2001, Applied Economics, University of Minnesota

**John Brandon**, 2012
Professor, Creative Writing
BA 1999, University of Florida
MFA 2001, Washington University

**Kathryn Burleson**, 2009
Senior Lecturer, Biology
BA 1999, Biochemistry, College of St. Scholastica
PhD 2004, Molecular, Cellular, Developmental Biology, and Genetics, University of Minnesota

**K. Valentine Cadieux**, 2015
Associate Professor, Humans, Environments, and Climate
Sustainability Program Learning Coordinator
AB 1998, Visual and Environmental Studies, Harvard and Radcliffe Colleges
MA 2001, PhD 2006, Geography and Planning, University of Toronto

**Shannon Cannella**, 2015
Senior Lecturer, Chinese Studies
BA 1991, Chinese and Speech-Communication, University of Minnesota
MA 1997, PhD 2014, Modern Chinese Language and Literature, Columbia University

**Jennifer Carlson**, 2006
Associate Professor, Hamline School of Education and Leadership
BS 1991, Winona State University
MS 1998, Minnesota State University, Mankato
PhD 2001, University of Wisconsin, Madison

**Caity Curry**, 2024
Assistant Professor, Criminology and Criminal Justice
BA 2014, MA 2016, University of Arkansas
PhD 2024, University of Minnesota

**David Davies**, 2002
Professor, Anthropology
BA 1991, Anthropology and East Asian Studies, Hamline University
MA 1997, PhD 2002, Anthropology, University of Washington

**Kristina Deffenbacher**, 1998
Professor, English and Communication Studies
Co-director, First Year Writing
BA 1991, English, Carleton College
Graduate Certificate in Gender Studies 1998, University of Southern California
PhD 1998, English, University of Southern California

**Leila DeVriese**, 2008
Professor, Global and International Studies
Director, Global Engagement Center
Director, Model United Nations program
BA 1995, Political Science, American University in Cairo
MA 1996, Political Science, University of Toronto
PhD 2002, Political Science, Concordia University, Montreal

**Lifeng Dong**, 2015
Professor and Program Director, Physics
Emma K. and Carl R. N. Malmstrom Endowed Chair in Physics
BS 1993, Mechanical Engineering, Qingdao University of Science & Technology, China
MS 1996, Materials Science & Engineering, Qingdao University of Science & Technology, China
MS 2002, PhD 2005, Physics, Portland State University

**Laura Dougherty**, 2018
Associate Professor, Theatre Arts

BA 1997, Theatre Arts, Drew University
MFA 2003, PhD 2010, Theatre and Performance of the Americas, Arizona State University

**Lisa Ferguson-Stegall**, 2012
Professor, Biology
Director, Exercise Science
BA 1997, English, North Carolina State University
MS 2006, Exercise Science, The George Washington University
PhD 2010, Exercise Physiology, The University of Texas at Austin

**Megan Foley**, 2024
Assistant Professor, Forensic Science
BA 2012, College of St. Benedict
MSFS 2014, Arcadia University
PhD 2024, Forensic Science, Oklahoma State University
ABC-Molecular Biology

**Kenneth Fox**, 1996
University Professor, Hamline School of Business
Senior Fellow, Dispute Resolution Institute
BA, 1979, University of California, Davis
JD, 1985, Lewis and Clark Law School

**Sonal Gerten**, 2019
Senior Lecturer, Hamline School of Business
BA 1999, Economics, Johns Hopkins University
MBA 2004, Marketing, UCLA

**Kathryn Geurts**, 2002
Professor and Program Director, Global and International Studies
BA 1984, Sarah Lawrence College
MA 1991, PhD 1998, Anthropology, University of Pennsylvania

**Suzanne Gikas**, 2022
Professor of Practice, Hamline School of Education and Leadership
BA 1984, University of Essex
MEd 2006, PhD 2013, Kent State University

**Jodi Goldberg**, 2003
Professor, Biology
BA 1989, Biology, Macalester College
PhD 1998, Immunology, Stanford University

**Janet Greene**, 1998
Professor and Division Chair, Music
BA 1978, Music, Smith College
MM 1982, Performance, Manhattan School of Music
DMA 1996, Performance, Rutgers University

**Sarah Greenman**, 2014
Associate Professor, Criminology and Criminal Justice
BA 2002, Psychology, Carleton College
MA 2010, PhD 2014, Criminology and Criminal Justice, University of Maryland

**Joshua Gumiela**, 2014
Associate Professor, Digital + Studio Arts
BA 2003, Radio-Television, Southern Illinois University
MFA 2011, Media Arts, Southern Illinois University

**Leondra Hanson**, 2008
Associate Professor and Program Director, Legal Studies
Director of Graduate Legal Education
BA 1995, Political Science, Concordia College
JD 1999, University of Minnesota

**Greg Hardt**, 2024
Assistant Professor, Hamline School of Business
BBA 2013, Marian University
MS 2022, Georgia State University
MA 2023, PhD 2025, Fielding Graduate University

**Leif Hembre**, 2001
Professor and Program Director, Biology
Co-director, Collaborative Research Programs
BA 1993, Biology, St. Olaf College
MS 1997, PhD 2001, Ecology, Evolution, and Behavior, University of Minnesota

**Sarah Hick**, 2007
Associate Professor, Hamline School of Education and Leadership
BA 1992, Political Science, Grinnell College
MES 1996, Ecosystem Science Management, Yale University
PhD 2008, Curriculum and Instruction in Science, University of Minnesota

**Brian Hoffman**, 2002
Associate Professor, Anthropology
BA 1983, Anthropology, Augsburg College

MA 1994, PhD 2002, Anthropology, University of Wisconsin-Madison

**Samuel Imbo**, 1996
Professor, Philosophy
Hanna Chair in Philosophy
BA 1985, Philosophy and Linguistics, University of Nairobi
MA 1990, PhD 1995, Philosophy, Purdue University

**Francesca Ippoliti**, 2023
Assistant Professor, Chemistry
BS 2017, Chemistry, University of St. Thomas
MS 2019, PhD 2022, Chemistry, University of California, Los Angeles

**Suda Ishida**, 2002
Professor, English and Communication Studies
BA 1988, English, Chiang Mai University, Thailand
MA 1996, International Communication, Macquarie University, Sydney, Australia
PhD 2002, Mass Communication, University of Iowa

**Anne Ittner**, 2024
Assistant Professor, Hamline School of Education and Leadership
BA 1999, University of St. Thomas
MA 2005, Adams State College
PhD 2017, University of Minnesota

**Bridget Jacques-Fricke**, 2018
Associate Professor, Biology
Director, Neuroscience Program
BA 1998, Biology and Psychology, University of Minnesota-Morris
PhD 2008, Neuroscience, University of Wisconsin-Madison

**Catheryn Jennings**, 2020
Assistant Professor, English and Communication Studies
Co-director, First Year Writing
BA 2009, MA 2011, Northeastern State University
PhD 2020, Michigan State University

**Stephen H. Kellert**, 1994
Professor, Philosophy
BA 1985, Physics and Philosophy, Yale University
MA 1989, PhD 1990, Philosophy, Northwestern University

**Serena King**, 2005
Professor, Psychology
BA 1998, University of Michigan, Dearborn
MA 2002, PhD 2005, Clinical Psychology, University of Minnesota

**Jeanne Kosieradzki**, 1992*, 1996
Professor of Legal Studies
BS 1986, Paralegal Studies, Winona State University
JD 1991, William Mitchell College of Law

**Marcela Kostihová**, 2004
Professor, English and Communication Studies
BA 1998, English and German, North Central College
PhD 2004, English Literature, University of Minnesota

**Jessica C. Lang**, 2025
Assistant Professor, Psychology
AA 2017, Normandale Community College
BA 2017, Classical Studies and Honors Psychological Science, Gustavus Adolphus University
MS 2022, Psychological Science, Ohio University in Athens
PhD 2025, Health Psychology, Ohio University in Athens

**Ryan P. Larson**, 2022
Assistant Professor, Criminology and Criminal Justice
BA 2014, Concordia College
MA 2018, University of Minnesota
PhD 2022, Sociology, University of Minnesota

**Maria Jesus Leal**, 2006
Professor, Modern Languages and Literatures
BA 1998, English, University of Valladolid, Spain
MA 1995, Hispanic Philology, University of Valladolid, Spain
PhD 2007, Comparative Hispanic and English Linguistics, University of Valladolid, Spain

**Ryan Jerome LeCount**, 2012
Associate Professor, Social Justice and Social Change
BA 2003, Indiana University
MS 2006, PhD 2014, Purdue University

**Michelle Leonard**, 2025
Professor of Practice, Forensic Science
BS 2000, Cellular & Molecular Biology, Winona State University
MS 2004, Environmental Health, University of Minnesota

**Joe Lewis**, 2006
Professor, Hamline School of Education and Leadership

BA 1989, Grinnell College
MA 1999, University of Wisconsin-Milwaukee
EdD 2006, Columbia University Teachers College

**Curt Lund**, 2016
Associate Professor and Program Director, Digital + Studio Arts
BFA 2001, Graphic Design, Iowa State University
MFA 2015, Graphic Design, University of Minnesota
PhD 2020, Design History and Material Culture, University of Minnesota

**Trevor Maine**, 2019
Lecturer, English and Communication Studies
BA 2008, Hamline University
MA 2010, Boston University School of Theology
MA 2012, PhD 2018, KU Leuven

**Irina Makarevitch**, 2007
Professor, Biology
BS 2000, Molecular Biology, Novosibirsk State University
MS 2002, PhD 2005, Agronomy and Plant Breeding/Plant Molecular Genetics, University of Minnesota

**Betsy M. Martinez-Vaz**, 2006
Professor, Biology
Director, Biochemistry Program
BS 1995, Chemistry, Universidad del Turabo
PhD 2001, Biochemistry, University of Minnesota

**John Matachek**, 1984
Professor, Chemistry
BA 1979, Chemistry, University of Minnesota
PhD 1984, Inorganic Chemistry, Iowa State University

**John Mazis**, 2000
Professor, History
BA 1989, MA 1993, PhD 1998, History, University of Minnesota

**Brighton McCormick**, 2024
Assistant Professor, Digital + Studio Arts
BFA 2015, Studio Arts, University of Minnesota
MFA 2019, Sculpture, University of Washington

**Sarah McLarnen**, 2024
Assistant Professor, Public Health and Biology
BA 2017, Biology and Environmental Studies, College of Saint Benedict
MPH 2019, Environmental Health Sciences-Certificate in Molecular Epidemiology, Columbia University Mailman School of Public Health
PhD 2024, Environmental Health Sciences, Columbia University Mailman School of Public Health

**Paula Mercurio**, 2025
Assistant Professor, Mathematics
BA 2016, Mathematics, University of Minnesota Morris
PhD 2022, Mathematics, Michigan State University

**David Milton**, 2024
Professor of Practice, Hamline School of Business
BS 1982, DePaul University
MBA 1989, University of Chicago Booth School of Business

**Paula Y. Mullineaux**, 2009
Associate Professor and Division Chair, Psychology
BA 1998, Psychology, Indiana University Southeast
MA 2003, PhD 2006, Psychology-Brain and Cognitive Sciences Program, Southern Illinois University

**Rebecca Neal**, 2015
Professor, Hamline School of Education and Leadership
Sanders Endowed Chair in Teacher Education
BS 1993, Special Education, Hampton University
MEd 1994, Special Education, College of William and Mary
PhD 2014, Special Education, Arizona State University

**Kris Norman**, 2002
Professor, Hamline School of Business
Director, Public Administration Programs
BA 1987, Political Science and Business, Hamline University
MA 1990, Public Affairs, University of Minnesota
PhD 1996, Political Science, Vanderbilt University

**Kennedy Odongo**, 2024
Assistant Professor, Hamline School of Business
BA 2015, Kenyatta University
MA 2018, Kent State University
MS 2022, PhD 2023, Washington State University

**Alina Oxendine**, 2005
Professor, Political Science
BA 1997, International Studies, Emory University
MA 1997, Political Science, Emory University

PhD 2007, Political Science, University of Minnesota

**Binnur Ozkececi-Taner**, 2008
Professor, Political Science
BA 1998, International Relations, Middle East Technical University
MA 1999, Peace Studies, University of Notre Dame
PhD 2004, Political Science, Syracuse University

**Angela Pelster-Wiebe**, 2015
Associate Professor, Creative Writing
BA 2008, Drama and English, University of Alberta
MFA 2012, Nonfiction Writing, University of Iowa

**Richard Pelster-Wiebe**, 2015*, 2019
Senior Lecturer and Program Director, Creative Writing
BA 2004, Philosophy and English, University of Minnesota
BA 2004, Film Studies & Film Production, University of North Carolina-Wilmington
MA 2009, PhD 2018, Film Studies, University of Iowa

**Jillian Peterson**, 2015
Professor, Criminology and Criminal Justice
BA 2003, Sociology, Grinnell College
MA 2009, Social Ecology, University of California, Irvine
PhD 2012, Psychology and Social Behavior, University of California, Irvine

**Tammy Pettinato Oltz**, 2024
Assistant Professor, Legal Studies
BA 1999, English Literature, Gannon University
JD 2005, Harvard Law School
MSI 2007, University of Michigan

**Annika Pinch**, 2025
Assistant Professor, English and Communication Studies
BA 2020, Psychology, Cornell University
MA 2021, PhD 2025, Communication Studies, Northwestern University

**Sydney Povilaitis**, 2023
Assistant Professor, Chemistry
BA 2018, Chemistry, Saint Olaf College
PhD 2023, Chemistry, The University of Texas at Austin

**Sharon Preves**, 2001
Professor, Social Justice and Social Change
BA 1991, Psychology and Sociology, Hamline University
PhD 1999, Sociology and Feminist Studies, University of Minnesota

**Syeda Quratulain Masood**, 2024
Assistant Professor, Social Justice and Social Change
BBA 2000, MBA 2001, Institute of Business Administration
MPA 2008, Harvard University
MA 2016, PhD 2024, Brown University

**Michael Reynolds**, 2001
Professor and Division Chair, English and Communication Studies
BA 1989, English, St. Lawrence University
PhD 2000, English, University of Southern California

**Andrew Rundquist**, 2000
Professor, Physics
BA 1993, Physics, College of St. Benedict/St. John's University
MS 1995, PhD 1998, Physics, Washington State University

**Urvashi Sandhir**, 2018
Lecturer, Chemistry
BSc 1991, Ranchi University, India
MSc 1993, PhD 1998, Banaras Hindu University, India

**Shelly Schaefer**, 2011
Professor, Criminology and Criminal Justice
Program Director, Criminal Justice and Forensic Science
BA 2000, Psychology, University of Minnesota
MA 2007, PhD 2011, Sociology, emphasis in Law, Crime, and Deviance, University of Minnesota

**John-Mark T. Schlink**, 2012
Senior Lecturer, Digital + Studio Arts
BA 1991, Studio Arts, Hamline University
MFA 2000, University of Nebraska-Lincoln

**Nicholas Schlotter**, 2002
Professor and Program Director, Chemistry
BA 1974, Chemistry, Carleton College
MS 1978, Physics, Stanford University
PhD 1979, Chemistry, Stanford University

**David Schultz**, 1999
Professor, Political Science
Distinguished University Professor of Political Science and Legal Studies
BA 1980, MA 1986, SUNY Binghamton Center
MA 1982, Rutgers University
PhD 1989, JD 1998, University of Minnesota
LLM 2002, University of London

**Michael Schuster**, 2025
Assistant Professor, Biology
BA 2010 Economics, BS 2010 Biology, Hamline University
PhD 2015, Forestry & Natural Resources, Purdue University

**Molly Siebert**, 2025
Assistant Professor, School of Education and Leadership
BA 1999, University of Wisconsin, Madison
MA 2005, Saint Mary's University of Minnesota
PhD 2022, University of Minnesota, Twin Cities

**Jermaine Singleton**, 2005
Professor, English and Communication Studies
BA 1996, University of Illinois-Urbana Champaign
MA 1999, University of Illinois
PhD 2005, University of Minnesota

**Samantha Snyder Çakir**, 2020
Associate Professor, Hamline School of Business
BA 2000, University of North Carolina-Chapel Hill
MS 2008, PhD 2011, Purdue University

**Chad Sponsler**, 2009
Senior Lecturer, Hamline School of Business
BA 2002, MBA 2003, University of North Dakota
JD 2008, Hamline University
MBT 2017, University of Minnesota

**Susie Steinbach**, 1996
Professor and Program Director, History
AB 1988, History and Literature, Harvard University
MA 1990, MPhil 1992, PhD 1996, History, Yale University

**Maggie Struck**, 2016
Associate Professor, Hamline School of Education and Leadership
BA 2000, Social Justice and Peace Studies, University of St. Thomas
MA 2012, PhD 2017, Curriculum and Instruction and Literacy Education, University of Minnesota

**Matt Sumera**, 2017
Senior Lecturer, Anthropology
BS 1998, English & Secondary Education, University of Wisconsin-Madison
MA 2008, PhD 2013 Ethnomusicology, University of Wisconsin-Madison

**Joe Swenson**, 2015
Senior Lecturer, Philosophy
BA 1996, Philosophy and English, Hamline University
MA 2000, Philosophy, Baylor University
PhD 2018, Philosophy, University of Illinois at Urbana-Champaign

**Lucas Threinen**, 2021
Assistant Professor, Hamline School of Business
BS 1997, Chemical Engineering, University of Minnesota
MA 2008, PhD 2012, Economics, University of Chicago

**Rachel Tofteland-Trampe**, 2018
Assistant Professor, English and Communication Studies
BA 2007, Communication Studies and Sociology, Concordia College-Moorhead
MA 2009, Communication Studies, New Mexico State University
PhD 2017, Rhetoric and Scientific and Technical Communication, University of Minnesota-Twin Cities

**Julius (Jeff) Turner**, 2002
Professor, Theatre Arts
Program Director, Performance, Production, and Community
AB 1984, English, Centre College
MA 1986, Theatre: Critical Studies, University of California-Los Angeles
MA 1991, Educational Counseling, Appalachian State University
PhD 2000, Theatre Studies, University of Colorado

**Casper Voyles**, 2023
Assistant Professor, Public Health and Social Justice and Social Change
BA 2008, Psychology and Russian Language & Culture, Colby College
MPH 2015, PhD 2022, Community Health & Prevention, Drexel University Dornsife School of Public Health

**Alexander Wiedemann**, 2024
Assistant Professor, Mathematics
BA 2013, Mathematics, Tusculum University
PhD 2019, Mathematics, University of South Carolina

**Linnette Werner**, 2019
Professor, Hamline School of Education and Leadership
BS 1995, University of Wisconsin-Eau Claire
MA 1998, PhD 2001, University of Minnesota

**Zhenqing Zhang**, 2012
Associate Professor, Political Science
BA 1998, English/Diplomacy, Foreign Affairs College, Beijing China
MA 2001, International Studies, Foreign Affairs College, Beijing China
PhD 2011, Political Science, University of Minnesota

## Professors Emeriti

**Hossein Akhavi-Pour**, 1982*, 1988-2020
Professor Emeritus, Business
BA 1969, Faculty of Law, University of Tehran
MA 1975, PhD 1980, Economics, Kansas State University

**Rees Allison**, 1970-2013
Professor Emeritus, Music
LRAM 1963, GRSM 1964, Recital Diploma 1965, Royal Academy of Music, London
MM 1978, Washington University, St. Louis
PhD 1970, Washington University, St. Louis

**Gary Anderson**, 1958-1997
Professor Emeritus, Mathematics
BA 1956, Concordia College
MA 1958, University of Nebraska

**Aida Audeh**, 2002-2021
Professor Emeritus, Art History
BA 1985, Philosophy and Psychology, Cornell College
JD 1988, University of Iowa College of Law
MA 1995, PhD 2002, Art History, University of Iowa

**Andrea Bell**, 1991-2022
Professor Emeritus, Spanish
BA 1982, Foreign Languages and Literature: Spanish and German, Whitman College
MA 1984 and 1985, Spanish and Latin American Studies, Stanford University
PhD 1991, Spanish, Stanford University

**Colleen Bell**, 1990-2020
Professor Emeritus, Women's Studies and Conflict Studies
Certificate in Dispute Resolution, 1998, Hamline University
BS 1975, Child Development, Iowa State University
MS 1979, Child and Family Studies, University of Wisconsin-Madison
PhD 1986, Educational Policy Studies, University of Illinois-Urbana-Champaign

**Katharine Bjork**, 2002
Professor, History
BA 1985, English, University of California, Berkeley
MA 1989, PhD 1998, History, University of Chicago

**Walter Blue**, 1971-2008
Professor Emeritus, French
BA 1963, Muhlenberg College
MA 1965, Rice University
PhD 1975, Yale University

**Mary Bochnak**, 1990-2013
Professor Emeritus, Accounting
BS 1972, University of Minnesota
MBA 1976, University of Minnesota
PhD 1982, University of Minnesota

**Jim Bonilla**, 1996 -2013
Professor Emeritus, Conflict Studies
BSE 1976, State University of New York
MA 1986 University of Massachusetts
EdD 1992 University of Massachusetts

**Duane Cady**, 1974-2011
Professor Emeritus, Philosophy
BA 1968, Hamline University
MA 1970, PhD 1971, Brown University

**Russell Christensen**, 1987-2013
Professor Emeritus, German
BA 1966, Carleton College
MA 1969, PhD 1988, University of Minnesota

**George Chu**, 1979-2023
Professor Emeritus, Music
BA 1969, Romance Languages and Literature, Yale University
MM 1976, DM 1979, Choral Conducting, Indiana University

**Diane Clayton**, 1978-2013
Professor Emeritus
Co-Director, Bush Library
BA 1973, Macalester College
MA, MALS 1978, University of Wisconsin-Madison

**Cynthia Cone**, 1973-2002
Professor Emeritus, Anthropology
BA 1956, MA 1971, PhD 1976, University of Minnesota

**Verna Corgan**, 1989-2017
Professor Emeritus, Communication Studies
BA 1984, MA 1986, PhD 1992, University of Minnesota

**Clifford Creswell**, 1962-1999
Professor Emeritus, Chemistry
BS 1958, Franklin and Marshall College
PhD 1962, Northwestern University

**F. Garvin Davenport**, 1966-2006
Professor Emeritus, English
BA 1961, Grinnell College
MA 1963, PhD 1967, University of Minnesota

**Dorothee Dietrich**, 1990-2020
Professor Emeritus, Psychology
BA 1984, Psychology, California State University-Humboldt
MA 1987, PhD 1990, Psychology, University of Wisconsin-Madison

**Veena Deo**, 1991-2020
Professor Emeritus, English
BA 1969, English, Fergusson College
MA 1971, English, University of Poona
PhD 1989, English, University of Kentucky

**Verne Dusenbery**, 1992-2017
Professor Emeritus, Anthropology
AB 1973, Stanford University
AM 1975, University of Chicago
PhD 1989, University of Chicago

**Barbara Elvecrog**, 1992-2014
Professor Emeritus, Education
BA 1969, Macalester College
MA 1992, University of Minnesota
EdD 2003, Hamline University

**Máel Embser-Herbert**, 1995-2023
Professor Emeritus, Sociology
BA 1978, Sociology, The George Washington University
MA 1990, Sociology, University of Massachusetts-Amherst
PhD 1995, Sociology, University of Arizona
JD 2004, Hamline University

**Michael Farris**, 1987*, 1988-2021
Professor Emeritus, Biology
BS 1978, Botany, Miami University
MS 1981, Botany, Ohio State University
PhD 1985, Biology, University of Colorado

**Mary Gotz**, 1976-1995
Professor Emeritus, Education
BA 1958, College of St. Catherine
MA 1964, Notre Dame University

**Robert Kim Guenther**, 1977-2013
Professor Emeritus, Psychology
BA 1970, University of Illinois
MA 1973, San Diego State University
PhD 1977, University of California-Santa Barbara

**Arthur Guetter**, 1987-2022
Professor Emeritus, Mathematics
BA 1981, Mathematics, Macalester College
MA 1983, PhD 1987, Mathematics, Northwestern University

**Elizabeth Gunderson**, 1980-2024
Professor Emeritus, Hamline School of Business
BAS 1976, University of Minnesota
MBA 1981, College of St. Thomas
PhD 1991, Management, The Union Institute

**James Hagen**, 2008-2018
Professor Emeritus, Business
AB 1974, University of Michigan
MS 1988, University of Minnesota
PhD 1997, University of Illinois

**John Harrigan**, 1969-1999
Professor Emeritus, Political Science
BS 1961, Loyola University
MA 1962, University of Chicago
PhD 1970, Georgetown University

**David Hudson**, 1989*, 1999-2021
Professor Emeritus, English
BA 1979, English and Journalism, University of Minnesota
MA 1987, PhD 1994, English, University of Minnesota

**Margaret Jensen**, 1979-2013
Professor Emeritus, Sociology
Honors BA 1971, McMaster University
MA 1974, McMaster University

PhD 1980, McMaster University

**Vivian Johnson**, 1996-2020
Professor Emeritus, Education
BA 1974, University of Colorado
MAT 1980, Monmouth College
MS 1986, PhD 1988, University of Oregon

**Steven Jongewaard**, 1975-2012
Professor Emeritus, Education
BA 1969, University of Minnesota-Duluth
MEd 1971, PhD 1981, University of Minnesota

**Richard C. Kagan**, 1973-2005
Professor Emeritus, History
BA 1960, MA 1963, University of California-Berkeley
PhD 1969, University of Pennsylvania

**Deborah Keenan**, 1988*, 1995-2017
Professor Emeritus, Creative Writing
BA 1974, Macalester College

**Jenny Keil**, 1995 -2016
Professor Emeritus, Management
BBA 1986, University of Michigan
MBA 1992 University of Kansas
PhD 1999 University of Kansas

**Carol Kelly**, 1973-1996
Professor Emeritus, Music
BM 1958, Eastman School of Music, University of Rochester
MM 1960, Indiana University

**Martin Knight**, 1973-2014
Professor Emeritus, Physical Education
BS 1969, MA 1972, PhD 1988, University of Minnesota

**Jerry Krause**, 1999-2015
Professor Emeritus, Criminal Justice
BS 1978, Mankato State University
JD 1984, University of Wisconsin Law School

**Leonardo Lasansky**, 1972-2013
Professor Emeritus, Studio Arts & Art History
BGS 1971, MA 1972, MFA 1972, University of Iowa

**Carolyn Levy**, 1994*, 1999-2017
Professor Emeritus, Theatre Arts
AB 1973, Cornell University
MFA 1976, University of Wisconsin-Madison

**Bill Lindquist**, 2008-2020
Professor Emeritus, Education
BA 1976, Augsburg College
MA 1993, University of Saint Thomas
PhD 2001, University of Minnesota

**James Lynskey**, 1965-1987
Professor Emeritus, Political Science
BS 1956, University of Maryland
MA 1960, PhD 1966, University of Minnesota

**Ann Mabbott**, 1995-2018
Professor Emeritus, Education
BA 1973, College of Wooster
MA 1974, University of Wisconsin-Madison
PhD 1995, University of Minnesota

**Rita Majerle**, 2002-2023
Professor Emeritus, Chemistry
BS 1978, Chemistry and Biology, University of Minnesota-Duluth
PhD 1989, Synthetic Organic Chemistry, University of Minnesota-Minneapolis

**Kristin Mapel Bloomberg**, 2001-2022
Professor Emeritus, Women's and Gender Studies
BA 1989, English and Philosophy, Hamline University
MA 1992, English, St. Cloud State University
PhD 1998, English, University of Nebraska-Lincoln

**Martin Markowitz**, 1973-2013
Professor Emeritus, Sociology
BA 1967, Hofstra University
MA 1970, PhD 1972, State University of New York-Stony Brook

**Presley Martin**, 1996-2016
Professor Emeritus, Biology
BS 1971, Indiana University
PhD 1978, Johns Hopkins University

**Anne M. McCarthy**, 2011-2022
Dean Emeritus, Hamline School of Business
AB 1980, Economics, Georgetown University
MBA 1986, Accounting, University of Connecticut
PhD 1992, Strategic Management, Purdue University

**Jane McPeak**, 1999-2016
Professor Emeritus, Public Administration
BA 1969, St. Mary's College

JD 1977, William Mitchell College of Law

**Lewis Messenger, Jr.**, 1984*, 1988-2018
Professor Emeritus, Anthropology
BA 1971, Hiram College
MA 1975, Universidad De Las Americas
PhD 1984, University of Minnesota

**Navid Mohseni**, 1989-2017
Professor Emeritus, Sociology
BS 1978, Tehran Business College
MA 1981, PhD 1990, University of Kentucky

**Alice Moorhead**, 1985-2016
Professor Emeritus, English
BA 1972, Michigan State University
MA 1974, University of Chicago
DA 1984, University of Michigan

**Richard Mulkern**, 1962-1989
Professor Emeritus, Physical Education
BS 1948, MA 1949, University of Minnesota

**Nadine Myers**, 1979*, 1990-2005
Professor Emeritus, Mathematics
BS 1967, Bemidji State University
MS 1969, PhD 1971, University of Iowa

**Susan Thurston Myster**, 1990*, 1996-2020
Professor Emeritus, Anthropology
BA 1984, Anthropology, Hamline University
MA 1989, Bioarchaeology, University of Tennessee
PhD 2001, Forensic Anthropology, University of Tennessee

**Barbara H. O'Connell**, 1980-2011
Professor Emeritus, Anthropology
BA 1969, University of Michigan
PhD 1983, Northwestern University

**Sheila O'Connor**, 2012-2023
Professor Emeritus, Creative Writing
BA 1982, English, University of Minnesota
MFA 1986, Poetry, Iowa Writers Workshop

**Faith O'Reilly**, 1989-2008
Professor Emeritus, Legal Studies
BS 1974, Western Carolina University
JD 1982, Drake University Law School

**Mark Olson**, 1994*, 1997-2019
Professor Emeritus, English
BA 1977, English and Philosophy, University of Wisconsin, LaCrosse
MA 1981, PhD 1999, English, University of Minnesota

**Matthew Olson**, 1977-2018
Professor Emeritus, Psychology
BA 1973, University of California-Davis
PhD 1977, University of Michigan

**Patricia Palmerton**, 1985-2017
Professor Emeritus, Communication Studies
BA 1972, Macalester College
MA 1979, University of Minnesota
PhD 1984, University of Minnesota

**Robin Hornik Parritz**, 1992-2020
Professor Emeritus, Psychology
BA 1983, Psychology, Brandeis University
PhD 1989, Clinical Psychology, University of Minnesota

**Joseph Peschek**, 1987-2022
Professor Emeritus, Political Science
BA 1974, Political Science, University of Washington-Seattle
PhD 1984, Political Science, University of Massachusetts-Amherst

**Bonnie Ploger**, 1995
Professor, Biology
BA 1981, Biology, Mount Holyoke College
MS 1985, Zoology, University of Oklahoma
PhD 1992, Zoology, University of Florida

**George Redman**, 1976-2012
Professor Emeritus, Education
BA 1963, Hamline University
MA 1965, PhD 1975, University of Minnesota

**Tamara Goldstein Root**, 1970-2006
Professor Emeritus, French
BA 1963, University of Toronto
MA 1966, PhD 1970, University of Illinois

**Ioannis Roussos**, 1990-2022
Professor Emeritus, Mathematics
BS 1977, Mathematics, University of Athens
MS 1982, PhD 1986, Mathematics, University of Minnesota

**Andreas Schramm**, 1995-2021
Professor Emeritus, Education
MA 1985, University of Freiburg
MA 1993, PhD 1998, University of Minnesota

**Larry Sutin**, 1993-2013
Professor Emeritus, Creative Writing
BA, University of Michigan
JD, Harvard University

**Barbara Swanson**, 1992-2015
Professor Emeritus, Education
BA 1969, Macalester College
MA 1989, Augsburg College
EdD 1993, EdS 1994, University of St. Thomas

**Kathy Thomsen**, 1988*, 1996-2020
Professor Emeritus, Music
License in Dalcroze Eurhythmics, Longy School of Music, 2003
BA 1976, Music, Hamline University
MM 1980, Piano Performance, University of Michigan
DMA 2000, Piano Performance, University of Minnesota

**Karen Vogel**, 1989-2016
Professor Emeritus, Political Science
BA 1980, Pitzer College
MA 1982, PhD 1986, University of Oregon

**William Wallace**, 1986-2021
Professor Emeritus, Theatre Arts
Designer and Technical Director of Theatre
BA 1972, Speech/Theatre and English, Concordia College, Illinois
MFA 1981, Design and Technical Theatre, University of Minnesota

**Andrew Wykes**, 2001-2023
Professor Emeritus, Studio Arts
Surrey Diploma in Foundation Art and Design 1979, Richmond upon Thames College, London
BFA 1982, Painting, Epson School of Art and Design, University of London
MFA 1997, Painting, American University

**Yali You**, 1996
Professor, Music
BA 1984, Cello Performance, Shanghai Conservatory of Music
MM 1987, Cello Performance, Cello Performance Certificate, 1988, Northwestern University
DMA 1996, Cello Performance, University of Cincinnati

**Barbara Younoszai**, 1964*, 1965-2013
Professor Emeritus, Spanish and Latin American Studies
BA 1955, MA 1962, University of California-Berkeley
PhD 1971, University of Minnesota

**Nurith Zmora**, 1993-2022
Professor Emeritus, History
BA 1974, History and International Relations, Hebrew University of Jerusalem
MA 1983, American Studies, Hebrew University of Jerusalem
MA 1985, History, Johns Hopkins University
PhD 1990, American History, Johns Hopkins University

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# Course Descriptions

**ACCT 1310 - Financial Reporting**

Goals: To introduce students to the recording process used to develop the income statement, balance sheet and statement of cash flows, as well as how to interpret what changes in these accounts represent.

Content: The foundations of financial reporting and managerial accounting are designed to be taken as two sequential courses. In this first course, students will gain an in-depth exposure to inventory, receivables, plant assets and long-term liabilities, as well as the components of shareholders' equity. It is highly recommended that students take Managerial Accounting upon completion of this course.

Credits: 4

**ACCT 1320 - Managerial Accounting**

Goals: To further students' financial reporting knowledge with shareholders' equity, investments and the Statement of Cash Flows.

Content: This is the second course in introductory accounting and builds on knowledge gained in the first course. To reinforce the topics of financial accounting, students are given the opportunity to use their knowledge to perform financial statement analysis. The

course continues with managerial accounting which gives students the opportunity to learn the various methods used to cost out goods and services:  job order, process costing, variable costing and standard costing. A focus on cost behavior, budgeting and internal decision making will give the student the opportunity to develop practical skills applicable to all business majors.

Prerequisite: ACCT 1310, grade of C- or higher

Credits: 4

**ACCT 3010 - Intermediate Accounting I**

Students are exposed to the financial reporting system providing information for global resource allocation decisions embodied in U.S. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS).

This course is first in a two part sequence, and focuses on the asset side of the balance sheet. Topics include the review of the basic financial statements, time value of money, receivables, property, plant and equipment, and intangibles.

Prerequisite: ACCT 1310, grade of C- or higher

Credits: 4

**ACCT 3020 - Intermediate Accounting II**

Building on the knowledge students gained in ACCT 3010, this second course in a two art sequence focuses on the liability and shareholders' equity side of the balance sheet. Topics include current liabilities, bonds, leases, deferred taxes, pensions and investments, as well as an in-depth look at the statement of cash flows.

Prerequisite: ACCT 3010, grade of C- or higher

Credits: 4

**ACCT 3030 - Cost Accounting**

This course uses the principles and techniques used to account for and analyze costs incurred to produce goods or services.

Topics include job order, process, standard and variable costing techniques, in addition to cost-volume-profit relationships and budgeting techniques to forecast costs. Emphasis is placed on decision making using the various costing techniques.

Prerequisite: ACCT 1310, grade of C- or higher

Credits: 4

**ACCT 3040 - Securities and Exchange Commission (SEC) Regulations and Reporting**

Upon completion of this course, a student should be able to:

- Explain the origin and structure of the SEC and its role in standard setting
- Describe the SEC's Integrated Disclosure System, including Regulation S-X and S-K
- Discuss the Securities Act of 1933 and the Securities Exchange Act of 1934
- Discuss the process of taking a company public, including preparation and filing of a registration statement
- Describe the basic filings under the 1934 Act and requirements of shareholder communications

The course presents a history of the federal securities laws in the U.S., including the Securities Act of 1933, the Securities Exchange Act of 1934, the Sarbanes-Oxley Act of 2002, the origin of Regulations S-X and S-K, and the development of MD&A. It allows students to place corporate governance, financial reporting, Securities and Exchange Commission (SEC) rules and regulations and Public Company Accounting Oversight (PCAOB) standards into a coherent context and framework.

Prerequisite: ACCT 3010, grade of C- or higher

Credits: 4

**ACCT 3050 - Federal Individual Taxation**

The theory and practical application of federal income tax for individuals, partnerships and corporations under the laws enacted in the Internal Revenue Code.

Prerequisite: Sophomore standing

Credits: 4

**ACCT 5030 - Advanced Accounting**

Advanced topics in accounting which include mergers and acquisitions, consolidated statements for a parent

and subsidiary, foreign exchange, partnerships and bankruptcy. Students will also gain exposure to non-profit and governmental accounting.

Prerequisite: ACCT 3020, grade of C- or higher

Credits: 4

**ACCT 5040 - Auditing**

A study of the methods used to improve the quality of information for decision makers. Reliability of financial statements is essential for markets to function efficiently. This course covers the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance.

Prerequisite: ACCT 3020, grade of C- or higher

Credits: 4

**ACCT 5050 - Business Entity Taxation**

Students will learn why the type of business formation selected is driven by the Internal Revenue tax code, and to demonstrate the differences in tax rules between a sole proprietorship, corporation, partnership and nonprofit entities.

This exciting tax course is the key that unlocks the mystique behind business taxation. It picks up where individual tax left off by delving into corporations, partnerships and nonprofit entities. The student will gain firsthand experience by way of preparing fictitious business returns. After completing this course, the student will be eligible to do a paid internship in tax preparation to meet the April 15th deadline.

Prerequisite: ACCT 3050, grade C- or higher

Credits: 4

**ACCT 5500 - Advanced Taxation Topics**

Students will gain firsthand experience in preparing property tax schedules and advanced topic tax returns. Upon completion of the course students will be able to compute a multi-state corporation's state income tax liability because they will be able to explain the framework underlying taxation of cross-border transactions, and the interactions between IRS provisions and international tax treaties.

This equally exciting course dives into the taxation of property transactions and advanced tax topics that are not typically covered in an individual or business entity tax class. It picks up where individual tax left off by delving into capital gains and losses, property basis and non-taxable property exchanges. The class then examines advanced tax topics including tax accounting periods and methods, multi-state corporate tax, taxation of international transactions, federal gift and estate tax, and income taxation of trusts and estates. After completing this course, the student will be eligible to do a paid internship doing tax preparation to meet the March 15th (corporations) or April 15th (partnerships, trusts and individuals) deadline.

Prerequisite: ACCT 3050, grade of C- or higher

Credits: 4

**ANTH 1160 - Introduction to Anthropology**

Goals: To introduce the approaches and perspectives of the anthropological study of human beings. To survey the ways human cultures shape and are shaped by historical, environmental, biological and social forces. To introduce the importance of context in social research.

Content: This course is an introductory survey of the different anthropological approaches to the study of human beings through introducing key concepts, basic content, approaches and guiding theoretical questions about human beings and our relationship to each other and our world. Students will acquire a basic working knowledge of key anthropological vocabulary, research orientations and methods. Class lecture, discussion and readings will be applied in weekly field exercises spanning a range of research approaches. This class emphasizes learning about anthropology by doing it—data collected by students will be discussed and analyzed in class.

Taught: Annually, both semesters

Credits: 4

**ANTH 1500 - Environment, Justice, and Well-Being**

Crosslisted: Also listed as ECST 1500

Goals: This course considers the conditions that make it possible for people -- and societies, and our more-than-human neighbors -- to live together on Earth in the longer term. Surveying the conditions of global crises such as climate change and environmental injustices, as well as exploring how those crises make us feel and treat each other, our readings, discussions, and in-class collaborative projects help us understand what it will take to care for the Earth as home as we move together into the future.

Content: We explore socio-cultural, economic, and political relationships from the perspectives of anthropology and environmental studies to better understand how we have arrived, globally, at profound disparities in wealth, health, life expectancy, population density, and access to opportunity and hope. In contrast, we explore global grocery chains and land commons projects to understand how people are rebuilding these systems, and to practice creating and sharing instructions for "planetary home care." Drawing broadly on contemporary literature from geography, economics, political science, rural sociology, anthropology, and Afro- and Indigenous futurisms, this course helps prepare students to grapple with some of the more challenging issues of our post-colonial world, with its global division of labor, cultures of consumption-as-self-soothing, differential poverty and privilege, intellectual property battles, increasing systemic instabilities in the face of climate crisis and pandemics, and social responses to global connectivity. Course comes with Planetary playlist.

Credits: 4

**ANTH 1530 - Human Evolution (with Lab)**

Goals: To understand the process of biological evolution and the evolution of the human species.

Content: Study of evolutionary theory, population genetics, comparative primate anatomy and behavior, evolution of social behavior, fossil evidence for primate and hominid evolution, origins of bipedalism, tools.

Taught: Annually

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**ANTH 1600 - Anthropocene: Culture and Climate Change**

Crosslisted: Also listed as ECST 1600

Modern humans appeared in the most recent moment of Earth's long geologic history, and yet in a spectacularly short time we have dramatically impacted our planet. Human-induced changes to the landscape, chemical composition of the atmosphere, and the living biosphere have accelerated to the point that the Earth is no longer the planet on which our species evolved. It has been suggested that the planet has, in fact, already changed so much that it should be named as a new geologic era: The Anthropocene.

This course introduces the anthropological study of the Anthropocene—a holistic consideration of the world humans have made through our use of technology, our means of production, our systems of consumption, our waste, and the many other expressions of human culture that are changing the Earth.

As an introductory course, it focuses on basic literacy with the foundational questions of human culture and the biosphere. It is framed by five questions that structure the content of the class: What should we call this period? What is happening? How did we get here? Does the Anthropocene have a culture? How do we learn to live in this world we have made? Some key topics of interest include deep time, material culture, media, evolution, nature, kinship, ruins, adaptation and solidarity. As these issues are a shared concern of humanity, this course spends considerable time investigating difference and collaborative means for a human response.

Credits: 4

**ANTH 3030 - Topics in Sociocultural Anthropology**

Goals: To study specialized topics in the subdiscipline of sociocultural anthropology. While intended primarily for anthropology majors or those interested in majoring in anthropology, these topics courses welcome interested students from other disciplines.

Content: Focus varies. While the specific topic of the course varies from year to year, ANTH 3030 focuses on studying humans as social and cultural beings. The approaches that sociocultural anthropologists take to the study of human beings are many, varied and occasionally contentious. With this in mind, this course will take up a specific topic and examine it using various approaches—emphasizing the ways that humans make, remake and represent meanings and behaviors in social and cultural contexts. The class will discuss anthropological approaches to research and the ethnographies that sociocultural anthropologists typically produce.

Taught: Annually, Fall semester

Credits: 4

**ANTH 3031 - Art and Performance**

Goals: To study humans as social and cultural beings. To examine the topic using various approaches—emphasizing the ways that humans make, remake and represent meanings and behaviors in social and cultural contexts. To discuss anthropological approaches to research and the ethnographies that sociocultural anthropologists typically produce.

Content: How do anthropologists understand the nature and purpose of art and performance? Are these universal categories of human behavior or are they unique to Western modernist and postmodernist activities and theoretical assumptions? Does it make sense to discuss art as an autonomous sphere of action outside of religion, ritual, medicine, tourism, or other forms of practice? How might representations that we encounter in painting, sculpture, or performance align with ethnographic depictions? How are identity, difference, and cultural values produced and reproduced by both art and anthropology? How might art forms or performances be used as political protest and what might such creations offer that other practices do not? These are just some of the many questions we will discuss this semester. Ultimately, our goal is to interrogate the notion of art as we have come to conceptualize it in the West as a way to expand our understanding of what it means to be human.

Credits: 4

**ANTH 3032 - Sounds of Protest**

Goals: This class will introduce students to the connections (both historically and cross-culturally) between social protest, music, and sound-making practices. Primarily we will examine how people have used music and sound as mediums of social protest as well as the ways in which governments have deployed these same mediums as counter-insurgency tactics. Ultimately, our goal will be to place sound and sound-making approaches at the center of social protest activities in order to understand them both as objects of analysis and as tools for broader engagement.

Content: Reading assignments, videos, active listening exercises, and lectures will provide students with an understanding of the connections between sound and social protest. Students will also be asked to create their own sonic interventions through the digital recording and manipulation of sound.

Credits: 4

**ANTH 3033 - Digital Anthropology**

This course introduces digital anthropology by considering the material and sociocultural contexts of the design and production of hardware, the work of code and software design, and the use of digital technologies, software, games and networks (social or otherwise.) Since the digital is global in scope and local in practice, we also look at how the digital works between different locations and cultures: the globalization of social media, the circulation of games and software, or questions of the material conditions of production and electronic waste.

Human history has been dominated by the use of physical tools and analog devices. Over the past few decades, however, we have witnessed the dramatic proliferation of digital tools and technologies throughout our everyday lives. Digital information, its management, and movement through networks and technological apparatuses are a human construction and as such are a prime site for studying humanity at this moment. Digital anthropology examines what the

arrival of these new technologies mean for human culture and sociality—what it means to be digitally human.

Credits: 4

**ANTH 3034 - Pilgrims, Travelers, and Tourists**

Goals: To introduce students to the history and sociocultural contexts of various forms of travel from religious pilgrimage to the rise of mass tourism and how each structures knowledge and experience of other places and peoples.

Content: Historical and contemporary travel narratives, ethnography, films, and guest lectures will be supplemented with theoretical essays to examine the power of the practice of travel in various forms both historical and contemporary. This course will emphasize the connections and tensions between various forms of the journey and issues such as self-knowledge, authenticity, class, the nature of "others," and the construction of "culture."

Credits: 4

**ANTH 3040 - Topics in Archaeology**

Goals: To study topics in the subdiscipline of archaeology. Intended primarily for anthropology majors or those interested in majoring in anthropology.

Content: Focus varies. While the topic covered in this course may vary from year to year, all versions of ANTH 3040 will provide students with an understanding of archaeological method and theory including how archaeologists study landscapes, settlement patterns, and material remains to understand human history and human culture. Instructors will use a case-study approach (i.e. pre-contact North American archaeology, historical North American archaeology, or archaeology of the modern world) to help students understand the nature of human variation and diversity as culturally, biologically, linguistically, historically, and geographically situated. As part of this course students will develop writing and research skills such as writing a literature review, an annotated fiction, and a heritage preservation proposal. Recent example: North American Archaeology.

Taught: Annually, spring semester

Credits: 4

**ANTH 3041 - Interpreting Archaeology**

Goals: To understand principles of archaeology - the varying ways archaeologists recover, analyze, and interpret information about the past. To gain proficiency in general scientific practices, reading archaeological literature, and grant writing. To critique archaeological practice by examining the bias inherent in American archaeology. To consider ethical and practical issues in the management of cultural resources and understand how to balance the sometimes conflicting views, voices, and histories found in our contemporary world.

