Graduate
Bulletin:
2020–2021

2020 – 2021

Hamline University Graduate Bulletin

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

www.hamline.edu

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About the Bulletin

The *2020–2021 Hamline University Graduate Bulletin* is the primary resource for academic information, including official curricular requirements, for Hamline University graduate students. Students who are admitted for, and enrolled during, the 2020–2021 academic year are subject to the degree requirements described in this *Bulletin*. Students are encouraged to familiarize themselves with the policies and procedures of Hamline University early in their academic career. Failure to read this *Bulletin* does not excuse students from the requirements and provisions described herein.

The academic standards and policies, courses, and curricula described in this *Bulletin*, and the teaching personnel listed, are subject to change or cancellation by official action of Hamline University. Updates are made annually and every effort has been made to ensure the accuracy of the information in the *Bulletin*; should the dynamic, online and static, pdf versions of the *Bulletin* differ, the official version is the dynamic, online edition.

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

Nondiscrimination Statement

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

Hamline University further abides by its own nondiscrimination policy which states: Hamline University will not tolerate harassment, discrimination, or retaliation based on race; color; gender/sex; ethnic background; national origin; sexual orientation; gender presentation; marital, domestic partner or parental status; status with regard to public assistance; disability; religion; age; or veteran status in its employment or educational opportunities.

Mission, Values, and Vision

Mission

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

Values

Hamline University recognizes its roots in the traditions and values of the United Methodist Church. Through our personal and collective effort, we will make a lasting difference in the world as we aspire to the highest standards for:

- Creation, dissemination, and practical application of knowledge
- Rigor, creativity, and innovation in teaching, learning, and research
- Multicultural competencies in local and global contexts
- The development and education of the whole person
- An individual and community ethic of social justice, civic responsibility, and inclusive leadership and service

Vision

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

- Rooted in the tradition of liberal education
- Dynamic and actively inclusive
- Locally engaged and globally connected, and
- Invested in the personal and professional growth of persons

Accreditation, Approvals, and Memberships

Hamline University is accredited by the Higher Learning Commission (HLC), a regional accreditation agency that accredits degree granting institutions of higher education that are based in the 19-state North Central region of the United States. More information about Hamline University's accreditation status may be found on the HLC website. The Commission is located at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413 and can be reached at 800-621-7440.

Hamline University is also accredited by the:

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

The university holds memberships in the:

- Association of American Colleges and Universities
- Association of Independent Liberal Arts Colleges for Teacher Education
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admission Officers
- American Association of Higher Education
- Associated New American Colleges and Universities
- American Council on Education
- College Board of Council for Advancement and Support of Education
- Minnesota Association of Colleges for Teacher Education
- National Association for College Admission Counseling
- National Council on Undergraduate Research

Hamline's schools may have additional accreditation in specialized areas. Please contact the dean's office of each respective school for a complete listing. Hamline University is approved for attendance of non-immigrant foreign students under the Immigration and Nationality Act.

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.

Graduate Programs at a Glance

Creative Writing Programs

Celebrating more than 25 years of rigorous study in creative writing, The Creative Writing Programs at Hamline have developed a national reputation.

Degrees offered: Bachelor of Fine Arts (BFA); Master of Fine Arts in Writing (MFA); Master of Fine Arts in Writing for Children and Young Adults (MFAC).

- The BFA program is the only program of its kind in the Twin Cities and the only one offered by a private university in Minnesota. It is distinguished by its specializations in poetry, fiction, creative nonfiction, and hybrid forms; its location in the literary Twin Cities and availability of local presses and The Loft Literary Center; pre-professional opportunities to do an internship or serve on the editorial board of a national, online, literary magazine.
- The MFA program is Minnesota's first graduate degree program in creative writing. It is distinguished by its flexible structure, allowing students to go full or part time; specializations in poetry, fiction, creative nonfiction, or hybrid forms; its support of multi-genre work; and pre-professional opportunities preparing to teach college composition and/or serving on the editorial board of a national literary magazine.
- The low-residency MFAC is a full-immersion program boasting a three to five-to-one student to faculty ratio. The program brings students and distinguished faculty from across the country to campus twice a year for eleven days. Afterward, students work independently from home with a faculty advisor throughout the semester.
- MFA faculty are accomplished, award-winning, practicing writers who are also generous, highly effective teachers.
- The Creative Writing Programs publish two national, annual literary journals--*Water~Stone Review* and *Runestone*--edited by the students in the programs. They also publish *rock, paper, scissors*, edited by students in the MFA program and publishing work by students in the program.

Graduate Legal Education

Hamline's Graduate Legal Education program is intended for the non-lawyer. It is aimed at helping individuals understand how the law relates to their current expertise and, in a broader sense, how their work affects, and is affected by, the American legal system.

Degree offered: Master in the Study of Law (MSL); Paralegal Certificate.