Content: Archaeologists are often described as "time detectives" sifting through the material traces of past lives in order to better understand human behavior and human history. We will critique this limited view of the discipline by exploring how the "past is present" and the need for a socially responsive and civically engaged archaeology. Students apply their knowledge by writing a grant proposal that combines scholarship, community engagement, and an expanded archaeological practice.

Taught: Alternate years, spring semester

Credits: 4

**ANTH 3042 - Archaeology of Now**

Archaeologists are traditionally understood to study our ancient human past. This course takes a different view of the discipline. Here we will use the methods and theories of archaeology to examine our contemporary world. That is, this class will investigate the archaeology of now. We will take archaeology's concern for things, context, and people to gain a unique perspective on our world and our lives. Our class will examine archaeology's contributions of everything from death investigations to graffiti studies, tracking our material culture from space junk floating around our planet to micro plastics floating throughout our oceans. We will also consider ethical and practical issues about archaeology and heritage in the context of massive and global challenges faced by humanity. We will

consider the meaning of our Anthropocene legacy where "preservation" is unavoidable and whether archaeology can be a force for social good.

This course is designed to give students the archaeological tools they can use to better understand our 21st Century world. We will use lectures, readings, discussion, and exercises to introduce these tools and develop their use. As students in this class, you will regularly engage in field and lab exercises, learning how to observe, document, and analyze our contemporary archaeological record, including work with waste studies, ethnoarchaeological observations, and counter-mapping.

Taught: Alternate years, spring semester

Credits: 4

**ANTH 3050 - Topics in Linguistic Anthropology**

Goals: To study topics in the subdiscipline of linguistic anthropology. Intended primarily for anthropology majors or those interested in majoring in anthropology and/or minoring in linguistics.

Content: Focus varies. While the topic of this course may vary from year to year, all variations of ANTH 3050 will introduce students to the anthropological study of human language in its sociocultural context. We will explore the social and cultural dimensions of language in general and (a) language(s) in particular. Key concepts include language as system, language as performance, semiotic mediation, social context, indexicality, and language ideology. Some readings are theoretical, others ethnographic, drawn from a variety of speech communities and communities of practice around the world. Writing assignments range from sociolinguistic field observations and autobiographies to book reviews and analytical essays. Recent example: Language, Culture, and Society.

Taught: Annually, Spring semester

Credits: 4

**ANTH 3060 - Topics in Biological Anthropology**

Goals: To study topics in the subdiscipline of biological anthropology. Intended primarily for anthropology majors or those interested in majoring in anthropology.

Content: Focus varies. While the topic of this course may vary from year to year, all variations of ANTH 3060 will explore the complexity of the relationship between biology and culture and the impact of culture change on human biology. Biological anthropologists believe that human biology must be understood in the context of the associated culture. With this in mind, a variety of different methods and theories will be introduced during the class to provide a framework from which to interpret and explain human behavior practiced by human societies in the past and present. As part of this course, students will develop oral communication skills commonly engaged in by biological anthropologists including presentational speaking at an academic conference (a mock conference with 3 – 4 presenters, a moderator, and question/answer session), group discussion of published literature, and proposal presentation to affiliated interested parties, i.e. descendant community members and governmental agencies. Recent example: Bioarchaeology.

Credits: 4

**ANTH 3061 - Anthropology of Death**

Benjamin Franklin famously once wrote, "In this world nothing can be said to be certain, except death and taxes." While he was correct that death remains a universal inevitability, the ways in which people around the world and through time experience death and dying are far from universal. This class takes an anthropological perspective to explore cross-cultural attitudes towards death in both the past and present. We will center the dead body itself as we explore the anthropology of death. The topics we will explore fall under three broad themes: 1) the history and ethics of studying the dead; 2) death rites and the many ways in which diverse human societies have disposed of the dead; and 3) the materiality of the dead body itself and how we can learn about past peoples' lives through their material remains.

Credits: 4

**ANTH 3062 - Race, An Unnatural Concept**

This course traces the role of biological anthropology in the scientific and pseudoscientific study of human

variation and difference and the impacts of this study on society, from politics to medicine to identity and beyond. The course will trace the historical development of the now debunked biological race concept, from the misuse of scientific concepts and methods by early biological anthropologists to create racist, white supremacist "hierarchies of humanity," to the role of biological anthropologists in scientifically disproving this same concept. Additionally, the course will explore how the erroneous concept of "biological race" and racism within biological anthropology have affected scientific knowledge production and narratives about human origins, evolution, and biological and cultural differences.

Credits: 4

**ANTH 3063 - Paleopathology**

Goals: 1) To learn to recognize, describe, and possibly diagnose evidence of disease in human skeletons; 2) to understand how to use the skeletal evidence of health and disease to learn more about ancient peoples and how they interacted with and were affected by their environment; 3) to understand the biocultural approach in anthropology and how it pertains to paleopathology; and 4) to appreciate the incredible amount of information contained within the human skeleton.

Content: The human skeleton can tell us much about its owner. Bones and teeth record evidence of nutritional stress, infectious diseases, trauma, and habitual activities. Paleopathologists learn to use this evidence as clues to behavior and disease load. We will maintain a biocultural focus, examining the interactions between human biology and culture. Topics to be covered include the history of paleopathology; the paleoepidemiological approach; how to recognize and describe disease in bones; how to do a differential diagnosis; how to assess the potential impact of a disease process or traumatic injury on an individual; and how to estimate possible care or medical interventions. Infectious, degenerative, nutritional, developmental, and dental diseases as well as trauma will be covered.

Credits: 4

**ANTH 3070 - Topics in Environmental Anthropology**

Goals: To study specialized topics in the subdiscipline of environmental anthropology. While intended primarily for anthropology majors and majors in environment and climate studies, these topics courses welcome interested students from other disciplines.

Content: Focus varies. While the specific topic of the course varies from year to year, ANTH 3070 focuses on studying humans in the larger contexts of the environments and worlds we create and maintain. This course will take up a specific topic and examine it using various approaches—emphasizing the ways that humans make, remake and represent meanings and behaviors in social and cultural contexts in various contexts on our shared planet.

Credits: 4

**ANTH 3071 - Environmental Conflict and Collective Violence**

This course explores the anthropological meanings and effects of violence in both historical and cross-cultural contexts with a special focus on responses to climate change and environmental degradation. Our goal will be to examine how we might understand violence, in and of itself, as an always already contested category of cultural practice. To do so, we will work to examine the various experiences and subjectivities of perpetrators, victims, and witnesses in relation to acts that some may deem violent while others may seek to legitimize or condone. To this end, we will explore how violence is complexly defined and how such definitions involve contestations about whether or not a certain act is considered legitimate or illegitimate, prosaic or extreme, individual or collective, etc. Throughout class, we will examine notions of physical, psychological, state, gendered, structural, and environmental violence while also exploring the role violent imaginaries assume in contemporary culture.

Credits: 4

**ANTH 3072 - Anthropology of Infrastructure**

It is an anthropological observation that humans make worlds. The current world we have made on our planet is notable for the multiple, complex and enduring

infrastructures we have built—both sociocultural and material. From automobile-centric transportation, the delivery of freshwater, electricity and digital networks, to the managerial, educational and governmental formations, we are individually and collectively enmeshed in multiple human-created infrastructures. This course examines the history, formation and function of key infrastructures in the human age of the Anthropocene using examples across cultures and geographies. Our goal will be to examine the relationships between humans, the worlds we build and the functioning of the infrastructures we create. These are questions particularly important in the age of globalized connection, resource extraction, and impacts on the biosphere in the age of climate change. To study infrastructure is also to consider options and alternatives to our current situation.

Credits: 4

**ANTH 3600 - Anthropological Methods for Exploring the Human Present**

Credits: 4

**ANTH 3610 - Ethnographic Research Methods**

This course surveys the variety of ethnographic research methods and techniques used by anthropologists. It builds on the foundation of the fieldwork exercises introduced in introduction to anthropology through a much more detailed examination of the work anthropologists do and the nature of the data they collect.

This course will cover both the practical aspects of actual ethnographic research—the methods and skills of anthropological fieldwork—and review theoretical examinations and critiques of the work anthropologists do. We will discuss formulating research questions, writing a research proposal and collecting data in sociocultural contexts (through, for example, written fieldnotes, interviews, observations, translation, visual techniques and archival research.) We will also read some outstanding ethnographies.

Taught: Alternate years, fall semester

Credits: 4

**ANTH 3620 - Ethnography of Sound and the Environment**

This course will introduce students to the multifarious connections that exist at the intersection of sound studies, acoustic ecology (ecoacoustics), and ethnography. Our ultimate goal will be to examine the relationship, mediated through sound, between human beings and their environment. To do so, students will engage in close reading, listening, and other forms of sensory observation in order to understand how various sounds (of human activity, of the planet itself, and of other species) are inextricably linked to placemaking and place-sensing activities. In the end, students will use their increased understanding of sound and soundscapes to realize their own ethnographically-informed, audio-based interventions.

Credits: 4

**ANTH 3630 - Ethnography of Digital and Game Worlds**

Credits: 4

**ANTH 3700 - Anthropological Methods for Exploring the Human Past**

Credits: 4

**ANTH 3710 - Human Osteology and Skeletal Identification (with Lab)**

The human skeleton is a dynamic and living biological system essential to life as we know it. It provides support and protection for vital soft tissues of the body, allows us to move, and acts as the production and storage site of cells and nutrients essential to our continued survival. Moreover, with rare exception, human skeletal remains provide the only direct evidence we have of past peoples' lives, including their anatomy, evolution, behavior, and health. In this class we will 1) explore historical and contemporary ethical dilemmas facing biological anthropologists; 2) use skeletal morphology and anatomical landmarks to identify all 206 bones and 32 permanent teeth of the human body and distinguish them from non-human animal remains; 3) contextualize the skeleton within a functional anatomical context to understand how relevant soft tissues (muscles, ligaments, nerves, blood vessels, etc.) work with the skeleton to facilitate real-life

function; and 4) understand the biology, growth and development, and biomechanics of the human skeletal system. This multi-faceted approach to human osteology will provide a holistic foundation of osteological knowledge relevant to a variety of academic and applied disciplines, including bioarchaeology, forensic anthropology, paleoanthropology, paleopathology, dental anthropology, comparative anatomy, medicine, dentistry, kinesiology, veterinary science, as well as many others.

Taught: Annually

Prerequisite: ANTH 1160

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**ANTH 3720 - Forensic Anthropology**

This course will introduce students to the scope of knowledge, theories, and skills forensic anthropologists bring to forensic casework. Students will learn about the process of forensic death investigations and their application to domestic criminal cases as well as international human rights violations. Students will understand and apply methods of skeletal identification and reconstruction of individual life histories from bone that may be applied in both contemporary forensic and ancient archaeological contexts, including techniques for estimation of age-at-death, sex, stature, identification of skeletal indicators of biological affinity, trauma, and pathology. Additionally, students will discuss and grapple with ethical dilemmas facing forensic anthropologists practicing in the field today. Students will develop and practice problem solving and critical thinking through close observation, evidence analysis, and presentation of results through written reports and oral testimony. The course will culminate in the production of an osteological profile on a set of skeletal remains.

Taught: Alternate years

Credits: 4

**ANTH 3730 - Archaeology in the Field**

Students in this course will learn archaeological field methods through participation in ongoing research projects. We will work closely with various Federal, state, Tribal, and community partners. Our projects follow principles of community-based and Indigenous-based archaeology. The experiences of this course will help prepare students for professional careers in archaeology, heritage preservation, site interpretation, and related fields.

Content varies depending on the field site. Recent projects include excavations at historic Split Rock Lighthouse on the north shore of Lake Superior to remote sensing investigations at a pre-contact stone quarry site in southeastern Minnesota. Basic techniques covered include pedestrian survey, GPS mapping, soil description, record keeping, excavation, and field conservation.

Taught: Annually, summer term

Credits: 4

**ANTH 3740 - Archaeology in the Laboratory**

Goals: To learn archaeological methods for understanding our material world. To critically examine the complicated legacy of archaeological collections. To prepare students for professional careers in archaeology, heritage preservation, museum work, and related fields.

Content: Students in this course will learn the skills and techniques employed by archaeologists in the documentation, analyses, and preservation of artifacts and other materials recovered in archaeological fieldwork. Course content includes lectures and readings on methods and theory for laboratory work, collections management, and ethical concerns. Students will apply this content in discussions and laboratory exercises focused on stone artifacts, ceramics, animal bones, and a variety of other materials. Students will also learn about basic computer applications in artifact analyses and documentation.

Taught: Alternate years, fall semester

Credits: 4

**ANTH 3800 - Community Engaged Research**

Credits: 4

**ANTH 3810 - Excavating Hamline History**

Goals: To have students participate as part of an interdisciplinary team excavating a historic site on or near campus. This archaeological excavation is part of research focused on the early history of "Hamline Village." It is also a public archaeology project with the goal of involving people from throughout the local community including Hamline Elementary students, neighborhood residents, and University alumni.

Content: Students learn basic archaeological field and laboratory methods, principles of historic archaeology, and anthropological approaches to material culture studies through readings and lectures, but primarily through participation. This course emphasizes archaeology as a holistic discipline linking the humanities, fine arts, social sciences, and natural sciences. Students help provide this interdisciplinary perspective by contributing to the overall research, educational, and public archaeology goals through individual and collaborative projects.

Please note that this is a lab course. Lab meetings are built into the course schedule and students do not need to register for a separate lab section.

Taught: Alternate years, fall semester

Prerequisite: Instructor permission

Credits: 4

**ANTH 3820 - Museum Anthropology**

Goals: To present students with an introduction to museums and exhibitions, and their social, political, and cultural roles in society; to provide students with basic theoretical approaches for examining the power and politics of collection, display and representation at work in museums; to examine specific examples of the ways that museums and exhibitions provide spaces for articulating and practicing different communities and identities, and their relationship to "others"; and to provide students with an introduction to aspects of museum collection, exhibit design, and public interpretation.

Content: The course is taught using a mixture of theoretical readings, ethnographies, field excursions to local museums, and a student field project. Topics covered include: a basic introduction to the history of collecting and display; the beginnings and institutionalization of museums; different museums and their publics; theories of representation and cultural production; and the design, collection, and curation of museum exhibits.

Credits: 4

**ANTH 3830 - Visual Anthropology**

This course examines the ways culture and society are represented and imagined visually. While we will primarily focus on photography and film, we will also look more broadly at the visual aspects of culture as it intersects with material culture, media and the digital. A central concern will be to examine the ways that these technologies construct knowledge and understanding of ourselves and others.

The course emphasizes equal parts of theory and practice. Film screenings and theoretical works will provide a foundation for members of the class to make their own films. The last half of the semester will engage students individually and in groups with creating documentary research projects using visual research methods.

Prerequisite: ANTH 1160

Credits: 4

**ANTH 3840 - Minnesota Music and Performing Arts Archive**

Goals: To explore the history of Minnesota music and performing arts and to work with local artists to develop archival practices.

Content: This course engages members of the local community to understand and develop digital archives of Minnesota music and performing arts. We will explore the formal and ethical issues surrounding archives, the importance of repatriation, and then work with local

communities to create meaningful archives to meet a variety of goals and needs.

Credits: 4

**ANTH 5260 - Anthropological Thought and Theory**

Goals: To become familiar with the kinds of explanations and methods anthropologists have used and/or are currently using to analyze cultural phenomena. To develop critical thinking.

Content: Theoretical statements and exemplary analyses covering a spectrum of approaches employed by nineteenth and twentieth century anthropologists.

Taught: Annually

Prerequisites: At least two 3000-level anthropology courses

Credits: 4

**ANTH 5950 - Senior Seminar**

Crosslisted: Also listed as ECST 5950

Goals: To provide majors, in their senior year, the opportunity to bring together the variety of content and knowledge from the courses they have taken to broadly address theoretical or conceptual issues of contemporary relevance in the field.

Content: This is a capstone course in the major that emphasizes the competencies of working in groups, understanding multiple viewpoints, discussion and presentation skills, critique, and the production of high quality written work. This course is intended to reaffirm the learning objectives of the program, and to be a gateway to using knowledge beyond the university in the world of work, or within further professional training.

Prerequisites: ANTH 1160 and at least one 3000-level anthropology course (for anthropology majors), or ECST 1100 and ECST 1500 (for environmental and climate studies majors)

Credits: 4

**ART 1100 - Introduction to Digital Media Arts**

Goals: To outfit students with a conceptual and technical foundation for making digital media art.

Content: This course positions digital media arts at the multidisciplinary intersection of art and media. Combining hands-on projects with readings and discussions, students will consider key concepts of new media and question the impact of these media on contemporary culture through creative production. Students will spend the semester studying and developing art projects in a range of digital forms: web pages, raster images, motion graphics, 3d images and prints, and interactive games.

Taught: Fall and spring

Credits: 4

**ART 1120 - Fundamentals of Design**

Goals: To enable students to apply basic formal principles of visual design in the creation and analysis of simple 2d digital media projects. Enable students to apply design thinking strategies to develop an effective work process in design.

Content: This course introduces students to the fundamental concepts of visual design: picture plane, figure/ground relationships, scale and proportions, pattern, composition, value, color, methods for conveying time and spatial illusion. In addition to introducing formal design strategies, the course introduces methods of idea generation, digital image generation, and critique / peer review, and examines issues of content and the historical/cultural context in which works of art are produced.

Taught: Fall and spring

Credits: 4

**ART 1130 - Drawing**

Goals: To gain an understanding of the basic elements and principles of drawing. To foster an awareness of the cultural and aesthetic significance of the basic concepts that form the foundation of the visual arts.

Content: Drawing is a foundational studio course that presents traditional drawing techniques, processes and concepts in a contemporary context. Drawing is an active, studio-intensive course that requires in-class participation with additional work time outside of the structured class hours. Drawing students will present

their work in critiques and engage in online reading assignments related to their in-class studio assignments.

Credits: 4

**ART 1140 - Drawing from Life**

Goals: To learn and apply the basic elements and principles of drawing to drawing the human figure and elements from life.

Content: Study of line, contour, shape, value, foreshortening, composition, design, and principles of light and shade while drawing from the live model and elements from life.

Credits: 4

**ART 1150 - Art Foundations**

Goals: To learn and apply the basic elements and principles of 2D and 3D design.

Content: Study of form, line, balance, color, and composition through analog making in two and three dimensions with paper and found objects.

Taught: Annually in fall and spring

Credits: 4

**ART 1300 - Creative Coding**

Goals: To develop a basic ability to build dynamic, interactive, expressive applications using the Processing computer language. To develop an understanding of the unique artistic opportunities that computer programming enables. To develop basic proficiency in computational thinking skills - breaking down complex problems into smaller pieces, building and testing algorithms, abstracting specific solutions into more general ones, using data to represent real world phenomena.

Content: Creative Coding is a beginning level programming class for artists and makers. Students learn to make dynamic, interactive, expressive applications using Processing, a programming language designed for artists. The course is designed for complete beginners, no previous programming experience is required. Students develop skills through a sequence of creative assignments; coursework culminates in a major final project and exhibition. The course will also highlight groundbreaking work of artists using these kinds of programming tools and examine how the computer enables new forms of expression.

Credits: 4

**ART 1350 - Graphic Design Technology Basics**

This course will introduce foundational approaches and strategies for organizing visual information. Students will build introductory technical skills in specialized design software, which they can then apply in other curricular areas such as research poster design, presentation design, and promotional documents/graphics.

This course will help students build skills in computer operation and file management, and develop an introductory understanding of Adobe Illustrator, one of the industry-standard software applications of professional graphic design practice. Using this software, students will explore the basics of document layout, organization of information, strategies for integration of text and image, and elementary manipulation of typography.

This course is offered for students not pursuing a major or minor in Digital + Studio Arts, and does not count toward D+SA major/minor requirements or prerequisites.

Taught: Alternate years

Credits: 2

**ART 1410 - Digital Photography I**

Goals: To develop fundamental abilities in photography including mastering technical vocabulary, understanding of the photographic process, managing digital files, basic photo editing and adjustment, printing techniques.

Content: Technical vocabulary and required skills, parts of the camera, understanding camera controls and options, framing a shot, shooting successfully in different conditions. Participants will also gain knowledge of the history of the development of photography and practice in analyzing and critiquing photographic images.

Taught: Annually, fall and spring

Credits: 4

**ART 1420 - Digital Video I**

Goals: To enable students to develop an informed and personal approach to making digital video art. To master contemporary production techniques. To develop and refine perceptive, expressive and critical skills.

Content: This course is a hands-on workshop in the fundamentals of using digital video as an expressive time-based medium. By solving a series of creative challenges students will learn the basic properties of video form and master rudimentary technical skills required to shoot, edit, and finish HD video.

Taught: Annually

Note: Students with extensive video production experience should contact the Department for a portfolio review to see if their work qualifies them for a 3000 level video course.

Credits: 4

**ART 1440 - Art and Emerging Technologies I**

This course will engage students in emerging technologies at the intersection of art and design. Students will build technical skills in specialized software, platforms, and/or tools, which they will then apply in the production of creative projects. This course welcomes D+SA majors as well as interested students from other disciplines.

While the specific topic varies from semester to semester, course content aims to bridge cutting-edge innovation, traditional fine arts/design, and digital fabrication to build engaging and immersive interdisciplinary projects. Topics may include immersive & interactive media, virtual reality / augmented reality, A.I./machine learning, 3D rendering, CNC machining and digital prototyping, motion graphics / projection mapping, artistic computation/programming, and other emerging forms of new media and creative production.

Credits: 4

**ART 1450 - Graphic Design I**

Goals: To develop basic skill sets and fundamental conceptual frameworks for both creating and analyzing graphic communications across a variety of communication uses.

Content: The course covers the process of research, ideation, digital concept development and final execution to deliver design solutions that blend professional graphic design practices with methods of self-expression. Students will study how a composition is "read" by a viewer, theories of design and typography, ethical considerations in design practice, and historical and contemporary trends in visual communication.

Taught: Annually

Prerequisite: ART 1120

NOTE: ART 1120 (Fundamentals of Design) is the prerequisite for Graphic Design I; however, students with prior coursework or significant experience in graphic design may qualify to waive the prerequisite and register for ART 1450. Please submit a prerequisite override request in Workday if you think you might qualify.

Credits: 4

**ART 1460 - Web Design I**

Goals: To develop basic technical skills and conceptual framework for creating engaging web sites using HTML and CSS.

Content: Web Design is a project-based course covering an overview of internet operations, hand-coding pages with HTML5/CSS3, utilizing an editor, optimizing media for web use, managing site materials, applying visual design principles to web products, analyzing interactive design and usability. Students spend the semester building a website with industry standard tools.

Taught: Annually

Credits: 4

**ART 1470 - 3D Experimental Animation**

Goals: To develop basic skills in the creation of animated characters and environments sufficient to

sustain a short narrative. To develop the critical and technical skills necessary to form and evaluate animated work for its abilities to sustain a narrative and/or critically communicate to an intended audience.

Content: An overview of the development of digital animation as an artist's tool, work flow processes in animation design and realization, software options and uses for digital animation, storyboard creation and constructing an animation sequence. Students will be working on a number of animation projects during the semester.

Taught: Annually, spring

Credits: 4

**ART 1480 - Digital Audio I**

Goals: To develop basic skills in the creation and critical analysis of digital audio production and playback.

Content: The course provides basic skills in both field and studio audio recording techniques. Technical content includes operation of sound boards, microphone selection and placement, working with both spoken word and musical performances in live settings, and editing techniques and practices. The course also includes units on critical analysis of sound production, copyright issues, and the development of audio recording.

Taught: Annually

Credits: 4

**ART 1490 - Digital Fabrication I**

This course builds the foundation for emerging artists and makers to effectively and meaningfully apply digital fabrication tools and workflows to their creative practice. The course aims to demystify the technology and empower students to make things with a strong do-it-yourself mindset that incorporates research, prototyping, problem solving, feedback, and iteration. Students employ a range of established and emerging tools to engage with 3D and 4D art forms, such as kinetics, interactivity, and audio-visual media to create tools, devices, and multimedia artworks. Students will gain introductory level experience with 2D/3D design, CAD and CAM software, single board computers, 3D printers, CNC machines, and other digital fabrication tools. Students will learn basic electronics, programming, and design skills through rapid prototyping, soldering electronic circuits, interfacing sensors and actuators with microcontrollers, building multimedia software applications, and using digital fabrication techniques to manufacture art objects and human interface devices. Students will learn the fundamental terms, technologies, workflows, and research practices necessary for developing novel and compelling multimedia artworks. Students will undergo a regular process of peer feedback and group critique to develop and improve their artwork. Students may also work collaboratively with other art classes, like sculpture, to produce multimedia installations and metal cast objects.

Taught: Annually

Credits: 4

**ART 1500 - Printmaking I**

Goals: To learn the fundamental techniques and processes of intaglio and relief printmaking.

Content: Demonstration of use of engraving and carving tools, etching techniques, introduction to various inks, papers, printing methods. Beginning Printmaking introduces time-honored techniques of intaglio and relief. Students will engage in a collaborative environment, participating in group critiques and discussions. Assignments will be given to direct learning of printmaking processes in a creative manner.

Credits: 4

**ART 1510 - Sculpture I**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of sculpture, concept development, and safe, productive working habits. Students will learn basic mold making and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production

of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To learn technical sculptural skills that allow you to confidently execute. To thoroughly develop the basic stages of creating: ideate → sketch → test → construct → reflect. To synthesize craft and concept. To advance individual visual vernacular using sculptural methods and technique.

Content: The fundamental elements of sculpture, concepts of form and space, aesthetic theory, mold-making and casting, development of the individual aesthetic. Emphasis on skill building.

Credits: 4

**ART 1540 - Painting I**

Goals: To learn how to manipulate and control the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface. To understand that painting is a process and discipline linked to art historical discourse.

Content: Painting I is a foundational studio course that presents traditional painting techniques, processes and concepts in a contemporary context with acrylic-based media. Painting is an active, studio-intensive course that requires in-class participation with additional work time outside of the structured class hours. Painting I students will present their work in critiques and engage in online reading assignments related to the in-class studio assignments.

Credits: 4

**ART 3410 - Digital Photography II**

Goals: To build on the skills developed in ART 1410 through more advanced camera operations, enhanced editing work (including Photoshop), understanding of the advantages and disadvantages of different file formats, advance printing and image manipulation work.

Content: Camera control in manual operations under different conditions, managing technically complex shots, effectively using lenses and filters. Image adjustment in Photoshop. History of recent developments in digital photography. Tutorials in analyzing and critiquing photographic work.

Taught: Alternate years

Prerequisite: ART 1410, grade of C- or higher

Credits: 4

**ART 3420 - Digital Video II**

Building on the fundamental concepts and skills learned in Digital Video I, the primary objective of this course is to strengthen expressive abilities and technical skills in video through the application of film production techniques. A secondary goal is to foster collaborative skills required for effective filmmaking practice.

Students further develop artistry and production skills by producing their own short films. Class topics cover all stages of production from concept to final mix including: idea generation, scriptwriting, pre-production planning, lighting, shooting, editing, sound mixing, output compression and distribution. In addition, students study short film form by watching, analyzing, and discussing a wide variety of short films. Film production is a collaborative endeavor and students will develop collaborative skills by working in small teams to realize film projects. The class will consist of detailed demonstrations, hands-on practice, projects, readings, lectures, screenings, and critiques.

Taught: Alternate years

Prerequisites: ART 1420, grade of C- or higher

Credits: 4

**ART 3440 - Art and Emerging Technologies II**

This course will engage students in emerging technologies at the intersection of art and design. Students will build technical skills in specialized software, platforms, and/or tools, which they will then apply in the production of creative projects. This course welcomes D+SA majors as well as interested students from other disciplines.

While the specific topic varies from semester to semester, course content aims to bridge cutting-edge innovation, traditional fine arts/design, and digital

fabrication to build engaging and immersive interdisciplinary projects. Topics may include immersive & interactive media, virtual reality / augmented reality, A.I./machine learning, 3D rendering, CNC machining and digital prototyping, motion graphics / projection mapping, artistic computation/programming, and other emerging forms of new media and creative production.

Prerequisite: ART 1440, grade of C- or higher

Credits: 4

**ART 3450 - Graphic Design II**

Goals: To build project development skills: idea generation, sketching, refinement, project planning and timely completion of projects. To refine graphic design software skills, develop the ability to evaluate design using advanced principles and proper industry vocabulary. To extend knowledge of the historical influence on design.

Content: This is a studio-based project course in which students apply and expand their knowledge of design, typography, and production techniques to produce a portfolio of designed artifacts. The course combines seminar, critiques and lab production. It includes extensive development of design skills through critiques, practice articulating design concepts through peer evaluation, the application of effective design strategies and the study and discussion of design history.

Taught: Annually

Prerequisite: ART 1450, grade of C- or higher

Credits: 4

**ART 3455 - Data Visualization and Design**

In this class, students will study the fundamental principles of data visualization; learn multiple techniques for creating visualizations; and explore the ethical considerations behind this practice, where visual choices can strongly influence a viewer's understanding and interpretation of the underlying data and its significance. This course will prepare students to think critically and holistically when interpreting data and presenting such interpretations visually.

Students will gain familiarity with various types and methods of visualization (e.g. charts, graphs, tables, diagrams, mapping, symbolic representations), studied in their historical contexts as well as in contemporary use. Using open source data sets as well as personal and observational data, students will then explore multiple techniques for creating their own data visualizations using various software platforms. Students will analyze skewed examples to understand this field's potential for manipulation and how to identify implicit and explicit biases in data visualizations.

Taught: Alternate years

Prerequisite: ART 1350 or ART 1450, grade of C- or higher

Credits: 2

**ART 3460 - Web Design II**

Goals: To expand on technical skills and conceptual frameworks for creating engaging web sites using HTML and CSS, building on skills introduced in Web Design I.

Content: Web Design II is a project-based course reinforcing HTML5/CSS3 coding languages, and other tools and skills for website development.

Taught: Alternate Years

Prerequisite: ART 1460, grade of C- or higher

Credits: 4

**ART 3480 - Digital Audio II**

This course will provide students the fundamental skills necessary to engineer and produce all aspects of the motion picture soundtrack. Students will produce a series of audio post-production projects, culminating in a final project in which a complete, professional sound track is designed from the ground up.

Topics include production (location) sound, Foley recording and editing, dialog recording and editing, sound effects (SFX) design, sound design, automated dialog replacement (ADR), music editing, microphone and recording techniques, synchronization, working with clients, and production workflow. Special emphasis

will be placed on sound design tools and techniques, including MIDI, synthesis, and sampling.

Taught: Alternate years

Prerequisite: ART 1480, grade of C- or higher

Credits: 4

**ART 3490 - Digital Fabrication II**

This course builds upon the foundational skills learned in ART 1490. Students will develop intermediate level creative projects through an iterative process of research, prototyping, feedback, and problem solving to gain greater depth of experience with digital fabrication equipment, CAD and CAM software, digital and analog electronics, microcontroller programming, and emerging tools. These tools and techniques are used to create 3D and 4D multimedia artworks, such as kinetic sculpture and interactive installations. Students are encouraged to apply their experience with other art forms or disciplines to their creative projects.

Students will gain intermediate level electronics, programming, and design skills through rapid prototyping, soldering electronic circuits, interfacing sensors and actuators with microcontrollers, building multimedia software applications, and using digital fabrication tools to manufacture art objects and human interface devices. Students will learn intermediate level production and research methods necessary for developing novel and compelling new media artworks. Students will undergo a regular process of peer feedback and critique to develop and improve their artwork. Students will also provide feedback, help, and mentorship to ART 1490 students. Students may also work collaboratively with other art classes, like sculpture, to produce intermediate level multimedia installations and metal cast objects.

Prerequisite: ART 1490, grade of C- or higher

Credits: 4

**ART 3500 - Printmaking II**

Goals: Further develop skills and formation of concepts. Gain confidence in independent projects beyond beginning level.

Content: Demonstration of use of engraving and carving tools, etching techniques, introduction to various inks, papers, printing methods.

Intermediate Printmaking advances students into self-directed assignments and encourages students to implement intaglio and relief printmaking skills already achieved at the beginning level while adding new techniques such as mezzotint, engraving and multiple-plate or block color printing. Students will also be encouraged to develop concepts and discuss in class critiques.

Prerequisite: ART 1500

Credits: 4

**ART 3510 - Sculpture II**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of sculpture, concept development, and safe, productive working habits. Students will learn advanced mold making and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To learn technical sculptural skills that allow you to confidently execute. To thoroughly develop the basic stages of creating: ideate → sketch → test → construct → reflect To synthesize craft and concept. To advance individual visual vernacular using sculptural methods and technique.

Content: The elements of sculpture and technical processes as required by individual projects.

Taught: Annually

Prerequisite: ART 1510

Credits: 4

**ART 3540 - Painting II**

Goals: To build upon knowledge and experience gained in ART 1540 Beginning Painting. The aesthetic elements

of line, color, texture, shape, tension, etc. on a two-dimensional surface are developed. To continue to understand that painting is a process and discipline linked to art historical discourse.

Content: Painting II is an intermediate-level studio course that aims to facilitate the advancement of students' knowledge, processes and conceptual development in painting. Painting II is an active, studio-intensive course that requires in-class participation with additional work time outside of the structured class hours. Painting II provides students the opportunity to discuss and present their assigned work in critiques as well as enhance their knowledge and project development through self-reflective writing assignments, readings, online resources and professional development practices.

Prerequisite: ART 1540

Credits: 4

**ART 3950 - The Artist as Citizen, The Citizen as Artist**

Crosslisted: Also listed as PPC 5910

A seminar course crafted to support students in the arts (broadly) in professional development, career preparation, and most importantly in articulating the strengths gleaned from focused study in the arts. Through readings in theory and praxis we explore how we carry the arts, in practice and epistemology, into a variety of career paths. Readings, portfolio review, attending performances and gallery shows throughout the local arts scene in the Twin Cities all contribute to charting how we understand our thinking, our education, our experience in the construction of self as an artist in our contemporary landscape.

Intended for juniors and seniors in Digital + Studio Arts, and Performance, Practice, & Community.

Prerequisites: Junior or senior standing and major in Performance, Production, and Community, or major/minor in Digital + Studio Arts.

Credits: 4

**ART 5420 - Digital Video III**

Building on the fundamental concepts and skills learned in Digital Video II, the primary objective of this course is to strengthen expressive abilities and technical skills through additional film production projects. A secondary goal is to foster collaborative skills required for effective filmmaking practice.

Students further develop artistry and production skills by producing their own short films. Class topics cover all stages of production from concept to final mix including: idea generation, scriptwriting, pre-production planning, lighting, shooting, editing, sound mixing, output compression and distribution. In addition, students study short film form by watching, analyzing, and discussing a wide variety of short films. Film production is a collaborative endeavor and students will develop collaborative skills by working in small teams to realize film projects. The class will consist of detailed demonstrations, hands-on practice, projects, readings, lectures, screenings, and critiques.

Taught: Alternate years

Prerequisite: ART 3420, grade of C- or higher

Credits: 4

**ART 5440 - Art and Emerging Technologies III**

This course will engage students in emerging technologies at the intersection of art and design. Students will build technical skills in specialized software, platforms, and/or tools, which they will then apply in the production of creative projects. This course welcomes D+SA majors as well as interested students from other disciplines.

While the specific topic varies from semester to semester, course content aims to bridge cutting-edge innovation, traditional fine arts/design, and digital fabrication to build engaging and immersive interdisciplinary projects. Topics may include immersive & interactive media, virtual reality / augmented reality, A.I./machine learning, 3D rendering, CNC machining and digital prototyping, motion graphics / projection mapping, artistic computation/programming, and other emerging forms of new media and creative production.

Prerequisite: ART 3440, grade of C- or higher

Credits: 4

**ART 5450 - Graphic Design III**

Goals: To demonstrate and apply a professional understanding of formal principles, software skills, and project development skills: idea generation, sketching, refinement, project planning, and timely completion of projects. To build advanced projects in an environment of peer review and critique.

Content: This is a studio-based project course in which students apply and expand their knowledge of design, typography, and production techniques to produce a portfolio of designed artifacts. The course combines seminar, critiques and lab production. It includes extensive development of design skills through critiques, practice articulating design concepts through peer evaluation, and the application of effective design strategies.

Taught: Annually

Prerequisite: ART 3450, grade of C- or higher

Credits: 4

**ART 5480 - Digital Audio III**

Students will build upon knowledge gained in Digital Audio II to advance audio post-production experience, proficiency, and practice. This course will provide students the advanced skills necessary to engineer and produce all aspects of the motion picture soundtrack. Students will produce a series of audio post-production projects, culminating in a final project in which a complete, professional sound track is designed from the ground up.

Students will work with the instructor to conceptualize and produce collaborative and independent audio projects. Topics include production (location) sound, Foley recording and editing, dialog recording and editing, sound effects (SFX) design, sound design, automated dialog replacement (ADR), music editing, microphone and recording techniques, mixing, and production workflow. Special emphasis will be placed on sound design tools and techniques, including MIDI, synthesis, and sampling.

Taught: Alternate years

Prerequisites: ART 3480, grade of C- or higher

Credits: 4

**ART 5500 - Printmaking III**

Goals: To achieve a greater mastery of printmaking and develop an independent body of work.

Content: Further exploration of printmaking techniques and processes.

Advanced Printmaking emphasizes a mastery of printmaking techniques which may include intaglio and/or relief (woodcut). Students are encouraged to incorporate cross-curricular interests in their studio class practice, such as other art-related media or disciplinary studies. Students must create a cohesive body of prints that demonstrate a high level of technical skill, conceptual complexity and creative thought. Students are expected to exhibit a professional, mature attitude, are able to commit time to work during and outside of class and have empathy toward fellow students.

Prerequisite: ART 3500

Credits: 4

**ART 5510 - Sculpture III**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of sculpture, concept development, and safe, productive working habits. Students will learn basic mold making and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To advance individual visual vernacular using sculptural methods and technique.

Content: Advanced conceptual production and independent projects.

Taught: Annually

Prerequisite: ART 3510

Credits: 4

**ART 5540 - Painting III**

Goals: To build upon knowledge and experience gained in ART 3540 Intermediate Painting. To develop the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface. To continue to understand that painting is a process and discipline linked to art historical discourse.

Content: Painting III is an advanced-level studio course that aims to facilitate the advancement of students' knowledge, processes and conceptual development in painting. Painting III is an active, studio-intensive course that requires in-class participation with additional work time outside of the structured class hours. Painting III provides students the opportunity to discuss and present their assigned work in critiques as well as enhance their knowledge and project development through self-reflective writing assignments, readings, online resources and professional development practices.

Prerequisite: ART 3540

Credits: 4

**ART 5950 - Senior Seminar**

Goals: To explore contemporary issues in art, with special focus on art theory and the professional presentation of images. To address archival preservation, exhibition installation, and health and safety issues related to the use of materials in the visual arts. To provide studio seniors with a capstone experience, which would combine art theory and exhibition practicum. The instructor will be the advisor for their senior exhibition.

Content: Readings in theory and criticism, exhibitions in local museums and galleries, and lectures by visiting scholars and artists.

Taught: Annually

Prerequisites: Digital + Studio Arts major and senior standing

Credits: 4

**ARTH 1100 - Global Art History**

Goals: To gain a broader understanding and appreciation of intellectual and cultural activity; to develop knowledge and understanding of diverse perspectives, global awareness, and other cultures; to develop essential skills for success in art history and other fields, including reading texts and images carefully and critically, and crafting sophisticated and penetrating questions.

Content: Through a series of case studies (units), students will examine the importance of art as cultural expression across time and from a global perspective. In each unit, students will analyze the style, subject, and patronage of works of art, and will explore art's relationship to religion, ideology, society and economy, political change, gender roles, and the interaction of cultures. Each unit will focus on a different style of art through the lens of many cultures, varied continents, and various times in history. We will utilize readings and discussions to place the art in its historical context to truly understand its meaning in the present day. Students will be asked to engage in conversation and bring with them a curiosity for art and a thirst for questioning - why is art created, who is it for, and what can it accomplish?

Credits: 4

**ARTH 1250 - Graphic Design History**

Goals: Students will gain a greater understanding of the history of visual communication throughout time and around the world, as well as historical and cultural origins and connections shared by many. Students will explore what it means to write history, and methods to analyze not just historical content but the structures of power and privilege behind how (and by whom, and for whom) history gets written. Students will develop an understanding of the diverse historical contexts (including social, cultural, technological, political, and economic aspects) throughout the development of visual communication and graphic design. At all times we will strive to make connections between historical and contemporary practices. Students will demonstrate their ability to effectively communicate ideas in multiple modes, such as analytical essays, reflection

writings, oral presentations, and hands-on physical projects.

Content: This course offers an opportunity to explore the history of graphic design and visual communication, hands-on. Class activities will integrate reading, writing, observing, and making. The curriculum combines a traditional survey textbook with alternative modes of learning including collaborative research, object learning, and experiential projects inspired by key design philosophies, expressions, technologies, and social contexts throughout the ages. We will explore numerous different styles and modes of writing, including personal reflection writing, analytical writing, and public history writing.

Credits: 4

**ARTH 1400 - Arts of China, Japan, and Korea**

This course explores the rich world of East Asian art. The primary objectives are to acquire a working knowledge of representative art from China, Japan, and Korea, analyze the historical and philosophical influences on this art, including Confucianism, Taoism, and Buddhism, and examine the key stylistic, aesthetic, and compositional qualities that define East Asian art. Throughout the course, students will also refine their skills in critical analysis, of both texts and images, and will learn to communicate their insights through clear and engaging writing.

This course examines a variety of art forms, including painting, calligraphy, woodblock prints, tomb art, sculpture, and ceramics. It also explores the key artistic communities and institutions that shaped their production, such as scholar-elites, imperial courts, temples, and commercial enterprises. Across these topics, students will analyze the style, subject, and patronage of works of art, as well as their relationship to religion, society, politics, and culture. No prior knowledge of Asian art, language, or history is required. The course includes a field trip to the Minneapolis Institute of Arts.

Credits: 4

**ARTH 1500 - Modern and Contemporary Art History and Theory**

Goals: To explore artworks and artists of the late-20th and 21st centuries, and to study and analyze individual artists and artworks in light of their respective artistic influences and social, cultural, and political contexts.

Content: This course will cover a wide variety of artistic practices and media: sculpture, painting, printmaking, photography, film/video, installation, performance, new media, and others. Course materials will focus on artists and artworks from the mid-20th century through the present. The course will center the voices, viewpoints, and lived experiences of artists in their multiple and intersecting personal identities; scrutinize relationships of power and privilege and how art and artists navigate those relationships; and explore the continuing impacts of colonialism and gatekeeping in the art market and the museums world. The course may explore contemporary art and artists through a thematic lens.

Credits: 4

**ARTH 1710 - Visual Constructions of Gender**

This interdisciplinary themed course focuses on visual images of gender in modern and contemporary western culture. From the "Fallen Woman" to the "Queer Eye", our understanding of masculinity(ies) and femininity(ies) has been determined in part by the visual images we encounter in the media and the art world; these images reflect societal imperatives and anxieties regarding sex and gender relations, and simultaneously help to construct our ideas about them.

Students explore such questions as: To what degree are these images artificially constructed and to what purposes? How do such constructions cross national/international borders? How do they relate to verbal and literary constructions of the period? Also explores literary and theoretical writings, and images from both art and the media.

Taught: Alternate years

Credits: 4

**BIOC 3820 - Biochemistry I (with Lab)**

Goals: Living organisms can be described as open thermodynamic systems in which exergonic and endergonic events are coupled in the process of growth and reproduction. We will examine aspects of cellular metabolism with particular attention to the integration and regulation of cellular systems. Modern biochemical techniques will be introduced in laboratory exercises.

Content: Molecular basis of cellular function, protein structure/function relationships, enzyme function and kinetics, reaction mechanisms, energetics and catabolism, biosynthesis of cellular macromolecules.

Taught: Fall term

Prerequisites: BIOL 1510 and CHEM 3450, grade C- or higher

In addition to the required prerequisites, CHEM 3460 is strongly recommended.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOC 3830 - Biochemistry II (with Lab)**

Goals: To continue the process of understanding the molecular design of living systems begun in Biochemistry I. Special emphasis is placed on instrumental methods of structure elucidation and the use of contemporary computational methods. The understanding of important anabolic and catabolic pathways of biologically important non-protein molecules, and the integration of these pathways within the metabolic cycle is the focus of study.

Content: The general integration of metabolism including carbohydrate, glycogen, amino acid, and fatty acid metabolism. The biosynthesis of lipids, steroids, amino acids, and nucleic acids. The process of photosynthesis.

Taught: Every other year, spring term

Prerequisites: BIOC 3820, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1120 - Biology of Human Function (with Lab)**

Goals: To introduce non-science majors to human structure and function. To develop an appreciation of advances in biological technologies.

Content: The function of cells and organ systems, emphasizing the physical mechanisms used to maintain a state of dynamic equilibrium.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1130 - Biodiversity and Conservation Biology (with Lab)**

Goals: To understand the ecological, evolutionary, geological, and historical factors which have led to the current distribution and abundance of organisms; to examine the changes in these distributions due to human activities; and to evaluate conservation strategies for different types of organisms.

Content: Fundamentals of population ecology, community ecology and evolution; classification of organisms; patterns of biodiversity in space and time; extinctions and their causes; conservation genetics; design of nature preserves.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1140 - Human Heredity and Disease**

Goals: To introduce students to the principles of heredity, genetic technology, examples of hereditary diseases, and related societal concerns. To confront students with ethical choices that society will need to make regarding new genetic technologies.

Content: Modes of inheritance, gene and chromosomal behavior, hereditary disease, DNA structure, mutation, gene regulation, cancer, genetic engineering, gene therapy.

Prerequisites: None

Credits: 4

**BIOL 1150 - Biology of Women (with Lab)**

Goals: To introduce students to the basic aspects of reproductive biology, biological bases of gender differences, and women's health. The course will also provide a context for examining the social and political framework within which science is done, and the extent to which scientific studies may be conducted as objective or value-neutral activities.

Content: Course topics will include reproductive anatomy and physiology, sexual development and differentiation, hormones and reproductive cycle regulation, pregnancy and childbearing, reproductive technologies, STDs and AIDS, women and aging, and women and cancer. Students will practice methods of scientific inquiry and analysis, and assess the strengths and limitations of scientific approaches toward understanding the biology of women.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1180 - Biotechnology in Your Life (with Lab)**

Goals: Engage non-science majors in thinking about biotechnology, its controversies and promises. To develop skills in critical thinking and analysis by testing claims of superior qualities of various biotechnology products.

Content: This course examines major products of biotechnology and their effects on our life today. We will talk about ethical and scientific aspects of genetically modified food, human cloning, recombinant drugs and much more... We will look into news, talk about your groceries, and think about new approaches to regulate new technologies. We will also try to understand how all that biotech works!

Taught: Summer

Prerequisites: None

Note: When this course is taught online, the lab is also online. When the course is taught in person, students must register for the corresponding 0-credit lab section.

Credits: 4

**BIOL 1181 - Biotechnology in Your Life**

Goals: Engage non-science majors in thinking about biotechnology, its controversies and promises. To develop skills in critical thinking and analysis by testing claims of superior qualities of various biotechnology products.

Content: This course examines major products of biotechnology and their effects on our life today. We will talk about ethical and scientific aspects of genetically modified food, human cloning, recombinant drugs and much more... We will look into news, talk about your groceries, and think about new approaches to regulate new technologies. We will also try to understand how all that biotech works!

Credits: 4

**BIOL 1190 - Human Impacts on Aquatic Ecology**

Goals: To learn fundamental concepts of the ecology of aquatic ecosystems; to understand how human activities affect the functioning of aquatic ecosystems and the goods and services that these ecosystems provide; and to learn about the process of science and to practice science.

Content: In this course, designed for non-majors, students will learn fundamental concepts of the ecology of aquatic ecosystems (e.g., lakes, rivers, oceans) and how different types of human disturbances (e.g., draining of wetlands for agriculture, damming of rivers for hydroelectric power generation, introduction of non-native species) and sources of pollution (e.g., nutrient pollution, acid rain) impact these ecosystems.

The understanding of this content will be gained through interactive lectures, class discussion of readings from a variety of sources, investigation of lake and stream data using data visualization tools, and 'wet lab' experiments.

Activities that students will do that relate to learning the process of science include 1) evaluating a scientific claim using scholarly literature, and 2) learning about the peer review process by which scientific literature is published by reading and discussing reviews of a manuscript that was submitted for publication in a peer-reviewed journal.

In addition, students will practice 'hands-on' science through a multi-week team project in which they will investigate the impact of a particular type of pollution on aquatic organisms. For this project, the research teams will 1) investigate the scientific literature to identify specific topics and to develop a research hypothesis, 2) design an experiment to test their hypothesis, 3) collect and analyze data from the experiment, and 4) interpret the results, and convey the findings to the class in a research presentation.

Credits: 4

**BIOL 1191 - Human Impacts on Aquatic Ecology (with Lab)**

Goals: To learn fundamental concepts of the ecology of aquatic ecosystems; to understand how human activities affect the functioning of aquatic ecosystems and the goods and services that these ecosystems provide; and to learn about the process of science and to practice science.

Content: In this course, designed for non-majors, students will learn fundamental concepts of the ecology of aquatic ecosystems (e.g., lakes, rivers, oceans) and how different types of human disturbances (e.g., draining of wetlands for agriculture, damming of rivers for hydroelectric power generation, introduction of non-native species) and sources of pollution (e.g., nutrient pollution, acid rain) impact these ecosystems.

The understanding of this content will be gained through interactive lectures, class discussion of readings from a variety of sources, investigation of lake and stream data using data visualization tools, lab experiments, and field labs.

Activities that students will do that relate to learning the process of science include 1) evaluating a scientific claim using scholarly literature, 2) learning about the peer review process by which scientific literature is published by reading and discussing reviews of a manuscript that was submitted for publication in a peer-reviewed journal.

In addition, students will practice 'hands-on' science in the weekly 2-hour laboratory component of the course. Lab activities will include field trips to sample streams, and on-campus labs that will include a multi-week team project in which they will investigate the impact of a particular type of pollution on aquatic organisms. For this project, the research teams will 1) investigate the scientific literature to identify specific topics and to develop a research hypothesis, 2) design an experiment to test their hypothesis, 3) collect and analyze data from the experiment, and 4) interpret the results, and convey the findings to the class in a research presentation.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1510 - Integrated Concepts in Biology I (with Lab)**

This is one of two introductory courses in biology. The other course is BIOL 1520, and students may take these courses in either order.

Goals: This course provides an introduction to biology's core concepts from molecules through cells including information, evolution, cells, emergent properties, and homeostasis. This flipped course emphasizes collaborative learning and problem solving. The weekly laboratory focuses on core competencies of the process of science, the interdisciplinary nature of modern biology, data interpretation, quantitative skills, communication in multiple formats, and experience with large databases.

Content: Introduction to biology's core concepts from molecules through cells including information, evolution, cells, emergent properties, and homeostasis. Many course examples emphasize human biology. This course is using a new approach to teaching introductory biology that is based on the first principles of learning: students learn best when they construct

their own knowledge, when their learning builds upon previous knowledge, and when knowledge is relevant to students' lives.

Taught: Fall term

Prerequisites: None

This course is open to first year students only. Exceptions are made by permission of the instructor. First first-year students who transferred enough credits that they have sophomore status are welcomed, but will need to get permission of the instructor and request a prerequisite override through Workday. Second and third year students planning to pursue majors or programs that require this course should contact the instructor and request a prerequisite override.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1520 - Integrated Concepts in Biology II (with Lab)**

This is one of two introductory courses in biology. The other course is BIOL 1510, and students may take these courses in either order.

Goals: This course is an introduction to biological concepts and principles at and above the level of the organism. The weekly laboratory emphasizes core competencies of the process of science, the interdisciplinary nature of modern biology, data interpretation, quantitative skills, communication in multiple formats, and experience with large databases.

This course is using a new approach to teaching introductory biology that is based on the first principles of learning: students learn best when they construct their own knowledge, when their learning builds upon previous knowledge, and when knowledge is relevant to students' lives.

Content: Broad topic areas in this course include evolution, information transmission, the cell as the fundamental unit of life, homeostasis, and emergent properties, and they will be explored from the organismal to ecological system levels.

Taught: Spring term

Prerequisites: None

This course is open to first year students only. Exceptions are made by permission of the instructor. First first-year students who transferred enough credits that they have sophomore status are welcomed, but will need to get permission of the instructor and request a prerequisite override through Workday. Second and third year students planning to pursue majors or programs that require this course should contact the instructor and request a prerequisite override.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 1700 - Inclusive STEM**

Goals: To identify actions we can take as individuals and within institutions to promote inclusion and equity in STEM.

Content: In this course, we will explore how identities such as race, gender, sexuality, and ability influence the practice of Western science. Through current statistics, data, primary literature, and other media, we will examine the historical context of bias and exclusion in science, technology, engineering, and math (STEM) and the barriers faced by different groups that allow disparities to persist.

Credits: 4

**BIOL 3030 - Ecology (with Lab)**

Goals: To demonstrate empirical and theoretical understanding of the relationships between organisms and their biological and physical environment; to examine the distribution and abundance of organisms; to apply quantitative analysis to field-collected ecological data.

Content: Energy flow, ecosystem organization, community structure, organismal interactions, population dynamics, physiological ecology, and biome structure.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and BIOL 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3040 - Principles of Physiology (with Lab)**

Goals: To introduce the basic principles of cellular and organismal physiology emphasizing structure-function relationships, mechanisms of integration of cellular, tissue and organ functions, and the concept of homeostatic balance. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To continue developing oral and written communication skills and quantitative reasoning skills.

Content: Physiological mechanisms for the regulation of water balance, gas exchange, and energy balance in both plants and animals will be covered. The role of cells, tissues, and organs in physiological process; function and regulation of the endocrine, digestive, respiratory, vascular, and nervous systems in animals.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3050 - Principles of Genetics (with Lab)**

Goals: To acquire an understanding of the basic principles of transmission genetics, molecular genetics, and population genetics. Students will be able to explain these principles and discuss projects and problems in which these principles are relevant. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To increase skills in the following areas: oral and written communication, use of the computer as a scientific tool, functioning as a member of a goal-directed team.

Content: Mendelian genetics, genetic mapping, cytogenetics and chromosome abnormalities, genetic engineering methods and applications, genomics, gene regulation and developmental genetics, the genetics of cancer, population genetics, and microevolution.

Taught: Fall term

Prerequisites: BIOL 1510, BIOL 1520, and CHEM 1130 (or concurrent registration in CHEM); grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3060 - Principles of Cell Biology (with Lab)**

Goals: To introduce students to the structure and function of prokaryotic and eukaryotic cells, and to the dynamic nature of cellular function. To introduce investigative skills such as information searching, research design and analysis, and scientific writing.

Content: The chemical basis of cellular function; macromolecules; organelles; membranes and membrane transport; enzymes and the catalysts of cellular reactions; information storage and information flow within and between cells; cell division and its regulation; cellular metabolism including cellular respiration.

Taught: Spring term

Prerequisites: BIOL 1510, BIOL 1520, and CHEM 1140 (or concurrent registration in CHEM 1140); grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3300 - Neurobiology (with Lab)**

Crosslisted: Also listed as NEUR 3300

Goals: To comprehend and appropriately use the language and terms of neurobiology; to describe the function of the nervous system at the molecular, cellular, and systems levels; to interpret and discuss experimental findings in neuroscience.

Content: An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons, synaptic transmission

and plasticity, motor control, mechanisms of sensation, and construction and modification of neural circuits.

Taught: Spring term

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)**

Goals: To investigate the form and function of anatomical features of a variety of animals, using the comparative method to assess the relative importance of evolutionary history and differing environments on morphology. Dissection will be emphasized.

Content: The evolution and integration of morphology, with emphasis on the roles of homology, ontogeny, and adaptation to diverse environments as influences on form and function.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3650 - Invertebrate Biology (with Lab)**

Goals: To examine the form, function, reproduction, ecology, and phylogeny of invertebrate animals. To recognize characteristics unique to particular taxa, and homologies that reveal relatedness among taxa.

Content: Principles of phylogenetic analyses; characteristics of major invertebrate taxa; investigation of the ecological relevance of invertebrates through reading and discussion of primary literature. Laboratories will include behavioral and physiological experiments, field trips to study invertebrates in their natural habitats, and surveys of invertebrate phyla.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 3770 - Population Genetics and Evolution (with Lab)**

Goals: To understand the basis of microevolution through population genetics; to demonstrate the uses of molecular genetic data in evolutionary biology; to explore the mechanisms of evolutionary change; and to show how these mechanisms have led to the evolutionary history seen in the fossil record.

Content: The nature of biological variation, genetic structure of populations, Hardy-Weinberg equilibrium, quantitative genetics, principles of evolutionary phylogenetics, evolutionary processes, and the evolutionary history of major taxa.

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 5540 - Aquatic Biology (with Lab)**

Goals: To understand the differences and similarities among the various freshwater aquatic ecosystems (lakes, streams, wetlands), and to understand the ecological principles and interactions that govern the distribution and abundance of aquatic organisms. To develop computer skills and writing skills.

Content: Lake origins; glacial history of Minnesota; water chemistry; aquatic ecosystem structure; food web interactions; survey of important aquatic organisms; linkages among terrestrial and aquatic ecosystems; human impacts on aquatic environments (e.g., eutrophication, acidification). Laboratories will include field studies of aquatic environments, case studies, and controlled laboratory experiments.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510, 1520, and any one 3000-level biology elective, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 5550 - Microbiology (with Lab)**

Goals: Introduction to the biology of microorganisms and the aseptic techniques used to grow and maintain microbial cultures. Practice molecular biology procedures and apply them to the study of microbial function and metabolism. Read and discuss current research in microbiology and related fields.

Content: Microorganisms: their structure, classification and physiological characteristics. Study of the basic principles of bacterial biochemistry and metabolism, genetics and pathogenicity. Introduction to common methods used to control microbial growth, including antibiotics and their mode of action. Overview of viruses, fungi and their role in common diseases. Study the relevance of microorganisms in industrial and environmental processes.

Taught: Alternate years, spring term

Prerequisite: BIOL 3050 or BIOL 3060, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 5600 - Developmental Biology (with Lab)**

Goals: To survey developmental processes in a variety of protists, plants and animals. To design and perform experiments that address topics chosen by students, using developmental systems. To practice writing skills.

Content: The genetic basis of development, sexual reproduction, morphogenesis, and embryonic development in animals, plant development, pattern formation, regeneration, metamorphosis, and aspects of cancer and aging.

Taught: Alternate years

Prerequisite: BIOL 3050 or BIOL 3060, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 5650 - Animal Behavior (with Lab)**

Goals: To investigate how and why animals have developed their particular solutions to problems of life such as finding food, shelter, and mates, avoiding predators and disease, and producing offspring; to develop skills in observation, experimental design and analysis; to enhance oral and written communication skills; and to develop an appreciation for the alien nature of animal experiences.

Content: Evolutionary theory, behavioral genetics, and behavioral ecology will be used to develop methods for exploring the immediate causes, development, adaptive value, and evolutionary history of behavioral traits. We will discuss and critique various ethological models and current controversies in the field. Laboratory sessions will stress appropriate experimental design and statistical analysis. Students will gain further skills in experimental design and analysis while conducting independent research in the field or in the laboratory on a topic of their choice.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510, 1520, and any one 3000-level biology elective, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**BIOL 5700 - Research in Biology**

Goals: Introduction to research methodologies and the ways that graduate school research groups operate. The intent is to foster close student/faculty interaction as these parties join together in a research venture.

Content: Introduction to research methods including survey of relevant literature, experimental design, conducting a series of experiments, and analysis and presentation of data. Students enrolled in the course will work independently and with the instructor, and also attend biweekly laboratory group meetings. Students will learn research techniques and conduct investigations in a focused area of biology to be decided by the instructor.

Prerequisites: Permission of the instructor

Credits: 4

**BIOL 5900 - Molecular Biology**

Goals: To develop an understanding of the fundamental molecular processes that underlie gene expression, replication, and regulation in living systems. Students will become familiar with experimental approaches used to study nucleic acids and gene function and will apply these concepts to contemporary challenges in medicine, forensics, and biotechnology. Through lectures, discussions of primary research articles, and hands-on laboratory work, students will gain practical skills in molecular techniques such as DNA manipulation, PCR, and gene editing, as well as experience in analyzing and communicating experimental results.

Content: This course explores the molecular mechanisms that control life at the genetic level. Students will investigate the structure and function of nucleic acids, the processes of DNA replication, transcription, and translation, and the regulation of gene expression in prokaryotic and eukaryotic systems. The course integrates foundational concepts with modern applications, highlighting how molecular biology informs advances in medicine, forensics, and biotechnology.

Weekly sessions will alternate between lectures and hands-on laboratory exercises, giving students the opportunity to connect theory with practice. Laboratory topics include computational analyses of DNA sequences and genomes, DNA extraction from different sources, PCR amplification, protein production in cell free systems, gene cloning, reporter genes, and CRISPR-based gene editing. Through experimental design and data analysis, students will develop technical skills and scientific reasoning essential for careers in the biological sciences.

Prerequisite: BIOL 3050 or BIOL 3060 or BIOC 3820, grade of C- or higher

Credits: 4

**BIOL 5960 - Senior Capstone**

Goals: To examine recent scientific literature in the field.

Content: Seminar structure includes class discussions of primary literature and individual investigation of an aspect of the course topic theme. Topics for this course change each time it is taught.

Taught: Fall and Spring terms

Prerequisite: BIOL 5962, grade of C- or higher

Credits: 4

**BIOL 5961 - Biology & Neuroscience Seminar I**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Credits: 1

**BIOL 5962 - Biology & Neuroscience Seminar II**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL/NEUR 5961, grade of C- or higher

Credits: 1

**BIOL 5963 - Biology & Neuroscience Seminar III**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL/NEUR 5962, grade of C- or higher

Credits: 1

**BIOL 5964 - Biology & Neuroscience Seminar Presentation**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: All Biology majors and Neuroscience majors must present the results of a research project as part of the degree requirements for the major. Seniors in their last semester of the Biology or Neuroscience major should register for this course and present a research seminar to the department.

Taught: Each semester; to be taken in final semester, senior year

Prerequisite: BIOL/NEUR 5963, grade of C- or higher

Credits: 1

**CDS 1010 - Introduction to Programming**

Goals: To help students develop greater precision in their algorithmic thinking by writing moderate-sized programs for a variety of applications, including but not limited to biology, chemistry, economics, literary studies, and mathematics.

Content: Students will learn the fundamentals of computer programming (loop structures, if-else statements, Boolean expressions, and arrays) to solve problems from different disciplines. A short introduction to object-oriented programming is also given. This course is taught using Python.

Prerequisite: High school algebra

Credits: 4

**CDS 1020 - Introduction to Computational Data Science**

Goals: To continue the study of computational techniques using Python, with an emphasis on applications in data science and analysis.

Content: This is a continuation of CDS 1010, applying algorithmic thinking to applications in data analysis. Topics include data mining, data visualization, web-scraping.

Prerequisite: CDS 1010 and a course in statistics (MATH 1200 or QMBE 1310) with grades of C- or higher.

Credits: 4

**CDS 1100 - Introduction to R**

Crosslisted: Also listed as QMBE 1100

Goals: To introduce R and RStudio, in preparation for courses in analytics and economics. By the end of this course, students will be able to import data, understand data types, manage data, and generate basic statistical output.

Content: In this course you will learn how to program in R, in preparation for courses that use R for data analysis. You will learn how to install and configure software necessary for a statistical programming environment and learn the basics of importing and managing data.

Credits: 2

**CDS 1130 - Data Visualization with R**

Crosslisted: Also listed as QMBE 1130

Goals: To introduce basic design principles for data visualization and interpretation. By the end of this course, students will be able to produce appropriate visualizations for a variety of types of data, including multivariate, temporal, text, and spatial data. Students will also learn to interpret data visualizations, use them in discussing the issues of the current world, and discuss the limitations of various visual representations of data.

Content: Students will learn the fundamentals of data visualization, including figure design, figure making, and figure review. Students will apply these skills to a domain-specific and data-driven project to produce a poster, infographic, or webpage that conveys the primary conclusions inferred from the data.

Prerequisite: CDS 1100/ QMBE 1100, grade of C- or higher, or concurrent enrollment

Credits: 2

**CDS 3200 - Elements of Statistical Learning**

Goals: This is a continuation course for MATH 1200, introducing techniques of statistical learning.

Content: Supervised learning, with a focus on regression and classification methods. This includes linear and nonlinear models as well as model and feature selection. Some unsupervised learning methods such as principal components and clustering are also discussed.

Prerequisites: CDS 1010 or CDS 1030, and MATH 1200 or QMBE 1310

Credits: 4

**CDS 5920 - Seminar in Mathematics/Computational Data Science**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics/computational data science is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians/data scientists: junior and senior math/CDS majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 1 credit per term

**CDS 5930 - Mathematics/Computational Data Science Seminar Presentation**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics/computational data science is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians/data scientists: junior and senior math/CDS majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 1

**CDS 5950 - Computational Data Science Capstone**

Goals: To help students integrate the knowledge and skills attained in the Computational Data Science program.

Content: Students will propose, execute, provide feedback on, and communicate about projects that are grounded in their disciplinary courses (the three courses they took that count toward another minor) but have a clear computational data science approach.

Prerequisites: CDS 1020, CDS 3200, MATH 3440, QMBE 3740, and QMBE 3750

Credits: 4

**CHEM 1100 - Chemistry and Society (with Lab)**

Goals: To introduce and develop some basic principles of chemistry and demonstrate how they affect humankind and the environment.

Content: Basic principles of chemistry are introduced using a case study method. Topics may include the ozone layer, global warming, acid rain, nuclear fission and fusion, nutrition, water as a natural resource, fossil and solar energy, and others. Special attention is paid to the social, economic and political contexts in which society deals with these issues. Models of chemical structure and bonding are developed as well as the basic concepts of thermodynamics, kinetics, and acid-base relationships.

Taught: Annually

Prerequisite: None, high school chemistry is not required.

You may not take CHEM 1100 if you have already completed CHEM 1130 - General Chemistry I.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 1130 - General Chemistry I (with Lab)**

Goals: To introduce and develop the fundamental principles of analytical, biological, inorganic, organic, and physical chemistry. To provide instruction in fundamental laboratory techniques and to encourage

the development of interpretive and problem-solving skills.

Content: Scientific measurement, stoichiometry, energy changes, physical behavior of gases, electronic structure of atoms, periodicity, bonding models including valence bond, molecular orbital and hybridization, molecular geometry, intermolecular forces, properties of solutions, liquids and solids, nomenclature, and chemistry of familiar elements. Gravimetric, volumetric and calorimetric measurements; graphical data analysis.

Taught: Annually

Prerequisite: Higher algebra; high school chemistry is highly recommended

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 1140 - General Chemistry II (with Lab)**

Goals: To further develop the fundamental principles of analytical, biological, inorganic, physical and organic chemistry. Emphasis on the development of problem-solving techniques. The laboratory focuses on inorganic qualitative analysis.

Content: Spontaneity and rates of chemical reactions; equilibrium involving gases, acids, bases and salts; acid-base theories; titration theory and practice, electrochemistry, nuclear chemistry, biochemistry, the chemical and physical properties of metals, nonmetals, and coordination compounds.

Taught: Annually

Prerequisite: CHEM 1130, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3240 - Analytical Chemistry (with Lab)**

Goals: To introduce and develop the theoretical concepts and laboratory practices of quantitative chemical analysis.

Content: Theory and practice in classical analytical methods and instrumentation; emphasis on chromatography, ionic equilibria and electrochemistry and their relevance to chemical analysis; application of various software and statistics to analytical problems.

Taught: Annually, spring

Prerequisite: CHEM 1140, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3330 - Instrumental Methods (with Lab)**

This course provides a comprehensive introduction to the theoretical principles and practical applications of modern analytical instrumental methods including spectroscopy, mass spectrometry, and electrochemistry. Students will explore the physical and chemical phenomena that enable precise qualitative and quantitative measurements in complex systems and develop the ability to critically evaluate instrumental methods. In the laboratory component, students will gain experience with experimental problem solving and develop written professional communication skills.

Taught: Annually, fall

Prerequisites: CHEM 3240, grade of C- or higher

Note: The department recommends that students complete MATH 1180, CHEM 3450, and PHYS 1240 before taking this course.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3450 - Organic Chemistry I (with Lab)**

Goals: To develop a broad understanding of practical and theoretical concepts of organic chemistry and introduce the basic organic reaction pathways. Thermodynamic considerations of 3-dimensional molecular shape are discussed. Instrumental techniques for the assignment of molecular structure are a focus. Modern mechanistic theory of organic chemical reactions is developed.

Content: Introduction to nomenclature, acid/base chemistry in context of organic chemistry, stereochemistry, and an overview of reaction types including substitution, addition, elimination and rearrangement. Some spectroscopy (IR, MS) is also covered.

Taught: Annually, fall

Prerequisite: CHEM 1140, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3460 - Organic Chemistry II (with Lab)**

Goals: To further develop the theoretical concepts of organic chemistry and develop plausible synthetic and mechanistic pathways.

Content: Additional coverage of organic reactions including mechanisms associated with elimination, electrophilic substitution, electrophilic addition, free radical reactions, and pericyclic reactions. Chemistries of alkenes, alkynes, aromatics, pericyclic compounds, polymers, proteins and carbohydrates including reactions of intermediary metabolism. Spectroscopy (NMR) is emphasized.

Taught: Annually, spring

Prerequisite: CHEM 3450, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3550 - Thermochemistry**

Goals: To introduce and develop fundamental concepts of thermodynamics applied to chemical problems and to introduce and/or further develop problem-solving techniques using mathematical tools.

Content: Thermodynamics is introduced and developed around chemical systems. Topics covered include the study of the properties of gases, a statistical foundation of thermodynamics, laws of thermodynamics, free energies and equilibrium, solution properties and applications of thermodynamics to electrochemistry. Time permitting applications in kinetics and non-equilibrium systems may be explored.

Prerequisites: CHEM 1140 and Math 1180 with grades of C- or higher, and PHYS 1160 or PHYS 1240 (or co-registration in one of the PHYS courses)

Note: CHEM 3550 and CHEM 3560 can be taken in either order.

Credits: 4

**CHEM 3560 - Quantum Chemistry**

Goals: To introduce concepts of quantum mechanics and demonstrate applicability to real chemical systems.

Content: The foundations of quantum mechanics from the classical and basic concepts of the wave equation, probability, particle-in-a-box, basic rigid rotator and harmonic oscillator models for spectroscopy, and the hydrogen atom. Quantum mechanics continues with the chemically relevant topics of the multielectron atomic system, molecules and bonding, quantum mechanical calculational methods, and applications in spectroscopy (electronic, vibrational, rotational, optical, laser, and NMR).

Prerequisites: CHEM 1140 and Math 1180 with grades of C- or higher, and PHYS 1160 or PHYS 1240 (or co-registration in one of the PHYS courses)

Note: CHEM 3550 and CHEM 3560 can be taken in either order. Be aware that Chem 3560 is currently offered every other year.

Credits: 4

**CHEM 3840 - Inorganic Chemistry (with Lab)**

Goals: To introduce and develop classical and modern concepts of inorganic chemistry.

Content: Periodic, chemical, and physical properties of the elements; symmetry and group theory; ionic and covalent bonding; acid-base chemistry; kinetics and mechanisms; metals and semiconductors; electronic spectra of coordination complexes; organometallic and bioinorganic chemistry; the application of molecular orbital theory; and quantum mechanical calculations.

Prerequisite: CHEM 3240, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**CHEM 3950 - Physical Chemistry Laboratory Techniques**

Goals: To provide instruction in some practical skills commonly used by chemists and engineers with an emphasis on techniques used in physical chemistry.

Content: Experimental design, laboratory manipulations, data analysis, searching the scientific literature, preparation and presentation of written lab notebooks, reports and journal articles. Work in the spring term is coordinated with the Physical Chemistry course 3560. The course laboratories investigate thermodynamic/quantum principles and properties using calorimetry, spectroscopy, conductivity, and computational techniques.

Prerequisite: CHEM 3550 or CHEM 3560, grade of C- or higher

Note: The department recommends that students take CHEM 3550 before taking this lab. Students should be co-registered with CHEM 3560 while taking this lab. Be aware that CHEM 3950 is offered every other year, typically when CHEM 3560 is offered.

Credits: 2

**CHEM 5900 - Advanced Topics in Chemistry**

Goals: To present in-depth overviews in chemistry beyond the scope of the foundational courses (3000-level), particularly those topics that intersect multiple subdisciplines.

Content: Content will vary by topic. Proposed example topics include NMR spectroscopy experiments and interpretation, medicinal chemistry, polymer chemistry, electrochemistry, nanochemistry, organometallic chemistry depending on the faculty expertise.

Prerequisite: Any 3000-level chemistry course, grade of C- or higher

Credits: 2-4

**CHEM 5950 - Chemistry Seminar**

Goals: To introduce current topics in chemistry and biochemistry including presentations from the greater chemical community. To develop communication skills including writing, reading, listening and speaking. All juniors and seniors majoring in chemistry must attend as part of the degree requirement.

Content: This seminar course includes presentations by outside speakers, Hamline faculty, and junior and senior chemistry and biochemistry majors.

Taught: Each semester

Note: Three semesters of CHEM 5950 are required for chemistry majors.

Credits: 0.5

**CHEM 5951 - Chemistry Seminar: BA Capstone**

This is the final seminar requirement for students who are NOT completing an ACS certified degree.

Goals: To introduce current topics in chemistry and biochemistry. To develop communication skills including writing, reading, listening and speaking.

Content: In addition to CHEM 5950 content, students will be asked to complete a formal paper on an agreed on chemistry topic, a chemistry assessment assignment, and a writing reflection on their chemistry experience. This seminar course includes presentations by outside speakers, Hamline faculty, and junior and senior chemistry and biochemistry majors.

Note: Required for chemistry majors not completing ACS certification. CHEM 5951 is to be taken in the final semester, senior year, after completing three semesters of CHEM 5950 - Chemistry Seminar.

Credits: 0.5

**CHEM 5960 - Chemistry Seminar: BS Capstone**

This is the final seminar requirement for students completing an ACS certified degree.

Goals: To provide an opportunity to further develop research techniques and skills in the field of chemistry.

Content: In addition to the CHEM 5950 content, students will complete an individual, original research project in

some field of chemistry and will present it in writing and in a formal seminar. Students will also complete a chemistry assessment assignment and a written reflection on their chemistry experience.

Taught: Each semester

Prerequisite: Instructor and program chair permission

Note: Required for chemistry majors completing ACS certification. CHEM 5960 is to be taken in the final semester, senior year, after completing three semesters of CHEM 5950 - Chemistry Seminar.

Credits: 2

**CHIN 1110 - Beginning Chinese I**

Goals: To quickly begin conversing in Chinese on the following topics: greetings, introductions, dates and time, making plans, hobbies, sports, making phone calls, visiting friends and food and beverages. Students will learn Pinyin, the phonetic system for Chinese, and to be able to recognize and type about 300 Chinese characters. Character writing will be introduced, but the emphasis is on vocabulary building and oral communication.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Chinese history and culture will be taught through film, songs, video clips, and poetry.

Taught: Annually, in fall term

LAB TIME CONFLICT? PLEASE READ: Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

Credits: 4

**CHIN 1120 - Beginning Chinese II**

Goals: To use Chinese to discuss food and drink, birthdays, student life, academics, shopping, and transportation. Students will be able to move between past, present, and future in Chinese and will be able to describe both objects and actions using a wide range of descriptive adjectives and adverbs. In addition to being able to recognize and type approximately 350 Chinese characters, students will also focus on writing Chinese characters and completing homework by hand.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Chinese history and culture will be taught through film, songs, video clips, and poetry.

Taught: Annually, in spring term

Language placement: The department recommends that students complete CHIN 1110 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

LAB TIME CONFLICT? PLEASE READ: Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

Credits: 4

**CHIN 3110 - Intermediate Chinese I**

Goals: To develop conversational ability around the topics of the weather, Chinese cuisine, directions and location, planning a party, and seeing a doctor. Students will also read stories in simple prose, and master the vocabulary and grammar introduced in their readings. This course is designed to help students to reach intermediate level communicative skills and to establish a solid base for more advanced language learning.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression.

Taught: Annually, in fall term

Language placement: The department recommends that students complete CHIN 1120 before taking this

course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

Credits: 4

**CHIN 3120 - Intermediate Chinese II**

Goals: To enable students to develop conversational ability around the topics of friendship and dating, housing and rent, fitness and leisure activities, and international travel. Students will also gain an understanding of the wider Chinese-speaking world by researching communities in Singapore, Malaysia, Vietnam and other SE Asian countries. Students will also read stories in simple prose, and master the vocabulary and grammar introduced in their readings. This course is designed to help students to reach intermediate level communicative skills and to establish a solid base for more advanced language learning.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Knowledge of the diversity of the Chinese-speaking world will be explored through map exercises, articles, film clips, and online research on housing and apartment rental in Asia.

Taught: Annually, in spring term

Language placement: The department recommends that students complete CHIN 3110 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

Credits: 4

**CHIN 3600 - Advanced Intermediate Chinese I**

Goals: To build advanced-level skills of self expression in Chinese, including giving opinions, summarizing content, offering detailed description, and making comparisons. Gaining a deeper understanding of Chinese history, festivals, famous poets and artists, and social etiquette is another key goal.

Content: Emphasis on reading comprehension and speaking; acquisition of new characters and grammatical structures; review of characters and grammar already studied.

Taught: Periodically

Recommended prerequisite: The department recommends that students complete CHIN 3120 before taking this course.

Credits: 4

**CHIN 3610 - Chinese for the Professional**

Goals: To gain a working knowledge of Chinese language and cultural expectations for the workplace while continuing to develop all four skills (speaking, listening, reading and writing) at the advanced-intermediate level.

Content: Projects will develop Chinese speaking and writing proficiency in the following areas: professional self-introductions, stating academic experience, describing work and leadership experience, discussing talents and skills, and presenting career aspirations. Using HSK Level 4 curriculum, students will explore real life situational dialogues that present interpersonal norms and professional etiquette for the working world. Readings and guest speakers share current trends for work in business, education, government, non-profit management or healthcare that utilize bilingual skills in Mandarin.

Prerequisite: CHIN 3120, grade of C- or higher

Credits: 4

**CJFS 1120 - Crime and Justice in America**

Goals: To introduce students to the basic framework of the American criminal justice system.

Content: This course provides a broad overview of the American criminal justice system. The course examines criminal justice decision-making, police, criminal law, courts, prisons, and the juvenile justice system. This course is designed to introduce students to these broad topic areas and to explore the issues of equality and treatment, and the efficacy of criminal justice policy within the contemporary American criminal justice system.

Taught: Fall and spring

Credits: 4

**CJFS 1150 - Drugs and the Human Body**

Goals: To introduce how drugs affect humans and society.

Content: Drug use and abuse; effects of various drugs; drug laws, regulations, and policies.

Credits: 4

**CJFS 1400 - Diversity Issues in Criminal Justice**

Goals: To develop student's understanding of diversity in American Society, and develop increased understanding and awareness of student's own implicit and explicit biases regarding persons from different cultures, race, ethnicity, national origin, age, gender, economic position, sexual orientation, and persons with disability. Students will understand how these concepts relate to communication, attitudes, and behavior inside the criminal justice system to increase effectiveness in interactions between law enforcement and criminal justice professions with persons from diverse backgrounds.

Content: The course provides an overview of diversity and its importance in criminological studies and in the criminal justice system. The course will focus on issues related to race, gender, and economic equality and also disadvantaged persons from a variety of backgrounds to understand the relationship between the criminal justice system and citizens. The course content will cover historical and present social issues that relate to diversity and disparity in the criminal justice system.

Taught: Fall and spring

Prerequisite: CJFS 1120

Credits: 4

**CJFS 1600 - Scientific Investigation of Crime**

Goals: In this class students will use writing as the primary mechanism to articulate their critical thinking about investigative challenges. We will collectively conduct brainstorming sessions and develop mind maps which will provide the analytical level to be conveyed through their writing.

Content: Crime investigation is, in other than its routine aspects, a high-grade intellectual pursuit. This course will focus on the systematic scientific inquiry needed for modern criminal investigations. The detection, reconstruction, and solution of a criminal event occurs through the interpretation of clues ascertained by investigators. Students will also study how physical evidence can be material in a variety of forms, which in some way is associated with the commission of a crime, and how that item can be of value in the investigation and subsequent adjudication of that crime. Students will apply scientific principles to the recognition, documentation, preservation, and analysis of physical evidence from investigations. Furthermore, students will employ critical thinking processes through writing and reflection to the intellectual endeavor of scientific problem solving. You will be expected to increase your knowledge by analyzing available literature resources; including both assigned articles and through your own research.

Taught: Alternate years

Credits: 4

**CJFS 3140 - Research Methods and Data Analysis**

Goals: To introduce the research methods and quantitative and qualitative data analysis techniques used in criminal justice research and practice.

Content: This course covers the research process; research ethics; qualitative and quantitative research designs; sampling techniques; data collection, processing, and analysis; and writing and reporting research results.

Prerequisites: One of the following courses with grade of C- or higher: CJFS 1120, PSCI 1000, SJSC 1100, or SJSC 1110; and one course in statistics with grade of C- or higher: MATH 1200 or QMBE 1310

Credits: 4

**CJFS 3300 - Undergraduate Research in CJFS**

Goals: To apply research methodologies and the ways that graduate school research groups operate. To foster close student/faculty interaction as these parties join together in a research venture.

Content: Application of research methods including survey of relevant literature. Research methods could include the following dependent upon the proposed research study: experimental design, qualitative and quantitative methods, conducting a series of experiments, and analysis and presentation of data. Students enrolled in the course will work independently and with the instructor, and also attend laboratory/and or research group meetings. Students will learn research techniques and conduct investigations in a focused area of criminal justice or forensic science to be decided by the instructor.

Prerequisite: Instructor permission

Credits: 1-4

**CJFS 3400 - Survey of Forensic Science**

Goals: To introduce the practice of forensic science and to recognize how physical evidence is identified and examined.

Content: Roles and responsibilities of forensic scientists; the nature of physical evidence; evidence collection, analysis, interpretation and admissibility in court; expert testimony.

Taught: Fall and Spring

Prerequisite: CJFS 1120, grade of C- or higher

Credits: 4

**CJFS 3410 - Crime Scene and Death Investigation**

Goals: Identify the role and responsibilities of a crime scene investigator. To develop skills in the investigation of crime scenes; to work individually and collaboratively to identify, collect, and preserve evidence; produce a thorough crime scene report, and discuss potential challenges posed by death scene investigation and complex crime scenes.

Content: This course will provide students with the basic competencies required of a crime scene examiner. This course will focus on developing a consistent approach to the processing of a crime scene. During the class, emphasis will be given to aspects such as entering and securing the crime scene; documentation; note taking; searching for physical evidence; chain of custody; collection and packaging of evidence; crime scene safety and processing of evidence. Procedures will be emphasized to ensure that evidence is protected and recovered for future laboratory examination such as latent prints, trace evidence, impression evidence and biological materials in accordance with known standards. Mock crime scenes are incorporated into this course to facilitate student application of knowledge in practical casework. Crime scenes will also focus on the development of specialized skills and techniques, such as those needed to investigate deaths potentially caused by blunt force injury, gunshot wounds, sharp force injury, and various other mechanisms of homicide.

Taught: Annually, spring

Prerequisites: CJFS 3400, grade of C- or higher

Credits: 4

**CJFS 3415 - Biological Evidence and Serological Examinations**

Goals: To demonstrate understanding of the theoretical and practical aspects of biological evidence collection and forensic serological analysis; and to develop laboratory techniques related to testing.

Content: Students will gain knowledge and experience on how to identify and collect potential biological evidence and how to perform forensic serological tests commonly utilized at the crime scene or in the forensic laboratory. Students will explore these topics through gaining an understanding of the scientific theories of how these tests work, how to appropriately apply these techniques to mock evidence, how to draw conclusions based on limitations of these assays, and how to communicate this information to a jury. Students will complete an validation project on current serological research and complete an independent mock case.

Prerequisites: BIOL 1510, BIOL 1520, and CJFS 3400, grades of C- or higher

Credits: 4

**CJFS 3420 - Forensic Biology**

Goals: To develop skills in the analysis of biological evidence; and to understand the role of science in the legal system.

Content: Properties of biological evidence; evidence collection procedures; analysis and interpretation of evidence; reporting analysis results; and admissibility of evidence and expert testimony.

Taught: Annually

Prerequisites: CJFS 3400 and BIOL 1510, grades of C- or higher

Credits: 4

**CJFS 3425 - Forensic Chemistry**

Goals: To introduce and develop the theoretical concepts and laboratory practices of quantitative forensic chemical analysis.

Content: This course covers underlying chemistry concepts and scientific methods as applied to the study of forensic evidence. Students will become familiar with the following topics: 1) the appropriate handling a storage of evidence/samples; 2) selecting the appropriate methods and procedures for the analysis of evidence/samples; 3) appropriate recording and storage of experimental results and data; 4) appropriate reporting experimental results; 5) the scope of chemistry and the law and providing expert testimony; and 6) troubleshooting and maintaining analytical instrumentation.

Prerequisite: CJFS 3400 and CHEM 1140 or 1500, grades of C- or higher

Credits: 4

**CJFS 3435 - Forensic Photography**

Goals: To analyze various scenarios to select the proper equipment and parameters which create a fair and accurate photographic representation of the evidence/scene for subsequent usage in criminal trials.

Content: This course focuses on the use of digital photography in the field of forensic science. Topics include the use of digital cameras, scanners, photomicrography, and macrophotography to document a wide range of evidence types. Students will also learn how such images may be processed and enhanced without compromising legal requirements.

Prerequisite: CJFS 3400, grade of C- or higher, and Major in Forensic Science

Credits: 2

**CJFS 3440 - Forensic Fingerprint Examination**

Goals: To understand the scientific foundations of fingerprint analysis, develop skills in the examination of fingerprints, and to understand and apply the current methods and procedures used in fingerprint collection, preservation, and development.

Content: This course covers the fundamentals and theory of identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints. Students will learn and develop latent fingerprints on a variety of surfaces through practical laboratory and casework exercises as outlined by FBI and IAI standards.

Taught: Annually, spring

Prerequisite: CJFS 3400, grade of C- or higher

Credits: 4

**CJFS 3450 - Forensic Firearm and Toolmark Examination**

Goals: To develop skills in applying the techniques used by forensic scientists in examining firearms and toolmarks, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role of forensic firearm and toolmark examination in civil and criminal cases. Content specific to forensic firearm and toolmark examination will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually, fall

Prerequisite: CJFS 3400, grade of C- or higher

Credits: 4

**CJFS 3455 - Professional Forensic Communication**

Goals: To develop skills in both written and oral communication that are necessary for a career in forensic science. To understand how effective communication can help advance science and understanding within the field and be applied to casework and the criminal justice system.

Content: Students will develop and practice their knowledge and skills in scientific/professional, technical, and layman communication. Students will critically evaluate literature, presentations, and mock scenarios related to situations they will encounter in their future careers. Students will also participate in various activities in order to strengthen oral and written communication of scientific or casework information as well as everyday activities like report writing, procedure writing, etc.

Prerequisite: CJFS 3400, grade of C- or higher

Credits: 4

**CJFS 3460 - Topics in Forensic Science**

Goals: To engage in an advanced study in a specialized topic in the field of forensic science.

Content: An intensive study of a specific area of forensic science. Topics vary from semester to semester.

Taught: One to three times per year

Prerequisite: CJFS 3400, grade of C- or higher

Credits: 2

**CJFS 3610 - Forensic Toxicology**

Goals: To develop knowledge of the principles and methods of analyzing human subject samples for alcohol and other drugs and interpreting alcohol and drugs test results.

Content: Death investigation toxicology; human performance toxicology; forensic workplace drug testing; drug metabolism; pharmacokinetics and pharmacodynamics; analytical techniques; interpreting drug test results; expert witness testimony; working with attorneys.

Taught: Annually, spring

Prerequisite: CHEM 3450

Credits: 4

**CJFS 3660 - Forensic Psychology and the Law**

Goals: Students will assess the latest theory, research, and practice of forensic psychology in the criminal justice system.

Content: This course examines the role that forensic psychology plays in the criminal justice system. Students will critically examine forensic psychology policy and procedure through a social scientific lens. Students will explore a variety of forensic psychology topics including assessment, expert testimony, psychopathy, the insanity defense, competency, lie detection, eyewitness identification, and sexual offenses.

Taught: Annually, fall

Prerequisite: CJFS 1120, LGST 1110, and PSY 1330, grades of C- or higher

Credits: 4

**CJFS 3700 - Policing in America**

Goals: The objectives for this course are for students to understand police organizations/operations from a social science perspective.

Content: The course covers topics related to police conduct, community policing, police subculture, professionalization of the police, ethical decision making in law enforcement and evidence-based policing.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110

Credits: 4

**CJFS 3715 - Mental Health and Criminal Justice**

Goals: To develop an understanding of the intersection between mental health and the criminal justice system by examining research, public policy, history, and contemporary issues.

Content: Students will understand how mental health and serious mental illness interact with policing, courts, and corrections. Topics include the relationship

between mental illness and crime, the criminalization of mental illness, mental illness in jails and prisons, evidence based practices for working with mentally ill offenders, de-escalation techniques for police officers, prevention and intervention policies, and the impact of trauma on the mental health or system professionals.

Taught: Annually, spring

Prerequisite: CJFS 1120 or LGST 1110

Credits: 4

**CJFS 3725 - Constitutional Procedure and Criminal Law**

Goals: To acquaint the student with theory and practice of criminal procedure, and the theory and practice of substantive criminal law, including traditional elements of crimes, statutory definitions, and judicial interpretations of specific crimes and motor vehicle offenses, as well as inchoate crimes, defenses to legal liability and sentencing procedure.

Content: This class will include an overview and examination of the procedural aspects of criminal law, focusing on constitutional protections against unreasonable searches and seizures, unlawful gathering of incriminating evidence through interrogation and identification procedures. In addition, this class will study substantive aspects of criminal law, including detailed aspects of criminal law and traffic codes in Minnesota. Students will be expected to apply their learned knowledge of criminal law in Minnesota to real life scenarios of professionals involved in the criminal justice system.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110

Credits: 4

**CJFS 3730 - Victimology**

Goals: To introduce students to the field of victimology through research, theory, history, policy and exploration of victims' roles in the criminal justice system and society.

Content: This course examines research on victimization including trends and rates of occurrence, current theoretical explanations of victimization, the history and development of the crime victims' rights movement in the United States, policies aimed at helping victims, and consequences of victimization for victims and society.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110 or PSY 1330 or SOC 1110

Credits: 4

**CJFS 3735 - Communities and Crime**

Goals:

- Identify theoretical and empirical linkages between community contexts and crime.
- Introduce students to data visualization.
- Analyze crime and community data.

Content: Why do some communities have more crime than others? What is the relationship between community social conditions and crime? Why do these relationships exist? This course is designed as an exploration into the theoretical and empirical linkages between community contexts (e.g., demographics, use of space, zoning, gentrification, etc.) and crime. The first part of the course will detail criminological theories about communities and crime, as well as survey some of the empirical foundation of these theoretical ideas. The second part of the course will involve an introduction to using, manipulating, visualizing, mapping, and analyzing spatial data in the statistical package R including geocoded crime data, Census Bureau spatial data such as the American Community Survey, police activity data, and other forms of spatial administrative data. The third part of this course will consist of the creation of student projects that involve original analysis of spatial crime and community data of different cities. In this course, students will learn not only approaches to thinking about the relationships between community social conditions and crime, but also valuable skills in handling and analyzing spatial data.

Prerequisite: ECON 1200 or MATH 1200 or QMBE 1310, grade of C- or higher

Credits: 4

**CJFS 3740 - Courts and Sentencing**

Goals: To introduce students to the history and current practices of the American criminal court system through the exploration of empirical research and theoretical frameworks.

Content: This course examines the role that the criminal court plays in society. It explores courtroom decision making from an interdisciplinary perspective, drawing on research and theory from criminological, sociological, and organizational perspectives. Specific topics include empirical research and theory on bail and pre-trial procedures, the roles and decisions of prosecutors, defense attorneys, judges, and juries, plea bargaining practices, sentencing guidelines, mandatory minimums and truth-in-sentencing reforms.

Taught: Annually, spring

Prerequisite: CJFS 1120 or LGST 1110

Credits: 4

**CJFS 3750 - Theories of Criminal Behavior**

Goal: The objectives for this course are for students to understand the causes of crime and why individuals commit crimes.

Content: The focus of this course are theories of crime and of criminal behavior and the contexts (individual and societal characteristics, family, and neighborhood) associated with crime and offending.

Taught: Fall and spring

Prerequisite: CJFS 1120 or SOC 1110 or PSY 1330

Credits: 4

**CJFS 3760 - Juvenile Delinquency/Juvenile Justice**

Goals: To acquaint the student with the history and inception of the juvenile court; the evolution of adolescence; understand, evaluate and apply theories of delinquency; and describe the organization of the juvenile justice system and intervention strategies.

Content: Topics covered in this course include the historical development of the concept of delinquency, theories related to delinquent behavior, and how theories influence and impact the development of juvenile justice policy. The course will also cover the structure and operations of the juvenile justice system, and examine recent legal reforms and juvenile correctional strategies employed by professionals today.

Taught: Annually, spring

Prerequisite: CJFS 1120; CCJ majors are strongly encouraged to complete CJFS 3750 prior to enrolling in this course

Credits: 4

**CJFS 3770 - Punishment, Corrections and Society**

Goals: The objectives of this course are to provide students with an in-depth understanding of the issues and methods of punishment and social control used within American correctional practice and to review the empirical research assessing the effectiveness of correctional practice.

Content: This course examines theories of punishment and asks questions such as "Why do we punish and how much? Is punishment a deterrent for future criminal offending behavior? What are current correctional, sentencing, and punishment techniques being used in the United States and do they lead to a more just society? The course will also cover theories of punishment, the structure and operations of the U.S jail, prison, and correction systems, and explore current correctional policies and their impact on individuals and society.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110 or PSY 1330 or SJSC 1100 or SJSC 1110

Credits: 4

**CJFS 3780 - International Crime**

Goals: The course introduces crime in a global context, including international crime, the avenues for bringing perpetrators of international crimes to justice, and transnational crime.