- The MSL program is consistent with Hamline's mission as an urban, liberal arts university and extends important benefits of a legal education, including critical thinking, advocacy, and problem solving skills to students.
- MSL students come from a variety of areas such as business, human resources, health care, journalism, real estate, and government agencies.

School of Business

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

Degrees offered: Master of Business Administration (MBA); Master of Nonprofit Management (MNM); Master of Public Administration (MPA); Master of Science in Business Analytics (MSBA); and PhD in Management and Public Service. Joint master's and juris doctor degrees (in collaboration with the Mitchell Hamline School of Law), sequential degrees, and dual master's degrees are offered as well.

- International student body provides a distinctive learning atmosphere in which cross-cultural, as well as cross-sector, exchanges occur.
- Concentrations in business include business analytics, cybersecurity, finance, leadership and change management, and marketing.
- Continuing studies seminars and certificate programs focus on subjects that are current and relevant to professionals in businesses, government, and nonprofit organizations.

School of Education

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

Degrees offered: Doctorate in Education (EdD); Master of Arts in Education (MAEd); Master of Arts in Education with an emphasis in Natural Science and Environmental Education (MAEd: NSEE); Master of Arts in Literacy Education (MALEd); Master of Arts in Teaching (MAT), which provides initial licensure for new teachers; and Master of Arts in Teaching English to Speakers of Other Languages (MATESOL).

- Home to nationally recognized programs and centers, including second language teaching and learning, literacy, the Center for Global Environment Education, and the Center for Excellence in Urban Teaching.
- The school's ESL program, the largest in Minnesota, is internationally recognized.
- Licensure (including principal, superintendent, and special education director), certificate, and continuing education programs serve more than 8,000 educators annually.

Academic Calendar 2020-2021

The academic calendar is subject to change. Please check www.hamline.edu/academiccalendar for the latest calendar.

Fall Term 2020	Creative Writing Programs Graduate Legal Education School of Education	School of Business
Classes begin Thanksgiving Break Classes End	Monday, August 31 Thursday-Friday, November 26-27 Thursday, December 10	Monday, August 31 Thursday-Friday, November 26-27 Friday, December 20
Winter Term 2021		
Classes begin Martin Luther King Jr. holiday (no classes) Classes End	Monday, January 4 Monday, January 18 Saturday, January 23	n/a
Spring Term 2021		
Classes begin Martin Luther King Jr. holiday (no classes) Midterm break Classes end Commencement	Monday, January 25 n/a Friday-Sunday, March 12-14 Saturday, May 1 Saturday, May 8	Monday, January 4 Monday, January 18 n/a Friday, April 23 Saturday, May 8
May Term 2021		
Classes begin Classes end	Monday, May 10 Saturday, May 29	n/a
Summer Term 2021		
Classes begin Memorial Day holiday (no classes) Fourth of July holiday (no classes) Clases end	Monday, June 7 n/a Monday, July 5 Saturday, August 28	Monday, May 3 Monday, May 31 Monday, July 5 Friday, August 20

Campus Resources

Campus Employment

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

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

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

Campus Recreation

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

Intramural Sport

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

Sport Clubs

Recognized, student-led organizations, comprised of individuals sharing a common interest in competitive, recreational, and/or instructional sport activity. Sport Clubs are created and managed by students, which provides numerous learning experiences that further enhance the overall collegiate experience for those involved.

Fitness

Group fitness classes are offered each week free of charge to all Hamline students, staff and faculty. Fitness classes vary in type and intensity to provide options for all fitness levels. Campus Recreation also offers the assistance of personal trainers free of charge to help you achieve your fitness goals.

For more information regarding campus recreation at Hamline please visit www.hamline.edu/campusrec or www.imleagues.com, or email campusrec@hamline.edu

Counseling and Health Services

Due to the COVID-19 pandemic, it is anticipated that our services will remain "virtual appointments only" during the 2020-2021 academic year. Virtual appointments can be scheduled by calling (651) 523-2204. (Students with needs that cannot be addressed virtually can call our office to receive assistance with off-campus referrals.) Hours of operation are Monday through Friday, 8:00am-noon and 1:00pm – 4:30pm (closed during noon hour). Graduate students are eligible to "opt in" for services by paying a flat fee. The Counseling and Health Services website is: www.hamline.edu/chs

Counseling Services

Eligibility for services: If you are currently residing within the state of Minnesota, you are eligible to receive virtual (telepsychology) appointments through Counseling Services. If you are residing outside Minnesota, we are legally restricted from providing services to you (due to state-specific licensure requirements for psychologists). However, we can assist with helping you find a qualified mental health provider in your area.

Counseling can promote personal growth and help students cope with difficulties that might adversely affect their educational goals. The psychologists in the Counseling & Health Services office can assist with a wide variety of concerns such as: depression, anxiety, stress, relationship problems, self-esteem, body image, grief/loss, family concerns, and identity 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

If you are currently residing within the state of Minnesota, you are eligible to receive virtual (telemedicine) appointments through Health Services. If you are residing outside of Minnesota, there are limitations on the services we can provide due to state licensing regulations, and we may need to refer you to a provider in your state. Our clinicians are able to transfer prescription refills to another state if needed.