Content: The course introduces crime in a global context, including international crime and the avenues

for bringing perpetrators of international crimes to justice, as well as transnational crimes, including human smuggling and trafficking, the illegal drug trade, organized crime, cybercrime, piratry, and trade in illegal goods. Beyond this, we focus on inherently international (and contentious) issues in criminal justice including globalization, terrorism, drug trafficking, war crimes, human rights, and the International Criminal Court (ICC).

Prerequisite: CJFS 1120 or GLOB 1910 or LGST 1110 or PSCI 1430, grade of C- or higher

Credits: 2

**CJFS 3785 - International Criminal Justice**

Goals: This course introduces criminal justice administration (policing, judiciary, and corrections systems) in a comparative perspective.

Content: This course presents an introduction to criminal justice systems in a global perspective. We compare criminal justice in the United States to countries around the world to understand the interconnections between culture, politics, crime, and the administration of justice. We focus on the three stages of the criminal justice system (police, courts, and corrections) and how these stages vary across nations.

Prerequisite: CJFS 1120 or GLOB 1910 or LGST 1110 or PSCI 1430, grade of C- or higher

Credits: 2

**CJFS 3800 - Inside-Out Prison Exchange**

The Inside-Out prison exchange program brings incarcerated individuals and Hamline undergraduates together to take a course behind prison walls to investigate issues related to crime, justice, freedom, inequality, and other social justice issues. Both inside and outside students will read various texts and write response papers throughout the semester. Students will work together to complete a class project. The course will take place at a Minnesota Department of Corrections Institution. This course is open to all Hamline undergraduate students who meet the prerequisite requirements.

Prerequisites: One of the following courses: CJFS 1120, CFST 1100, SOC 1110, SOCJ 1100, WSTD 1010, and at least sophomore standing. Additionally, all students must complete an essay and interview to obtain instructor approval.

Credits: 4

**CJFS 3810 - Topics in Criminal Justice**

Goals: To engage in an advanced study in a specialized topic in the field of criminal justice.

Content: An intensive study of a specific area of criminal justice. Topics vary from semester to semester. Recent examples: Investigating Criminal Cases, Case Management for Court-Ordered Populations.

Taught: Once per year

Prerequisite: CJFS 1120, grade of C- or higher

Credits: 4

**CJFS 5400 - Professional Issues in Forensic Science**

Goals: To recognize challenges to forensic science examinations and professional issues facing forensic scientists.

Content: Accuracy and reliability of forensic science techniques; key legal rulings on the admissibility of scientific evidence; quality management; ethics; expert testimony.

Taught: Annually, spring

Prerequisites: CJFS 3400 and one forensic science elective with grades of C- or higher

Credits: 4

**CJFS 5660 - Senior Capstone and Internship in CJFS**

Goals: To enable students to pursue internships and explore the connections between criminal justice and/or forensic science knowledge and skills and experiences in professional workplace settings.

Content: An exploration and application of discipline specific concepts to professional workplace practices; independent research projects and frequent on-campus seminars are designed to connect academic and internship experiences.

Taught: Fall and spring

Prerequisites: CJFS 1120, CJFS 3750 OR CJFS 3400, and senior standing

Note: The internship must be completed concurrently with the course. Students should contact the instructor well in advance of the beginning of the semester to discuss their internship placement site to assure prompt commencement of the internship. International students must connect with the GEC for CPT authorization prior to registering for this course and starting their internship.

Credits: 4

**CJFS 5790 - Crime Policy Evaluation**

Goals: The goal for this course is to cover "hot topic" crime programs and policies from a practitioner and research perspective. This course will be both writing and speaking intensive. By the end of the course, students will be able to describe and evaluate both the justification for use and efficacy of special criminal justice and crime policies using the crime policy evaluation hierarchy.

Content: Topics covered include, but are not limited to: Supermax prisons, juvenile waiver and transfer laws, drug policy, sex offender laws, and prisoner reentry initiatives.

Taught: Every other year

Prerequisites: CJFS 1120, CJFS 3750, a statistics course (CJFS 1140, MATH 1200, or QMBE 1310), and junior or senior standing

Credits: 4

**ECON 1100 - Principles of Economics**

Goals: This is an introductory course in economics. The primary goal is to develop an understanding of the tools and approaches used by economists, and then apply that understanding to current economic issues. This will help you to interpret economic news and economic data while also forming your own opinions.

Content: We will cover both microeconomics (investigating decisions by individuals and firms) and macroeconomics (examining the economy as a whole). We will also examine the role of government in domestic and international markets. The course will also provide a strong foundation for those of you who want to continue with additional study of economics.

Credits: 4

**ECON 1200 - Big Data & Social Issues**

Goals: This course introduces students to research in applied economics and social science and does not require or assume any prior coursework in economics or statistics. Students learn how researchers are analyzing data to make progress on issues such as upward mobility, racial disparities, health inequities, and climate change policy, and each student develops their own ability to explore and analyze data in the context of a social issue they choose to study.

Content: Students in this class examine pressing social and economic issues and discover how "big data" can be used to understand these issues. Topics include equality of opportunity, education, health care, climate change, and criminal justice. In the context of these topics, the course will also provide an introduction to basic statistical methods and data analysis techniques using R (statistical software).

Credits: 4

**ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics**

Goals: To understand the basic modeling and methods essential for undergraduate students of economics or other quantitative business-oriented disciplines.

Content: Preparation for students to structure and analyze quantitative problems, providing the mathematical foundation for future study of econometrics, economic theory, or other upper-level analytics topics. Main topics include linear equations, matrices, and nonlinear optimization.

Taught: Fall term

Note: This course is open to all students. Economics and business analytics students may not count both MATH 1170 and ECON 1500 toward the major or minor. If you have already taken MATH 1170 or its equivalent, you may

wish to speak to an advisor or program chair before enrolling in this course.

Credits: 4

**ECON 3100 - Intermediate Economic Theory**

Goals: To deepen students' understanding of economic theory, building on the foundation they received in introductory economics. Students will learn how to develop, analyze and interpret models of economic behavior using graphical, algebraic and calculus-based methods.

Content: This course will examine classic theories of consumer and producer decision-making, in a variety of economic contexts. Constrained optimization, graphical analysis, and game theory methodology will be used to explore allocation decisions made by consumers, firms, and governmental units. These theories will also be used to understand macroeconomic outcomes, such as unemployment, inflation and economic growth.

Taught: Spring term

Prerequisites: ECON 1100, and Math 1170 or ECON 1500 with grades of C- or higher

Credits: 4

**ECON 3200 - Judgement and Decision Making**

Crosslisted: Also listed as PSY 3200

Goals: Students in this course will be able to articulate the history of Judgement and Decision Making (JDM) research, explain key JDM theories, and apply JDM theories to specific areas of human behavior using appropriate methodology from economics or psychology.

Content: We make judgments and decisions on a daily basis: some are trivial, others consequential; some are made as individuals, others as part of a larger household or organization. How do humans arrive at judgments and decisions in varied contexts? This course provides an overview of the topics in judgment and decision making (JDM) under conditions of risk, uncertainty, interdependence, or bounded rationality. We will apply JDM theories to varied contexts (e.g., medical decision making, consumer behavior, discrimination, and gambling), explore the history of this field of study, and contrast methodological approaches used to study JDM in psychology and economics.

Prerequisite: ECON 1100 or PSY 1330, grade of C- or higher

Credits: 4

**ECON 3400 - Health Economics**

Goals: To introduce students to the field of health economics, and the ways that traditional economic models can be applied and/or modified to understand and predict outcomes in the markets for healthcare, insurance, and other health-related goods and services.

Content: The healthcare industry is one of the largest in the U.S., representing nearly 18% of the GDP and comprising a large share of the typical household budget. The role of government regulation in healthcare is significant and unique to the industry. This class will review topics relevant to the healthcare and health insurance industries including determinants of demand, pricing of healthcare services, the role of insurance and its reforms, incentives and hurdles for health technology innovations, and the role of health in economic development. We will also examine the traditional methods for evaluating healthcare services including cost benefit and cost effectiveness analysis.

Prerequisite: ECON 1100, grade of C- or higher

Credits: 4

**ECON 3510 - Mapping, Spatial Analysis, and Social Issues**

Crosslisted: Also listed as QMBE 3510

Goals: Students will learn to conceptualize social issues within a spatial framework by practicing a variety of analytical methods. They will gain experience with managing and manipulating spatial data to perform both descriptive analyses as well as hypothesis testing on an original research question.

Content: This class will focus on introducing students to spatial analysis while also providing an entry point to using the industry-standard software package for GIS

(ArcGIS). While learning the basics of data manipulation and management, students will be challenged to think about spatial or locational components to data generating processes. We will examine the best way to measure the clustering we observe in measurements of household income, educational attainment, air quality, or crime reports, for example. Students will learn to both take advantage of spatial aspects of data and recognize when conventional analysis might be misleading due to the presence of geographic correlation. We will also spend time on map design and effective presentation of analyses based on spatial data.

Prerequisite: MATH 1200 or QMBE 1310, grade of C- or higher

Credits: 4

**ECON 3710 - Labor Economics**

Goals: To provide students a well-balanced presentation of models of labor economics, applications, policies, and major analytic areas within labor economics. This course will also address labor market issues with race and gender perspectives.

Content: Labor market analysis, labor unions and collective bargaining, government and the labor market, theories of labor market discrimination, wage differentials, poverty and income inequalities, and race and gender issues of the labor market.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or higher

Credits: 4

**ECON 3720 - International Economic Development**

Goals: To gain understanding of the problems and issues of economic development and to examine and appraise the major prevailing approaches to those problems.

Content: Developing as well as high-income market economy perspectives; concepts of growth and development; major contemporary approaches; diversity among the Third World countries; dualism; cultural factors; population, labor, migration and education; poverty and inequality; strategies for investment and structural transformations; international trade, investment and development; planning, control, and macroeconomic policies.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or higher

Credits: 4

**ECON 3740 - Economics of Public Finance**

Goals: To study the theoretical and empirical issues surrounding governmental decisions. Students will analyze and debate public finance topics and examine the implications of policy options for society.

Content: This course focuses on governmental revenues, expenditures, debt-financing and related policy decisions. Effects of the budget and policy on income distribution, stabilization, efficiency and economic growth are also considered.

Prerequisite: ECON 1100, grade of C- or higher

Credits: 4

**ECON 3750 - Behavioral and Experimental Economics**

Crosslisted: Also listed as MKTG 3755

Goals: To broaden the students' understanding of economic theory by incorporating knowledge from other social sciences and by expanding traditional economic models to better understand and predict human behavior.

Content: Evidence suggests that human beings often do not behave according to the strict rational-actor assumptions inherent in traditional economic theory. This new and growing field of economics seeks to improve our ability to predict and understand phenomena including altruism, trust, reciprocity, and loss-aversion. The course will incorporate economics experiments and game theory methods to examine human behavior. These concepts will be applied to a wide range of contexts, from consumer or investor behavior to health care, dating, and procrastination.

Taught: Alternate years

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or higher

Credits: 4

**ECON 3760 - International Finance**

Crosslisted: Also listed as FIN 3760

Goals: Students will learn the fundamental concepts of both the business management and macroeconomic aspects of international finance.

Content: The course weaves together two related topics: international financial management and international financial economics. After becoming familiar with national accounting and determination of exchange rates, students will learn about financial derivatives in the foreign exchange markets, and how they and other tools can be used to manage the various risks faced by businesses engaged in international transactions or facing international competition. We will then return to the topic of exchange rate determination, with special attention to how equilibria in the asset and money markets are simultaneously determined. Finally, we will build on this basis to develop a model of a whole economy, and use it to explore the effects of external factors on the economy; how economic events in one country can affect its trade partners; and how policy-setting is complicated by these international linkages.

Prerequisite: ECON 3100 or FIN 3100, grade of C- or higher

Credits: 4

**ECON 3770 - Environmental Economics**

Goals: To introduce students to the study of environmental issues and resource use, applying economic perspectives and tools.

Content: This course examines various environmental issues (e.g., pollution, climate change, energy sources) from an economic perspective. Topics include market failures, challenges of economic development, resource management and allocation, and public policy options. Particular attention is paid to cost-benefit analysis, as it is applied to environmental problems.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or higher

Credits: 4

**ECON 3820 - Econometrics**

Goals: To enable students to understand and use economic indicators, time series, and regression analysis in model building and forecasting.

Content: Estimating model parameters, hypothesis testing, and interpreting economic data.

Taught: Fall term

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or higher

Credits: 4

**ECON 3860 - Junior Seminar in Economics**

Goals: To prepare students for the Senior Seminar in Economics, where they will complete an independent research project with theoretical and empirical components.

Content: This course will guide the students through the development of an independent research proposal, including literature review, hypothesis construction and model development. Students will create a written proposal and deliver presentations.

Taught: Spring term

Prerequisite: ECON 1100, grade of C- or higher

Credits: 2

**ECON 5860 - Senior Seminar Economics**

Goals: To develop and test economic models through in-depth, independent research in theoretical and applied economics.

Content: Research methodology and recent analytical and theoretical approaches to questions on topics such as the environment, health care, industrial organization, international economics, labor, money and banking, regional and urban economics, and welfare economics. Students choose a research topic, review the literature, construct a theoretical model, and collect and analyze data for final presentations.

Taught: Spring term

Prerequisites: ECON 3100 and ECON 5820 with grades of C- or higher

Credits: 4

**ECST 1100 - Introduction to Environmental and Climate Studies**

Goals: To introduce students to the study of interactions between humans and the environment from an interdisciplinary perspective; to expose students to multiple viewpoints on environmental issues; to acquaint students with internship opportunities in environmental and climate studies.

Credits: 4

**ECST 1500 - Environment, Justice, and Well-Being**

Crosslisted: Also listed as ANTH 1500

This course considers the conditions that make it possible for people -- and societies, and our more-than-human neighbors -- to live together on Earth in the longer term. Surveying the conditions of global crises such as climate change and environmental injustices, as well as exploring how those crises make us feel and treat each other, our readings, discussions, and in-class collaborative projects help us understand what it will take to care for the Earth as home as we move together into the future.

We explore socio-cultural, economic, and political relationships from the perspectives of anthropology and environmental studies to better understand how we have arrived, globally, at profound disparities in wealth, health, life expectancy, population density, and access to opportunity and hope. In contrast, we explore global grocery chains and land commons projects to understand how people are rebuilding these systems, and to practice creating and sharing instructions for "planetary home care." Drawing broadly on contemporary literature from geography, economics, political science, rural sociology, anthropology, and Afro- and Indigenous futurisms, this course helps prepare students to grapple with some of the more challenging issues of our post-colonial world, with its global division of labor, cultures of consumption-as-self-soothing, differential poverty and privilege, intellectual property battles, increasing systemic instabilities in the face of climate crisis and pandemics, and social responses to global connectivity. Course comes with Planetary playlist.

Credits: 4

**ECST 1600 - Anthropocene: Culture and Climate Change**

Crosslisted: Also listed as ANTH 1600

Modern humans appeared in the most recent moment of Earth's long geologic history, and yet in a spectacularly short time we have dramatically impacted our planet. Human-induced changes to the landscape, chemical composition of the atmosphere, and the living biosphere have accelerated to the point that the Earth is no longer the planet on which our species evolved. It has been suggested that the planet has, in fact, already changed so much that it should be named as a new geologic era: The Anthropocene.

This course introduces the anthropological study of the Anthropocene—a holistic consideration of the world humans have made through our use of technology, our means of production, our systems of consumption, our waste, and the many other expressions of human culture that are changing the Earth.

As an introductory course, it focuses on basic literacy with the foundational questions of human culture and the biosphere. It is framed by five questions that structure the content of the class: What should we call this period? What is happening? How did we get here? Does the Anthropocene have a culture? How do we learn to live in this world we have made? Some key topics of interest include deep time, material culture, media, evolution, nature, kinship, ruins, adaptation and solidarity. As these issues are a shared concern of humanity, this course spends considerable time investigating difference and collaborative means for a human response.

Credits: 4

**ECST 3330 - Feeding a Crowd: Intergenerational Justice Work in the Food Movement**

Goals: To explore theories and methods of studying society-environment dynamics and to become comfortable using these theories and methods in

community-engaged contexts, via the topic of the contemporary food movement. We investigate processes of collaborative adaptive co-management of commonly shared environmental resources and benefits, like land and water, and document these processes drawing on social practice art methods and platforms.

Content: We use the public practice of sharing meals between local youth and elders engaged in food movement work, and focus on civil rights and environmental justice themes in this work, along with the representation of these practices and themes in public discourse, social media, and shared spectacles. Each year, we focus on two community case studies, documenting these case studies along with community partners through the Eating Together podcast and platforms of the community's choice, and studying reparative practices in urban agriculture and community nourishment.

Credits: 4

**ECST 3852 - Sustainability Strategies**

Students focus on problem-based, community-engaged action research projects around sustainability strategies, action education, and storytelling, such as: waste and nutrient flows and energy and transportation systems, and the development of active learning strategies (including field trips, outdoor classroom spaces, community-engaged programming, and action research). This course also helps prepare students to work in various Sustainability Systems -- on and off campus.

Learning is the central function of colleges and universities. By learning through a strategic sustainability lens, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. As individuals and groups, we can use sustainability research and education methods to learn what's happening in the world around us, and to assess how our interventions are working. Campuses provide wonderful real-world classrooms for actively exploring how to measure and improve the sustainability of the various processes that support our everyday lives. Students that actively participate in making their communities more sustainable are well prepared to continue that work in their careers and communities after graduation. In this course, students learn how to frame, develop, and explore environmental and climate questions, conducting group intervention projects and field-trip based field study.

Note: This course may be repeated and can also be taken as ESTD 3854 for 4 credits. Students may earn up to 8 credits across ESTD 3852 and 3854.

Credits: 2

**ECST 3854 - Sustainability Strategies**

Students focus on problem-based, community-engaged action research projects around sustainability strategies, action education, and storytelling, such as: waste and nutrient flows and energy and transportation systems, and the development of active learning strategies (including field trips, outdoor classroom spaces, community-engaged programming, and action research). This course also helps prepare students to work in various Sustainability Systems -- on and off campus.

Learning is the central function of colleges and universities. By learning through a strategic sustainability lens, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. As individuals and groups, we can use sustainability research and education methods to learn what's happening in the world around us, and to assess how our interventions are working. Campuses provide wonderful real-world classrooms for actively exploring how to measure and improve the sustainability of the various processes that support our everyday lives. Students that actively participate in making their communities more sustainable are well prepared to continue that work in their careers and communities after graduation. In this course, students learn how to frame, develop, and explore environmental and climate

questions, conducting group intervention projects and field-trip based field study.

Note: This course may be repeated and can also be taken as ESTD 3852 for 2 credits. Students may earn up to 8 credits across ESTD 3852 and 3854.

Credits: 4

**ECST 3952 - Environmental Practicum**

Goals: To actively engage in environmental education through conducting research, designing and delivering interpretive media and programs, and critically reflecting on environmental experiences in order to better understand and communicate about environmental systems and relationships.

Content: This seminar offers students from any program experience analyzing and interpreting environmental issues through the development of programs, presentations, media, and other formats. We will practice environmental communication and education about a variety of topics related to the environment and climate as selected by students and program partners. Students collaborate with each other to analyze readings, experience and evaluate programs and to develop and lead experiences centered on environmental topics of local and global significance. Students will be assigned to a field site such as a nature center, park, school, or organization to develop and conduct interpretive programs, develop media, and assist as needed to gain a range of experience and translate theory to practice. Students learn to effectively write and communicate about environmental topics, to engage multiple stakeholders and develop and submit a proposal for potential further work – for research, education, environmental justice advocacy, or for funding a project or further studies. Students are encouraged (but not required!) to build connections between this course and internship experiences.

Credits: 2

**ECST 3954 - Environmental Practicum**

Goals: To actively engage in environmental education through conducting research, designing and delivering interpretive media and programs, and critically reflecting on environmental experiences in order to better understand and communicate about environmental systems and relationships.

Content: This seminar offers students from any program experience analyzing and interpreting environmental issues through the development of programs, presentations, media, and other formats. We will practice environmental communication and education about a variety of topics related to the environment and climate as selected by students and program partners. Students collaborate with each other to analyze readings, experience and evaluate programs and to develop and lead experiences centered on environmental topics of local and global significance. Students will be assigned to a field site such as a nature center, park, school, or organization to develop and conduct interpretive programs, develop media, and assist as needed to gain a range of experience and translate theory to practice. Students learn to effectively write and communicate about environmental topics, to engage multiple stakeholders and develop and submit a proposal for potential further work – for research, education, environmental justice advocacy, or for funding a project or further studies. Students are encouraged (but not required!) to build connections between this course and internship experiences.

Credits: 4

**ECST 5950 - Senior Seminar**

Crosslisted: Also listed as ANTH 5950

Goals: To provide majors, in their senior year, the opportunity to bring together the variety of content and knowledge from the courses they have taken to broadly address theoretical or conceptual issues of contemporary relevance in the field.

Content: This is a capstone course in the major that emphasizes the competencies of working in groups, understanding multiple viewpoints, discussion and presentation skills, critique, and the production of high quality written work. This course is intended to reaffirm the learning objectives of the program, and to be a

gateway to using knowledge beyond the university in the world of work, or within further professional training.

Prerequisites: ANTH 1160 and at least one 3000-level anthropology course (for anthropology majors), or ECST 1100 and ECST 1500 (for environmental and climate studies majors)

Credits: 4

**EDU 1150 - Schools and Society (with Lab)**

Goals: To understand the profession of teaching from historical, philosophical, sociological, and practical viewpoints. To understand the development of our public school systems and the role schools can play in a pluralistic society such as the U.S.

Content: Important events and personalities that have shaped the public school system in the United States; theories of education; the major professional and political issues facing teachers, students, and parents, especially as related to standards and testing; school-based classroom observation and teacher assistance.

Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course. The lab consists of a 20-hour required clinical in a local school.

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.

Students who have transferred in the equivalent course content without clinical experience should see the Program Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Taught: Fall and spring terms

Note: Concurrent registration in EDU 1250 - Educational Psychology is suggested if pursuing a teaching license.

Credits: 4

**EDU 1250 - Educational Psychology**

Goals: To develop a working knowledge of various principles and theories based in the discipline of psychology, for example, theories of cognitive, social, and emotional development and the practical application of these principles and theories to the teaching/learning process.

Content: Survey theories of learning, motivation, and intelligence; theories of cognitive, social, and emotional development; and, influences of social and cultural background on development and learning. Learn about assessment and evaluation and the theoretical bases for instructional models. Conduct a case study analysis of a K-12 student.

Taught: Fall and spring terms

Note: Concurrent registration in EDU 1150 - Schools and Society is suggested if pursuing a teaching license.

Credits: 4

**EDU 3260 - Theory to Practice (with Lab)**

Goals: This is an introductory methods class in which students will apply theories of early adolescent development, learning, instruction, and assessment to classroom situations.

Content: Analysis of teaching and learning instructional theory; structuring and managing the learning environment; strategies for assessing learning; designing developmentally appropriate learning opportunities to incorporate different approaches to learning, learning styles, and multiple intelligences; and strategies for culturally responsive instruction.

Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course. The lab consists of a 15-hour clinical in a local school.

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.

Students who have transferred in the equivalent course content without clinical experience should see the

Program Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Taught: Fall and spring terms

Prerequisites: EDU 1150 and EDU 1250

Corequisite: GED 7801 if pursuing a teaching license

Credits: 4

**EDU 3500 - Diversity and Education (with Lab)**

Goals: Understand the impact of diversity in the classroom: race, culture and ethnicity, class, gender, disability, language, and sexual orientation. Explore nature, causes, and effects of prejudice. Experience instructional methods that enhance the school success of all children. Approved by the Minnesota Department of Education as satisfying the Education 521 Human Relations requirement.

Content: Students will examine how students' culture, religion, race, gender, class and abilities, as well as their interactions with teachers and peers, play important roles in shaping their achievement, adjustment and identity in schools; study how our personal identities and cultural histories of race, class, gender, ability, and sexuality affect our teaching philosophies, and explore how our personal values and beliefs shape our teaching practices; investigate the popular myths and histories we have learned in our own schooling, families, and social experiences and survey how the forms of truth and fiction portrayed by popular sources such as school textbooks and media shape our values and beliefs; identify the implications of inclusive and non-inclusive education, specifically looking at ways to create a positive classroom climate that enhances the academic and social experiences of all students.

Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course. The lab consists of a 20-hour required clinical in a local school.

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.

Students who have transferred in the equivalent course content without clinical experience should see the Program Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Taught: Fall and spring terms

Prerequisite: EDU 1150 or concurrent registration

Credits: 4

**EDU 3660 - Crucial Issues in Education**

Goals: To research and critically examine a particular set of issues connected with the profession of education.

Content: Topics will vary from year to year. Recent topics have included education and the media, immigrant and refugee students in U.S. schools, the achievement gap, educational policy.

Credits: 4

**EDU 5860 - Teaching STEM**

Goals: To provide students with opportunities to further develop skills in planning, instruction, and assessment in their STEM field through taking a supporting role in an introductory STEM course on campus.

Content: Students pursuing a STEM Education major will work with their advisor and the professors in their concentration field in the semester before registering to select an appropriate introductory-level class to work with for the term. Students will work with the course professor to engage with the class through avenues such as researching misconceptions and common problems, planning class sessions, planning class learning activities, leading class sessions, developing objectives, creating assessments, analyzing assessment performance, and supporting students in and/or out of class time. Students will write a series of reflections on their work, experiences, and learnings over the term. Students will choose one major research or action project for the term: 1) development, leadership, assessment, and analysis of a lesson or lesson series, 2) development and analysis of a major

assessment, or 3) analysis of student work, thinking, or attitudes in relation to research literature findings.

Students register for this course as an individual study.

Credits: 4

**EDU 5880 - Preparing for a Career in Education**

Goals: To prepare students for success with student teaching; for effective research and writing within the profession of teaching; and to present themselves professionally on the job market.

Content: This course will revisit the Standards of Effective Practice (as laid out by the Minnesota Professional Educator License and Standards Board), ensuring that students are prepared to succeed in each area prior to student teaching. Students will document their readiness to student-teach by creating a professional teaching portfolio that can be used as they enter the teaching job market.

NOTE: This course is for Para Pathway students only. It is offered in the spring semester and must be taken before student teaching.

Prerequisite: Senior status and a declared Para Pathway major in Education, with concentration in Elementary, ESL, or Special Education

Credits: 2

**EDU 5881 - Senior Seminar**

Goals: To prepare students for success with student teaching; for effective writing within the profession of teaching; and to present themselves professionally on the job market.

Content: This course will revisit the Standards of Effective Practice (as laid out by the Minnesota Professional Educator License and Standards Board), ensuring that students are prepared to succeed in each area before student teaching. Students will document their readiness to student-teach by creating a professional teaching portfolio that can be used as they enter the teaching job market.

NOTE: Students should take this course during their senior year and before student teaching.

Prerequisite: Senior standing and a declared major or co-major in Education

Credits: 2

**EDU 5882 - Senior Capstone Research**

Goals: To prepare students to conduct effective research within the education profession.

Content: Students will explore critical issues in schools by conducting research and presenting their findings. Students will learn about effective strategies and/or solutions around these critical issues. Tasks include: crafting a research proposal, interviewing educators, and presenting their completed research.

NOTE: Students should take this course during their senior year and before student teaching.

Prerequisite: Senior standing and a declared major or co-major in Education

Credits: 2

**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.

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.

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

**ENCM 1100 - Introduction to Communication Studies**

Goals: To introduce students to the field of communication studies by providing an overview of approaches to studying communication in a variety of contexts.

Content: An examination of the research and theory related to the dynamics of human communication. The process of attributing and sharing meaning, the effects of nonverbal behavior on interpretation and meaning attribution, the factors influencing interpersonal, small group, organizational, intercultural, and media in the digital age.

Taught: Every semester

Credits: 4

**ENCM 1200-1230 - Introduction to English Studies**

Goals: To interpret texts in relation to historical, cultural, and intellectual contexts and value systems; to identify broader historical, cultural, and intellectual movements that shape and are shaped by texts; and to recognize textual production and consumption as ethical, organizational, and cultural practices.

Content: This is a topics course. Each of the distinct topic offerings engages in a survey of literary, cultural, and rhetorical texts that will provide students with core knowledge and skills for the discipline and more broadly vital for success at and beyond Hamline. Course topics may include studies of periods and movements; studies of texts comparatively and thematically, situated in their respective historical and cultural contexts; studies of genres and modes of academic, professional, and public communications; and studies of literary, cultural, and rhetorical movements.

A student may register for this course more than once for different topics.

Taught: Every semester

Credits: 4

**ENCM 1300 - Introduction to Media Studies**

Goals: To introduce students to conceptual frameworks of critical media studies; to create savvy media consumers by teaching them to understand forces behind media institutions that influence the ways they create messages; to learn to construct and express oral arguments pertaining to media issues more effectively and more academically.

Content: New media and old media, media theory, communications infrastructure, media ownership, media impact, media policy and law, media ethics.

Taught: Every semester

Credits: 4

**ENCM 1400 - Introduction to Literature and Criticism**

Goals: To introduce readers to a critical relationship with literary form that is the foundation of the discipline of English. The course investigates literature and writing as a site of cultural production and consumption, leading to a self-reflexive development of critical thinking through the close reading of texts in different genres. Students acquire critical terminology and practice interpretive strategies.

Content: Close reading of and writing about selected works from various cultures, genres, and periods.

Taught: Every other year

Prerequisite: FYW 1120 or its equivalent, or concurrent enrollment

Credits: 4

**ENCM 1500 - Introduction to Professional Communication**

Goals: To survey common genres and audiences of professional writing in their organizational, cultural, and ethical contexts. To introduce fundamental principles of rhetorical theory and how they can be applied to the analysis and production of professional communication.

Content: Genres and emphasis may vary from semester to semester. Possible genres include: proposals, reports, infographics, memos, apologies, user and feasibility testing, and job application materials. Students will focus on the rhetorical, ethical, technological, legal, and pragmatic elements of producing professional writing for diverse audiences and purposes.

Taught: Every semester

Prerequisite: FYW 1120 or its equivalent

Credits: 4

**ENCM 1600 - Public Speaking**

Goals: To help students gain real-life skills in speaking in public, gain confidence, and enhance their ability to deliver oral presentations; to help students achieve the ability to undertake the research process, reason, and effectively identify what needs to be said in a given situation as well as the best way to say it; to practice the skills of critical listening, critical analysis of arguments, and effective advocacy that can enable students to become more engaged in effective and ethical public discourse.

Content: Theories of communication in public settings; factors influencing message creation, construction, and interpretation; utilizing research and evidence in creating effective arguments; adaptation to the communication situation and audience; addressing the diversity of values and viewpoints held by audience members; ethical issues in public communication; factors influencing effective delivery; stagefright.

Taught: Every semester

Credits: 4

**ENCM 1700 - Argumentation and Advocacy**

Goals: To study argumentation theories, including historical perspectives and current approaches; to understand arguments as a method of inquiry and advocacy, and as a problem-solving tool; to consider the ethical implications of formal and informal argument; to increase skills in critical thinking, in evaluation of evidence and reasoning, in developing strategies for the invention of persuasive argument, in evaluating formal and informal argument, and in justifying argumentation choices. To learn to construct and express oral arguments effectively in a public setting.

Content: Analysis of theories and strategies of argumentation; application of principles and theories of argumentation; emphasis on critical assessment of argumentation in a variety of contexts and media.

Taught: Every semester

Credits: 4

**ENCM 1800 - Introduction to Journalism**

Goals: To develop skills in writing for mass media.

Content: Techniques and practice of news, feature, and interpretive reporting combined with reading and discussion of principles and ethics of journalism.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Credits: 4

**ENCM 3000 - Literary and Cultural Theory**

Goals: To introduce students to theoretical approaches to texts and to the practical applications of literary theory. Students should take this gateway course in the sophomore year in conjunction with declaring a major/minor. This course builds on the learning

experiences introduced in FYW 1120 and across the 1000-level foundations in English and Communication Studies, and prepares students for success in 3000-level writing and literature courses and the senior seminar. Required for some 3000-level courses.

Content: Reading and discussing representative 20th and 21st-century critical approaches to the study and understanding of written texts and producing analytical essays that apply critical methods to selected texts.

Taught: Every semester

Note: The department recommends that students take one of the following courses prior to taking this course: ENCM 1200, ENCM 1210, ENCM 1220, ENCM 1230, ENCM 1300, ENCM 1500, or an equivalent.

Credits: 4

**ENCM 3010 - Theories & Methods for Professional Communication**

Goals: To introduce a range of research methods used in studying communication and rhetorical studies; to develop an understanding of the purposes of communication research; to learn how to design a research project; to identify strengths and limitations of various research methods; to develop an appreciation of ethical issues in research.

Content: Various types of research methods, both qualitative and quantitative, such as experimental research, survey research, ethnographic research, textual analysis, content analysis, historical/critical research.

Taught: Annually

Prerequisite: ENCM 1100

Note: This course must be completed by the end of the junior year to be eligible for departmental honors.

Credits: 4

**ENCM 3100-3150 - Studies in and across Culture**

Goals: To critically analyze and engage with various kinds of literary and multimodal texts through an intensive study of the cultural systems which shape (and constrain) meaning in global and local contexts.

Content: A critical study of a specific topic in and across different cultural contexts. Topics vary from year to year. Recent examples: African-American Studies; Writing Masculinity and Femininity in Asian-American Literatures; Media in Global Perspective; 20th-century Irish literature.

A student may register for this course more than once for different topics.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Note: The department recommends that students take ENCM 3000 or 3010 prior to taking this course.

Credits: 4

**ENCM 3200-3240 - Topics in Media Studies**

Goals: To critically analyze and evaluate the systems shaping (and constraining) global and local media. To have students intervene in current scholarly debates on how digital and other media have transformed, or should transform, our conceptions of politics, communication, art, law, and life.

Content: A critical study of a specific topic about and through different media. Topics vary from year to year. Recent examples: Media in Global Perspective; Irish Film and Culture; Spike Lee in conversation with other filmmakers; Critical Digital Media Theory.

A student may register for this course more than once for different topics.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Note: The department recommends that students take ENCM 3000 or 3010 prior to taking this course.

Credits: 4

**ENCM 3300-3340 - Topics in Textual Studies**

Goals: To critically analyze and engage with various kinds of literary and multimodal texts.

Content: An intensive study of a specific genre, period, writer, or issue, through extensive engagement with primary and secondary texts and an evaluation of contexts. Topics vary from year to year. Recent

examples: Speculative Fiction and Now; Weird Climate Fictions; Shakespeare; Gender and Sexuality in Road Narratives.

A student may register for this course more than once for different topics.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Note: The department recommends that students take ENCM 3000 or 3010 prior to taking this course.

Credits: 4

**ENCM 3400 - Studies in Professional Communication**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy: choosing media and genre, engaging effectively with context and audience, and achieving a clear purpose. To develop and practice capacity (as communicators) in specific vocational and civic/community contexts.

Content: Specific engagement with particular forms of communication and specific professional and organizational contexts. Topics vary from year to year. Recent examples: Organizational Writing; Small-group Communication; Podcasting.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3400-3410 - Studies in Professional Communication**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy: choosing media and genre, engaging effectively with context and audience, and achieving a clear purpose. To develop and practice capacity (as communicators) in specific vocational and civic/community contexts.

Content: Specific engagement with particular forms of communication and specific professional and organizational contexts. Topics vary from year to year. Recent examples: Organizational Writing; Small-group Communication; Podcasting.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3405 - Studies in Professional Communication: Grantwriting**

Goals: This course will serve as a general grant writing course, open to all students, to develop the resources and skills to locate and write grant proposals and grant calls.

Content: Students will learn and interact with grant databases; develop the research methods to research grant proposals and execution; write sample grant proposals; get experiences writing specific grant sections, such as budgets letters of intent, which directly extends to professional writing in all contexts; and learn research processes to meet the requirements of grant proposals.

Taught: Annually

Credits: 4

**ENCM 3410 - Studies in Professional Communication**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy: choosing media and genre, engaging effectively with context and audience, and achieving a clear purpose. To develop and practice capacity (as communicators) in specific vocational and civic/community contexts.

Content: Specific engagement with particular forms of communication and specific professional and organizational contexts. Topics vary from year to year. Recent examples: Organizational Writing; Small-group Communication; Podcasting.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3450-3490 - Studies in Communication and Culture**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, culturally-responsive rhetorical efficacy. To develop and practice capacity (as communicators) in specific vocational and civic/community contexts -- with a particular focus on developing skills in advocacy/leadership.

Content: An intensive examination of the role difference and cultural contexts inform effective rhetorical choices and practice. Topics vary from year to year. Recent examples: Intercultural Communication; Usability and User Advocacy; Cultural Rhetorics of Land and Place.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3500 - Studies in Technical & Disciplinary Writing**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy in specific discourse or disciplinary contexts.

Content: An intensive examination of the role difference and cultural contexts inform effective rhetorical choices and practice. Topics vary from year to year. Recent examples: Science Communication; Usability and User Advocacy.

A student may register for this course more than once for different topics.

Credits: 4

**ENCM 3500-3510 - Studies in Technical & Disciplinary Writing**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy in specific discourse or disciplinary contexts.

Content: An intensive examination of the role difference and cultural contexts inform effective rhetorical choices and practice. Topics vary from year to year. Recent examples: Science Communication; Teaching Writing.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3501 - Studies in Technical & Disciplinary Writing: Teaching Writing**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy in specific discourse or disciplinary contexts.

Content: Students will learn 1) theories of composition and writing pedagogy, 2) to apply these theories to develop informed writing processes and teaching practices, and 3) to hone advanced skills in expository and argumentative writing and research.

Taught: Annually

Credits: 4

**ENCM 3505 - Studies in Technical & Disciplinary Writing: Environmental and Science Writing**

Goals: To develop tools for understanding, and experiences to demonstrate/practice, rhetorical efficacy in specific discourse or disciplinary contexts.

How can we write about science in a way that people will want to read? How can we write about the fate of species and ecosystems in a way that will engage and entertain and maybe even inspire? How can we turn scientific information into stories that cause readers to wonder at this mysterious, fascinating, imperiled world we call home? While engaging with subjects such as the food we eat, the water we drink, the energy we mine and burn, and the health of our body, mind, and spirit, the main subject of the best environmental and science writing is the question of how shall we live? In an age when humans are straining the earth's abilities to sustain life, this question has never been more important.

We will begin by reading published environmental and science writing to understand the possibilities of the genre and to practice reading as writers—asking, 'How can I learn from what they are doing, and what can I steal?' We will learn the process of the workshop, of commenting constructively on the work of our peers.

And we will write our own essays—trying our hand at weaving sensory detail, firsthand experience, research, and humor into our own stories of life on Earth. Expect interdisciplinary discussions, lively reading and writing, and a new appreciation for our beautiful, troubled world.

Taught: Every other year

Credits: 4

**ENCM 3600 - Studies in Communication & Public Advocacy**

Goals: To develop a deeper, more comprehensive understanding of specific critical approaches to collaboration with and service to public organizations, while investigating and responding to community-centered issues. To shape stronger critical praxis for public work and collaboration. To develop, through these practical applications, a more robust understanding of effective communication and advocacy.

Content: Practical engagement in specific contexts. Topics vary from year to year. Examples: Communication for Non-profits and Community Organizations; Writing in the Archives; Writing for Social Change.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3600-3610 - Studies in Communication & Public Advocacy**

Goals: To develop a deeper, more comprehensive understanding of specific critical approaches to collaboration with and service to public organizations, while investigating and responding to community-centered issues. To shape stronger critical praxis for public work and collaboration. To develop, through these practical applications, a more robust understanding of effective communication and advocacy.

Content: Practical engagement in specific contexts. Topics vary from year to year. Examples: Communication for Non-profits and Community Organizations; Writing in the Archives; Writing for Social Change.

A student may register for this course more than once for different topics.

Taught: Annually

Credits: 4

**ENCM 3700-3710 - Topics in Journalism**

Goals: To explore special topics in news reporting and writing.

Content: Build on basic writing techniques and formats with concentration on interviewing, fact gathering, editing, and design. Exposure to print, broadcast, or online media. Topics vary. Check section title and description.

A student may register for this course more than once for different topics.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Note: The department recommends that students take ENCM 1800 before taking this course.

Credits: 4

**ENCM 3800-3810 - Disciplinary and Technical Writing Practicum**

Goals: To develop a deeper, more comprehensive understanding of and reflection about specific disciplinary and technical approaches to communication. To shape stronger critical praxis for field-specific communication. To develop, through these practical applications, a more robust understanding of effective communication in various professional communities.

Content: The practicum will be a facilitated opportunity for cross-disciplinary collaboration and critical reflection, with specific scaffolded resources from the instructor to refine and strengthen what students might do in respective professional and disciplinary communities. Examples: Podcasting; Zines; Editing and Publishing; Environmental Communication.

Taught: Annually

Credits: 4

**ENCM 3900 - Community-based Practicum**

Goals: To develop a deeper, more comprehensive understanding of specific critical approaches to collaboration with and service to a particular public organization, while investigating and responding to an issue or need defined by that organization. To shape stronger critical praxis for public work and collaboration. To develop, through this practical partnership, a more robust understanding of effective communication and advocacy.

Content: Students taking this practicum will be engaged in collaborative work to meet the needs (or shape a project) serving a community partner. The practicum will be a facilitated opportunity for cross-disciplinary collaboration and critical reflection, with specific scaffolded resources from the instructor to refine and strengthen what students are learning in and through this civic engagement.

This course will integrate LEAP reflection and learning objectives.

Taught: Every other year

Credits: 4

**ENCM 5900 - Senior Seminar**

Goals: This course provides the capstone experience in the major. The goal of this course is to practice and polish previously learned skills and experiences to produce critical, creative, and professional work drawn from a student's concentrated track through their studies.

Content: Varies from year to year. Recent examples: Environmental Literatures; The Usable Past: History, Literature, and Public Life; Our Lives Online.

Taught: Every semester

Prerequisites: ENCM 3000 or 3010 and instructor permission

Credits: 4

**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.

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.

Credits: 2

**ESL 7753 - Testing and 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 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 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

**EXSC 1100 - Medical Terminology**

In this course, students will study medical terms built from Greek and Latin roots, prefixes, and suffixes, learn to spell and pronounce terms correctly, and decode abbreviations used in health care. Students will expand their medical vocabulary while exploring body systems and organization, pathology, diagnosis, and clinical procedures.

Credits: 2

**EXSC 3010 - Motor Control and Learning**

Goals: To provide students with an introduction and foundational understanding of motor behavior and control of human movement.

Content: Specifically, this course focuses on the concepts and principles of coordination, the control of movement, and the development of skilled motor action. Topics include fundamental movement activities; movement control processes; acquisition, retention, and transfer of skill; and the role of constraints in motor activity. These topics are essential for understanding motor development, rehabilitation, and human performance.

Taught: Fall

Credits: 4

**EXSC 3210 - Human Anatomy and Physiology I (with Lab)**

Human Anatomy and Physiology I is part of a two-course series. This course series satisfies the requirement in Anatomy and Physiology for most professional schools. Students taking this course will appreciate the complexity of the human body, examine the principles and mechanisms underlying human body function from organ systems down to the molecular level, and further develop their critical thinking and written and oral communication skills. During laboratory exercises, students will conduct hands-on experiments investigating the principles of human body function in response to various conditions.

Anatomy and Physiology I will complement Anatomy and Physiology II and will cover the general organization of the human body, tissues, and the anatomy and physiology of the skeletal and muscular systems, skin, and nervous system.

This course does not count toward the Biology major.

Taught: Fall

Prerequisites: BIOL 1510 and 1520 with grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**EXSC 3220 - Human Anatomy and Physiology II (with Lab)**

Human Anatomy and Physiology II is part of a two-course series. This course series satisfies the requirement in Anatomy and Physiology for most professional schools. Students taking this course will appreciate the complexity of the human body, examine the principles and mechanisms underlying human body function from organ system down to the molecular level, and further develop their critical thinking and written and oral communication skills. During laboratory exercises, students will conduct hands-on experiments investigating the principles of human body function in response to various conditions.

Anatomy and Physiology II will complement Anatomy and Physiology I and will cover the anatomy and physiology of the respiratory, digestive, urinary, circulatory, endocrine, and reproductive systems, and early development.

This course does not count toward the Biology major.

Taught: Spring

Prerequisites: BIOL 1510 and 1520 with grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**EXSC 3300 - Research Methods in Exercise Science**

Goals: This course will acquaint students with various methodological approaches used in the fields of exercise science and kinesiology. Students will gain experience in research design and methodology, data collection methods, and analytical techniques through the development and execution of a research project.

Content: Study design, methodology, and principles of testing and measurement in exercise science. Includes basic statistical methods most commonly used in exercise science. Emphasis is placed on engagement with the scientific literature, the process of following the scientific method, development of hypotheses and appropriate hypothesis testing, and ethics in human subjects research.

Taught: Spring term

Prerequisite: MATH 1200 or QMBE 1310, or an equivalent statistics course, grade of C- or higher

Credits: 4

**EXSC 3400 - Biomechanics and Kinesiology (with Lab)**

Goals: To introduce students to applied concepts and principles of biomechanics. Emphasis will be placed on biomechanical analysis of human movement from sports science and rehabilitation perspectives.

Content: Research of a system, linear and angular kinematics, linear and angular kinetics, work, power, energy, stability, projectile motion, mechanics of the body, mechanisms of injury, and movement analysis.

Taught: Fall

Prerequisite: EXSC 3210, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**EXSC 3410 - Psychosocial Aspects of Physical Activity**

This is a course on the psychological and sociological impacts of exercise, physical activity, and sport on individuals and communities, as well as how social determinants of health and physical activity impact participation in exercise, physical activity, and sport in individuals and communities.

Topics covered include social determinants of health and physical activity, disparities in access to physical activity and exercise access, personality, motivation, behavior change, stress and coping, aggression, competition, team building and cohesion, and leadership.

Prerequisite: EXSC 3210 or EXSC 3220, grade of C- or higher

Credits: 4

**EXSC 3500 - Nutrition for Health, Fitness, and Wellbeing**

Goals: To acquaint students with the fundamental concepts of nutrition, and develop the skills needed to perform basic dietary analyses and design practical nutritional strategies to address various nutritional needs and challenges; to familiarize students with the research methodologies used to investigate nutrition, enable students to evaluate claims based on empirical evidence, and help students appreciate the impact of advances in nutrition research on the health, fitness, and overall wellbeing of individuals, as well as society as a whole.

Content: This course will give students an understanding of the role of nutrition in overall health and wellness, disease prevention and treatment, and in athletic performance, recovery, and training adaptation. Topics covered will include: basic human metabolism; energy intake and energy balance; macronutrients, micronutrients, and recommendations for intake based on individual needs; how diet contributes to development and progression, as well as prevention and treatment, of many chronic diseases; how to evaluate dietary claims and the latest "fad" diets; dietary assessment methods; changing dietary needs across the lifespan; how diet affects physical performance in sport/exercise training and competition; and the role of nutrition in recovery from and adaptation to exercise training at the cellular and molecular level. Students will learn to analyze their diet using powerful nutritional analysis software. Ethics and sustainability issues around food production will also be discussed in this course.

Taught: Spring term

Prerequisite: BIOL 1120 or BIOL 1510 or BIOL 1520, grade of C- or higher

Credits: 4

**EXSC 3510 - Exercise Physiology (with Lab)**

This course acquaints students with fundamental concepts and theories of the physiological responses to exercise.

Topics covered include oxygen consumption, exercise metabolism, cardiorespiratory adaptations, thermoregulation, hormonal responses, exercise nutrition, body composition, and adaptive responses to modes of both endurance and strength training.

Taught: Fall term

Prerequisite: EXSC 3210, grade of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**EXSC 3600 - Physiology of Aging**

Goals: To understand the physiological processes and aspects of aging at the whole-body, systems and cellular levels, and how lifestyle factors can affect the aging process.

Content: This asynchronous online course will explore the physical aspects, dimensions, and implications of human aging, with a focus on people aged 60+. Topics covered will include, but are not limited to, the following: what is aging, and when does it begin; conditions associated with aging; aging demographics; aging as a major public health issue; increasing lifespan vs healthspan; key changes that occur in the major body systems (such as the musculoskeletal, cardiovascular, pulmonary, and endocrine systems) that occur with aging and how physical activity and exercise can impact those changes; lifestyle factors associated with healthy or unhealthy aging; balance and fall risk, and strategies to mitigate this risk; how motor control is affected by aging; methods of measuring physical function in aging; the role of physical activity and exercise in preventing or mitigating age-associated physical changes, including frailty; frailty as a clinical condition; the importance of nutrition with aging; physical performance and aging; and interventions that aim to improve physical function in the elderly. The course places high emphasis on not only learning the fundamental concepts, but on understanding and applying them. Additional topics will be covered as needed.

Taught: Fall term (online, asynchronous)

Prerequisite: BIOL 1120 or BIOL 3210 or BIOL 3220, grade of C- or higher

Credits: 4

**EXSC 3630 - Prevention and Management of Athletic Injuries**

Goals: To understand the physiology of the injury process and how it relates to prevention and management as well as to develop an understanding of the basic principles of prevention, management, and rehabilitation of injuries and how both internal and external factors affect these principles.

Content: Topics in this class include: physiology of injury, modern injury management and prevention techniques, internal and external factors that impact care, injury management and prevention plan development, and a special focus on injuries related to the upper and lower extremity, concussion management, and injuries related to environmental conditions.

Prerequisite: EXSC 3210 or EXSC 3220, grade of C- or higher

Credits: 4

**EXSC 5510 - Advanced Exercise Physiology: Clinical Applications (with Lab)**

This course expands upon the concepts learned in EXSC 3510, and applies them to clinical populations.

Students will gain an understanding of the physiological mechanisms that underlie many of the chronic diseases that contribute to the leading causes of mortality in the US, how testing is performed for markers of many conditions, and how exercise is essential to their prevention and treatment.

NOTE: In addition to the listed prerequisites (eligibility), it is recommended that students take EXSC 3510 before taking this course.

Taught: Alternate years, Spring term

Prerequisite: BIOL 1510 and BIOL 1520, with grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**EXSC 5630 - Advanced Techniques in Injury Prevention and Management**

Goals: To build on the foundations from prevention and management of injury and apply these concepts to complex acute and chronic injury as well as learn advanced techniques in injury prevention, management, first aid, and cardiopulmonary resuscitation.

Content: Students explore advanced topics in injury prevention and management related to complex injury. Topics will also include: basic life support, advanced first aid, management of post-operative patients, and advanced exercise prescription. Students will also have the opportunity to get Basic Life Support as well as Stop the Bleed certifications.

Prerequisite: EXSC 3630, grade of C- or higher

Credits: 4

**EXSC 5950 - Senior Capstone**

Goals: To synthesize the concepts and approaches from the field of Exercise Science that have been learned through prior coursework and the internship or research experience, and to prepare for the next steps in the academic or career path.

Content: The first part of the course focuses on professional development and preparing to apply to graduate school or for jobs in the field. This includes graduate school or job statements of purpose and interview preparation. The second part of the course features invited speakers and career and research presentations, as well as the opportunity to network with experts in the field. The last part focuses on synthesizing what has been learned in coursework at Hamline as well as through their internship or research experiences by analyzing and presenting a complex case study.

Taught: Fall

Prerequisites: Senior standing. The internship or research experience should either be completed prior to enrolling in this course, or significantly underway.

Credits: 4

**FIN 3100 - Foundations of Finance**

Goals: To understand fundamentals of financial management and to analyze quantitative aspects of financial decisions.

Content: Business organization, time value of money, sources of capital, financial markets, capital budgeting, valuation, risk, the risk-return tradeoff, and the cost of capital are examined.

Prerequisites: ACCT 1310, ECON 1100, and QMBE 1320 (or concurrent enrollment in QMBE 1320), with grades of C- or higher

Credits: 4

**FIN 3700 - Financial Markets and Institutions**

Goals: This course is designed to provide students with an overview of financial markets and institutions, with an emphasis on markets and institutions in the United States.

Content: Students will 1) learn the functions, goals, risks, and benefits of financial markets and institutions; 2) become familiar with the tools and concepts used by institutions to make financial mediation efficient and profitable, and; 3) acquire a basic understanding of finance-relevant public policy issues. Students will also be able read the financial press with improved understanding and insight so that they can make better decisions, personally and professionally.

Prerequisite: FIN 3100, grade of C- or higher

Credits: 4

**FIN 3710 - Financial Analysis**

Goals: To demonstrate the use of the theory of financial management as an integral part of making complex business decisions and to prepare students to present and defend their reasoning in a clear and concise manner.

Content: Fixed asset management, capital structure management, and financial analysis and planning through case analysis.

Prerequisite: FIN 3100, grade of C- or higher

Credits: 4

**FIN 3720 - Investment Management**

Goals: To learn and apply basic concepts of investment management using risk/return analysis and empirical evidence to examine the efficient markets hypothesis, portfolio diversification strategies, securities valuation, and investment decision-making in changing global markets.

Prerequisite: FIN 3100, grade of C- or higher

Credits: 4

**FIN 3730 - Corporate Finance**

Goals: To understand and analyze corporate policies and the decision-making that drives financial decisions. Relevant for careers in finance, as well as consulting and strategic planning.

Content: Financial ratios, capital structure and payout policy, short-term and long-term financial planning, risk management, options and other derivatives, mergers and acquisitions, and international corporate finance.

Taught: Annually

Prerequisite: FIN 3100, grade of C- or higher

Credits: 4

**FIN 3740 - Risk Management**

Goals: Students will quantify the effects of different risk variables within the decision making process and understand their importance to a company.

Content: Operational, cultural, currency, legislative, human and project risk will be analyzed in an attempt to educate the student on the variety and inconsistency of change in today's world. The course takes a text and case study approach to managing the different risks that are prevalent in today's business environment.

Prerequisite: FIN 3100, grade of C- or higher

Credits: 4

**FIN 3760 - International Finance**

Crosslisted: Also listed as ECON 3760

Goals: Students will learn the fundamental concepts of both the business management and macroeconomic aspects of international finance.

Content: The course weaves together two related topics: international financial management and international financial economics. After becoming familiar with national accounting and determination of exchange rates, students will learn about financial derivatives in the foreign exchange markets, and how they and other tools can be used to manage the various risks faced by businesses engaged in international transactions or facing international competition. We will then return to the topic of exchange rate determination, with special attention to how equilibria in the asset and money markets are simultaneously determined. Finally, we will build on this basis to develop a model of a whole economy, and use it to explore the effects of external factors on the economy; how economic events in one country can affect its trade partners; and how policy-setting is complicated by these international linkages.

Prerequisite: ECON 3100 or FIN 3100, grade of C- or higher

Credits: 4

**FYW 1110 - Critical Reading and Composition**

Goals: Develop critical reading skills for analyzing the cultural, social, political, and historical contexts of texts to understand how one is shaped by language and shapes the world through language. Use writing to explore varied perspectives and complexities in texts, issues, and writing tasks.

Content: Critically reading a variety of multimodal texts and situating them within their larger contexts and one another. Brainstorming, composing, and revising in a variety of genres, with particular attention to entering conversations with rhetorical awareness.

Taught: Fall

Credits: 4

**FYW 1120 - Composition and Research**

Goals: Develop skills appropriate for researching and writing in academic and public contexts. Use research to explore varied perspectives on complex issues. Write to articulate a focused idea supported by evidence and with attention to audience expectations and genre conventions.

Content: Researching and reading a variety of multimodal texts to identify their cultural, social, political, and historical contexts. Engaging the writing process from brainstorming to revising. Focusing on elements of effective communication, including purpose, organization, tone, and style.

Taught: Every semester

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 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 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 and Leadership (HSEL). Students will be introduced to HSEL'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 HSEL 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 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.

Same semester enrollment in GED 7834 and GED 7833 is recommended. Courses are offered consecutively.

Credits: 2

**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**

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 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 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 7857 - Teaching Communication Arts and Literature in the Middle and Secondary School Part 1**

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 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.

Taught: All terms

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 - Student Teaching Elementary 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.

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.

**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.

**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.

Prerequisite: Admission to the Teacher Education Program

Credits: 2

**GED 7894 - Student Teaching Secondary 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.

**GED 7895 - Student Teaching Secondary 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 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.

**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.

**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.

**GIST 1300 - Gender Perspectives from the Global South**

Goals: To introduce students to basic concepts shared between global studies and the study of gender; to examine power and agency, and the ways in which gender politics changes its form in varying situations; and to study global South contexts, subjectivities, and struggles utilizing these analytic tools.

Content: Students will be introduced to feminist perspectives that represent current trends in the discipline, especially as they pertain to global South/Third World contexts; study how globalization, as an ongoing process of social and economic change, impacts gendered practices, ideologies and forms of politics; develop analytic skills through dialoguing about films, memoir, ethnography, essays and articles focused on gender issues in the global South.

Credits: 4

**GIST 1910 - Introduction to Global and International Studies**

Goals: To introduce students to the interdisciplinary field of global and international studies.

Content: An introduction to key concepts and issues in global and international studies. Key texts introduce themes explored in upper-level courses. International Roundtable presentations by guest faculty illustrate the interdisciplinary and global nature of the field.

Taught: Each semester

Credits: 4

**GIST 3020 - Interdisciplinary Research Methods**

Crosslisted: Also listed as HIST 3020

Goals: To introduce students to interdisciplinary research methods and to develop the skills and knowledge necessary to develop original research questions, and write research proposals and carry out research.

Content: The course focuses on understanding and practicing various interdisciplinary research methods. Students will acquire and practice the skills necessary to approach research questions from multiple disciplinary perspectives and develop, write, and carry out sophisticated research proposals.

Taught: Fall semester

Credits: 4

**GIST 3100 - African Crises in Global Perspective**

Goals: To learn about social and cultural consequences for Africans of historical and contemporary exploitation of the continent's natural resources and its human beings. To gain an understanding of how countries and societies in Africa have fared in the past couple centuries as global economic, political, cultural, and environmental interconnections have intensified.

Content: Particular emphasis will be placed on interrogating reasons for exploitation, and we will do this through immersion in journalistic, literary, cultural, and cinematic representations of various "crises" on the African continent. Students will become more aware of root causes of some of the strife and destitution that often gets associated with Africa as a result of Hollywood and mass media representations. We will also explore specific responses and resistances to socio-political turmoil in given locales.

Credits: 4

**GIST 3150 - Disability in Local and Global Worlds**

Goals: Through this course, students will gain: a comparative, global standpoint on disability, and a connection with local organizations that empower people with disabilities to be independent, creatively engaged, and often self-supported.

Content: "Ableism" – like its sister concepts of sexism, racism, ageism, and classism – is best understood as a structural form of exclusion and inequality. Individuals are marked as "impaired" and thereby treated as if they "cannot" (read: should not) participate in mainstream, everyday activities. This course is designed to get students to think critically about how societies exclude, oppress, and disadvantage large numbers of their members through stigmatizing people as "dis-abled." The seminar portion of the course will include discussion of readings and films that examine disabilities from critical and culturally diverse (global) perspectives. The practicum portion of the course will involve engagement with a community organization in the Twin Cities.

Credits: 4

**GIST 3200 - Cultural Politics of Global Health**

Goals: To learn about the ways in which geographic and social locations as well as institutional structures and global economies affect peoples' interpretations, understandings, and experiences of illness and health.

Content: Particular emphasis will be placed on examining differential access to health resources and interrogating ways in which power is utilized to privilege some sectors and deprive other groups of basic standards of health. Health care becomes synonymous with human rights in this framework, and examinations of structural violence help us to look at how global processes interact with more local institutional and economic systems to have a direct impact on the life chances and health of specific communities and individuals.

Credits: 4

**GIST 3220 - Global Health I**

Crosslisted: Also listed as PBHL 3020

Goals: To introduce students to the dynamic field of global health and cultivate an appreciation for the pursuit of health equity for all people.

Content: Introduction to the history of colonial medicine, international development, and the emergence of a global health framework. Introduction to a set of analytic tools utilized by practitioners and scholars: biosocial approach to health and illness; health disparities and the global distribution of poor health (global burden of disease); the nature, effects, and limitation of medical and public health interventions; discipline and biopower; structural violence and social suffering. Exploration of case studies such as HIV/AIDS, malaria, MDRTB, mental health and disability, SARS-CoV-2. Students will gain an understanding of how global health integrates knowledge from epidemiology, medicine, political economy, as well as the social and behavioral sciences.

Credits: 4

**GIST 3250 - Transnational Migration and Health**

Goals: Learn about impact of migration on health; work in small groups to research a population and design a migrant friendly health initiative for them.

Content: This course examines the implications of population movements for well-being and health, as well as the global labor market in trained health care workers. According to the United Nations, during the decades of the 1970s through the early 2000s, the number of migrants crossing international borders grew steadily so that now at least one out of every 35 people on the planet is an international migrant. This increase in movement has occurred for a variety of reasons, including: natural disasters and environmental degradation; poverty and lack of access to basic services; conflict, war, political persecution, and discrimination; a quest for new opportunities such as education and work. On top of this, an unbalanced system pushes Global South communities to export their health professionals (creating staffing crises), while powerful Global North entities export health ideas and ideologies (along with trade and aid) thereby creating unconscious superiority around health practices that may not meet the needs of local communities.

We will begin by learning about migrant, refugee, and diasporic communities and the kinds of health issues they face; and we will learn about the global labor market in trained health care workers. Students will then work in small groups to research a specific population

of transnational migrants (e.g., Somali people in the UK, Polish people in Argentina, or Shona [Zimbabwean] people in Australia), gathering information about challenges to health and well-being for that particular community. Ultimately students will design a "migrant friendly health initiative" for their chosen group, and at the end of the semester they will present their innovative program or system to the class.

Credits: 4

**GIST 3300 - Gender Perspectives from the Global South**

Goals: To introduce students to basic concepts shared between global studies and the study of gender; to examine power and agency, and the ways in which gender politics changes its form in varying situations; and to study global South contexts, subjectivities, and struggles utilizing these analytic tools.

Content: Students will be introduced to feminist perspectives that represent current trends in the discipline, especially as they pertain to global South/Third World contexts; study how globalization, as an ongoing process of social and economic change, impacts gendered practices, ideologies and forms of politics; develop analytic skills through dialoguing about films, memoir, ethnography, essays and articles focused on gender issues in the global South.

Credits: 4

**GIST 3500 - Global Justice**

Goals: This course will examine major themes in global justice: the moral status of individuals, states and peoples; theories of human rights; the ethics of humanitarian intervention; and global inequality, poverty and distributive justice. The ultimate objective of the course is to provide a better understanding of the uneven impact of the process and policies of development and globalization on different populations and segments of society.

Content: Particular emphasis will be placed on transnational efforts to promote global justice, equitable development, and peace and security. Topics include the roles of the United Nations and other IGOs such as the WTO and IMF in the North-South debate, Structural Adjustment Policies, Free Trade versus Fair Trade, Environmental Security, democratization of global governance, and the responsibilities of individuals and states to secure universal human rights and sustainable human development.

Credits: 4

**GIST 3550 - International Organizations**

Goals: To explore the foundations of international governmental and nongovernmental organizations; through case studies and policy issues, to discuss the United Nations and its affiliated groups; to examine how transnational actors have tried to deal with critical world issues such as hunger, environmental dilemmas, human rights, and the disparities of development.

Content: This course includes a discussion of theories of integration, histories of international organizations, and analyses of approaches to policy and politics in the international arena. This course serves as a prerequisite for GIST 3650 (Model United Nations), which is offered in the Spring, and helps prepare students to participate in the Model United Nations program at Hamline. It fulfills upper level requirements for Global and International Studies and Political Science.

Taught: Fall semester

Credits: 4

**GIST 3600 - International Human Rights**

Goals: This course surveys normative questions within human rights discourses, with a stress on international and transnational efforts to promote equity and human rights standards.

Content: Topics include the contributions of international and non-governmental organizations as well as transnational actors to global discourses on human and women's rights, social justice and global equity. A particular emphasis is placed on understanding the North-South Debate, the process and policies of development and their uneven impact on the human rights of different populations and segments of society. Special consideration is given to the controversy between the universal and particular applications of human rights.

Credits: 4

**GIST 3650 - Model United Nations**

Crosslisted: Also listed as PSCI 3600

Goals: Through this course, students will develop research, critical thinking, and team-building skills; students will also gain perspectives on the role of international organizations and non-governmental organizations in the international community. Students will gain an appreciation for diverse cultures, modes of negotiation and conflict resolution, and the professional nature of diplomacy.

Content: This course is designed to help prepare students to serve as delegates to the National Model United Nations Conference in New York. Students will also have the opportunity to visit other international agencies and NGOs (non-governmental organizations) in New York as well as volunteer with organizations in the Twin Cities. Topics discussed in the class will include: the nature of diplomacy, how nations interact, the operations of the United Nations system, the role of NGOs, and case studies of individual countries which the team will represent at the simulation in New York. Students will engage in mock debates and discussions of UN policy initiatives. By discussing the work of the UN and NGOs, students will also gain an understanding of a variety of transnational issues such as arms control, security, HIV/AIDS, environmental protection, child labor, etc.

Taught: Spring semester

Credits: 4

**GIST 3700 - Social Media and Contentious Politics in the Global Age**

Goals: The tweet heard across the world started a revolution in a small, relatively stable country in the Middle East (Tunisia) in January 2011 and within months had spread like wildfire across the globe, challenging the reign of the seemingly most firmly entrenched economic and political systems. Fueled by a newly energized youth and social media technology, non-ideological and peaceful protest movements —from Occupy Wall Street in the U.S., to riots in London, protests in Spain, Chile, and Russia, for example— have generated a wave of unprecedented regional changes with far-reaching global effects.

Content: This course will examine the roots and future implications of these global youth movements as they navigate uncharted territory, and consequent regional upheaval through the lens of new social movement theory, cyberactivism and the democratization of the public sphere.

Credits: 4

**GIST 5220 - Global Health II**

Crosslisted: Also listed as PBHL 5020

This interdisciplinary course is designed for students to deepen their understanding of global health equity by continuing to investigate what the field of global health may include, how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways. Our core text will be Turning the World Upside Down – global health in a time of pandemics, climate change, and political turmoil. This guide will take us step-by-step through the following themes: a) an overview and critique of systems of healthcare, globally, and the uneven flow of health ideas, goods, services, and personnel; b) unfair trade typically exports health workers from global South to global North contexts (or from lower-income to higher-income countries) and creates what has been referred to as a "brain drain"; c) unfair trade also results in low-income countries importing ideas and ideologies from global North foreign aid bureaucracies, donor agencies, Western NGOs, and so forth – ideas that are often culturally inappropriate and irrelevant to the local context, and often in exchange for financial assistance; d) concrete strategies for turning these trends on their head. Examining efforts to reverse the trend opens the door to learning from low- and middle-income countries; studying ways in which global health equity respects and embraces local knowledge, practical knowledge, community-based care, social prescribing, and value-based healthcare (defined as the "equitable, sustainable and transparent use of the available resources to achieve better outcomes and experiences for every person"). Slogans for this approach include

"the primary diagnosis is social" and "health is made at home; hospitals are for repairs." As part of this revitalized vision of health creation, health professionals are understood as agents of change. The very notion of health shifts away from the "absence of disease" toward the "ability of individuals and communities to adapt and self-manage in the face of social, physical, and emotional challenges." Principles of self-determination and human flourishing are wed to global sustainability development goals focused on planetary health. Whereas Global Health I is research and writing intensive, culminating in a substantive term paper, Global Health II is speaking and discussion intensive – aimed at encouraging vibrant dialogue and verbal exchange.

Prerequisite: GIST 3220 or PBHL 3020, grade of C- or higher

Credits: 4

**GIST 5950 - Interdisciplinary Capstone**

Crosslisted: Also listed as HIST 5950

Goals: To provide an interdisciplinary capstone experience in which students practice and polish previously learned skills and build on previous knowledge and experience to produce a significant research product that demonstrates the ability to conduct research and writing in global studies or history.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue individual projects, share discussions of the research and writing processes, and share their final products with one another.

Taught: Spring semester

Prerequisites: Junior or senior standing and GLOB/HIST 3020 with a grade of C- or higher

Credits: 4

**HIST 1200 - Ancient Greece and Rome**

Goals: To understand some of the key developments that shaped society, culture, and politics in this period.

Content: This course will examine the evolution of Ancient Greek and Roman cultures and give the students an overview of some of the main themes and developments which made those cultures important. Some of the questions examined will be: How did Ancient Greek civilization differ from that of its neighbors? Why is Ancient Greece and Rome important to this day? What can we learn from the Roman political evolution from a Republic to Empire?

Taught: Annually

Credits: 4

**HIST 1210 - Plague, War, Slavery, and Ideas in European History**

Goals: To understand some of the key developments that shaped European society, culture, and politics in the early modern period (1350-1800).

Content: This course surveys the history of Europe over five centuries. It looks at plague, war, and antisemitism; witchcraft and alchemy; new religions and scientific discoveries; the Atlantic slave trade and the systematic enslavement of millions of Africans that it made possible; and the causes and results—political, cultural, social—of these shocking developments.

Taught: Annually

Credits: 4

**HIST 1220 - Reforms and Revolutions in Europe**

Goals: To understand some of the key developments that shaped European society, culture, and politics since the French Revolution.

Content: The purpose of this course is to introduce the students to some of the main themes (political, social, cultural, and economic) which have characterized the evolution of modern Europe from the time that it was the undisputed center of world politics and diplomacy to its present position.

Taught: Annually

Credits: 4

**HIST 1230 - Islam in Europe: The Ottoman Empire**

Goals: To understand some of the key developments that shaped European society, culture, and politics under Islam.

Content: The purpose of the course is to study the impact of political Islam on Europe. From the 14th to the 20th century the Ottoman Empire, an Islamic state, had a major presence in Europe occupying most of the Balkans. We will study how East and West, Islam and Christianity reacted to each other and what were the wider implications of that contact for the development of Southeastern Europe as well as its legacy to this day.

Taught: Annually

Credits: 4

**HIST 1310 - Introduction to United States History: 1877-Present**

Goals: To understand the key social, economic, and political developments that shaped the United States from 1877 to the present day.

Content: This course covers major themes in U.S. history since the end of the Civil War, including westward and overseas expansion, industrialization, and immigration. The course pays particular attention to movements for social reform and for political and civil rights.

Taught: Annually

Credits: 4

**HIST 1320 - Native American History**

This survey will cover the vast continental history of the lands that form the current United States. Topics covered will include the social, economic and political diversity of peoples that contributed to pre-colonial, colonial, founding of the United States, and reconstruction of the union following the Civil War. Particular focus will consider Indigenous North America, European colonization, revolutionary America, slavery, the changing labor landscape, the American Civil War, and reconstruction.

Taught: Spring

Credits: 4

**HIST 1600 - Introduction to Chinese History**

Goals: To understand the key characteristics that shaped the evolution of China both regionally and globally from pre-modern times to the present.

Content: This course will survey the rise of modern China from the Ming dynasty (1368-1644) to the present through lecture, reading, video and discussion. Various topics such as the Opium War, global trade, revolutionary and reformist movements, the social role of students and intellectuals, the rise of Communist governance, democracy, the status of women, imperialism, market reforms, and nationalism will be covered.

Note: Topics and time periods covered vary from year to year. Recent examples: The Challenge of Reform and Revolution in China's Past and Present; Continuity and Change from China's Imperial Past to Today.

Taught: Annually

Credits: 4

**HIST 3020 - Interdisciplinary Research Methods**

Crosslisted: Also listed as GIST 3020

Goals: To introduce students to interdisciplinary research methods and to develop the skills and knowledge necessary to develop original research questions, and write research proposals and carry out research.

Content: The course focuses on understanding and practicing various interdisciplinary research methods. Students will acquire and practice the skills necessary to approach research questions from multiple disciplinary perspectives and develop, write, and carry out sophisticated research proposals.

Taught: Fall semester

Credits: 4

**HIST 3760 - Topics in the History of Imperialism**

Goals: To understand the history of imperialism.

Content: Focus varies. Recent example: The British Empire.

Taught: Alternate years

Credits: 4

**HIST 3800 - Queer Love in Modern Britain**

Goals: To explore and analyze the contours of and prejudices against same-sex love between men and between women in Britain 1830-1980, and to compare these to the present day.

Content: This course is on queer identity and sex in Britain between approximately 1830 and 1980. We will work to understand the ways in which same-sex orientation was constructed, understood, lived out, tolerated, persecuted, and prosecuted. Topics include laws against sodomy, tensions between repression and thriving subcultures, aestheticism, sexology, cross-class relationships, key scandals and causes célèbres, feminism, the New Woman, butch/femme culture, the Gay Liberation Front, the rise of gay rights movements, lesbian separatism, and the recent popularity of "gender-critical" or TERF politics.

Taught: Alternate years

Prerequisite: Sophomore standing

Credits: 4

**HIST 3880 - Europe and the Great War**

This course deals with events associated with the First World War. Emphasis will be on the development of Europe on the eve of the First World War and the impact of that war on European politics and society. The first part of the course covers events and developments leading to the war from about 1870 to 1914. Emphasis will be on domestic social and political developments during the transition from the nineteenth to the twentieth centuries. In particular we are concerned with: a) The pressures associated with the development of a mass society (including social and political conflicts), b) the transformation of cultural values that can be seen as part of the transition to the new century with the expansion of Europe during an era of imperialism, and c) the international rivalries that ultimately led to war. The latter part of the course deals with the war itself, its consequences for European political and social developments, (including the impact of the Russian Revolution on Europe) and the postwar upheaval and search for stability during the early years of the 1920s.

Taught: Alternate years.

Credits: 4

**HIST 3881 - Europe and the Second World War**

The purpose of this course is to examine the monumental events associated with the Second World War in Europe. It begins with the background to the war, continues with events associated with the war itself, and ends with the aftermath of the war and its impact upon Europe. Emphasis will be on the conditions of European society and politics on the eve of the war, the military campaigns and strategies of the war, conditions inside Europe during the Nazi occupation, and the consequences of the war for European society.

Taught: Alternate years

Credits: 4

**HIST 3910 - Wars and Reforms in the Russian Empire: From Czar to Red Czar**

The purpose of this course is to introduce the students to some of the main themes (political, social, cultural, and economic) which characterized the evolution of Imperial Russia from a weak second-rate state to one of Europe's Great Powers. In the process we will highlight some trends which can be traced to our day and might even help explain current events in that part of the world.

Taught: Alternate years

Credits: 4

**HIST 3911 - Russia from Lenin to Putin**

The purpose of the course is to acquaint the students with the background to the Russian Revolutions of 1917, the revolutions themselves, the evolution and dissolution of the Soviet Union, and Russia today. Besides political events and developments the course will also examine cultural, economic, and social aspects of the era.

Taught: Alternate years

Credits: 4

**HIST 3930 - Topics in United States History**

Goals: To study the history of the United States.

Content: Focus varies. Recent examples: Reform Movements in American History, Landmark Trials, Immigration, America in the Middle East.

Taught: Alternate years

Credits: 4

**HIST 3960 - Topics in Comparative History**

Goals: To practice comparative history.

Content: Focus varies. Recent examples: Borders and Borderlands, Environmental History.

Taught: Annually

Credits: 4

**HIST 3961 - Fascism: A Modern Idea**

This course examines fascism and other related radical movements. The class will follow the evolution of this ideology from its beginning in late 19th century Europe; to its rise and spectacular fall; and its recent unexpected resurrection in the form of "illiberal democracy". The goal will be to better understand this phenomenon and its ramifications in today's world.

Credits: 4

**HIST 5950 - Interdisciplinary Capstone**

Crosslisted: Also listed as GIST 5950

Goals: To provide an interdisciplinary capstone experience in which students practice and polish previously learned skills and build on previous knowledge and experience to produce a significant research product that demonstrates the ability to conduct research and writing in global studies or history.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue individual projects, share discussions of the research and writing processes, and share their final products with one another.

Taught: Spring semester

Prerequisites: Junior or senior standing and GIST/HIST 3020 with a grade of C- or higher

Credits: 4

**HONS 1000 - Introduction to Honors**

Goals: To introduce students entering the University Honors Program to the mission and values of the program and to one another; to create a culture of excellence among University Honors students.

Content: This course introduces students entering the University Honors Program to the mission and values of the program and to one another. Topics include academic rigor, academic honesty, the purpose and value of reflection, and links between curricular and co-curricular learning.

Credits: 2

**INTD 1100 - Fundamentals of AI**

Artificial intelligence, and generative AI in particular, is rapidly reshaping how humans write, learn, create, and make decisions across many domains of contemporary life. This introductory course offers an exploration of these technologies and the questions they raise for human knowledge, creativity, and responsibility. Rather than approaching GenAI as a purely technological invention, we will examine it as a cultural and intellectual phenomenon that invites us to reconsider long-standing ideas about authorship, agency, judgment, and trust. Throughout the semester we will return to a guiding question that frames our inquiry: what does it mean to remain thoughtfully and responsibly human in a world increasingly populated by generative machines?

Through guided experimentation with GenAI tools, discussion of contemporary cases, and a series of collaborative projects, students will begin developing practical literacy in working with generative systems while also learning to examine their limits and implications. Along the way we will consider questions of authorship and originality, bias and reliability in generated content, the environmental footprint of large-scale computation, and the ways GenAI may shape human cognition and creativity. We will also explore emerging forms of human–machine relationships, including the growing tendency to treat generative systems as collaborators, tutors, confidants, or even companions. By the end of the course, students

will have gained an introductory understanding of how GenAI systems function in practice and will begin cultivating the habits of mind needed to engage these technologies with curiosity, discernment, and ethical care.

Credits: 4

**INTD 3900 - Innovation: From Concept to Market**

Goals: To introduce, educate, and train students in the basic principles and best practices of the innovation process and to develop, write, and present an innovation plan.

Content: The principles and best practices associated with the innovation process such as product development, market analysis, financial strategy, and intellectual properties; interactive sessions between students and accomplished innovators; and field trips to local innovative corporations.

Credits: 4

**LEAD 1000 - Leadership for the Common Good**

Goals: To understand the myths surrounding, best practices for, and personal approaches to leadership. To understand the effect an individual can have on society.

Content: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership; mythologies of leadership; the impact of identity and difference on leadership expression; the differences between personal and positional leadership; and begin to explore concepts and skills relating to effective leadership and positive change for the common good.

Taught: Fall and spring

Credits: 4

**LEAD 1010 - Leading Across Groups and Teams**

Goals: To become effective at collaboration and learn best practices for leading with limited authority. To understand personal leadership strategies for supporting effective and functional groups and teams.

Content: In this collaborative course, students will learn the best practices for exercising leadership on groups and teams while possessing little to no formal authority. Today's fluid workplaces require that leaders demonstrate an ability to work both independently and collaboratively, across silos. In this hands-on course, students will explore the theoretical foundations of collaborative and adaptive leadership while applying that knowledge to impactful group and team projects.

Taught: Spring

Credits: 4

**LEAD 3000 - Critical Leadership Theory**

Goals: To understand, through a critical lens, the history of the field of leadership and how decolonizing and antiracist approaches can be applied to modern practices of leadership. To explore foundational leadership theories in order to craft one's own theory of exercising effective, ethical leadership.

Content: This writing intensive course will provide students with a solid theoretical foundation for both applied leadership and leadership studies in the future. It explores the central questions: What is leadership? Who determines what is good leadership? How do we influence the trajectory of leadership practices? What is my own philosophy of leadership?

Note: This course is open to Online Degree Completion students only.

Credits: 4

**LEAD 3010 - Exploring the Future of Leadership**

In this course, students will:

- Identify challenges and opportunities involved with interacting in a variety of cultural contexts and how that might change in the future
- Understand the concept of globalization and the role leadership plays in its perpetuation as well as how current and future trends and technologies might shape the future
- Analyze complex, interdependent or overlapping global systems, their legacies and possible futures

- Describe how intercultural development, systems-thinking, and collaboration contribute to effective global citizenship now and in the future
- Articulate their own ethical, social, political and/or environmental future roles and responsibilities as local and global citizen-leaders

The world is constantly evolving, and so is the concept of leadership. In this course, we will explore the future of leadership by examining emerging trends, technologies (like AI and chatGPT), and global challenges that leaders may face in the coming years. We will imagine how a future world could evolve from today's and what kind of leadership will be needed. This 3000-level Global intensive course introduces leadership using a systems-thinking, adaptive leadership, and social change perspective. Students taking this course will have the opportunity to examine their own views on globalization as well as leadership and its future. This course will explore big questions such as: What will leadership look like in the future, what kinds of skills will future leaders need, how will current and future technologies shape our world, and what will my role be in that?

Through a combination of readings, videos, lectures, discussions, case studies, interviews and practical exercises, students will develop a deep understanding of the changing landscape of leadership and develop their own interculturally sustaining leadership skills for the future.

Taught: Fall

Credits: 4

**LEAD 5100 - Developing Leaders Capstone Course**

Goals: To learn how to develop and empower others to become leaders. To practice bridging leadership practice with leadership theory in community-based settings.

Content: This course serves as the capstone course for the Organizational Leadership major within the Online Degree Completion program. The best leaders develop and empower those around them. Students in this course will study and practice leadership pedagogies, the role of the follower-leader, and research surrounding leadership education. In order to bridge theory with practice, this course has a field experience component where students will practice teaching leadership/ developing others in a setting of their choice.

Prerequisite: LEAD 3010

Note: This course is open to Online Degree Completion students only.

Credits: 4

**LGST 1110 - Legal Systems in American Society**

Goals: Familiarization with the American legal system.

Content: An exploration of the American legal system with special emphasis on the role of law in the American social order. Working models of the judicial system are studied and the legal decision-making process is examined. Emphasis is placed on basic values of the legal system: justice, equality, and fairness.

Taught: Every semester

Credits: 4

**LGST 1300 - Legal Advocacy, Policy, and Practice**

Goals: To introduce students to legal research and how to navigate the law to understand its impact on their own lives and contexts.

Content: A writing intensive course with emphasis on finding, analyzing, and explaining legislative and regulatory materials, with an introduction to how the courts interpret those policies. Students will explore how academics and advocates write about the law and practice advocating for policy changes in America.

Taught: Every semester

Credits: 4

**LGST 3100 - American Constitutional Law and Political Mobilization**

Crosslisted: Also listed as PSCI 3100

Goals: To study the role of the courts in the development of the American Constitution. To introduce students to the "rule of law" concept in Anglo American judicial history.

Content: Study of the United States Constitution and U.S. Supreme Court cases on separation of powers, federalism, civil liberties and civil rights.

Taught: Annually

Note: This course is applicable to majors and minors in Legal Studies and Political Science, regardless of whether it is taken as LGST 3100 or PSCI 3100. This course will not count as breadth of study for either major. Students may not earn credit for both LGST 3100 and PSCI 3100.

Credits: 4

**LGST 3420 - Topics in Law**

Goals: To provide students with an opportunity to engage in an advanced study in a specialized area of law.

Content: An intensive study of a specific area of law. Topics vary from semester to semester. Some past topics have been: environmental law, immigration law, law and literature, and intellectual property.

Prerequisites: LGST 1110 and LGST 1300 (or concurrent registration in LGST 1300)

Credits: 4

**LGST 3600 - Tort Law**

Goals: To introduce students to the body of law that makes up the field of tort law.

Content: An overview of the rights, obligations and remedies that are applied by courts in civil proceedings to address the claims of individuals that have been injured by the wrongful act of others.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1300

Credits: 4

**LGST 3670 - Legal Interviewing**

Goals: To introduce students to general interviewing principles and to explore in more detail interviewing in the legal setting including interviewing clients and witnesses.

Content: The course focuses on developing basic interviewing skills and explores particular features of conducting legal interviews including understanding the ethical implications of legal interviews and of cultural diversity as it affects legal interviewing. Particular attention is given to oral communication skills through participation in small group and large group discussions and presentations. Students will have multiple opportunities to practice and analyze their own and others' oral communication skills and to understand the relationship between their communication choices and outcomes.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120

Credits: 4

**LGST 3680 - Law of Evidence for Legal Professionals**

Goals: To provide an overview of the law of evidence, focusing primarily on the Federal Rules of Evidence but, where appropriate, distinguishing the Federal rules from the Minnesota Rules of Evidence.

Content: This course l covers the terminology, concepts and theories of the law of evidence, including methods of reasoning and of assessing reasoning strength and validity. In addition to becoming familiar with evidentiary rules, students will develop familiarity with Federal and Minnesota Rules of Evidence, identify evidentiary issues in hypothetical fact situations, and think critically about evidentiary concepts and issues. The course also emphasizes the importance of collecting and preserving evidence, identifying necessary witnesses, and understanding appropriate techniques in introducing and objecting to evidence.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120, and LGST 1300

Credits: 4

**LGST 3760 - Contracts**

Goals: To provide an overview of contract law.

Content: This course focuses on contract formation and performance using textbook materials and case law. Students will be introduced to the various elements of a

valid contract and will learn and apply practical contract drafting skills.

Taught: Annually

Prerequisites: LGST 1110 and LGST 1300 (or concurrent registration in LGST 1300)

Credits: 4

**LGST 3790 - Gender Law and Policy**

Goals: To gain a better understanding of the legal system, its impact on women, and the historical development of law in the context of the cultural politics of gender.

Content: Using readings of text and law, and practical learning in the context of advocacy and women's issues, the course examines 1) the historical development of policies aimed at eliminating gender bias and promoting equality and 2) the practice of advocating for women in the current legal system.

Taught: Annually

Prerequisites: LGST 1300

Credits: 4

**LGST 5900 - Legal Studies Practicum (Internship)**

Goals: To apply the concepts and principles previously learned in a practical working environment under the supervision of a lawyer and/or an experienced paralegal (legal assistant).

Content: A 150-hour apprenticeship in the performance of the duties of a paralegal in one of the typical settings for members of the profession; hands-on production of drafts and collation of legal documents under experienced supervision and guidance; attendance at weekly seminars, designed to tie experiential and academic experiences together and to ensure adequate preparation for entry in the profession.

Taught: Every semester

Prerequisites: 20 credits of LGST coursework and senior standing

Note: Students need to secure an internship before the semester in which they are taking the class and doing the internship.

Credits: 4

**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**

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, 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 e-mails to longer contracts.

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 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

**MATH 1130 - Fundamental Concepts of Mathematics**

Goals: To gain an understanding of how the language of mathematics is used in problem solving. This course is especially appropriate for prospective elementary teachers.

Content: Precise formulation of problems, symbolization, strategies for solution of mathematical problems, introduction to various number systems and to mathematical logic.

Taught: Fall and spring

Credits: 4

**MATH 1170 - Calculus I**

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Limits, continuity, derivatives and integrals of functions of one variable. Applications are taken mostly from the physical sciences.

Prerequisite: Twelfth-grade high school mathematics with grade of B or higher

Credits: 4

**MATH 1180 - Calculus II**

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Integrals of functions of one variable, sequences and series. Applications are taken mostly from the physical sciences.

Prerequisite: MATH 1170, grade of C- or higher

Credits: 4

**MATH 1200 - Statistics**

Goals: To cover the fundamentals of statistical data analysis.

Content: Elementary probability, descriptive statistics, parametric and nonparametric tests of hypotheses, analysis of variance, correlation and regression. Statistical computing will be in R.

Prerequisite: High school algebra

Note: Credit will not be given for more than one statistics course (MATH 1200 or QMBE 1310).

Credits: 4

**MATH 3320 - Multivariable and Vector Calculus**

Goals: To extend concepts of calculus in two variables to the calculus of several variables.

Content: Vector calculus, partial and total differentiation, maximum/minimum problems, multiple integration, line and surface integrals, vector and scalar fields, theorems of Green, Gauss, and Stokes.

Taught: Fall and Spring terms

Prerequisite: MATH 1180, grade of C- or higher

Credits: 4

**MATH 3330 - Linear Algebra**

Goals: To gain an appreciation for how abstract structures are used to solve theoretical and practical problems.

Content: Systems of linear equations, matrices, determinants, vector spaces and bases, transformations, eigenvectors, introduction to linear differential equations.

Taught: Fall term.

Prerequisite: Any 1000- or 3000-level MATH course, grade of C- or higher

Credits: 4

**MATH 3410 - Mathematical Modeling**

Goals: An introduction to mathematical modeling of quantitative processes in the sciences, with applications from physics, chemistry, biology, economics, etc.

Content: Mathematical models of various types: differential equations (both ordinary and partial), transform techniques, statistical techniques, discrete models, numerical simulations, etc. Some content will vary depending on the interests of the students.

Taught: Fall term, alternate years

Prerequisite: MATH 1180, grade of C- or higher

Credits: 4

**MATH 3440 - Discrete Mathematics**

Goals: To introduce the concept of the discrete as well as techniques used in higher non-continuous mathematics, providing the necessary background material required by computer scientists for algorithm analysis.

Content: Sets and numeration, combinatorics, logic, algorithms, recursion, generating functions, graphs, and trees.

Taught: Spring term

Prerequisites: MATH 1180 and MATH 1200 (grades of C- or higher), or any one 3000-level MATH course (grade of C- or higher)

Credits: 4

**MATH 3550 - Foundations of Mathematics**

Goals: To study mathematics as a logico-deductive system and to analyze those concepts and techniques that underlie all of mathematics.

Content: Logic, proof construction, sets, relations, functions, mathematical induction, arguments involving infinite sets, number systems, axiomatics.

Taught: Spring term

Prerequisite: MATH 1180, grade of C- or higher

Credits: 4

**MATH 3560 - Modern Geometry**

Goals: To introduce the concept of model building in mathematics from both a synthetic and an axiomatic point of view.

Content: Various geometries are studied with attention paid to what geometry is. Hilbert's axiom system for Euclidean geometry, hyperbolic geometry, and transformations.

Taught: Alternate years, spring term

Prerequisite: MATH 1170, grade of C- or higher

Credits: 4

**MATH 3720 - Differential Equations**

Goals: To learn to determine both the qualitative and quantitative properties of those functions which satisfy ordinary differential equations, using both analytic and numerical techniques.

Content: Analytic methods of solution, numeric methods of solution, linear differential equations, series solutions, the Laplace transform, systems of differential equations, initial and boundary value problems, existence theory and applications.

Taught: Spring term, alternate years

Prerequisite: MATH 1180, grade of C- or higher

Credits: 4

**MATH 3810 - Probability and Mathematical Statistics**

Goals: An introduction to the basic topics of mathematical probability theory and statistics.

Content: Definition of probability, probability distributions (discrete and continuous), expectation, random variables and functions of random variables. Sampling distributions and applications.

Taught: Fall term, alternate years

Prerequisites: MATH 1180, grade of C- or higher

Credits: 4

**MATH 5890 - Modern Algebra**

Goals: An introduction to algebraic structures: groups, rings, and fields.

Content: An introduction to algebraic structures. Topics include normal subgroups, factor groups, and homomorphisms. Development of the elementary concepts of groups, rings, and fields.

Taught: Fall term, alternate years

Prerequisite: MATH 3550, grade of C- or higher

Credits: 4

**MATH 5910 - Analysis**

Goals: To learn the language, fundamental concepts, and standard theorems of analysis.

Content: An introduction to real analysis with emphasis on proofs of theorems and on problem solving. Topics include properties of the real number system, functions, sequences, limits and continuity, differentiation, integration, and infinite series including sequences and series of functions.

Taught: Fall term, alternate years

Prerequisite: MATH 3550, grade of C- or higher

Credits: 4

**MATH 5920 - Seminar in Mathematics/Computational Data Science**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics/computational data science is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians/data scientists: junior and senior math/CDS majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 1 credit per term

**MATH 5930 - Mathematics/Computational Data Science Seminar Presentation**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics/computational data science is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians/data scientists: junior and senior math/CDS majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 1

**MATH 5950 - Topics in Advanced Mathematics**

Goals: To synthesize previous work in the various areas of mathematics with the goal of putting the areas in a historical perspective and of relating them to the question of what makes up mathematics.

Content: The content of the seminar varies from year to year depending on the instructor. Attention is paid to the history of mathematics and to filling gaps in the spectrum of mathematics presented at the undergraduate level.

Taught: Spring term

Prerequisite: Any 3000-level MATH course, grade of C- or higher

Credits: 4

**MGMT 1200 - Business & Society**

Goals: This course is an introductory business course, familiarizing students with business models, the various objectives in the public, private, and nonprofit sectors, and the connections between business and society. Students will analyze how businesses can best respond to demographic, technological, economic, and competitive changes. Students will learn critical business skills including memo writing, creating visual presentations, and analytical thinking.

Content: This course will examine the perspectives and experiences of various stakeholders both involved IN business decision making and affected BY business decision making. Using several case studies, students will better understand the various roles and interests represented in the business setting as well as the complex interactions between business and the broader society.

Credits: 4

**MGMT 3100 - Foundations of Management**

Goals: To understand basic concepts, theories, and research in management and to apply them to practical management problems. To relate the liberal arts to work, using a common theme of ethics.

Content: The principal functional areas of management (planning, organizing, controlling, and leading) are examined in the context of organizations and groups. Ethical issues and the different views of work from various fields are examined.

Prerequisites: Sophomore, junior, or senior standing

Credits: 4

**MGMT 3130 - Business Law**

Goals: To provide an overview of the law as it relates to the formation, operation, and completion of business transactions. The course is not only intended to assist the student who plans a career in management, but also the student interested in a legal career.

Content: Contracts, sales, secured transactions, commercial paper, and bankruptcy.

Prerequisite: MGMT 3100, grade of C- or higher, and junior or senior standing

Credits: 4

**MGMT 3600 - Organizational Behavior**

This course provides a conceptual framework for understanding behavior within the organization. Students explore behavior at the individual, group, and organizational levels. Units of analysis include personality, leadership, conflict, motivation, and organizational culture. Goals of the course are: (1) To learn terminology, concepts, and theories of organizational behavior. (2) To develop awareness of individual differences and their impact on individual and organizational outcomes. (3) To develop an understanding of individual and group behavior and their impact on individual and organizational outcomes. (4) To be able to analyze an organization and assess its effectiveness at fostering a productive work environment.

Prerequisite: MGMT 3100, grade of C- or higher

Credits: 4

**MGMT 3610 - Brand Management**

Crosslisted: Also listed as MKTG 3610

Goals: This course provides a comprehensive overview of strategic brand management – the design and implementation of marketing programs and activities to build strong brands and brand equity. The curriculum will be highly interactive, informative and fun with shared emphasis on individual and group work.

Content: The content and examples will feature brands from a wide variety of industries and consumer segments. By working through various activities,

projects and discussions, coupled with hearing from external industry leaders, students will have the opportunity to apply key concepts and experience the real-life challenges, opportunities and decisions marketers face in building brands.

Taught: Spring

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MGMT 3700 - Human Resource Management**

Goals: For students to learn methods for attracting, developing and retaining a workforce that ensures an organization can achieve its mission and goals in a manner such that both the organization and the employees can flourish.

Content: This course takes a strategic approach to Human Resource Management. Topics explored with a dual eye towards both legal requirements and best practices in a competitive labor environment include: recruiting and selection, training and development, compensation and rewards, and retention and wellness programs.

Prerequisite: MGMT 3100, grade of C- or higher

Credits: 4

**MGMT 3710 - Operations Management**

Goals: To introduce students to concepts, techniques, and tools related to the design, planning, quality assessment and control, and improvement of manufacturing and service operations.

Content: Topics including process analysis, improvement, and productivity, quality management, supply management, and inventory management, and how these topics are integrated with high-level financial objectives. Class sessions involve explaining concepts, working examples, discussing cases and performing team projects.

Prerequisite: MGMT 3100, grade of C- or higher

Credits: 4

**MGMT 3720 - International Business Environment**

Goals: To provide an overview of the international business environment including key international institutions. In this course, students will explore the meaning and nature of culture as well as its influence on management functions and international business throughout the world. The course will examine dominant cultural norms in key world regions and effective cross-cultural communication and management methodologies designed to enhance international business success.

Content: The nature and role of culture in international business and management, regional cultural norms throughout the world, international negotiating and resolution styles, cross-cultural synergy, international business ethics, international human resources management issues, and international organizations that influence business.

Prerequisite: ECON 1100 and MGMT 3100 with grades of C- or higher, and junior or senior standing

Note: This course is open to Online Degree Completion students only.

Credits: 4

**MGMT 3730 - Project Management**

Goals: To guide students through fundamental project competencies and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations.

Content: This course aids students in understanding interpersonal issues that drive successful project outcomes. Topics covered include project integration, project scope, time and cost management, project team management, risk management and procurement management. The approach is a practical, hands-on application through case studies and class exercises.

Prerequisite: MGMT 3100, grade of C- or higher

Credits: 4

**MGMT 3740 - Organizational Leadership**

Goals: To guide students through critical self-analysis and exploration of organizational dynamics to enhance their abilities to be effective leaders in work settings.

Content: Students will explore personal predispositions in communication, conflict management, decision making, team behaviors, and cultural intelligence through assessment tools and in-depth discussion. The course will examine how cognitive and behavioral patterns impact efforts in team, organization and sector settings.

Prerequisite: MGMT 3100 or LEAD 1000, grade of C- or higher, and sophomore standing

Credits: 4

**MGMT 3960 - Internship with Seminar**

Goals: To provide an opportunity to apply students' skills and knowledge in a working/learning context. To complement internships by providing discussion groups for sharing and crosschecking students' experiences.

Content: Students must hold an internship and will also meet once a week as a group to articulate and assess their experiences.

Prerequisite: Junior or senior standing, or consent of the instructor. Primarily intended for economics and business majors, but other majors with administrative internships are welcome.

Credits: 2

**MGMT 5860 - Strategic Management**

Goals: To learn to think strategically. To learn to work effectively on a policy setting management team. To develop knowledge and skills necessary to analyze and resolve formulation and implementation issues.

Content: The formulation and implementation of management strategy, utilizing learning from other business courses and insights from business experiences.

Prerequisites: MGMT 3100, MKTG 3100, QMBE 1320 with grades of C- or higher, and senior standing

Credits: 4

**MKTG 3100 - Foundations of Marketing**

Goals: To understand basic marketing concepts and to apply them to practical marketing problems.

Content: Legal, behavioral, ethical, competitive, economic, and technological factors are examined as they affect product, price, promotion, and place decisions.

Credits: 4

**MKTG 3500 - Advertising and Marketing Communications**

Goals: Students will learn the principles of advertising and Integrated Marketing Communications (IMC) and be able to create and evaluate best-in-class advertising campaigns.

Content: Topics include IMC strategy and planning, history of advertising, consumer segmentation/targeting, creative development and execution (TV, Print, Digital, etc.), media buying, and advertising and ethics.

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3600 - Marketing for Good**

Goals: Understand opportunities for brands to make a positive impact and inspire change (inclusive marketing, social entrepreneurship, social good marketing, sustainable marketing, cause marketing & brand activism). Explain how "marketing for good" differs from the traditional 4P model. Evaluate the success/failures and ethical implications of various brand initiatives and campaigns ranging from Barbie to IKEA. Utilize data-driven insights to better understand consumer sentiment and to inform future marketing decisions. Develop a social marketing campaign (focused on health, safety or the environment) that aims to positively influence public behavior.

Content: As the population of the US becomes older and more diverse, it's critical that brands and marketing messages reflect our shifting landscape. In addition, consumers are increasingly choosing

products based on values such as environmental conservation, humanitarian efforts, and fair labor practices. Through the use of case studies and project-based learning, students will analyze how brands have in the past and can in the future increase sales AND societal impact authentically. Studying these brands and learning from them is critical given the wide-ranging impact these products and advertising have on society and culture.

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3610 - Brand Management**

Crosslisted: Also listed as MGMT 3610

Goals: This course provides a comprehensive overview of strategic brand management – the design and implementation of marketing programs and activities to build strong brands and brand equity. The curriculum will be highly interactive, informative and fun with shared emphasis on individual and group work.

Content: The content and examples will feature brands from a wide variety of industries and consumer segments. By working through various activities, projects and discussions, coupled with hearing from external industry leaders, students will have the opportunity to apply key concepts and experience the real-life challenges, opportunities and decisions marketers face in building brands.

Taught: Spring

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3710 - International Marketing**

Goals: To provide students with a fundamental understanding of concepts, theories, issues, and practices related to international and global marketing. The course will explore marketing issues in crosscultural perspectives and investigate culturally appropriate global opportunities. The course will also address ethical issues related to market development and explore the managerial implications of these cultural and ethical issues as they relate to the market practice.

Content: Global marketing and marketing research, social and cultural environment, political, legal, and financial environment, segmenting and targeting, exporting and importing, product pricing, distribution, and advertising in the global marketplace.

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3720 - Marketing Research**

Goals: This course introduces the fundamentals of market research in order to prepare students to conduct basic research or to be more informed consumers of marketing research services.

Content: Major topics include the use of secondary research, research design for surveys, experiments, and focus groups, and both quantitative and qualitative data analysis.

Taught: Spring semester

Prerequisites: MKTG 3100 and QMBE 1310 (or equivalent statistics course) with grades of C-or higher

Credits: 4

**MKTG 3730 - Digital Marketing Strategies**

Goals: Students will gain an understanding of the increasingly important world of internet-mediated marketing of 1) physical goods and services and 2) digital goods such as music.

Content: Students will view these markets and their implications from both the buyer and seller sides and explore the rapidly emerging, and often disruptive, new platforms that are both replacing and complementing traditional "bricks and mortar" marketing channels.

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3740 - Consumer Behavior**

Goals: This course provides students a thorough understanding of consumer behavior and relates the consumer behavior concepts to marketing theory and practice. The course is structured to enable students to develop critical thinking and decision-making skills in consumer behavior and marketing. By working through

consumer behavior problems, cases and exercises, the students get a chance to experience some of the professional challenges, issues, and decisions that face marketers and to develop their marketing knowledge and skills.

Content: An interdisciplinary approach to the study of consumer behavior, with emphasis on the implications for marketing of theory and findings from the behavioral sciences.

Prerequisites: MKTG 3100 and QMBE 1310 (or equivalent statistics course) with grades of C- or higher

Credits: 4 credits

**MKTG 3755 - Behavioral and Experimental Economics**

Crosslisted: Also listed as ECON 3750

Goals: To broaden the students' understanding of economic theory by incorporating knowledge from other social sciences and by expanding traditional economic models to better understand and predict human behavior.

Content: Evidence suggests that human beings often do not behave according to the strict rational-actor assumptions inherent in traditional economic theory. This new and growing field of economics seeks to improve our ability to predict and understand phenomena including altruism, trust, reciprocity, and loss-aversion. The course will incorporate economics experiments and game theory methods to examine human behavior. These concepts will be applied to a wide range of contexts, from consumer or investor behavior to health care, dating, and procrastination.

Taught: Alternate years

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course) with grades of C- or higher

Credits: 4

**MKTG 3760 - Professional Selling**

Goals: Students will learn how individuals interact with customers, vendors and one another in a competitive environment.

Content: The course covers selling techniques, persuasive communication, oral and verbal presentation skills useful for one-to-one presentations, team selling and telemarketing techniques. Students will learn skills useful in both the industrial and consumer areas.

Prerequisite: MKTG 3100, grade of C- or higher

Credits: 4

**MKTG 3770 - Marketing Data Analysis**

Crosslisted: Also listed as QMBE 3770

Goals: To introduce students to data-centered analysis for critical aspects of marketing.

Content: Topics covered include sales forecasting, profitability analysis, market segmentation, promotion budgeting, and database marketing. Students will cover essential decision models and metrics with data sources and techniques for effective marketing decisions.

Prerequisites: MKTG 3100 and QMBE 1320 with grades of C- or higher

Credits: 4

**MODL 1010 - Fundamentals of Linguistics**

Goals: To understand language, the uniquely human enterprise, and particularly the English language. To describe language—its sound patterns, its forms, its meanings, its structural patterns. To determine how languages are born, evolve, and die. To discern how both first and second languages are acquired.

Content: English phonetics, phonology, morphology, writing, syntax, semantics. Language both in its social context—dialects, slang, taboos, language acquisition—and in its historical context—philology and etymology. Class activities may include reading from Lewis Carroll, collecting speech samples from soundtracks, media, and the street, creating a new language and analyzing word games.

Credits: 4

**MODL 1020 - Sociolinguistics**

Goals: To examine how language reflects an individual's or group's status or power in society, social class, ethnic

background, geographical or regional origins, political associations, and religious identity, as well as gender.

Content: Sociolinguistics examines urban complexities and emphasizes the effect of our attitudes on speech. Students discover their own idiolects and verbal repertoires, learn why Italians in New York might hypercorrect, why some men choose not to speak as well as women do (covert prestige), why we call someone "Dr." one moment and "Jimmy" or "Jane" the next, and why we use taboo words. Our linguistic choices tell others how conservative or liberal, how religious, how sexist, how racist, or how status-conscious we are. Special attention is given to the origins of African-American English and its characteristics as reflected in literature.

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.

Prerequisite: Undergraduate students must be admitted to the 4+1 Undergraduate Path to the MSBA program

Credits: 4

**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

**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: Undergraduate students must be admitted to the 4+1 Undergraduate Path to the MSBA program

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.

Prerequisite: MSBA 8180

Credits: 4

**MUS 1030 - Music in World Cultures**

Goals: To introduce students to the music of diverse cultures.

Content: This course introduces selected musical traditions from around the world, featuring case studies from Africa, the Caribbean, Asia, the Middle East, Europe, Oceania, Latin America, or North America. Students will be introduced to the discipline of ethnomusicology, which explores the relationship between cultural context and various forms of human musical expression including as a meaningful aspect of daily life. Students will also learn to identify the basic elements of music, such as melody, rhythm, harmony, timbre, texture, and form, as found in various musical cultures, will learn the variety of uses and functions attributed to music and gain a glimpse into the musicians' perspectives. Offered both online and on-campus. Attendance required at performances and workshops, some of which may be outside the regular class time. This includes opportunities for hands-on musical experiences.

Taught: Every semester

Credits: 4

**MUS 1040 - Music Technology for Creative Artists**

Goals: To provide the creative musical artist with foundational digital tools.

Content: This course is primarily an introduction to LOGIC as the preferred software for DAWs (Digital Audio Workstations) and the essential tool for the contemporary artist. Class activities will focus on experience with: Basic LOGIC/DAW session workflow; Midi and single source audio programming and recording.

Credits: 4

**MUS 1041 - Audio Mixing**

Goals: To learn basic mixing principles and techniques.

Content: Study the history and changing art of mixing. Learn about track session prep, EQ types and uses, reverb types, sonic qualities, compression, in-the-box vs console mixing (digital vs analog), mix buss, and delivery formats (mastering, spotify, iTunes).

Credits: 2

**MUS 1044 - Studio Techniques for the Music Producer**

Goal: To provide experience in the professional recording studio environment.

Content: Learn the tools of the trade and the process. Tools include audio signal path and gain stage basics, microphone types/uses, preamps, compressors, EQ, and reverb - what they are and do. Activities will focus on how technology serves the Artist/Producer. Students learn how to set up for sessions (as well as tear down/properly store gear), how to run a session and develop a musical vision as a producer. Several workshop-length sessions in a professional studio will complement the classroom and online learning.

Credits: 2

**MUS 1045 - Introduction to Live Sound**

Goal: Run live sound for events, bands, concerts, theater.

Content: Live band set-up and sound reinforcement (miking, monitors, stage volume, DAW tracks), integration of sound, lights, video, basic theater sound requirements (QLab basics, wireless vocal microphones).

Credits: 2

**MUS 1046 - Business and Marketing in the Music Industry**

Goals: To be able to manage the business side of a music career and to understand and respond to how social media and streaming services are changing the industry.

Content: Essential knowledge about contracts, royalties, copyright laws, taxes, online sales, and more. Exploration of what social media IS for the artist, website vs instagram, and how to drive traffic to your site. Learn about non-traditional marketing - stock libraries, jingle houses - and the move away from royalties by mainstream tv and streaming services. Examine uses of YouTube and the vlog/subscribe culture.

Credits: 4

**MUS 1070 - Beginning Class Voice**

Goal: Learn basic vocal production and singing techniques.

Content: Breathing, sound production, diction, vowel placement, ensemble basics.

Taught: Every semester

Note: May be repeated once for credit.

Credits: 2

**MUS 1110 - Roots of American Popular Music**

Goals: To learn how the social and economic history of the early 20th century helped create the new American musical forms of R&B, blues, country, folk, gospel, and bluegrass; to provide a musical context to address the broader social issues facing America in the late 19th-and early 20th-century: Immigration, racism, social class, urbanization, ethnic integration, and youth protest.

Content: This course provides students with a background to the origins of contemporary popular music. Content will include readings, recordings, documentaries, and video performances of early American musical styles, including R&B, blues, country, folk, gospel, and bluegrass.

Credits: 4

**MUS 1210 - Beginning Class Piano**

Goals: To develop basic keyboard skills and music fundamentals.

Content: Music notation, lead sheet notation, learning by ear, sight reading, intervals, rhythm and meter, scales, triads, and seventh chords, harmonization, elementary repertory, and improvisation.

Taught: Every semester

Note: May be repeated once for credit.

Credits: 2

**MUS 1600 - Class Violin**

Goals: This 1000-level course is intended for students who would like to develop their violin technique and explore alternative styles, such as bluegrass, Irish, and other ethnic fiddle traditions.

Content: Students will meet weekly as a class to work on pieces which will be performed at the end of the semester in a student recital.

Taught: Every semester

Note: Beginning violin students are welcome, as well as students with some violin experience. Note-reading is helpful but not required. May be repeated for credit.

Credits: 2

**MUS 1750 - Class Guitar**

Goals: To learn the fundamentals of guitar playing.

Content: Learn chords, progressions, strumming patterns, finger-style playing, and guitar notation. These skills are applicable to various popular styles of

guitar music. Develop playing by ear and learn the fundamentals of reading music notation. Songs in a variety of musical styles will be studied - folk, pop, blues, classical.

It is helpful if you can supply your own acoustic guitar (steel-string or nylon string), however, instruments are available for loan on a first-come-first serve basis.

Taught: Every semester

Credits: 2

**MUS 3040 - Advanced Music Technology for Creative Artists**

Goals: This class will focus on LOGIC's functionality as a music media scoring and sound design platform/tool.

Content: Commercial "jingle" writing and Sound Design, TV (short form advertising), Film (long form media and theater sound design (script details, director vision translated into sound).

Note: Students are expected to have a working knowledge of Logic Pro software.

Credits: 2

**MUS 3041 - Advanced Audio Mixing**

In this course, students will learn to mix and create templates in digital (Pro Tools) and hybrid situations. Labs will emphasize the use of advanced plugins such as dynamic EQs, frequency-specific distortion, and AI tools. Students will also operate and document analog gear on the mix bus, instrument buses, and vocal buses. Assignments also include editing advanced multitrack sessions for pitch, timing, and song structure. Finally, students will automate plugins, volume, and pans to create dynamic and immersive mixes.

Prerequisite: MUS 1041, grade of C- or higher

Credits: 2

**MUS 3070 - Advanced Class Voice**

Goals: Improvement of vocal technique and development of skills involved in solo and ensemble singing.

Content: Intermediate vocal technique- breathing, sound production, diction, vowel placement, and solo/ensemble singing.

Taught: Every semester

Prerequisite: Previous vocal experience (choir, voice lessons, voice class)

Note: May be repeated once for credit.

Credits: 2

**MUS 3120 - A Cappella Choir**

Hamline University's A Cappella Choir studies and performs vocal music from around the world, from a variety of time periods and genres. Students will explore vocal music's social, cultural, and historic contexts. Students will also make progress in areas of vocal technique, sight-reading, and musicianship skills. The ensemble performs 2-4 concerts per academic year, both on- and off- campus. The ability to read music is not a requirement.

Prerequisite: An audition with the director. Selected students will demonstrate the abilities to sing in tune and learn music through notation and/or by ear.

Credits: 1 or 0

**MUS 3140 - Hamline Wind Ensemble**

Goal: Development of repertoire; development of individual technique and ensemble skills.

Content: Musical experience for woodwind, brass, and percussion players through rehearsal and performance of original wind band literature as well as quality transcriptions. Repertoire covers three centuries of music with a focus on contemporary styles by diverse composers.

Prerequisites: Experience playing an instrument. Seating auditions at the start of term.

Credits: 1 or 0

**MUS 3150 - Jazz Ensemble**

Students in Jazz Ensemble will rehearse, study, improvise, and perform music in a wide range of classic and contemporary jazz styles. Open to instrumentalists within the standard jazz orchestra score: saxophones,

trumpets, trombones, piano, guitar, acoustic/electric bass, drum set, vibes/percussion. Other instruments will be considered by request of the director; vocal soloists by director's invitation only. Due to the limits of instrumentation or ability, auditions may be required for membership in the ensemble.

Prerequisites: Experience playing an instrument. Seating auditions at the start of term.

Credits: 1 or 0

**MUS 3160 - Hamline Orchestra**

Students study and perform orchestral repertoire from the 18th century to the present. In string and wind sectionals, students explore orchestral excerpts, conducting, and repertoires for single families of instruments.

Prerequisite: No formal prerequisite, though advanced intermediate performance skills are expected. Ensemble membership is subject to placement auditions at the start of term.

Note: Co-registration for the appropriate one-hour sectional rehearsal for your instrument is required. Day/time tbd. Specific class times are to be arranged between the instructor and the entire section of students at the start of the term..

Credits: 1 or 0

**MUS 3170 - Combos, Studio Ensemble, and Chamber Music**

Goals: To develop repertoire and effective rehearsal techniques; to improve ability in performance and expression; to develop skills in problem-solving, leadership, teamwork, and interpersonal communication.

Content: Students in this course are assigned into small groups of 2-6 musicians appropriate to their instrument or voice and the genre or style of music in which they are interested. This includes same-family or mixed instrumental groups, vocal ensemble, acoustic-contemporary groups and ethnic bands. Recent examples include jazz combo, cello choir, saxophone quartet, and studio ensemble. Two hours of practice per week or equivalent, collaboratively scheduled, are divided between student-run rehearsals and faculty-directed coaching sessions.

Taught: Every semester

Prerequisite: Experience making music

Note: May be repeated for credit.

Credits: 1 or 0

**MUS 3220 - Advanced Class Piano**

Goals: Development of repertoire, technique, and sight-playing. This course prepares students for Individual Music Lessons.

Content: Intermediate repertoire, scales and arpeggios in multiple octaves, triads and inversions, chord progressions, harmonization from lead sheets, and improvisation.

Taught: Spring semester

Prerequisite: MUS 1210 or instructor permission

Note: May be repeated once for credit.

Credits: 2

**MUS 3310 - Topics in Medieval and Renaissance Music**

Goals: Designed for nonmajors and majors, the course will explore diverse issues in early music. The dominance of the Church, the rise of the "secular," the impact of the doctrines of "courtly love," and the contexts of the other arts and politics; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Gregorian chant to Palestrina.

Taught: Alternate years

Credits: 4

**MUS 3320 - Topics in Baroque Music**

Goals: Designed for non-majors and majors, the course will explore issues in 17th and 18th century music. The domination of language and its impact on opera, the age of Kepler, Newton, and Galileo running parallel to the new flowering of instrumental music; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Monteverdi to Bach and Handel.

Taught: Alternate years

Credits: 4

**MUS 3330 - Music in the Age of Enlightenment and Revolution**

Goals: Designed for non-majors and majors, the course will explore issues in 18th and 19th century music. The impact of the enlightenment and the American and French Revolutions, the differentiation of concepts of Classicism and Romanticism, the import of late 19th century thought (Darwin, Marx, Freud); these and others will be studied in their relationship to specific musical works of the period.

Content: Music of Haydn, Mozart, Beethoven, Chopin, Billings, Brahms, Wagner, and others.

Taught: Alternate years

Credits: 4

**MUS 3340 - Topics in Twentieth and Twenty-First Century Music**

Goals: Designed for nonmajors and majors, the course will explore issues in the music of the 20th century. The impact of wars, political systems, technology, gender and race, the impact of expressionism, impressionism, technical systems, and the conflict between classical and popular cultures; these topics and others will be studied in their relationship to specific musical works of the period.

Content: American music, serialism, electronic music, new structural principles.

Taught: Alternate years

Credits: 4

**MUS 3350 - Music History I**

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the time of the Greeks to the early 18th century.

Taught: Alternate years, fall term

Credits: 4

**MUS 3360 - Music History II**

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the early 18th century to the mid-19th century.

Taught: Alternate years, spring term

Credits: 4

**MUS 3410 - Materials of Music I**

Goals: Reinforce fundamentals of music and develop a basic knowledge of tonal harmony.

Content: Fundamentals of music notation and systems, introduction to analysis, sight-singing, and aural training including computer-based instruction. Course work requires basic piano skills.

Taught: Alternate years

Note: In addition to the regularly scheduled class time, there is a required one hour per week ear-training lab. Meeting time will be determined at the start of the term.

Credits: 4

**MUS 3420 - Materials of Music II**

Goals: Intermediate development of written and aural skills.

Content: Harmonic progression, seventh chords, modulation, composition in small forms, and aural training including harmonic dictation. Elements of style analysis.

Taught: Alternate years

Prerequisite: MUS 3410

Credits: 4

**MUS 3500 - Individual Music Lessons: Voice**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level

expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3510 - Individual Music Lessons: Piano**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3515 - Individual Music Lessons: Jazz Piano**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3540 - Individual Music Lessons: Guitar**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3545 - Individual Music Lessons: Jazz Guitar**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3550 - Individual Music Lessons: Flute**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3560 - Individual Music Lessons: Oboe**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3570 - Individual Music Lessons: Clarinet**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3580 - Individual Music Lessons: Saxophone**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3590 - Individual Music Lessons: Bassoon**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools..

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3600 - Individual Music Lessons: Violin**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3610 - Individual Music Lessons: Viola**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3620 - Individual Music Lessons: Cello**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3630 - Individual Music Lessons: Jazz Bass**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3635 - Individual Music Lessons: Double Bass**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3640 - Individual Music Lessons: Trumpet**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3650 - Individual Music Lessons: French Horn**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3660 - Individual Music Lessons: Trombone**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3670 - Individual Music Lessons: Tuba/Euphonium**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3690 - Individual Music Lessons: Harp**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3700 - Individual Music Lessons: Percussion**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3705 - Individual Music Lessons: Jazz Drumming**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3710 - Individual Music Lessons: Composition-Popular & Classical**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3720 - Individual Music Lessons: Composition-Sound Design**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 3730 - Individual Music Lessons: Composition-Jazz**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fee:

- $100.00 for declared music majors and minors
- $350.00 for all other students

**MUS 5500 - Individual Music Lessons: Voice**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5510 - Individual Music Lessons: Piano**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per

week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5515 - Individual Music Lessons: Jazz Piano**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5540 - Individual Music Lessons: Guitar**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5545 - Individual Music Lessons: Jazz Guitar**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5550 - Individual Music Lessons: Flute**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5560 - Individual Music Lessons: Oboe**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5570 - Individual Music Lessons: Clarinet**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5580 - Individual Music Lessons: Saxophone**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5590 - Individual Music Lessons: Bassoon**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5600 - Individual Music Lessons: Violin**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5610 - Individual Music Lessons: Viola**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5620 - Individual Music Lessons: Cello**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Violin, viola, and cello students are required to participate in Orchestra to register for lessons.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5630 - Individual Music Lessons: Jazz Bass**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5635 - Individual Music Lessons: Double Bass**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5640 - Individual Music Lessons: Trumpet**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5650 - Individual Music Lessons: French Horn**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5660 - Individual Music Lessons: Trombone**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5670 - Individual Music Lessons: Tuba/Euphonium**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5690 - Individual Music Lessons: Harp**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5700 - Individual Music Lessons: Percussion**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5705 - Individual Music Lessons: Jazz Drumming**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5710 - Individual Music Lessons: Composition-Popular & Classical**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5720 - Individual Music Lessons: Composition: Sound Design**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5730 - Individual Music Lessons: Composition-Jazz**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Lesson credits may be taken as the 19th-20th credit with no additional tuition charge, just the lesson fee as listed.

Prerequisite: Previous experience or instructor permission.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fee:

- $200.00 for declared music majors and minors
- $700.00 for all other students

**MUS 5930 - Senior Project**

Goals: Present a solo or collaborative performance, record an EP, compose original music, present a lecture-recital, write a research paper, or other project appropriate to the discipline of music and of interest to the student. The Senior Project represents a culmination of the student's work through previous studies and also a stepping stone toward future interests and goals.

Content: Emphasis is on individual and independent work with faculty guidance to develop, research, or otherwise prepare a capstone project. A project proposal must be discussed with your music advisor and submitted to the music faculty for approval prior to senior year.

Taught: Every semester

Prerequisite: Senior music major status

Credits: 4

**NEUR 3100 - Neurological Diseases, Disorders, and Society**

Goals: To introduce students to the nervous system, with a focus on nervous system dysfunction; to examine the biological basis of both the causes and treatments of neurological disorders; to investigate how shifting societal viewpoints impact the diagnosis, treatment, and representation of neurological diseases and disorders.

Content: Learn about the function and dysfunction of the nervous system. A variety of neurological diseases and disorders (such as epilepsy, autism spectrum disorder, Alzheimer's disease, and others) will be discussed, including the underlying mechanisms of the dysfunction, the overall impact to individuals with these disorders, and the current treatment options available. We will also discuss the societal impact of these disorders and the depiction of neurological conditions in popular culture.

Taught: Annually

Prerequisite: BIOL 1510 or PSY 1330, grade C- or higher

Credits: 4

**NEUR 3300 - Neurobiology (with Lab)**

Crosslisted: Also listed as BIOL 3300

Goals: To comprehend and appropriately use the language and terms of neurobiology; to describe the function of the nervous system at the molecular, cellular, and systems levels; to interpret and discuss experimental findings in neuroscience.

Content: An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons, synaptic transmission and plasticity, motor control, mechanisms of sensation, and construction of neural circuits.

Taught: Annually

Prerequisites: BIOL 1510 and 1520, grades of C- or higher

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**NEUR 5960 - Developmental Neurobiology**

Goals: To introduce the molecular and cellular processes underlying the development of a functional nervous system. To develop critical evaluation skills through reading and discussing primary literature in the field of developmental neurobiology. To synthesize topics and approaches to develop an original research proposal.

Content: Mechanisms driving the formation of nervous tissue and generation of diverse types of neurons; migration of cells within the nervous system; outgrowth and pathfinding of axons; synaptic formation and reorganization.

Taught: Alternate years

Prerequisite: BIOL 3050 or BIOL 3060 or BIOL 3100, grade of C- or higher

Credits: 4

**NEUR 5961 - Biology & Neuroscience Seminar I**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisites: BIOL 1510 and 1520, with grades of C- or higher

Credits: 1

**NEUR 5962 - Biology & Neuroscience Seminar II**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL/NEUR 5961, grade of C- or higher

Credits: 1

**NEUR 5963 - Biology & Neuroscience Seminar III**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL/NEUR 5962, grade of C- or higher

Credits: 1

**NEUR 5964 - Biology & Neuroscience Seminar Presentation**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and neuroscience.

Content: All Biology majors and Neuroscience majors must present the results of a research project as part of the degree requirements for the major. Seniors in their last semester of the Biology or Neuroscience major should register for this course and present a research seminar to the department.

Taught: Each semester; to be taken in final semester, senior year

Prerequisite: BIOL/NEUR 5963, grade of C- or higher

Credits: 1

**NPFT 1010 - Introduction to Nonprofit Management and Leadership**

Goals: To provide an introduction to the history and development of the nonprofit sector in the United States, with particular focus on the impact and approaches of nonprofits. While there are some core similarities among what are called nonprofit organizations, the range, purpose, and intention of nonprofits is extremely diverse. We will look at this array of organizations, then dive into some key areas in running a successful nonprofit.

Content: The course will introduce students to some of the core skills and ingredients of successful nonprofit organizations---governance, strategic planning, fundraising, financial management and advocacy. Guest speakers, who are leaders in the nonprofit sector, will share their career paths and glimpses into their nonprofit organizations.

Credits: 4

**PBHL 1100 - Introduction to Public Health**

Goals: To provide students with a broad overview of the interdisciplinary field of public health with particular emphasis on health equity and the social determinants of health.

Content: This course will introduce the field and study of public health, including: basic concepts of population health and epidemiology; the history of public health; analytical tools used to study public health issues; social, behavioral, and cultural aspects of health; disparities in public health; and health promotion and prevention of disease and injury. This course takes, as its premise, that public health is inherently a social justice issue and that health equity is the number one priority leading public health today.

Taught: Fall and Spring

Credits: 4

**PBHL 1200 - Emerging Infectious Diseases**

Goals: To introduce students to the fundamental properties of microbes and their role as disease causing agents; to recognize and define scientific terms commonly used when describing the causes and transmission of microbial diseases; to become familiar with scientific approaches and techniques used to study diseases and their impact on public health.

Content: Structure and function of bacterial cells and viruses, basic mechanisms of microbial virulence, reservoirs and transmission routes of infectious agents, techniques to identify and monitor microbial diseases, food safety, discussion of major epidemics and their impact on public health and society.

Taught: Every other year

Credits: 4

**PBHL 3020 - Global Health I**

Crosslisted: Also listed as GIST 3220

Goals: To introduce students to the dynamic field of global health and cultivate an appreciation for the pursuit of health equity for all people.

Content: Introduction to the history of colonial medicine, international development, and the emergence of a global health framework. Introduction to a set of analytic tools utilized by practitioners and scholars: biosocial approach to health and illness; health disparities and the global distribution of poor health (global burden of disease); the nature, effects, and limitation of medical and public health interventions; discipline and biopower; structural violence and social suffering. Exploration of case studies such as HIV/AIDS, malaria, MDRTB, mental health and disability, SARS-CoV-2. Students will gain an understanding of how global health integrates knowledge from epidemiology, medicine, political economy, as well as the social and behavioral sciences.

Credits: 4

**PBHL 3100 - Epidemiology**

Goals: Epidemiology is the study of the determinants and distribution of health-related states or events in populations. This course will introduce students to the principle methods and approaches of epidemiology, and how epidemiology contributes to the understanding and improvement of population health.

Content: Etiology and pathophysiology of infectious and chronic diseases and conditions, patterns of disease, models of disease spread, risk factors and prevention methods, outbreak investigation, surveillance and monitoring, screening, design of investigations and interventions. Current epidemiological research will be analyzed using published literature.

Taught: Annually

Prerequisite: PBHL 1100

Credits: 4

**PBHL 3200 - Health Equity**

Goals: This course examines foundational concepts and principles related to advancing health equity and applies them in practice through contributions to a community project. Content covered will include: examples of health inequities and the historical and contemporary injustices that contribute to them; strategies to overcoming barriers to equity; and foundations related to assessing needs and assets of communities. Students in this course will have the opportunity to meet directly with collaborators working in the field of public health to produce a product to inform public health practice in the local community.

Content: Students will gain a better understanding of research on health disparities and interventions to promote health equity and antiracism.

Prerequisite: PBHL 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**PBHL 3300 - Evaluating Health and Social Outcomes**

This course introduces the key concepts and methods involved in evaluating public health programs and other interventions to implement social change. Students will learn the fundamentals of program evaluation and develop skills in designing and conducting evaluations to prepare them for careers in public health practice, social services coordination, research, or administration. Through lectures, discussions, case studies, and applied group assignments, students will gain hands-on experience in core program evaluation activities. Emphasis is placed on understanding evaluation purposes, processes, and practical strategies for generating evidence to assess and enhance public health and social change efforts.

Prerequisite: ECON 1200, SJSC 3920, GIST 3020, or HIST 3020, grade of C- or higher

Credits: 4

**PBHL 5020 - Global Health II**

Crosslisted: Also listed as GIST 5220

This interdisciplinary course is designed for students to deepen their understanding of global health equity by continuing to investigate what the field of global health may include, how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways. Our core text will be Turning the World Upside Down – global health in a time of pandemics, climate change, and political turmoil. This guide will take us step-by-step through the following themes: a) an overview and critique of systems of healthcare, globally, and the uneven flow of health ideas, goods, services, and personnel; b) unfair trade typically exports health workers from global South to global North contexts (or from lower-income to higher-income countries) and creates what has been referred to as a "brain drain"; c) unfair trade also results in low-income countries importing ideas and ideologies from global North foreign aid bureaucracies, donor agencies, Western NGOs, and so forth – ideas that are often culturally inappropriate and irrelevant to the local context, and often in exchange for financial assistance; d) concrete strategies for turning these trends on their head. Examining efforts to reverse the trend opens the door to learning from low- and middle-income countries; studying ways in which global health equity respects and embraces local knowledge, practical knowledge, community-based care, social prescribing, and value-based healthcare (defined as the "equitable, sustainable and transparent use of the available resources to achieve better outcomes and experiences for every person"). Slogans for this approach include "the primary diagnosis is social" and "health is made at home; hospitals are for repairs." As part of this revitalized vision of health creation, health professionals are understood as agents of change. The very notion of health shifts away from the "absence of disease" toward the "ability of individuals and communities to adapt and self-manage in the face of social, physical, and emotional challenges." Principles of self-determination and human flourishing are wed to global sustainability development goals focused on planetary health. Whereas Global Health I is research and writing intensive, culminating in a substantive term paper, Global Health II is speaking and discussion intensive – aimed at encouraging vibrant dialogue and verbal exchange.

Prerequisite: GIST 3220 or PBHL 3020, grade of C- or higher

Credits: 4

**PBHL 5400 - Topics in Public Health**

Goals: Examine a current topic in public health by reading and discussing current research literature.

Content: Critical discussion and analysis of a current topic in public health.

Prerequisite: ANTH 3610, EXSC 3300, GIST/HIST 3020, or SJSC 3920 (research methods)

Credits: 4

**PBHL 5950 - Senior Seminar**

Goals: To provide an overarching capstone experience to seniors graduating with a major in public health; to synthesize and apply the concepts and approaches from the broad field of Public Health Sciences learned through prior coursework and the internship or research experience; to prepare for the next steps in the academic or career path; and to engage with research, collect and analyze public health data, and create public health educational and outreach materials.

Content: In this course you will have the opportunity to relate what you have learned during your public health major to an advanced public health issue. Embedded in this process you will learn how to conduct public health research such as how to engage with communities, communicate professionally, prepare and conduct research, analyze research, translate research into outreach materials, and communicate public health outcomes in a public forum.

Prerequisites: Senior standing. The internship or research experience should either be completed prior to enrolling in this course, or significantly underway.

Credits: 4

**PHIL 1120 - General Philosophy**

Selected important philosophic works; the main problems of philosophy, the natures of reality, valuing, and knowing.

Credits: 4

**PHIL 1130 - Logic**

Formal and informal reasoning, deductive and inductive; traditional and symbolic techniques for distinguishing correct from incorrect reasoning.

Credits: 4

**PHIL 1140 - Ethics**

The concepts of goodness, right, duty, obligation, responsibility, and freedom; important moral theories of the Western tradition; contemporary moral issues in light of these theories.

Credits: 4

**PHIL 1550 - Philosophical Issues in Gender and Sexuality**

An examination of major areas of contemporary feminist philosophy, with special attention to the interaction between multiple forms of oppression, including racism, homophobia, and class-based oppression.

Taught: Alternate years

Credits: 4

**PHIL 1650 - World Traditions in Philosophy**

Goals: Understanding of the wide variety of viewpoints represented by a variety of philosophical traditions, and the development of students' own critical perspectives on the issues raised.

Content: Fundamental questions about reality, knowledge, ethics, and society as explored by diverse traditions across several continents.

Credits: 4

**PHIL 1660 - The Enlightenment Tradition and its Enemies**

Goals: (1) To gain a sympathetic yet critical understanding of the views of the philosophers studied; (2) to gain an overview of the context and development of philosophical thought in this period; (3) to see how the philosophies of this period relate to issues and problems in contemporary life; and (4) to provide opportunities for reading, understanding, and responding to philosophical texts.

Content: Our "Modern" world was born with the revolutions which took place in seventeenth- and eighteenth-century Europe: the scientific revolution and the political revolutions in England and France. In this course we will examine some of the answers given to questions raised by these events: How can we know anything for certain? What is the nature of the reality studied by the new sciences? What should be the relationship between Faith and Reason? And what justifies the power of the state over the individual? The writings of major figures in the Enlightenment tradition and its critics will allow us to explore several answers to these questions, and enable us to examine connections between the questions themselves.

Credits: 4

**PHIL 1710 - Knowledge, Truth, and Language**

Goals: Understanding some of the most influential positions on these questions within the mainstream Euro-American tradition as well as developing a critical perspective on these theories from alternative perspectives within and outside of that tradition.

Content: Philosophical theories about topics such as: the roles of perception, reason, and language in human knowledge, the problems of skepticism and relativism, and the relationship between the pursuit of knowledge and other practical, social, and political endeavors.

Credits: 4

**PHIL 1720 - Values and Objectivity in Scientific Research**

Goals: Understanding some of the major themes in contemporary philosophy of science and developing students' own critical perspectives on the issues discussed.

Content: Philosophical issues about the nature, scope, and meaning of modern science. We will address such questions as: does scientific progress come about in a steady, cumulative manner or by making radical "paradigm shifts"? Does science tell us the nature of objective reality, or does it merely give us useful tools? Can science be "value-free" or is it only a part of a social context?

Taught: Alternate years

Credits: 4

**PHIL 1810 - Philosophy of Religion**

The nature and problems of religious thought including the existence of God, religious experience, faith, and reason.

Taught: Alternate years

Credits: 4

**PHIL 1830 - Mind, Self, and Identity**

Goals: Students will gain an understanding of a broad variety of historical and contemporary views on topics connected to the philosophy of mind, and develop skills enabling them to formulate and support their own perspective on the issues raised.

Content: Historical and contemporary works on the reality, nature, essence, and existence of the self. Topics will include the nature of the human consciousness; the relation between mind, brain, and body (including the implications of cognitive neuroscience and artificial intelligence); the criteria of personal identity; and the ontological status of positional categories such as race, gender, and sexuality.

Credits: 4

**PHIL 1880 - Concepts of Nature: Environmental Philosophy**

An examination of some of the different ways people have thought about the natural world and our relationship to it. Some of the views discussed will be: nature as a mechanism, a divine creation, and a source of values. We will consider multicultural, feminist, and postmodern challenges to the modern scientific conception of nature.

Taught: Alternate years

Credits: 4

**PHIL 1960 - Introduction to African Philosophy**

Definitions of African Philosophy, discussions of ethnophilosophy, problems of language in Africa, and connections with African American and feminist philosophies.

Taught: Alternate years

Credits: 4

**PHIL 3140 - Bioethics**

Goals: To introduce students to the critical study of ethical questions emerging out of the rapidly changing fields of the biological sciences, biotechnology, medical research, and the health care industry.

Content: This course will offer students an introduction to bioethics through a close examination of some of the most important debates currently ongoing in the field. Topics will include abortion, euthanasia, genetic enhancement, the ethics of medical and scientific experimentation, and the impact of racism, sexism, and ableism on the health care system. Throughout the course, we will focus on both the philosophical arguments that structure these contemporary ethical debates as well as the broader societal beliefs and public policies that inform them.

Credits: 4

**PHIL 3330 - Social, Political, and Legal Philosophy**

Philosophical issues in social, political, and legal systems, including problems such as the justification of power and the development of the concept of human rights.

Credits: 4

**PHIL 3340 - Philosophy of Art**

Aesthetic issues from the point of view of the creator as well as appreciator, including questions of artistic truth, meaning, beauty, value, criticism, and judgment applied to the range of art media.

Credits: 4

**PHIL 3360 - Philosophy of Nonviolence**

Goals: To understand the concepts, principles, and practices of nonviolence.

Content: Focus on understanding the concepts, principles, and practices of nonviolence emphasizing theorists and practitioners of nonviolent direct action including Mohandas Gandhi, Martin Luther King, Jr., Thich Nhat Hanh, and others, attentive to the contexts in which they emerge. Course participants will pursue independent research on nonviolence for presentation to the seminar.

Credits: 4

**PHIL 3500 - Research Methods in Philosophy**

How can we answer fundamental questions about values, knowledge, and reality? This course will provide students with the opportunity to develop the skills of critical thinking, close reading, and conceptual analysis. We will work individually and collaboratively to examine, evaluate, and construct arguments that engage with the scholarly literature and to improve our ability to communicate with non-academic audiences.

This course will explore a wide variety of examples of philosophical inquiry, across a range of approaches and subject areas. Methods examined may include linguistic, logical, and contextual analysis as well as consideration of the roles of personal experience, narrative, and experiment in exploring fundamental theoretical questions.

Credits: 4

**PHIL 5750 - Contemporary Ethical Theory: Justice and the Good Life**

Advanced value theory, broadly conceived, studied through selected classical and contemporary sources.

Prerequisite: Philosophy major or instructor permission

Credits: 4

**PHYS 1110 - Energy, Environment, and the Economy (with Lab)**

Goals: To investigate, for nonscience students, availability of energy in the world, environmental concerns, and the supply-demand aspects of our nation's economy.

Content: Conceptual understanding and measurement of relevant physical quantities; the impact of fossil fuels, nuclear power, solar and other "alternative" forms of energy on air and water quality; the economy and lifestyles; the fragile world energy balance; research in energy and various models for extrapolation into the future.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1120 - Astronomy (with Lab)**

Goals: To develop scientific observation and investigation skills that will help us make sense of the night sky, and in the process share amazing discoveries about the universe.

Content: Ancient astronomy with the naked eye, motion of the planets, the invention of the telescope, stars and their life cycles, black holes, star clusters, galaxies and their evolution, large-scale structure, and the beginning of the universe.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1125 - The Physics of Sports**

The goal of this course is to get students to see how large of a role physics plays in sports and to understand some of the basic physics concepts involved. This course is intended for nonscience majors interested in learning about the physics principles that are important in many of the sports we watch and play. The relevant physics principles will be discussed both conceptually and in terms of equations and examples.

Credits: 4

**PHYS 1130 - Physics for Poets (with Lab)**

Goals: To introduce non-science students to the conceptual development and philosophical implications of some aspects of physics, allow students to gain insights into the practice of science, and give students experience with problem solving.

Content: Topics will vary with instructor but may include motion, energy, solids, heat, sound, light, electricity, magnetism, atoms, the nucleus, particles, and astronomy. The laboratory will include a variety of experiences designed to allow students to practice investigative science and gain hands-on experience.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1135 - Imaging the Invisible World (with Lab)**

Goals: To observe, reveal and understand the "invisible" world via light microscope and electron microscope, and to utilize photomicrography to present and scientifically explain observations.

Content: Principles of light microscopes, electron microscopes, and photomicrography. The student will learn how to operate both light and electron microscopes. Also, the student will learn how to utilize microscopy and microanalytical techniques to create/edit/present images and share scientific findings to different audiences in different fields, such as archaeology, forensic science, life science, environmental science, and materials science.

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1140 - Physics of Sound and Music**

Goals: To introduce non-science majors to the physical description of the oscillations and resonances involved in the production and detection of sound and music.

Content: Wave phenomena including propagation and interference, frequency analysis of sounds including music, theory of instruments, biological generation, and detection of sound.

Prerequisite: High school algebra

Credits: 4

**PHYS 1150 - Algebra-based Physics I (with Lab)**

This course is primarily intended for students intending to pursue careers in biology or other health-related fields.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both

theoretical and experimental physics problems in the areas of mechanics and thermodynamics.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, simple harmonic motion and elasticity, fluids, gravitation, and thermodynamics.

Taught: Fall term

Prerequisites: High school algebra and elementary trigonometry

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1160 - Algebra-based Physics II (with Lab)**

This course is primarily intended for students intending to pursue careers in biology or other health-related fields.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of waves, electricity and magnetism, electronics and optics.

Content: Topics include waves and sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Spring term

Prerequisite: PHYS 1150 or PHYS 1230

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1230 - General Physics I (with Lab)**

This course is primarily intended for students intending to pursue careers in physics, engineering, chemistry, biochemistry or mathematics.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of mechanics and thermodynamics using calculus.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, simple harmonic motion and elasticity, fluids, gravitation, and thermodynamics.

Taught: Fall term

Prerequisite: MATH 1170 or concurrent enrollment

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 1240 - General Physics II (with Lab)**

This course is primarily intended for students intending to pursue careers in physics, engineering, chemistry, biochemistry or mathematics.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of waves, electricity and magnetism, electronics and optics using calculus.

Content: Topics include waves and sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Spring term

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180 or concurrent enrollment

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 3110 - Engineering Mechanics: Statics**

Goals: To develop the conceptual and mathematical skills to solve real-world statics problems in three dimensions that are representative of what engineers regularly experience.

Content: Vector analysis, forces and moments in equilibrium, rigid body constraints, shear and bending moments, friction, moments of inertia, concentrated and distributed loads, trusses, frames and beams.

Taught: Alternate years, fall term

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180

Credits: 4

**PHYS 3120 - Engineering Mechanics: Dynamics**

Goals: To develop the conceptual and mathematical skills to solve real-world dynamics problems in three dimensions that are representative of what engineers regularly experience.

Content: Rectilinear and curvilinear kinematics, forces and moments, work and energy, impulse and momentum, general and relative motion, and kinetics of rigid bodies in two and three dimensions.

Taught: Alternate years, spring term

Prerequisite: PHYS 3110

Credits: 4

**PHYS 3200 - Energy Resources and the Environment**

Goals: To prepare the student with a scientific understanding of global, national, and local energy resources and their effects on the environment.

Content: This course will examine current fossil fuel (coal, oil, natural gas) use by the world and anthropogenic climate forcing. Also included is an introduction to carbon-free energy sources that include nuclear power and a multitude of sustainable energy resources such as conservation, solar, and wind.

Taught: Every other year

Prerequisite: PHYS 1160 or 1240 or concurrent enrollment

Credits: 4

**PHYS 3520 - Physical Optics (with Lab)**

Goals: To introduce students to the study of optical phenomena interpreted in terms of a wave theory of light.

Content: Mathematical description of waves and how these waves interact with matter. Theories are developed to explain interference, diffraction, and polarization and are used as a basis for measurements in the laboratory.

Taught: Alternate years, spring term

Prerequisite: PHYS 3540

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 3540 - Modern Physics (with Lab)**

Goals: To understand the developments of the late 19th and early 20th century in the field of physics.

Content: Relativity, the discovery of the electron, the quantum nature of light, the wave nature of particles, the Heisenberg uncertainty principle, and Schrödinger wave mechanics. The lab will introduce the computer control of instrumentation, computer data acquisition, and computer modeling of data. Students will perform several famous Modern Physics experiments and will do a semester-long project to plan a modernized version of one of the seminal experiments in Modern Physics.

Taught: Fall term

Prerequisites: PHYS 1240, and MATH 3320 or concurrent enrollment

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 3600 - Mathematical and Computational Methods in Physics and Engineering (with Lab)**

Goals: To introduce and demonstrate the use of mathematical and computational methods important in physics and engineering.

Content: Physics and engineering applications associated with ordinary and partial differential equations, Laplace transforms, linear algebra, vector calculus, Fourier analysis, complex analysis, numeric analysis, probability & statistics.

Taught: Spring term

Prerequisites: PHYS 3540, and MATH 3720 or concurrent enrollment

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 3700 - Condensed Matter Physics**

Goals: To introduce students to the concepts of condensed matter physics.

Content: The study of crystalline and noncrystalline structures; the free electron gas; Fermi surfaces; energy bands; semiconductors; superconductors; magnetism; dielectrics; surfaces and nanostructures.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540

Credits: 4

**PHYS 3750 - Thermodynamics and Statistical Mechanics**

Goals: To develop a fundamental understanding of the principles of thermodynamics and statistical mechanics that allows a variety of applications to be surveyed in the latter part of the course.

Content: The laws of thermodynamics and other conventional thermodynamic concepts such as heat, work, entropy, enthalpy, heat capacity, and the equipartition theorem are introduced. Adiabatic, isothermal, isobaric, and nonequilibrium processes are studied. Topics include the equations of state for non-ideal gases, Maxwell's relations, kinetic theory, the Maxwell distribution of molecular velocities, magnetic materials, blackbody radiation, phase transitions, phase diagrams, ensembles, and the partition function. Classical and quantum statistics are studied; the Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions are examined.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540

Credits: 4

**PHYS 3800 - Electronics and Instrumentation (with Lab)**

Goals: To explore the fundamentals of analog and digital electronics, to explore their applications in designs used in interfacing and controlling experiments, and to gain experience with common and advanced instrumentation.

Content: Design, predict behavior, and build analog and digital control circuits. Circuit elements will include passive and active components including transistors; op-amps; digital logic and interfacial components such as temperature, ADC, and DAC circuits. Emphasis will be placed on building practical circuits needed to control and measure experimental parameters.

Taught: Alternate years, spring term

Prerequisite: PHYS 3540

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

**PHYS 5200 - Renewable Energy**

Goals: To investigate renewable energy collection, conversion, transport, and storage systems and technology.

Content: Principles, designs, and economics of renewable energy: photovoltaics, photocatalysis, solar thermal conversion, wind power, fuel cells, batteries, capacitors, electrical energy transport and storage, and smart grid.

Taught: Alternate years

Prerequisite: PHYS 1160 or PHYS 1240

Credits: 4

**PHYS 5900 - Junior Seminar**

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department members.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 1240 or concurrent registration

Credits: 1 per term

**PHYS 5910 - Senior Seminar**

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department members.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 1240 or concurrent registration

Credits: 1 per term

**PHYS 5920 - Research Project-Based Advanced Laboratory**

Goals: To allow students to expand and build upon their current laboratory skill set and problem solving ability by planning and executing a year-long research project.

Content: This full year course is the culmination of all the core laboratory experiences within the physics curriculum. Students will choose a project, based on a search of research literature. These projects will require many skills, such as equipment interfacing, computer programming, basic and advanced circuit design and analysis, experience with optics, using the machine shop to build experimental apparatuses, planning, ordering, and scheduling tasks, preparing a professional report and presentation, and applying for external grants. Successful completion of this course should fulfill the Independent Critical Inquiry and Information Literacy (Q) requirement of the Hamline Plan.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 3540

Credits: 2 per term

**PHYS 5930 - Theoretical Mechanics**

Goals: To develop an understanding of Newtonian mechanics with emphasis on conservation principles.

Content: Particle dynamics, central force problems, the simple harmonic oscillator, kinematics and dynamics of a system of particles, wave motion, generalized coordinates, and the Lagrangian and Hamiltonian formulations of mechanics.

Taught: Alternate years, spring term

Prerequisite: PHYS 3540 or concurrent registration

Credits: 4

**PHYS 5940 - Advanced Electromagnetic Field Theory**

Goals: To develop an understanding of the classical theory of electric and magnetic fields.

Content: Vector analysis, electric and magnetic forces and fields, the equations of Laplace and Poisson, multipole expansion, dielectric and magnetic materials, Maxwell's equations in vacuum and in matter.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540 or concurrent registration

Credits: 4

**PHYS 5950 - Advanced Quantum Mechanics**

Goals: To further the understanding of and expand beyond the quantum mechanical wave concepts introduced in Modern Physics from a more mathematically advanced formalism.

Content: Schrödinger's equation, probability and statistics, wave functions, operators, commutation relations, the square well and other potentials, the harmonic oscillator, scattering, function spaces, the uncertainty principle, the hydrogen atom, angular momentum, perturbation theory, and extensive use of advanced mathematical symbolism.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540 or concurrent registration

Credits: 4

**PHYS 5955 - Advanced Topics in Physics**

Goals: To explore advanced topics in physics that go beyond our other 5000-level courses and to expose students to new developments in physics.

Content: Topics may include electromagnetic cavities including optical fibers, scattering theory (electromagnetic and quantum), analysis of modern instrumentation, nuclear physics, high energy physics, elementary particles, astrophysics, general relativity.

Taught: Periodically, as interest and resources allow

Prerequisite: PHYS 3540 or concurrent registration

Credits: 4

**PHYS 5960 - Senior Experimental Lab**

Goals: To provide an opportunity to explore independent research and to develop the skills needed to complete a research program.

Content: Each student will develop an independent research project and timeline for completion, conduct a review of pertinent literature, construct needed equipment, and write an extensive paper summarizing the theory and results of the project.

Taught: Periodically, as interest and resources allow

Prerequisites: PHYS 3540 or concurrent registration

Credits: 4

**PPC 1010 - Technical Practicum**

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Assistant stage management, board operation, and running crew for a mainstage show.

Note: Can be repeated for credit.

Credits: 0.5

**PPC 1120 - Performance and Community: An Introduction to Theatre, Citizenship, and Belonging**

Goals: To introduce students to the art of theatre production. To gain an understanding of both the facets of theatre production as well as theatre's role in society and community. To develop critical skills in analysis of dramatic text and performance review.

Content: Exploration of dramatic aesthetics and theory applicable to theatre. An overview of theatre arts which includes historical and socio-political survey of audience relationships to theatre and theatre-making. This course is intended for the general student and required of all majors and minors.

Taught: Each semester

Credits: 4

**PPC 1130 - Dance I**

Goals: To demonstrate an understanding of basic modern and jazz dance techniques through proper warm-up, the performance of across-the-floor combinations, a sensibility to music and/or rhythmic structures, and proper use and alignment of the body in terms of mechanical functioning. To acquire an awareness of movement relative to the use of space, time, and weight. To participate in structured improvisation as a vehicle for individual movement expression. To develop an understanding and awareness of modern and jazz dance as a performance art. To acquire an understanding of dance relative to its historical, social, and cultural contexts.

Content: An introduction to modern and jazz dance technique. Performance of fundamental elements which comprise warm-ups, center floor sequences and combinations, and across-the-floor combinations. Basic elements of dance composition and improvisation.

Taught: Each semester

Credits: 4

**PPC 1140 - Creating Through Movement**

Goals: To explore creativity through a hybrid of dance and physical theater. The course will develop students' technical skills, strength, flexibility, endurance and coordination using dance technique to explore rhythm and movement phrasing as well as introduce different techniques to increase kinesthetic awareness such as Yoga, improvisation and Laban Movement Analysis (LMA).

Content: The course is designed to create an atmosphere that encourages students to become aware of feelings and images which shape the creative process. Students will explore the process of collective and personal creation and develop skills to create performance pieces that communicate ideas and express oneself.

Taught: Periodically

Prerequisite: None - open to any student who is interested in exploring ideas through movement.

Credits: 4

**PPC 1150 - Yoga**

Goals: To improve body mechanics; develop mental focus and control; reinforce positive body image and language; and introduce yoga philosophy and experiential anatomy.

Content: Work with structural alignment, flexibility and strength technique to improve body mechanics and injury prevention through yoga poses; examination of how yoga philosophy relates to day-to-day living through written material and written reflections.

Taught: Periodically

Credits: 4

**PPC 1180 - Introduction to Film Studies**

Goals: This introductory course invites students to develop a comprehensive vocabulary and set of methodologies for the critical analysis of narrative film.

Content: Landmark films and theoretical paradigms will be discussed along with significant trends in technology, production and reception.

Taught: Fall term

Credits: 4

**PPC 1235 - Acting I**

Goals: To build on prior training and acting experience. To establish a shared performance vocabulary employed in further acting courses as well as in department production work.

Content: The first class in the performance training sequence in the theatre major/minor. With focused work, geared towards students with prior acting training, experience, and/or interest, students engage in various acting methodologies. Students will engage in textual analysis in partnered or group scene work, audition preparation, and/or group exercises. Intended for majors, minors, and those with specific interest and/or experience in acting.

Taught: Annually

Credits: 4

**PPC 1420 - Technical Theatre**

Goals: To introduce the theories and practical skills of technical production in theatre. To develop a basis for further work in theatrical design and to qualify the student for theatrical production work.

Content: Materials, methods, and planning skills used in scenery, lighting, costumes, and properties. Projects in basic drafting, computer-aided design, construction, electricity, and electronics.

Taught: Annually

Credits: 4

**PPC 3010 - Production Experience**

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Directing, designing, performing, and stage managing in a mainstage show.

Note: Can be repeated for credit.

Credits: 1

**PPC 3120 - From Page to Stage: World Building and the Shape of Drama**

Goals: To develop a strong foundation in script analysis with an emphasis on practical application through assignments geared to exercise the student's ability to engage the dramatic text from a performance, a design, and a historiographic perspective.

Content: Seven plays covering major historical periods and genres—including a focus on a variety of dramaturgical approaches—will be analyzed through close reading and experiential activities.

Taught: Periodically

Credits: 4

**PPC 3150 - Topics in Theatre History**

Goals: To study the broad and diverse history and literature of the theatre through special topics determined by genre, theme, and historical significance.

Content: Topics may include Musical Theatre History, Theatre and Military Combat: From the Greco-Persian Wars to Current Conflicts in Afghanistan and the Middle East, Queer Identities on Stage: Then and Now, Experimental Visions: Off-Broadway and Off-Off-Broadway, etc.

Taught: Alternate years

Prerequisite: None, though PPC 1120 is recommended

Note: Students may register for this course more than once for different topics.

Credits: 4

**PPC 3160 - Renegades and Rebels: The Modern Stage from 1870 to the Present**

Goals: To become familiar with the broad and diverse history and literature of the theatre over the last 150 years; the practical theories of acting, design and directing; the latest research in dramatic criticism; and the ways in which the study of theatre encourages cross-disciplinary thinking.

Content: Representative texts from 1870 to the contemporary moment with special focus on women, people of color, and LGBTQ theatre artists.

Taught: Spring term

Prerequisite: None, though PPC 1120 is recommended

Credits: 4

**PPC 3180 - Topics in Film Studies**

Goals: To explore in some depth a specific film genre.

Content: Landmark genres and theoretical writings will be discussed along with significant trends in technology, production, and reception.

Taught: Alternate years

Prerequisite: None, though PPC 1180 is highly recommended

Note: Students may register for this course more than once for different topics.

Credits: 4

**PPC 3210 - Movement for Actors**

Goals: To improve physical communication through gesture, body language, and movement. Students will also develop critical analysis skills.

Content: Physical training in different somatic modalities including Feldenkrais, Laban Movement Analysis, dance, and yoga, which will explore the unique relationship between physical movement and text.

Taught: Periodically

Prerequisite: PPC 1235

Credits: 4

**PPC 3230 - Acting II**

Goals: Building on Acting I, this course is designed to further deepen understanding and mastery of the techniques of acting and to help prepare students for working in the field.

Content: Intermediate level acting training focused on script analysis and application in engaged scene study. Students will perform in a variety of scenes, from a variety of performance genres and time periods.

Taught: Periodically

Prerequisites: PPC 1235 and PPC 3210

Credits: 4

**PPC 3440 - Theatrical Design**

Goals: To develop an awareness of the principles and techniques of the scene and lighting designer's art. To qualify the student with appropriate skills for work as a beginning designer.

Content: Script analysis, concept development, visual research, and the use of design elements in the service of coherent and unified production. An exploration of the variety of design styles and the development of rendering, drafting (construction and light plot), collage, and model making skills.

Taught: Periodically

Prerequisite: PPC 1420, grade of C- or higher

Credits: 4

**PPC 3800 - Dance Ensemble**

Goal: To provide performance experience in contemporary concert dance. To learn modern and jazz technique and repertoire work from professional choreographers in the Twin Cities area and explore the choreographic process. Students will perform two concerts during the academic year.

Content: Intermediate and advanced modern and jazz technique will be taught which will be comprised of warm ups; strength training; yoga; center floor sequences; across floor combinations; and partnering techniques. Emphasis will be placed on rehearsals for development of professional and student dance works.

Prerequisite: Fall audition

Note: Can be repeated for credit.

Credits: 0 or 2

**PPC 5520 - Directing Workshop**

Goals: To train the student in the essential principles of directing through play analysis, practical exercises, and scene staging.

Content: Emphasis on practical application through the staging of selected scenes from the modern theatre and exercises in composition, interpretation, and movement. Serious and comic texts, staging for traditional and open-stage forms, and working with script, actors, and designers.

Taught: Alternate years

Prerequisites: Junior standing and instructor permission

Note: This course is restricted to major students. Enrollment is limited.

Credits: 4

**PPC 5910 - The Artist as Citizen, the Citizen as Artist**

Crosslisted: Also listed as ART 3590

A seminar course crafted to support students in the arts (broadly) in professional development, career preparation, and most importantly in articulating the strengths gleaned from focused study in the arts. Through readings in theory and praxis we explore how we carry the arts, in practice and epistemology, into a variety of career paths. Readings, portfolio review, attending performances and gallery shows throughout the local arts scene in the Twin Cities all contribute to charting how we understand our thinking, our education, our experience in the construction of self as an artist in our contemporary landscape.

Intended for juniors and seniors in Digital + Studio Arts, and Performance, Practice, & Community.

Prerequisites: Junior or senior standing and major in Performance, Production, and Community or Digital + Studio Arts

Credits: 4

**PSCI 1000 - Great Questions of Modern Politics**

Goals: Introduce students to the field of Political Science and the most pressing, relevant political questions of our time. Begin developing fundamental skills important for succeeding in the major or minor.

Content: Overview of disciplinary/interdisciplinary subfields, significant research, and major debates within the field. Department members, as guest speakers, share their interests and areas of expertise.

Taught: Annually

Credits: 4

**PSCI 1110 - American Government and Politics**

Goals: To introduce students to analytical concepts and frameworks for the study of American national government and politics, especially as it relates to the question of who gets what, how, and why.

Content: The constitutional framework; political values and public opinion; the role of parties, interest groups and mass media; Congress, the judiciary and the presidency; the policy process in selected substantive areas such as social welfare, health care, defense, foreign policy, economic management, and/or civil liberties.

Taught: Annually

Credits: 4

**PSCI 1200 - Introduction to Ethical Public Policy**

Goals: Introduce students to the study of public policy and policy analysis and provide a strong understanding of relevant ethical issues and political theory.

Content: Begin developing foundational skills important for evaluating public policy. Highlight fundamentals of the American political and legal systems. Explore ethical implications of policy decision-making.

Taught: Annually

Credits: 4

**PSCI 1250 - American Politics Under Investigation**

Goals: Analyze the fundamentals of American government and politics using a series of applied research projects, undercover examinations, and field studies. Develop skills in research and investigation alongside a deeper understanding of the American political system.

Content: Evaluate political attitudes and the role of polarization in the functioning of the U.S. government. Examine how mass media has evolved and how social media shapes contemporary political views like populism and conspiracy theories. Analyze how American political institutions are evolving and what these changes mean for public policy, advocacy, and political beliefs.

Taught: Annually

Credits: 4

**PSCI 1430 - World Politics**

Goals: To introduce students to major issues in contemporary international relations and varying approaches to studying them, including the role of the state and non-state actors and sources of conflict and cooperation in world politics.

Content: Realism (and its variants), Liberalism (and its variants), Marxism, Social Constructivism, Postmodernism, and Feminism; the nature of war and peace, the challenges the "global south" faces, environmental politics, cultural differences and their impact on global politics, state and human security, nationalism and ethnic conflict, international organizations, and transnational crime, including terrorism.

Taught: Annually

Credits: 4

**PSCI 1500 - Parties and Elections in the United States**

Goals: To achieve a sound understanding of the impact and role of political parties, voting, and elections upon American government and public policy.

Content: The role of parties and elections in democratic politics, party organization and leadership, campaigns, money and the media, voters and nonvoters, party change, and political realignment.

Taught: Alternate years

Prerequisite: PSCI 1110

Credits: 4

**PSCI 3010 - Presidential Politics**

Goals: To achieve a clear understanding of the role of the presidency in the U.S. Political system. To explore how the presidency has been affected by political, social, and economic developments.

Content: Presidential selection process; White House decision making; the role of presidential personality and style; White House relations with Congress, the bureaucracy, political parties, and pressure groups; role of the presidency in selected policy areas such as national security and economic policy; the impact of public opinion and mass media on the presidency; the problem of presidential power--too much or too little?

Taught: Alternate years

Prerequisite: PSCI 1110

Credits: 4

**PSCI 3020 - International Political Economy**

Goals: To explore the theory and practice of international political economy and the intersection of political science and economics. To understand the evolution of the international monetary system and international trade policy. To consider the interaction of political authority and markets in the global economy.

Content: Neo-classical growth models; dependency theory; politics of growth and industrialization; comparative perspective of industrialization (e.g., developmental successes and failures); international regimes; financial crises and structural adjustments.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

**PSCI 3030 - American Foreign Policy**

Goals: To achieve a sound understanding of the pattern and process of American foreign policy in a changing world and to comprehend the analytic perspectives that enhance such understanding.

Content: Patterns of post-1945 foreign policy during the Cold War; social, economic, and ideological sources of U.S. policy; the foreign policy-making process; challenges to American policy in a post-Cold War world; the politics of globalization and counter-terrorism.

Taught: Alternate years

Prerequisite: PSCI 1110

Credits: 4

**PSCI 3050 - Regional and International Security**

Goals: Analyze significant issues, controversies, and debates in the field of contemporary security studies. Examine a variety of security issues across multiple regions.

Content: Possible topics include civil wars, cyber warfare, transnational crime, refugee crises, and nuclearization.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended. Students should have a basic familiarity with what is happening around the world and how issues are linked to each other at the global level, especially concerning human and state security.

Credits: 4

**PSCI 3100 - American Constitutional Law and Political Mobilization**

Crosslisted: Also listed as LGST 3100

Goals: To study the role of the courts in the development of the American Constitution. To introduce students to the "rule of law" concept in Anglo American judicial history.

Content: Study of the United States Constitution and U.S. Supreme Court cases on separation of powers, federalism, civil liberties and civil rights.

Taught: Annually

Note: This course is applicable to majors and minors in Political Science and Legal Studies, regardless of whether it is taken as PSCI 3100 or LGST 3100. This course will not count as breadth of study for either major. Students may not earn credit for both PSCI 3100 and LGST 3100.

Credits: 4

**PSCI 3200 - Topics in Political Science**

Goals: To engage in advanced study in a specialized topic in the field of political science.

Content: An intensive study of a specific area of political science, which could address any of the main disciplinary subfields: political theory, methods, international relations, comparative or domestic politics. Topics vary from year to year.

Credits: 4

**PSCI 3300 - Public Health Policy**

Goals: Introduce students to health care policy, emphasizing the creation of US health care delivery systems with special focus on recent policy changes from the 1990s to the present.

Content: Topics include health care cost and financing, benchmarks for evaluation, factors affecting health and health care policy, the Affordable Care Act, assessing the effectiveness and implementation of health care policy, and examining alternative policy options within a comparative perspective.

Taught: Annually

Prerequisite: PSCI 1110 or PBHL 1100 is recommended

Credits: 4

**PSCI 3310 - Public Health Law**

Goals: Examine the constitutional and legal rules governing health care policy in the US.

Content: Cover the role of the national, state, and local governments in health care policy, including privacy laws and discrimination. Evaluate rules regarding the regulation of health care practices, prescription drugs, and other aspects of US public health administration and implementation.

Prerequisite: PSCI 1110

Credits: 4

**PSCI 3410 - Food Politics and Policy**

Goals: Give students an understanding of 1) food as an element of US political culture, 2) food activism and advocacy, 3) policymaking processes that shape the US farm bill, 4) the cultural, economic, and political factors that influence food policy decisions, and 5) the consequences of those policies. Use food as a way to critically assess US politics and the power of policymaking and justice movements to meet needs and drive real change.

Content: Study the US food system with a special focus on the political and policymaking answers to the guiding question: What is "good food"? Explore how different political actors (e.g., farmers, agricultural workers, consumers, activists and policymakers) engage with government and each other around often-conflicting goals: nutrition and public health, agricultural and environmental sustainability, food safety, access and affordability, food worker safety, and food justice.

Credits: 4

**PSCI 3430 - Gender Politics and Policy**

Goals: To analyze the relative power and impact of women and other unconventional leaders in contemporary politics. To examine the most formidable hurdles to, and most promising opportunities for, gender political equality.

Content: Current research and theories about women and gender in domestic and global political contexts. Covers gender politics as it relates to political culture, changes in media, political institutions and influential public policies.

Taught: Annually

Prerequisite: PSCI 1000 is recommended

Credits: 4

**PSCI 3540 - Political Research and Analysis**

Goals: To introduce fundamental concepts of politics and contemporary methods of political analysis and research.

Content: The development of political science as a discipline, various theories and approaches in political analysis, methods of research in political science, and practical experience in empirical analysis.

Taught: Annually

Prerequisite: PSCI 1000 is recommended

Credits: 4

**PSCI 3570 - Ethnic and Civil Conflict**

Goals: To examine the competing theories of the causes of civil and ethnic conflicts, to analyze processes that may lead to major human suffering when these conflicts turn into horrific wars, and to discuss possible ways to alleviate short- and long-term human suffering these conflicts create.

Content: Emphasis on theoretical works and selected case studies from the contemporary world. Students are expected (1) to define, understand, and use concepts and terms relevant to the study of civil and ethnic conflict; (2) to analyze and think critically about the effects of different forces on these types of conflicts with the appreciation that societies have different cultural, economic, sociological, and historical settings; (3) to suggest ways to reduce, if not totally eliminate, the negative influence of these conflicts on individuals and collectivities, and finally (4) to have a working knowledge of challenges that these types of conflicts hold for the future of world politics. Extensive case studies will be drawn from various parts of the world.

Taught: Annually

Credits: 4

**PSCI 3580 - Connections and Collisions: Middle East in Contemporary Global Politics**

Goals: To examine politics and society in the contemporary Middle East, within the context of the region's historical, cultural, and economic environment. To understand both the major themes and issues in Middle Eastern politics and the diverse experiences of individual countries (e.g., Egypt, Israel, Syria, Saudi Arabia).

Content: Islam, Arab, and Ottoman Empire, the colonial legacy and nationalist movements, Arab nationalism, the Arab-Israeli-Palestinian conflict, the Iranian Revolution, the impact of ethnic and religious diversity on politics, the "Arab Spring" and the like. By the end of the semester, students are expected to be able to think critically about the Middle East, to rigorously examine the ties between the past and the present in analyzing today's problems in the region; to have a good grasp of the diversity present in the Middle East; and to have a working knowledge of opportunities and challenges that this region holds for the peace and security in the world.

Taught: Annually

Credits: 4

**PSCI 3600 - Model United Nations**

Crosslisted: Also listed as GIST 3650

Goals: Through this course, students will develop research, critical thinking, and team-building skills; students will also gain perspectives on the role of international organizations and nongovernmental organizations in the international community. Students will gain an appreciation for diverse cultures, modes of negotiation and conflict resolution, and the professional nature of diplomacy.

Content: This course is designed to help prepare students to serve as delegates to the National Model United Nations Conference in New York. Students will also have the opportunity to visit other international agencies and NGOs (non-governmental organizations) in New York as well as volunteer with organizations in the Twin Cities. Topics discussed in the class will include: the nature of diplomacy, how nations interact, the operations of the United Nations system, the role of NGOs, and case studies of individual countries which the team will represent at the simulation in New York. Students will engage in mock debates and discussions of UN policy initiatives. By discussing the work of the UN and NGOs, students will also gain an understanding of a variety of transnational issues such as arms control, security, HIV/AIDS, environmental protection, child labor, etc.

Taught: Spring semester

Credits: 4

**PSCI 3610 - Politics and Policy in the Asian Pacific Region**

Goals: To explore politics, government, and society in the Asian Pacific region. To understand both the major themes and issues in Asian Pacific politics and the diverse experiences of individual countries.

Content: National legacy, state or nation building, constitution and government structure; policy processes and the relationship between government and society; the impact of external and regional forces on individual countries.

Prerequisite: PSCI 1430 is recommended

Credits: 4

**PSCI 3630 - American Political Thought**

Goals: To understand the nature and significance of the main currents of American political thought from the 17th century to the present; to explore the historically developing relationships between liberalism, capitalism, democracy, conservatism, and radicalism in the United States.

Content: Careful study of mainstream thinkers and documents (Jefferson, Lincoln, the Constitution) as well as dissident voices (Frederick Douglass, Emma Goldman, the anti-Federalists). Emphasis on the social and economic context of political thought.

Taught: Alternate years

Credits: 4

**PSCI 3640 - Contemporary Political Ideologies**

Goals: To examine various political ideologies from a comparative and historical perspective. To consider the manner in which ideas are transformed into action.

Content: Examination of the foundation, content, and impact of recognized ideologies such as socialism, communism, anarchism, fascism, feminism, environmentalism, and liberalism.

Taught: Annually

Credits: 4

**PSCI 3650 - Western Political Thought**

Goals: To comprehend the nature and significance of the tradition of Western political thought; to develop the skills to critically analyze and evaluate contributions to the field; to explore the relevance of political theory for understanding contemporary politics and clarifying one's own political perspective.

Content: Analysis of the tradition of political discourse from Plato and Aristotle in ancient Greece to Marx and Mill in the 19th century, including such thinkers as Machiavelli, Locke, and Rousseau. Emphasis on issues related to democratic theory, economy and property, and political change.

Taught: Alternate years

Credits: 4

**PSCI 3660 - Public Policy Research and Analysis**

Goals: Analyze and evaluate public policy using theoretical, empirical and social scientific methodologies.

Content: Develop intermediate skills important for evaluating public policy. Learn how to read, evaluate and utilize methodologies that are useful in analyzing public policy.

Prerequisites: PSCI 1200 and one of the following methods courses - CJFS 3140, ECON 1200, GIST/HIST 3020, or PSCI 3540

Credits: 4

**PSCI 3680 - Politics and Society in Developing Areas**

Goals: To examine politics in developing countries from a comparative perspective and to study existing approaches to issues of political legitimation and stability, economic development, and the relationship between politics and economics in the non-Western world.

Content: The colonial legacy and the emergence of states in the developing world, approaches to studying the non-Western state, processes of political development, the nature of political leadership and problems of political legitimation, theories of political change and economic development, and the role of developing countries in the world.

Taught: Alternate years

Credits: 4

**PSCI 3690 - Politics of Urban and Metropolitan America**

Goals: To introduce analytical concepts and frameworks for the study of urban and metropolitan problems.

Content: The emergence of metropolitan American and urban political systems. Special focus on ethnic and racial politics; local political engagement; community elites; urban political economies; political problems of metropolitan areas; urban reform and planning.

Taught: Alternate years

Credits: 4

**PSCI 3700 - Public Policy and Public Administration**

Goals: To learn how to think critically and analytically about the formulation and implementation of public policy. To acquaint students with some of the more important concepts, issues, and problems in public administration.

Content: Policy formation and analysis; causes and consequences of policy selection and design; effective leadership; challenges associated with bureaucracy, successful administration and policy implementation; understanding and formulating research on public policy and administration.

Taught: Annually

Credits: 4

**PSCI 3710 - Political, Economic, and Social Development in China**

Goals: To examine two distinctive pathways of political, social, and economic development in China (Chinese mainland and Taiwan). To explore political, economic, and social structures in the region. To consider the impact of Chinese development on the region and Sino-U.S. relations.

Content: Post World War II political history of modern China; the similarities and differences of China's and Taiwan's political, social, and economic developmental strategies; governmental, social, and economic institutions and patterns; the transformation of relations between state and society; relations with the United States.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

**PSCI 3720 - Political Violence: War, Revolution, and Terrorism**

Goals: To examine the theory and practice of various types of political violence and their transforming impact on state, society, and the world. To understand what factors drive people to revolt and the relationship between power and violence. To consider the impact of the state's reaction to political violence.

Content: The causes of political violence; patterns of violent activity; issues of political symbolism, coercion, and legitimacy; state and people's strategies for dealing with political violence (e.g., revolution and counterrevolution; terrorism and counterterrorism); analyses of global terrorism in the 21st century.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

**PSCI 3730 - Democracy, Authoritarianism, and Democratization**

Goals: To explore the theory and practice of democracy, authoritarianism, and democratization in various regions and states of the world.

Content: Definitions of democracy; types of authoritarian states and power structures; theory or models of regime change; process of democratic transformation (e.g., liberalization, transition, and consolidation); patterns of regime change (top down or bottom up), "economics first" or "politics first" or dual transition theories.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

**PSCI 3740 - Political Psychology**

Goals: To explore the intersection of political science and social psychology and analyze how citizens think and feel about politics. To examine thought processes of political leaders, probing to discover why leaders make decisions that they do. To learn about research areas associated with political psychology and ways scholars go about testing their theories about political behavior.

Content: Personality and politics, right and left wing authoritarianism, stereotyping and prejudice, political culture, emotion and persuasion, influence of mass media, groupthink, interplay of public opinion and elite decision making, methodologies associated with political psychology (for instance, experimentation and survey research).

Taught: Annually

Prerequisite: PSCI 1000 is recommended

Credits: 4

**PSCI 5000 - Senior Seminar**

Goals: To enable majors to synthesize prior learning in Political Science through a senior capstone experience. To provide opportunities for intensive research and discussion of select topics in contemporary U.S. and global politics.

Content: Topics will rotate annually. Each year the seminar will focus on a specific, substantive area of politics and policy, at international, national, or local levels. Examples of topics include economic globalization, the impact of welfare reform, and advanced topics in democratic theory and social justice. Students will be expected to engage in and present the results of a major research project that integrates the central learning goals of the discipline with the substantive focus of the seminar.

Taught: Annually

Prerequisites: PSCI 3540 and instructor permission

Credits: 4

**PSCI 5100 - Senior Practicum**

Goals: To enable senior majors to explore connections between theory and practice in Political Science by combining academic analysis and learning with field experience.

Content: Seniors taking this course will be expected to obtain a semester internship in the Twin Cities (120 hours of work) with either a governmental agency, non-profit, international NGO, political organization, or business. The course will be the "academic" portion of the internship. Each week students will be reading current articles in political science and discussing them in light of their internships. Students will engage in applied research on a topic related to their internship and be responsible for completing a substantial research paper by the end of the semester. The writing process will include creating a research proposal, outline, and drafts of the project. Other assignments will include a weekly internship journal and oral presentation of the research project at the end of the semester.

Please note: international students must connect with the GEC for CPT authorization prior to registering for this course and starting their internship.

Taught: Annually, in spring term

Prerequisites: PSCI 3540 and instructor permission

Credits: 4

**PSY 1330 - General Psychology**

Goals: To introduce the content and methods of the science of psychology. To provide a foundation for the further study of psychology.

Content: Physiological processes, perception, learning and memory, cognition, emotion, development and personality, social processes, psychopathology and psychotherapy.

Taught: Every semester

Note: This course is open to first years, sophomores, and juniors. Seniors may register only with instructor permission.

Credits: 4

**PSY 1420 - Brain and Behavior**

Goals: To provide introductory coverage of the principles of behavioral neuroscience.

Content: The study of the biological basis of thoughts, emotions, and behavior is explored with particular emphasis on methodologies and approaches. Examination of the general scientific method with a focus on debunking the myths of neuroscience is a recurring theme in this course.

Taught: Every semester

Prerequisite: PSY 1330, grade of C- or higher

Credits: 4

**PSY 1440 - Lifespan Development**

Goals: To explore developmental theories and methods used to describe and examine typical physical, cognitive, and socio-emotional development across the lifespan.

Content: Research methods, physical development (brain, motor, puberty, menopause, health and wellness), cognitive development (language, intelligence, school performance, memory processes), and socio-emotional development (sense of self, personality, well-being, relationships, threats to well-being).

Taught: Every semester

Prerequisite: PSY 1330, grade of C- or higher

Credits: 4

**PSY 1480 - Psychopathology**

Goals: To introduce students to current perspectives on major forms of psychopathology; classification, assessment and diagnosis; and etiology, course, and treatment of disorders.

Content: Various forms of psychopathology (e.g., anxiety disorders, mood disorders, schizophrenia, personality disorders) understood within a bio-psycho-social framework; etiology, course, and treatment of disorders; issues in classification, assessment, and diagnosis; contemporary issues in mental health and mental illness.

Taught: Every semester

Prerequisite: PSY 1330, grade of C- or higher

Credits: 4

**PSY 3200 - Judgement and Decision Making**

Crosslisted: Also listed as ECON 3200

Goals: Students in this course will be able to articulate the history of Judgement and Decision Making (JDM) research, explain key JDM theories, and apply JDM theories to specific areas of human behavior using appropriate methodology from economics or psychology.

Content: We make judgments and decisions on a daily basis: some are trivial, others consequential; some are made as individuals, others as part of a larger household or organization. How do humans arrive at judgments and decisions in varied contexts? This course provides an overview of the topics in judgment and decision making (JDM) under conditions of risk, uncertainty, interdependence, or bounded rationality. We will apply JDM theories to varied contexts (e.g., medical decision making, consumer behavior, discrimination, and gambling), explore the history of this field of study, and contrast methodological approaches used to study JDM in psychology and economics.

Prerequisite: ECON 1100 or PSY 1330, grade of C- or higher

Credits: 4

**PSY 3350 - Research Methods in Psychology**

Goals: To understand the logic of experimental methodology, basic principles of experimental design, data analyses, limitations of experiments, and ethical considerations related to psychology research.

Content: Correlational and experimental research methods, threats to good experimental design, and interpretation of results. Students design research studies, conduct statistical analyses, and write up their own experiments.

Taught: Every semester

Prerequisites: PSY 1330 and a course in statistics (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or higher. Students who are not declared psychology or neuroscience majors must have instructor permission to register.

Credits: 4

**PSY 3420 - Cognitive Neuroscience**

Goals: To introduce the important insights and theoretical principles of modern cognitive science.

Content: Students study evolution of human cognition, consciousness, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, learning, and individual differences in cognition.

Taught: Annually

Prerequisites: PSY 1330 and PSY 1420, grades of C- or higher

Credits: 4

**PSY 3440 - Advanced Child Development**

Goals: To provide a broad overview of theories of child development and research in child psychology.

Content: Research methods with children, genetics, learning and cognitive development, moral development, socialization processes, family dynamics, and child-rearing.

Taught: Spring

Prerequisite: PSY 1330, grade of C- or higher; PSY 1440 is recommended

Credits: 4

**PSY 3450 - Adult Development and Aging**

Goals: To explore developmental change across various domains of adulthood, including biological, cognitive, psychological, and socio-emotional, and how these domains interact with one another.

Content: Perspectives on adult development and aging, methods and issues in studying adult development and aging, the neuroscience and biological theories of aging, longevity, health and functioning, developmental changes in cognition, stereotypes and beliefs about aging, personality development in adulthood, mental health and the adult life course, relationships and occupational choice across adulthood, dying and bereavement, and healthy aging.

Taught: Fall

Prerequisite: PSY 1330, grade of C- or higher; PSY 1440 is recommended

Credits: 4

**PSY 3460 - Family Development and Dynamics**

Goals: To think theoretically and comprehensively about family relationships, what influences them, and how they develop and change across the lifespan; to understand, recognize, and distinguish key theories in the field of family studies and analyze the usefulness and limitations of each theory in understanding relationships among family members; to integrate research and theory on key family relationships (parent-child, interparental, sibling) to form a more complete picture of individual and family development; to refine critical thinking skills through exploring, discussing, and analyzing diverse theoretical viewpoints in family studies; and to apply theoretical and conceptual frameworks to their own interests in family studies.

Content: This course involves weekly writing assignments where students apply the tenets of a new and distinct theoretical framework to current empirical research on family studies, noting the benefits and limitations of each framework in guiding our understanding of new trends in family development and dynamics. The course also includes a final project, where students interpret a memoir about families through a selection of multiple frameworks, thereby demonstrating their ability to take on multiple perspectives of interpretation and analysis on families.

Prerequisite: PSY 1330, grade of C- or higher

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 3520 - Psychopharmacology**

Goals: Successful completion of this course will result in a base knowledge of psychopharmacological approaches, perspectives, and methods. Students will be able to use this knowledge to critically examine drug interaction understanding and drug effects from a skeptical, scientific stance.

Content: This course will provide comprehensive coverage of the principles of psychopharmacology, neurophysiology, synaptic transmission, and the neurotransmitters most commonly associated with psychoactive drug effects. This course will focus on the characteristics of major psychoactive drugs, their psychological and behavioral effects, and the mechanisms by which such effects occur. These drugs will include alcohol, opiates, cocaine and amphetamines, nicotine and caffeine, marijuana and cannabinoids, and several hallucinogens. Special emphasis will be placed on each drug's misuse potential with particular focus on the neural mechanisms of addiction and withdrawal. Origin and reduction strategies of the opioid epidemic will also be featured. In addition, this course will cover the drugs used to treat psychological disorders of mood, anxiety, and schizophrenia.

Taught: Annually

Prerequisite: PSY 1420, grade of C- or higher

Credits: 4

**PSY 3610 - Mindfulness and Health**

Goals: To examine scientific theory and research related to mindfulness and health; to evaluate evidence and practices related to the influence of mindfulness on physical and psychological well-being; to understand methodologies and applications of mindfulness approaches in lab-based and clinical contexts across the lifespan.

Content: We will cover a variety of scientific perspectives on mindfulness and health, including information about genetic, physiological, immunological, psychological, and relationship factors. We will discuss mindfulness and health in the context of pain and disease, physical and psychological outcomes, and mental disorders and interventions (with a focus on Acceptance and Commitment Therapy). Applied exercises and practices will make use of methods studied in the empirical literature and we will use our own data to track impact of the practices.

Taught: Annually in summer

Prerequisite: PSY 1330, grade of C- or higher

Credits: 4

**PSY 3620 - Risk and Resilience**

Goals: To introduce students to current theories, research, and applications of psychological science related to risk and resilience.

Content: Descriptions of models and frameworks of risk and resilience; individual perspectives; protective systems; the role of families and schools; the impact of culture; and prevention and policy approaches.

Prerequisite: PSY 1480, grade of C- or higher

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 3640 - Theories of Psychotherapy**

Goals: To provide an overview of the major approaches to psychotherapy; to compare and contrast models of psychotherapy; to become familiar with contemporary trends in psychotherapy.

Content: Major theories of psychotherapy are presented, including psychoanalysis and psychodynamic models, humanistic models, behavioral models, cognitive models, multicultural approaches, Eastern-influenced approaches, and eclectic and integrative models.

Prerequisite: PSY 1480, grade of C- or higher

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 3730 - Individual Differences**

Goals: To introduce the study of individual differences in human behavior associated with genetic variables; to explore the degree to which genetic and environmental factors mutually influence the expression of a variety of psychological phenomena; to provide an overview of behavioral genetic methods and design.

Content: Examination of genetic and environmental influences on human behavior; pathways between genes and behavior; cognitive abilities and disabilities; psychopathology; personality; substance use; health and well-being; aging.

Taught: Annually

Prerequisites: PSY 1330 and one course in statistics (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or higher

Credits: 4

**PSY 3800 - Social Psychology**

Goals: To introduce the prominent social psychological theories and research relating to social behavior.

Content: A survey of classic and contemporary theories in impression formation, person perception, prejudice and stereotyping, interpersonal attraction and relationships, altruism and aggression, conformity and persuasion, and group processes.

Taught: Annually

Prerequisite: PSY 1330, grade of C- or higher

Credits: 4

**PSY 3820 - Cross-Cultural Psychology**

Goals: To examine research and theory on cross-cultural psychology from international and domestic perspectives. To gain an overview of how cross-cultural issues relate to and influence different areas of psychology and to present the methods psychologists use to study culture and its effects on behavior and emotion (from social psychology to clinical psychology).

Content: Topics include (but are not limited to) cultural universality and specificity, ethnic identity, cultural variations in human development, personality, emotion, cognition, social interactions and psychopathology, psychology of immigration and acculturation, mindfulness-based approaches, and psychological assessment and treatment of culturally diverse populations.

Taught: Annually

Prerequisites: PSY 1330 and a statistics course (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or higher

Credits: 4

**PSY 3840 - Addictive Disorders**

Goals: To examine research and theory on the causes and consequences of alcoholism, binge drinking, drug addictions, and behavioral addictions.

Content: A wide variety of perspectives on normal-range substance use, college drinking, alcoholism, nicotine dependence, drug addictions, and behavioral addictions will be covered including: behavioral genetics, neuroscience and psychophysiological research, developmental issues, environmental factors, co-occurring disorders, clinical psychological treatment and prevention, psychiatry, and epidemiological, social, emotional, attitudinal, and experimental studies. Students will engage in data analysis, write-up and interpretation of real data sets on addiction, and read and critique research articles on various topics.

Taught: Annually

Prerequisites: PSY 1330, and PSY 1420 or PSY 1480, with grades of C- or higher

Credits: 4

**PSY 3850 - Psychopathy and Antisocial Personality Disorder**

Goals: To describe and critically analyze research, theory, and practice in the field of psychopathic and antisocial personalities and forensic psychology. Students will learn key descriptive, causal and treatment approaches to the field.

Content: We will discuss psychopathic and antisocial personalities and distinctions between these and other psychiatric disorders. Using case histories, we will examine different expressions of the psychopathic personality, including criminal and successful types, as well as the serial murderer. Other topics will include: diagnostic approaches, developmental issues, treatment, forensic psychology practice, gender differences, personality profiling; causal factors in criminal and psychopathic behavior; research on emotion, and thought processes in psychopaths.

Taught: Annually in summer

Prerequisites: PSY 1330 and PSY 1480, grades of C- or higher

Credits: 4

**PSY 3870 - Topics in Social and Cultural Psychology**

Goals: To introduce contemporary theories and research in social and cross-cultural psychology and explore multiple perspectives on current challenges in social and cross-cultural psychology.

Content: This course explores the intersection of culture and social psychology. Relevant theories, research, methods, and issues will be examined. Topics include culture and self (e.g., identity, language, development, morality), culture and others (e.g., person perception, family, friendships, relationships, work), and culture and well-being (e.g., health and happiness), relationships, and work.

Prerequisite: PSY 1330, grade of C- or higher

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 3900 - Psychology in the Public Interest**

Goals: To explore the application and contribution of psychological knowledge across a range of topics and to effectively translate and communicate psychological science for the public's benefit.

Content: This course will review the application and contribution of psychological knowledge across a broad range of topics that can benefit the public. Selected topics include neuroscience, sensation and perception, learning and memory, intelligence, emotion and motivation, development and personality, mental and physical health, and working life.

Prerequisite: PSY 1330, grade of C- or higher

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 5420 - Belief in the Brain**

Goals: To introduce students to the concept of human belief and doubt in philosophy, psychology, and cognitive neuroscience. The course primarily aims to explore the differences of two theoretical belief models with emphasis on how each one of these belief models may shape our society. This includes issues dealing with the right of free speech, mass communications, advertising, propaganda, lie detection, and religious beliefs. Students will cultivate their own perspectives with cumulative essays and in class discussion, as well as improving lecture skills with multiple in class presentations.

Content: Wide-ranging perspectives on human belief: philosophical, cognitive science, and cognitive neuroscience; lesion method in cognitive neuroscience, prefrontal cortex functionality, cognitive science of religion, authoritarianism, dual-processing, cognitive dissonance.

Taught: Spring

Prerequisite: PSY 3420, grade of C- or higher, and declared major in psychology or neuroscience

Credits: 4

**PSY 5440 - Childhood and Society**

Goals: To examine controversial issues in child development that have substantial implications for public and social policy. The topics examined will link development, education, and cultural practices from infancy through adolescence.

Content: Specific topics vary by semester and will include topics of both historical relevance and contemporary debates within child development (e.g., adolescent risk behavior, child care, children and the law, developmental theory and educational practices, family diversity, media exposure, parenting styles, public health, poverty, and technology use).

Taught: Fall

Prerequisites: PSY 3440, grade of C- or higher, declared psychology major, and senior standing

Credits: 4

**PSY 5720 - Clinical Health Psychology**

Goals: This seminar is designed to examine the interrelationships between behavior, emotion, health and psychological disorders and dysfunction. Students will be introduced to the assessment, treatment and causes of physical and psychological health issues.

Content: The role of the practicing psychologist in a medical setting will be discussed and how psychologists function in the context of health care settings will be a major focus of the course (ranging from ethics to assessment and treatment) and we will examine how they operate with other medical professionals. Emphasis will be on clinical intervention and assessment of physical and mental disorders in context.

Taught: Annually

Prerequisites: PSY 1480, grade of C- or higher, declared psychology major, and senior standing

Credits: 4

**PSY 5750 - Capstone: Positive Psychology**

Goals: To introduce students to the scientific study of positive characteristics, positive experiences, and positive institutions; to critically examine particular topics in positive psychology in depth; and to make connections between theory and practice in positive psychology.

Content: Variable from session to session.

Prerequisites: PSY 3350, grade of C- or higher, declared psychology major, and senior standing

Note: This course is open to Online Degree Completion students only.

Credits: 4

**PSY 5800 - Psychology of Politics, Ideology, and Identity**

Goals: This course will introduce historical and contemporary perspectives in political psychology. Students will consider topics from multiple levels of analysis to better understand how psychological processes interact with mass politics and shape our social reality and institutions.

Content: Topics will vary by semester and reflect current issues. Sample topics include: methodology across disciplines, Ideology and partisanship, identity, motivated reasoning, misinformation, elite communication and media, polarization, worldview, morality, race, immigration, gender, conspiracy theories, campaigns, personality, collective action.

Prerequisites: PSY 3800, grade of C- or higher, declared psychology major, and senior standing

Credits: 4

**QMBE 1010 - Microsoft Excel Associate Certification**

Goals: To enable students to achieve certification in Microsoft Excel at the Associate level.

Content: This online course is structured as a self-tutorial with instructor support. Offered only Pass/Fail with Pass achieved by passing the proficiency exam at a Certiport center. Credits obtained cannot be used toward the requirements for the Business Analytics concentration but are counted towards breadth of study. This course is open to all Hamline students, independent of major or minor area of study.

Please note: There is a $90 testing fee for this course.

Credits: 1

**QMBE 1011 - Microsoft Excel Expert Certification**

Goals: To enable students to achieve certification in Microsoft Excel at the Expert level.

Content: This course is structured as a self-tutorial with instructor support. Offered only Pass/Fail with Pass achieved by passing the proficiency exam at a Certiport center. Credits obtained cannot be used toward the requirements for the Business Analytics concentration but are counted towards breadth of study. This course is open to all Hamline students, independent of major or minor area of study.

Please note: There is a $90 testing fee for this course.

Credits: 1

**QMBE 1100 - Introduction to R**

Crosslisted: Also listed as CDS 1100

Goals: To introduce R and RStudio, in preparation for courses in analytics and economics. By the end of this course, students will be able to import data, understand data types, manage data, and generate basic statistical output.

Content: In this course you will learn how to program in R, in preparation for courses that use R for data analysis. You will learn how to install and configure software necessary for a statistical programming environment and learn the basics of importing and managing data.

Credits: 2

**QMBE 1130 - Data Visualization with R**

Crosslisted: Also listed as CDS 1130

Goals: To introduce basic design principles for data visualization and interpretation. By the end of this course, students will be able to produce appropriate visualizations for a variety of types of data, including multivariate, temporal, text, and spatial data. Students will also learn to interpret data visualizations, use them

in discussing the issues of the current world, and discuss the limitations of various visual representations of data.

Content: Students will learn the fundamentals of data visualization, including figure design, figure making, and figure review. Students will apply these skills to a domain-specific and data-driven project to produce a poster, infographic, or webpage that conveys the primary conclusions inferred from the data.

Prerequisite: CDS 1100/ QMBE 1100, grade of C- or higher, or concurrent enrollment

Credits: 2

**QMBE 1310 - Statistics**

Goals: To acquaint students with major parametric and nonparametric statistical techniques.

Content: Data organization, simple probability, and sampling distributions; estimation and hypothesis testing; regression and correlation; time series; selected non parametric tests.

Prerequisites: None, though a basic understanding of algebra is expected.

Note: Credit will not be given for more than one statistics course (MATH 1200 or QMBE 1310).

Credits: 4

**QMBE 1320 - Introduction to Business Analytics**

Goals: To introduce frequently used data analysis techniques, to develop the quantitative skills necessary to use them, and to apply the methods in business decision-making settings.

Content: The course will cover decision-making frameworks as well as data capture, analysis and presentation techniques. Topics such as budgeting, forecasting and regression will be explored using Excel and other relevant software or analytical tools.

Prerequisite: QMBE 1310 (or equivalent statistics course), grade of C- or higher

Credits: 4

**QMBE 3510 - Mapping, Spatial Analysis, and Social Issues**

Crosslisted: Also listed as ECON 3510

Goals: Students will learn to conceptualize social issues within a spatial framework by practicing a variety of analytical methods. They will gain experience with managing and manipulating spatial data to perform both descriptive analyses as well as hypothesis testing on an original research question.

Content: This class will focus on introducing students to spatial analysis while also providing an entry point to using the industry-standard software package for GIS (ArcGIS). While learning the basics of data manipulation and management, students will be challenged to think about spatial or locational components to data generating processes. We will examine the best way to measure the clustering we observe in measurements of household income, educational attainment, air quality, or crime reports, for example. Students will learn to both take advantage of spatial aspects of data and recognize when conventional analysis might be misleading due to the presence of geographic correlation. We will also spend time on map design and effective presentation of analyses based on spatial data.

Prerequisite: MATH 1200 or QMBE 1310, grade of C- or higher

Credits: 4

**QMBE 3720 - Decision Science**

Goals: To introduce students to decision-making analysis, stressing problem formulation, analytical methods for solution, and use of computer models.

Content: Decision theory, linear programming, simulation, and implementation.

Prerequisites: QMBE 1320 and MGMT 3100, grades of C- or higher

Credits: 4

**QMBE 3730 - Advanced Business Analytics**

Goals: To enable students to utilize advanced mathematical models and data analysis techniques.

Content: This course picks up where QMBE 1320 leaves off, with more sophisticated models and new analytical techniques. Time permitting, topics covered will include a deeper look into optimization and spreadsheet models, multivariate regression, nonlinear regression, models of causation, and time series/forecasting.

Taught: Yearly, spring semester

Prerequisite: QMBE 1100 and QMBE 1320, grades of C- or higher

Credits: 4

**QMBE 3740 - Data Mining**

Goals: Introduce students to data mining techniques and best practices.

Content: This course includes classification, prediction, data reduction, and data visualization. Advanced regression, network and cluster analysis.

Taught: Alternate Years

Prerequisites: QMBE 1100 or QMBE 1130; and QMBE 1320 or CDS 1010; and QMBE 1310 or MATH 1200, with grades of C- or higher

Credits: 4

**QMBE 3750 - Data Management and Communication**

Goals: To build a strong foundation in data organization, and management (i.e., "data wrangling") as well as reporting, visualization, and communication to non-technical audiences.

Content: Businesses today operate in a very complex environment, with more data available than ever before. Students will build skills in using data management and visualization tools (including SQL and Tableau), and consider approaches to professional data representation and communication.

Prerequisites: QMBE 1310 (or equivalent statistics course) and QMBE 1320 or CDS 1010, with grades C- or higher

Credits: 4

**QMBE 3770 - Marketing Data Analysis**

Crosslisted: Also listed as MKTG 3770

Goals: To introduce students to data-centered analysis for critical aspects of marketing.

Content: Topics covered include sales forecasting, profitability analysis, market segmentation, promotion budgeting, and database marketing. Students will cover essential decision models and metrics with data sources and techniques for effective marketing decisions.

Prerequisites: MKTG 3100 and QMBE 1320, grades of C- or higher

Credits: 4

**REL 1100 - Introduction to Religion**

Goals: To examine general theories about religion and various dimensions of religion (e.g. the sacred, scriptures, ethics, practices, mysticism, etc.), to reflect on the role of religion in public life, and to appreciate various ways of being religious and non-religious.

Content: Topics discussed include approaches to the interpretation of scriptures, religious ethics, different kinds of "religious lives," the challenges of religious diversity, religion and violence, atheism, religious trends in America and the world, and the relationship of religion to politics, law, science, and feminism. A number of the world's religious traditions and thinkers will be introduced through texts, case studies, films and field trips.

Taught: Every semester

Credits: 4

**REL 1140 - Women and Religion: Witches, Vixens, and Rebels**

Goals: To introduce religious expressions of women and their role in religion; to analyze the roles religion plays in women's lives; to explore ways women influence as well as rethink religious traditions and shape them.

Content: Cross-cultural examination of how religions function in women's lives and the leadership roles women take in religion; analysis of gender structures in religion; and examination of such concepts as spirituality, community, authority, relationship, and images of the divine. The specific religious traditions

and the cultural contexts of the women may vary in different years.

Taught: Alternate years

Credits: 4

**REL 1200 - Hebrew Bible/Old Testament: Textual Interpretation, Archaeology, and Digging for the Promised Land**

Goals: To survey the Jewish Scriptures/Christian Old Testament in historical context, exploring both the material's literary characteristics—such as narrative plot and theme, poetic form and rhetoric—and its key theological emphases—such as the concept of God and the mission and destiny of Israel.

Content: Samples from the three main portions of the Old Testament: Pentateuch, Prophets, and Writings (Psalms and wisdom literature).

Credits: 4

**REL 1220 - The New Testament in Contemporary Contexts**

Goals: Students will develop their skills as interpreters by encountering the texts of the New Testament in their contexts - and through contemporary and ancient case studies. As global citizens, students will confront the ways diverse groups of people across the ages have interpreted and deployed scripture to fit the needs of their day.

Content: What is the Christian New Testament, how did it come to be, and how has it been used? How could a single set of texts be formative for civil rights leaders and segregationists alike, for queer persons and fundamentalists, for radical environmentalists and free-market capitalists, for the historically orthodox as well as heretics, and what can the worldviews of ancient Hellenism and Judaism teach us about the problems we face today? This course will explore the content and formation of the New Testament using the methods of historical-critical analysis.

Credits: 4

**REL 1300 - Introduction to Theology**

Goals: To introduce the student to theological language and argument through critical examination of historical and contemporary thinkers as well as schools of thought.

Content: Close reading and discussion of theological texts that explore central Christian claims about the nature of God, Jesus Christ, creation, humanity, the church, sin, suffering, evil, and salvation. Special attention will be given to the role of gender as well as to Christianity relationship to other religious traditions.

Course focus varies by term and instructor. Students may register for this course more than once for different topics.

Taught: Alternate years

Credits: 4

**REL 1400 - Christian Ethics**

Goals: To provoke reflection on, and understanding of, the basis, nature, content, and consequences of Christian moral thinking. To appreciate the variety of viewpoints of moral issues within the Christian tradition and their relation to the larger society.

Content: Close reading and discussion of various approaches to Christian ethics followed by analysis of selected moral issues such as war, euthanasia, abortion, homosexuality, and racism.

Credits: 4

**REL 1500 - Introduction to Judaism**

Goals: To introduce students to the Jewish world by putting them in touch with authentic Jewish texts, experiences, values, and insights, and by enabling them to compare Judaism with their own ways of living and believing.

Content: Analysis of the uniqueness and tragedy of Jewish history, issues of Jewish identity, the role of Jewish law in the life of the community.

Credits: 4

**REL 1520 - The World of Jesus**

Goals: To understand the social, cultural, and political realities that comprised the world of Jesus, and to see him as an embodiment of that milieu.

Content: Movements in contemporary Judaism—Sadducees, Pharisees, Zealots, Essenes—as well as institutions like Temple, Torah, and Synagogue will be studied, along with the opportunities they presented to Jesus. Special emphasis will be placed on Jewish responses to Greek and Roman imperialism and culture, and to the ways in which these responses shaped Jesus' environment.

Credits: 4

**REL 1560 - Islam and the Muslim World**

Goals: To gain an understanding of the history, texts, beliefs and practices of Islam. To explore the ways the commitment to the tradition is understood and expressed in the lives of Muslims from a variety of places and backgrounds. To gain an appreciation for both diversity and unity within the tradition.

Content: Close reading of portions of the Qur'an and other sacred writings, such as the Hadith; survey of the history of Islam; exploration of Islamic philosophy, law, art and literature. Special topics will include an examination of Sufism, the mystical tradition, and an analysis of contemporary issues relating to Islamic politics, the tension between tradition and modernization, and the growth of Islam in America.

Teaching Methods: Lecture, small and large group discussion, videos; possible field trips and guest lectures.

Taught: Annually

Credits: 4

**REL 1620 - Religions of East Asia: Belief and Practice in China, Korea, and Japan**

Goals: To provide an introduction to the religious traditions of China, Korea and Japan. To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, art and architecture.

Content: We will look at both the indigenous religions of each culture (e.g. Chinese Daoism, Korean Shamanism, Japanese Shinto) as well as those traditions that all share in common (Confucianism and Buddhism). We will discuss beliefs and practices, major thinkers and texts, historical contexts, institutional developments and popular religious movements. Topics include Chinese cosmology, Zen meditation, Korean Christianity, religion and Communism, and Confucian capitalism in contemporary East Asia.

Taught: Annually

Credits: 4

**REL 1630 - Religions of India: Hinduism, Buddhism and Beyond**

Goals: To provide an introduction to the religious traditions of South Asia (India, Pakistan, Bangladesh). To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, music, art and architecture.

Content: We will look at the Brahmanical, Jain, Buddhist, Hindu, Islamic and Sikh traditions. Topics will include yoga, renunciation, Hindu deities, caste and social structure, and women in Hinduism. The last part of the course will explore trends in the 19th and 20th century, during which the religious traditions of South Asia were connected with nationalism and the birth of modern India, Pakistan and Bangladesh. We will conclude by looking at the role that Hindu traditions, teachers and practices have played in modern America.

Taught: Annually

Credits: 4

**REL 3000 - Religion and Popular Culture: Spirituality in Movies, Music, Sports, and Fandom**

Goals: This course will investigate the following questions: What is religion and in what ways does it impact people's lives? In what ways can religion be found not only in churches, synagogues and mosques, but also in movie theaters and concert stages, football fields and fandom? What methods should be used to study religion and what theories best explain it?

Content: Students will study approaches to religion from a wide range of fields, including psychology, theology, anthropology, sociology, philosophy and history, as well as feminist and postmodern approaches. They will investigate religious phenomena in diverse contexts, from the totemistic rituals of aboriginal groups to contemporary popular culture.

Prerequisite: One previous religion course, grade of C- or higher

Credits: 4

**REL 3200 - Biblical Narrative: Old Testament/Hebrew Bible**

Goals: To study in depth some portion of the narrative literature of the Jewish Scriptures/Christian Old Testament, with special attention to the issue of relevance posed by the antiquity of the texts, and to the issues posed by a sacred "literature-in-translation." Emphasis will be given to developing close reading skills, a working acquaintance with critical methods of biblical studies, and intercultural competence.

Content: Course content may shift from year to year. It may focus on a large block of narrative, the Deuteronomic History (Joshua-2 Kings), for example, or on an individual book (e.g., Genesis), or on a piece of a book (e.g., the Jacob cycle). Alternatively, the course may adopt a thematic approach: e.g., "family, friend, and stranger," "holy war and peace," or yet other topics.

Prerequisites: REL 1200 or REL 1220

Credits: 4

**REL 3250 - Death and Dying: Religious, Philosophical, and Literary Perspectives**

Goals: This course will examine death and dying from a range of perspectives and multiple methodologies.

Content: The texts we will read include a) philosophical and theological reflections on the meanings(s) of death, how we should live in the face of death, and the possibility and desirability of immortality; b) psychological analyses of death anxiety, grief, and mourning; c) anthropological and sociological examinations of death rituals, suicide, and institutions surrounding death; d) accounts from Confucian, Daoist, Buddhist, and Christian traditions about the nature of death and the after-life; and e) debates on controversial issues including euthanasia, war and pacifism, capital punishment and factory farming. We will also read literary treatments (short stories, poems, excerpts from novels) on many of these issues, and view films that focus on these topics.

Taught: Alternate years

Credits: 4

**REL 3390 - Christianity in an Age of Religious Diversity**

Goals: this course will investigate recent attempts by Christian scholars and practitioners to address how to think about, interact and live with people of other traditions. Students will leave the course with a critical understanding of the promise and the challenge of working from within a religious tradition to forge avenues of understanding and build relationships across traditions.

Content: In an age of increasing religious diversity at the local, national, and international levels, it is imperative that religious traditions reflect on the following questions: How are we to think about the nature and meaning of religious diversity? What is the significance of my neighbor's faith for mine? What does a commitment to my home tradition mean for how my community should relate to other religious communities that are now part of the fabric of life in our cities and neighborhoods? Taught in a seminar style, this course will explore these questions and more.

Credits: 4

**REL 3400 - Contemporary Issues in Christian Ethics**

Goals: To achieve a greater appreciation of the major approaches and sources utilized by contemporary Christian ethicists, and to apply that knowledge to in-depth research into one current ethical dilemma.

Content: The influence of scripture, philosophy, social, and natural science on the shape of Christian ethics in relationship to specific ethical issues such as sexuality, health care, politics, environment, economics.

Credits: 4

**REL 3430 - Feminist/Womanist Theologies**

Goals: To explore the traditional theological claims in light of feminist and womanist critiques and reformulations.

Content: Close reading and discussion of a variety of feminist and womanist theological works, especially focused on how gender, race, and class have affected religious language and imagery regarding God, Christ, power, sin, love, and redemption.

Taught: Alternate years

Credits: 4

**REL 3630 - Buddhism: Texts, Meditation and Enlightenment from Ancient India to Contemporary America**

Goals: To engage in an in-depth study of the Buddhist tradition, focusing on its origin in India, its development in Southeast Asia, East Asia, and Tibet, and the spread of Buddhism to America. We will look at both continuity and diversity within Buddhism, examining the different forms the tradition takes in various cultures and at the threads that run through all of them.

Content: We will examine various facets of Buddhism—e.g. meditation, ritual, ethics, devotion—and different types of Buddhist lives—e.g. Monastic and lay, contemplative and activist. We will read both primary texts (e.g. Sutras) and modern secondary literature, and will examine Buddhist thought and practice at the "elite" level as well as the popular level. A number of sub-themes and questions will run through the course: How has each culture been shaped by Buddhism, and how has Buddhism been shaped by the various cultures? What has been the interaction of Buddhism with other aspects of culture, and with the sociopolitical sphere, in each country? Special topics include women in Buddhism, conceptions of Nirvana, the ethics of Karma, Buddhist-Christian Dialogue, and Buddhism in contemporary America.

Taught: Alternate years

Credits: 4

**REL 5900 - Discerning Your Calling: Finding Meaning and Purpose in Work**

Goals: This course brings together students and faculty members for the presentation and discussion of scholarly work in religion and examines the concept of vocation in a way that helps students reflect on their lives after college and on the process of finding meaningful work and discerning a calling.

Content: Scholarly work by students, faculty members and visiting scholars; texts that explore the concept of vocation; and guest speakers and panels discussing issues related to work, careers, calling and elements that constitute a meaningful life.

Note: Two semesters are required for religion majors, although more would be permitted.

Credits: 1

**SJSC 1100 - Introducing Social Justice Studies**

Goals: This course will introduce students to major streams of social justice thought, including historical social justice movements, theoretical problems having to do with social equality, personal freedom, access to social resources, marginalization, and stigmatization, and the ways in which communities respond to these issues.

Content: Students will engage with classic and contemporary texts from philosophical, historical, legal and social scientific thought comprising a survey of core debates in Social Justice scholarship and activism. Students take an active and collaborative role in synthesizing and applying these ideas through several class projects, including elements of policy-focused problem solving and community engagement.

Credits: 4

**SJSC 1110 - Introducing Sociology: Society and Social Change**

Goals: To introduce students to the discipline of sociology and how understanding the organization of society enables one to both understand and effect social change.

Content: Introduction to theoretical perspectives, research methods, culture, socialization, and social

institutions such as, but not limited to family, education, and government. Introduction to class, race, and gender as forms of social structure, with a specific focus on social change. Topical focus may vary with the instructor.

Credits: 4

**SJSC 1120 - Social Issues**

Goals: To gain a thorough understanding of a specific social issue and its impact on society.

Content: The social issues selected will vary with the instructor; for example: family, poverty, social inequalities, environmental justice, etc. See the course listing for a given term for that course's focus.

Taught: Annually

Credits: 4

**SJSC 3320 - Power, Policy, and Justice**

Goals: Understanding the role of power in social and political identities, relationships and political institutions across time and space, with particular emphasis on the US context.

Content: Specific content will focus on the social causes and consequences associated with the exercise of power. The subjects of study range from the very micro (political psychology and the nature of political attitudes) to the very macro (the processes of globalization). Though students may have strong affinities with one or more political perspectives, we will not be adjudicating the claims associated with those perspectives or "deciding who is right." Rather, we'll be spending our time in the course characterizing the nature of power and politics in our social world. This course is a survey, and as such is not meant to be exhaustive. Several issues of interest may be beyond the scope of this course, but an effort will be made to incorporate topics of interest to the students as well as issues that may be timely and "in the news."

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3330 - Sociology of Gender**

Goals: To understand and evaluate gender as a form of social structure and the consequences that structure holds for individuals and society. To understand gender as a social, rather than purely biological, construct.

Content: Covers a variety of topics including the social construction of sex and gender, biological explanations of gender difference, and a selection of contemporary issues in gender studies including masculinities, and intersex and transgender experiences.

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3340 - Medical Sociology: Medicine, Morality, and Mortality**

Goals: Upon successful completion of the course, students will be able to:

1. describe the socialization experiences of students in medical school;
2. identify and describe historical shifts regarding the place and practice of medicine in American society;
3. describe patient-doctor interactions and experiences in various clinical settings;
4. compare and contrast health and illness across social differences including race, socio-economic status, and gender;
5. articulate key ethical issues in medicine including the case of organ transplantation;
6. comprehend some of the complexities of medical practice, such as the role of patient compliance, surgical risk, and the anatomy of hope.

Content: This course explores the social worlds of medicine. Topics include the process of becoming a doctor, the history of medicine, patient and doctor experiences, inequities in access to health care, organ transplantation, medical complications, and the anatomy of hope. Using literature, film, text, and guest speakers, we will examine the roles of doctors, patients, and the institution of medicine in a social exploration of health, illness, and healing.

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3350 - Sociology of Race, Racisms, and Racialization**

Goals: To develop a deep and nuanced understanding of the causes and consequences of the system(s) of racial categorization that exist in the contemporary United States.

Content: Among other things, course content will privilege the historical process that gave rise to the current racial order, the ideologies that justify it, and the racial inequalities and ideologies that are the products of that order.

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3360 - Religion and the Just Society**

Goals: To understand the role of religion as a social institution from a social scientific perspective with special attention to the role of religious practice, identity, and belief in the cause of social justice. Students will understand the various ways in which religion has shaped and been shaped by our evolving social order.

Content: Students will engage with texts, documentaries, scholarly studies, and analyses of public opinion that treat religious people, religious ideas, and religious institutions as specific social artifacts for study. The course material takes no position on the existence of God(s), the value of one prophetic tradition over another, or any other doctrinal debate. The material is not oriented toward judgments as to whether a given religious tradition is "good" or "bad," but rather represents an endeavor to understand the social context that gave rise to that tradition – as well as the impact that the tradition had on the society from which it emerged.

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3370 - Sexualities**

Goals: The aim of this course is to increase understanding of the connections between human sexual attitudes and behaviors and larger social forces. Although the primary focus is on sexualities in the United States, comparative historical and cultural aspects are also regularly engaged.

Prerequisite: SJSC 1100 or SJSC 1110 or PBHL 1100, grade of C- or higher

Credits: 4

**SJSC 3390 - Self, Identity, and Society**

Goals: To provide an overview of sociological social psychology, specifically the perspective of symbolic interaction. To understand how we become social beings and how, through our everyday interactions with one another, we create and re-create both ourselves and the social world in which we live.

Content: The course will begin with a comparison of sociological and psychological theories of social psychology. We will then turn to symbolic interaction with topics that include meaning and symbols as human creations, language and cognition, impression management, the self, and the social construction of reality.

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher

Credits: 4

**SJSC 3900 - Engaging Social Justice: A Sociology Practicum and Seminar**

Goals: To support and strengthen the academic component of the internship experience.

Content: Readings/viewings, discussion, and writing in the context of a 120-hour internship related to the study of social justice and social change.

Prerequisites: SJSC 1100 or SJSC 1110, grade of C- or higher, and instructor permission

Credits: 4

**SJSC 3910 - Theorizing Social Life**

Goals: Students will learn to wield social theory as a means to organize, understand and predict social phenomena. Students will also learn that understanding social reality is controversial and complicated.

Content: The course is a targeted survey of early, modern, and contemporary sociological theory with an emphasis on connecting theory to practice. Genealogical connections between and among theoretical constructs and "schools" are a point of emphasis, and the social contexts within which theoretical frames develop is a primary focus.

Prerequisites: SJSC 1100 and SJSC 1110 with grades of C- or higher, and junior or senior standing

Credits: 4

**SJSC 3920 - Social Research Methods**

Goals: To learn how to design and implement a research project. To become familiar with limits and appropriateness of various qualitative and quantitative research methods.

Content: Various types of research methods such as field research, content analysis, and survey.

Taught: Spring term

Prerequisite: SJSC 1100 or SJSC 1110, grade of C- or higher, and junior or senior standing

Credits: 4

**SJSC 5830 - Storytelling and Narrative in Ethnography**

Goals: This course explores how to harness the power of effective storytelling for the strategic benefit of an individual, an organization, and society as a whole. Students will learn to recognize how people's everyday stories matter, and how these stories can be used to understand social injustice, institutional power, the social dynamics of community, and the relationship between individuals and communities. Students will learn how stories can be analyzed for their social meaning and how to document others, as well as oneself, in images, sounds, and words using ethnographic methods.

Content: Students are introduced to ethnography, the systematic study and recording of human cultures. This is a course about the stories that constitute people's everyday lives and the significance of documenting and writing about these life stories. Students will be introduced to theories and practices related to ethnographic storytelling with an emphasis on storytelling and narrative and to the methodological techniques social scientists use to collect, analyze, and write about these real-life stories. Course materials include social scientific forms of writing, short stories, autobiography, as well as documentary films, photographs, and digital audio and visual texts. Students will conduct an original ethnographic research project.

Prerequisite: SJSC 1100 or SJSC 1110 and two SJSC electives, with grades of C- or higher

Credits: 4

**SJSC 5900 - Agents of Social Change**

Goals: Students will synthesize the diverse components of their disciplinary experience to engage in a focused and collaborative seminar aimed at putting their skills into practice. This capstone course is intended to allow students the opportunity to demonstrate their learning and to begin the process of applying that knowledge to their future work - both within their careers and from without.

Content: Students will engage with scholarly texts and practical resources aimed at putting social justice education to practice. Students will learn from practitioners and reflect on how to develop their academic development into meaningful and sustainable practice. This process will be collaborative and students will draw on and benefit from peer experience and input.

Prerequisites: SJSC 3910 and SJSC 3920 with grades of C- or higher, senior standing, and instructor permission

Credits: 4

**SPAN 1110 - Beginning Spanish I**

Goals: To introduce students with little or no previous training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as greetings, descriptions, social and family life, food and restaurant needs, daily routines, school and work, the weather and the seasons, cultural values and leisure

activities, occasional lectures concerning relevant aspects of Hispanic and Latino lives and culture.

Taught: Annually

Credits: 4

**SPAN 1120 - Beginning Spanish II**

Goals: To introduce students with little training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as holidays, nature, the city, our environment, pastimes, sports, travel. Lectures concerning relevant aspects of Hispanic and Latino lives and culture.

Taught: Annually

Language placement: The department recommends that students without previous training in Spanish complete SPAN 1110 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3210 - Intermediate Spanish I**

Goals: To review and strengthen fundamental concepts. To increase writing and speaking skills. To develop an active vocabulary and improve pronunciation. To foster awareness and knowledge of Hispanic cultures and civilizations.

Content: Intensive review of the indicative mood, including the perfect and progressive tenses, and an introduction to the forms and uses of the subjunctive. Vocabulary building, including idiomatic phrases and readings to illustrate grammatical usage and introduce Hispanic topics. Classroom conversation and small group discussion.

Taught: Annually

Language placement: The department recommends that students complete SPAN 1120 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3220 - Intermediate Spanish II**

Goals: To develop skills in using compound tenses and the subjunctive in conversation and in writing. To increase vocabulary and fluency through extensive reading, writing, and conversation. Emphasis is given to self-correction and to paragraph-length speech.

Content: A comprehensive refinement of the use of all tenses, with emphasis on the subjunctive. Reading and discussion of short stories and articles to build vocabulary and facilitate oral communication, and explore different aspects of Latino culture. Compositions and some translation.

Taught: Annually

Language placement: The department recommends that students complete SPAN 3210 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3350 - Advanced Communication in Spanish**

Goals: To refine skills and attain near-native proficiency in pronunciation and in understanding native speakers.

Content: Concentrated practice with word and sound variations used by native speakers; an analysis of idiomatic material vital to understanding normal conversation; an awareness of the importance of gestures, speech patterns, personal space and body language; and sensitivity to the interplay of language and society as well as the impact of Spanish on English.

Taught: Periodically

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3500 - Introduction to Spanish for the Health Professional**

Goals: To become familiar with the specific Spanish vocabulary used in the healthcare field; to review Spanish grammar structures that provide the foundation for knowing how to use that vocabulary to create complete thoughts that accurately express information to or ask questions of a Spanish speaking patient; to learn about volunteer and job opportunities and requirements for employment as a translator or interpreter in hospitals and clinics that serve the Latino population in the Twin Cities.

Content: This course is designed around a specialized and intensive amount of vocabulary study using various resources. Various readings and internet searching will be done to explore different medical practices in the United States and in Latin America, and to research the different job opportunities. This course requires a service learning experience in which students are involved in the community where they are exposed to Spanish speaking patients.

Taught: Periodically in fall or summer

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3600 - Hablemos de cine**

Goals: The primary goal is to strengthen the advanced-intermediate student's listening and speaking skills in preparation for 5000-level coursework. Secondary goals include introducing students to the questions and methodologies of film criticism and developing their ability to critique films on the level of narrative and as expressions of Spanish/Latin American culture and society.

Content: Students will view 6-7 films from different parts of the Spanish-speaking world so as to improve their listening skills, particularly their ability to identify and understand regional accents and idiomatic expressions. Oral (and some written) assignments include comprehension exercises, plot summaries and analyses, research presentations, debates, role-playing and a final, in-depth critical review. Significant emphasis on vocabulary building, pronunciation and the confidence and skill needed to speak in longer, more complex sentences. The course is conducted entirely in Spanish, although some films are screened with English subtitles.

Taught: Annually

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

**SPAN 3900 - Advanced Conversation and Composition**

Goals: To teach students advanced aspects of oral and written expression in Spanish.

Content: Readings include a selection of literary works by Latin American authors. Emphasis in oral and written expression, expository and creative writing, syntax, stylistics and idiomatic usage. Some introduction to advanced translation into Spanish.

Students enrolling in this course are expected to have Intermediate High/ Advanced Low communicative skills in Spanish.

Taught: Annually

Credits: 4

**SPAN 3910 - Spanish for the Professional**

Goals: To provide the student with a working knowledge of the Spanish language and Latino culture as related to the bilingual workplace of the United States and its counterpart abroad.

Content: Work in such technical fields as health care and medicine, education and communication, law enforcement, social services and, in particular, business. Social and cultural issues are also emphasized. Pursuit of individual interests in specific

career areas is encouraged. Strong emphasis is placed on relevant cultural issues.

Students enrolling in this course are expected to have Intermediate High/ Advanced Low communicative skills in Spanish.

Taught: Annually

Credits: 4

**SPAN 3950 - Introduction to Spanish Linguistics**

Goals: To teach students the basic principles of Descriptive Linguistics and of Applied Linguistics.

Content: (1) Phonetics: exploration and classification of the sound system of Spanish and its theoretical representation; (2) Morphology: word formation and inflection in Spanish; (3) Syntax: word order, arrangement, and structure. This course provides students with a level of knowledge that enables them to make connections around relevant issues in contemporary Spanish linguistics, such as Heritage speakers' discourse, language acquisition, bilingualism, code-switching, Spanglish, and Spanish in the United States.

Taught: Alternate years

Prerequisite: SPAN 3900 or SPAN 3910, grade of C- or higher, or department permission

Credits: 4

**SPAN 5200 - Spanish-English Translation: Lenguaje y Cultura**

Goals: To learn how theories, especially about culture, frame the way a translator or interpreter renders a text and reflect on how these influences condition your own approach to translation; to improve your knowledge of the grammar, vocabulary and semantics of English and Spanish; to learn about employment as a translator or interpreter; and to complete your own significant, independent Spanish/English translation project for the Hamline Plan Q.

Content: Learning in this course takes place through:

1. Textbook lessons and in-class peer review of homework translation exercises;
2. Class sessions on translation theory and special topics such as machine translation, subtitling for film and television, and inclusive language in translation;
3. Guest presentations by professional translators and interpreters; and
4. Students' independent translation projects, which include short and long oral presentations in Spanish, a reflective essay, and submission of a significant, independent Spanish-English translation project.

Note: This course is primarily taught in Spanish.

Taught: Periodically

Credits: 4

**SPAN 5210 - Spanish Children's Literature**

Goals: To read, analyze, discuss, and write, in Spanish language, on a variety of children's literary works with cultural references and with strong emphasis on literature for Latina/o/x children.

Content: This course familiarizes students with the rich traditional, classic, and contemporary works of Children's literature through a comprehensive selection of short stories, plays, and poetry written by Spanish-speaking authors from around the Hispanic world. This course will help students become more insightful interpreters and perceptive analysts of literature. Both theoretical and creative approaches to Children's literature will be stressed, as well as the development of reading, critical thinking, and speaking skills. This course also explores the pedagogical role of this literature in the language classroom and uses literature to build children's appreciation for diverse ethnic groups and Latino cultures.

Students enrolling in this course are expected to have Intermediate High/ Advanced Low communicative skills in Spanish.

Taught: Alternate years

Credits: 4

**SPAN 5220 - Variations of Spanish Language**

Goals: Students will be able to appreciate the different variations of Spanish language; improve their listening,

speaking and reading skills in Spanish; become familiar with the history of Spanish in the world, alone and in contact with other languages; reflect on migratory movements of Spanish-speaking communities.

Content: This course introduces students to the dialectal diversity of the Spanish language, spoken throughout the world, alone and in contact with other languages. The course provides historical and linguistic background leading to the presence of Spanish across the six continents; the effects of language contact in the development of the various dialects of Spanish; and the current sociolinguistic circumstances of Spanish within multiple regions. These regions include not only countries where Spanish is the official language, but places where Spanish is spoken by large minorities. Students will be introduced to the variations of Spanish in Latin America, Spain, Gibraltar, West Africa, the United States, the Pacific, Southeast Asia, and in Judeo-Spanish dialects spoken in Eastern Europe and the Middle East. Students will learn through audiovisual materials and by analyzing phonetic variations and different modes of pronunciation and intonation.

Students enrolling in this course are expected to have Intermediate High/ Advanced Low communicative skills in Spanish.

Credits: 4

**SPAN 5300 - La cultura popular en América Latina**

Goals: To engage in the collaborative and interdisciplinary study of various forms of popular culture in Latin America (festivals, music, foods, television, sports, etc.). To appreciate how both the Humanities and the Social Sciences can help us understand the social, historical, political, economic, and aesthetic dimensions of cultural practices. To improve one's spoken Spanish through class discussion and formal presentations on a research topic.

Content: In the first half of the semester we learn how popular culture is defined and studied, and through readings, lectures, and class discussion we examine a range of popular Latin American cultural figures and practices. By mid-semester students will have formed working groups and chosen study topics, which they will research individually and collaboratively for several weeks. Finally, in a graduated series of oral presentations, students will teach classes on the popular culture genre they researched (e.g., comic books), and will lead us in interpreting a specific example of that genre (e.g., the Chilean comic book Condorito). Although some course readings are in English, all lectures, writing assignments, exams and presentations will be in Spanish.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

**SPAN 5400 - Borderlands**

Goals: To reflect on the literal and symbolic power and meaning of borders. To explore the Hispanic experience in the territories along the US-Mexico border through literature written primarily in Spanish by Hispanic writers. Our exploration will focus on the contrasting experiences of Hispanics in the U.S. who are either native to this land, immigrants, or exiles. We will delve into how these contrasting experiences articulate with the intersecting issues of gender, race, class and nationality. For this we will need to understand, for example, the importance iconic female figures such as La Llorona, la Malinche, and la Virgen de Guadalupe have for Hispanic communities inside and outside the U.S. Other culturally relevant symbols, stereotypes, and tropes will also come into play. Ultimately, through readings and film viewing, we will attempt to interpret and understand the cross-cultural Borderlands experiences, bringing into sharp relief the meaning that border and frontier have from the Hispanic perspective.

Content: Readings in Spanish and English from various well-known and little-known Spanish and Hispanic writers from the time of first contact to the present day, as well as essays, newspaper and blog articles and films. Graded material includes tests, oral presentations and a final paper.

Taught: Periodically

Note: All coursework is done in Spanish.

Credits: 4

**SPAN 5680 - Spanish Culture and Civilization**

Goals: This course is designed to give a comprehensive view of Spain and to provide students with a global knowledge of the different and diverse expressions of contemporary Spanish culture. The goal is to introduce students to the diverse realities of Spain through its history, geography, visual arts, politics, sociology and music, as well as its people, languages, traditions and daily life and customs. Spanish Culture and Civilization also presents new and current perspectives regarding Spain and its role in the European Union.

Content: Different aspects of modern Spanish culture will be presented to the class through textbooks, contemporary movies, literary works, newspapers and magazine articles. In addition to expanding students' cultural knowledge, this course works to develop students' writing, reading, listening and speaking skills. Students are asked to form opinions on issues, defend their beliefs, and research and explore course topics independently.

Taught: Periodically

Note: All coursework is done in Spanish.

Credits: 4

**SPAN 5800 - Latin American Novel and Short Story**

Goals: To expose the student to the development from realism to magical realism in Latin American novels and short stories, to analyze the importance of the historical reality of the Mexican Revolution in literature, and to examine machismo and hembrismo in the culture and how they are reflected in literature.

Content: Through literature, students move north with the troops of Pancho Villa (Los de abajo), experience life in a machodominated pueblo where the dead speak (Pedro Paramo), examine choices that made a revolutionary into a politically powerful cacique in our modern world (La muerte de Artemio Cruz), observe the gender specific "painted woman" and "suffering mother" in relation to the macho male, and understand the impact that Mexican attitudes and customs have had on the United States.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

**SPAN 5810 - Modern Latin American Fiction**

Goals: To explore different literary movements in the 20th century such as indigenismo, regionalismo, la novela psicologica, la vanguardia, lo real maravilloso, and feminismo; to seek connections between literary aesthetics and sociopolitical forces in Latin America; to develop through practice our ability to analyze, discuss, and write about art.

Content: Primary texts: original works of Latin American fiction. Secondary texts: historical, biographical, and analytical readings. Authors vary from year to year. Course may occasionally focus on one or more themes, such as women writers, the regional novel, exile literature, or others.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

**SPED 7100 - ASD: Introduction and Overview**

According to the Center for Disease Control (ASD) 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 provides educators with an overview of the communication characteristics of individuals with ASD and explores 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.

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 course has a 5-hour field placement.

This is a requirement for the ASD license and an elective course for the ASD certificate. It is intended to be completed near the end of the ASD license/certificate.

Credits: 2

**SPED 7106 - Social Cognition**

Recognizing differences in learning and perception is essential to teaching individuals on the autism spectrum. Individuals with ASD have unique social cognitive processing styles and needs that impact their participation in school and the community. In addition, they face unique challenges with executive functions such as organization, planning/prioritizing, and social self-monitoring. In this course, participants will gain advanced knowledge of social cognitive and executive function differences for individuals with ASD, learn about formal and informal assessment tools, and learn how to design and implement instructional programs that promote social participation and interpersonal interactions. The strategies explored in the course specifically target promoting skills in: social understanding, self-monitoring/self-advocacy, problem solving, cognitive flexibility, and effective organization, planning, and time management skills.

Course assignments and resources access information from a variety of sources such as peer reviewed journal publications, text selections, web-based resources, direct student-application opportunities, and small group interaction to engage in relevant professional development and reflection, to increase knowledge and skill as a special educator, and inform your 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 Autism Spectrum Disorders and related/co-occuring conditions. Participants will learn about assessment (from screening to evaluation to service), functional behavioral assessment, implementation of evidence based strategies, social cognition, self regulation and designing a safe and productive environment for learners. There will be multiple opportunities for applying the information through the use of observational experiences and shared case studies. In building a strong base of knowledge of the disability, students will be able to provide quality intervention to a range of individuals who learn and behave differently.

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 learning disabilities and other health disabilities, specifically those with ADHD. The history, legal aspects, assessment, eligibility, individual education plans, remediation and interventions for students with academic and attention difficulties will be explored. Students will gain an understanding of the impact of information processing deficits 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 with EBD. Students completing the course will have a working knowledge of assessment, trends, and best practice approaches for students with EBD. Students will be able to define EBD according to local, state, and Federal (IDEA) definitions, have an understanding of the factors affecting students and the outcomes for children and youth with EBD. Students will be able to identify "best practices" for academic and behavioral approaches with children with EBD. Students will complete a review of an assessment and complete a functional behavioral assessment. 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

**TSEM 3010 - Transfer Seminar**

Goals: To help transfer students develop the research skills they will need for advanced undergraduate work; to help transfer students further orient to Hamline's academic resources and to the Hamline community.

Content: In this course students will develop a research proposal in their discipline while exploring relevant academic resources, articulating their academic goals, and participating in the scholarly life of the community.

Credits: 4

**WRIT 1200 - The Creative Process**

Goals: Students will explore the myriad ways that writers, along with makers in other fields, generate ideas, develop an individual process, create, re-envision, and innovate. They will read about, consider, and discuss creativity theories and models across disciplines; demonstrate understanding, and critically reflect upon the diverse contexts from which writers write, and readers read; experiment with approaches to the creative process through journal exercises; and use this knowledge to reflect upon their own process while creating.

Content: Students will read and discuss theories and models for the workings of the creative process across disciplines, looking for patterns, common practices, and collective wisdom. They will meet, or otherwise hear and see through a variety of media, a diverse set of makers with different perspectives and experiences, and through those artists' testimonies, reach a greater understanding of who makes art, how, and why. Through a variety of short assignments and discussions, students will critically reflect on the histories and identities writers and readers both bring to the page. Students will also complete a creative final project, including a short artist statement reflecting on the processes they used in its making.

This course is open to all students who are curious about becoming more creative people; it has no prerequisites. Students should note, however, that while this course focuses on the workings of creativity and writing, it is not a writing course. If you are interested in doing creative writing, consider enrolling in WRIT 1500 - Introduction to Creative Writing.

Credits: 4

**WRIT 1500 - Introduction to Creative Writing**

Goals: This course is open to all students interested in creative writing. Students are introduced to the practice of writing and reading as creative writers in three genres: poetry, fiction, and creative nonfiction. They also begin to develop a writing practice.

Content: Students engage critically and creatively with assigned texts as writers and readers, participate in class discussions, and begin to develop a writing practice. The course combines lecture, discussion, readings in and across genres, writing exercises, and other assignments.

Taught: Fall and Spring

Prerequisite: FYW 1120 or its equivalent

Credits: 4

**WRIT 3110 - Forms and Elements of the Craft: Poetry**

Goals: In this course students explore the fundamental elements of the craft of poetry used by published writers of poetry, including image, metaphor, simile, rhythm, thyme, voice, tone, and the syntactical structures of the line, the sentence, and the stanza. They also explore the various forms in poetry used by published poets, including free verse and received forms such as the sonnet, the sestina, the villanelle, etc. They apply insights concerning these elements and forms to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Attention is paid to the ways in which poets integrate these elements into the form of the poem. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent, and WRIT 1500 or concurrent enrollment in WRIT 1500

Credits: 4

**WRIT 3120 - Forms and Elements of the Craft: Fiction**

Goals: In this course students explore the fundamental elements of the craft of fiction used by published writers of fiction—including characterization, plot, POV, voice, setting, dialogue, structure, detail, theme, tension, and conflict—and apply insights concerning these elements to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Students build skills through writing exercises and the study of contemporary and classic fiction. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent, and WRIT 1500 or concurrent enrollment in WRIT 1500

Credits: 4

**WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction**

Goals: In this course students explore the various forms of creative nonfiction used by published writers of creative nonfiction, including memoir, lyric essay, personal essay, literary journalism, experimental/hybrid, and the nonfiction short. They also explore the fundamental elements of the craft of creative nonfiction used by published writers of CNF, including the essayistic question, voice, structure, scene, reflection, and subtext. They apply insights concerning these elements and forms to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Students build skills through writing exercises and assignments and the study of contemporary and classic creative nonfiction. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent, and WRIT 1500 or concurrent enrollment in WRIT 1500

Credits: 4

**WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling**

Goals: In this course students will explore various forms of digital storytelling that combine established practices of literary arts with digital media tools of video and audio production. Students will study short form video and audio works of fiction, nonfiction, and poetry as they seek to discover new and emerging genres. They will also explore fundamental elements of the craft of digital storytelling including screenwriting, cinematography, editing, sound design, and research. Students will apply insights concerning these forms and elements to their own work and the work of their peers. They will also revise original work that has benefitted from instructor and/or workshop feedback.

Content: Students build skills through creative and technical exercises and the study of contemporary works of digital storytelling. Students will also study precursors to digital storytelling such as cinema, radio, the graphic novel, and more. The course combines lecture, discussion, readings, screenings, creative exercises and experiments, and other assignments.

Prerequisite: ART 1100 or WRIT 1500, grade of C- or higher

Credits: 4

**WRIT 3320 - Fantasy Writing**

Goals: in this course students explore and practice the fictional elements that allow readers to suspend their disbelief and enter a truly immersive fantasy. They learn how to create convincing characters and worlds, consider how structure affects narrative, and practice controlling the reader's experience through point of view, description, and language.

Content: Students read contemporary short stories in the field and build skills by writing short stories in different subgenres of fantasy, culminating in the revision of one of these stories.

Prerequisite: WRIT 1500

Credits: 4

**WRIT 3400 - Writing for Kids and Teens**

Goals: In this course students explore and practice writing for children and young adults. They study

different genres—picture book, middle-grade and YA fiction, poetry, and nonfiction—mining the texts for lessons on craft which they apply to their own writing.

Content: Students read select texts across the genres and experiment by writing in these genres. They write and revise a final project integrating revision feedback.

Prerequisite: WRIT 1500

Credits: 4

**WRIT 3450 - Runestone: Introduction to Literary Publishing**

Goals: In this dynamic, hands-on class, students are immersed in the operations of putting together and promoting an issue of a national undergraduate literary magazine.

Content: Students read, analyze, discuss, and select submissions for the next issue of Runestone, Hamline's award-winning online national undergraduate literary magazine. In addition, they study the history of the mission-driven independent literary journal and its cultural role of discovering new voices; study journals publishing today and craft essays that illuminate the contemporary conversation about their genre; complete short writing exercises; and revise and prepare one manuscript to send to another national undergraduate review. They also explore different ways of promoting the magazine: tweeting, blogging, posting.

Taught: Once per year

Prerequisite: WRIT 3110, 3120, or 3130, grade of C- or higher, or concurrent enrollment

Credits: 4

**WRIT 3540 - Creative Writing Workshop**

Goals: In this course students continue to explore and practice the fundamental forms and elements of the genres: poetry, fiction, CNF, hybrid forms, or a mix of all three genres. Students also study the connecting threads and overlaps between and among genres and may experiment with cross-genre and/or hybrid work. They write and revise original work and provide craft-based written and oral feedback on the works of their peers.

Content: Students build skills through writing and revision of their own genre of choice and of other genres through giving, receiving, and acting on craft-based written and oral feedback. The course combines writing, reading student work and some outside work, occasional exercises and experiments, and craft-driven workshop discussion.

Taught: Annually

Prerequisites: WRIT 1500, and completion of or concurrent enrollment in one of the following: WRIT 3110, 3120, 3130, or 3140

Credits: 4

**WRIT 5960 - Senior Seminar in Creative Writing**

Goals: In this multi-genre class students will expand their knowledge of themselves as writers, of the craft and process of writing, of the role and value of research in creative writing, and of ways of effectively integrating research into the text.

Content: Students read and discuss literary texts that incorporate research done by the authors. They conduct research on subjects of their choice and integrate that research into their own creative text(s), which includes the writing and revising of a final project in their chosen genre. They select a research-based text and present lessons learned from that text to the class. The course combines discussion, reading and writing assignments, student presentations, and practice.

Taught: Annually

Prerequisites: WRIT 3110, 3120, or 3130; two workshops (WRIT 3540); and Creative Writing major with junior or senior standing

Credits: 4