In-person visits will be limited during the pandemic. The Health Services staff can offer virtual appointments for a wide range of illnesses and injuries, immunizations, contraception, annual physical exams, STI testing, health education, psychiatric consultation, and prescriptions. After leaving a voicemail or sending an email with an appointment request, a healthcare professional will call you to schedule a telephone call, a virtual visit, or a limited in-person appointment based on your needs. All health services are confidential. Most lab fees can be billed to students' health insurance.

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 www.hamline.edu/disabilityresources or contact the Disability Resources director.)
- Keeping the Disability Resources director informed and providing updated documentation if their disability or its symptoms change.
- Requesting accommodations as far ahead of time as possible. Some accommodations cannot be effectively arranged if they are requested on short notice. For example, it can take up to 4 weeks to prepare audio books.
- Discussing accommodations with faculty and staff members as needed and notifying Disability Resources right away if there are any concerns or difficulties with receiving accommodations.

Hamline University has the right to:

- Identify and establish essential elements and technical standards, abilities, skills, knowledge, and standards for courses, programs, and services.

- Request and receive recent and appropriate documentation from a qualified professional that verifies and supports the request for accommodations.
- Consult with the student in making the final determination regarding the selection of effective and reasonable accommodations.
- Make the final decision regarding which accommodations will be provided.
- Deny a request for accommodations if the documentation does not demonstrate they are warranted, or is not provided in a timely manner.
- Refuse to provide any accommodation that is unreasonable, including any that:
    o Poses a direct threat to the health and safety of the individual requesting the accommodation or of others.
    o Consists of a fundamental change or alteration of an essential element of a course or program.
    o 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 11 full time professional staff supported by student dispatchers and officers, and a leadership team comprised of the Director, Associate Director and Assistant Director of Operations.

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

Hedgeman Center for Student Diversity Initiatives and Programs

Named for Anna Arnold Hedgeman ('22), the university's first graduate of color, the Hedgeman Center for Student Diversity Initiatives and Programs helps create and sustain an inclusive community that appreciates, celebrates and advances multiculturalism and diversity at Hamline University. We support, empower, and promote the success of students of color, first-generation college students and students from other diverse populations. In partnership with other university departments, our staff and initiatives help prepare all students to live, serve and succeed in a global, multicultural world.

Specifically, we offer:

- Activities that assist students in their transition to, success at and education about diversity issues including Hamline, including Multicultural Mosaic 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 to students and campus programming, including Multicultural Alliance, Asian Pacific American Coalition (APAC), Black Student Collective (BSC), FUSION the multi-racial and trans-racial adoptee organization, 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 campus diversity training and 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 diversity and multiculturalism issues, including the Social Justice Symposium, the Dr. Martin Luther King, Jr. Commemoration and Day of Service, and the monthly storytelling series "This Is My Story: Conversations of Identity and Community."

Information Technology Services

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

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

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

Hamline uses Google Apps for its collaboration Platform. Microsoft Office and other academic software is available to students through a virtualized desktop infrastructure (VDI). Approximately 100 computers are housed in computing labs across the campus, and provide access to the Internet and a diverse 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 (www.hamline.edu/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 www.hamline.edu/policies.aspx.

Military Student Support

Located in the lower level of West Hall, the Military Student Support Center seeks to help veterans become successful students at Hamline University. The center assists students with military students in finding the help they need to understand their financial aid award and how student billing works in relation to accessing their federal funding, to understand Hamline University policies, and to utilize campus resources and support. The Center also creates opportunities for students to network with each other, as well as education programs that educate the university community about the experiences of military students.

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

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

Residential Life

All of Hamline's residence halls are coeducational and managed by a degreed, professional coordinator who lives on campus and is trained to work with student concerns and enrich the residential experience. Resident advisors 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 230 and houses first year and returning students in addition to our transfer student community. Drew Hall also offers a GLBT & Social Justice theme floor along with an Honors and Transfer student floor. Manor House provides

housing for 140 returning students and is next to Sorin Hall, which has single gender floors, houses 110 first year students and is barrier free. Schilling, Osborn, and Peterson Halls house nearly 100 first year students each. Special Interest Housing is available to all students, they include: Honors Housing, Global Pipers, and a Quiet Lifestyle floor.

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. The apartment building houses graduate and 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 meal plan. Detailed information about the meal plan and declining balance can be found on the dining services website at www.hamline.campusdish.com and in the Hamline Housing Contracts. There are several various types of dining options on campus, all with different menus and hours of service. Students are encouraged to play an active role in dining services. Comment cards, online postings, dining surveys and food committee meetings all encourage feedback which is used to provide great food and make lasting memories. For more information, please visit us at www.hamline.campusdish.com. Welcome to our kitchen!

Leadership opportunities are also available in the residence halls through participation in Hall Councils, the Residential Housing Association (RHA), and Resident Advisors. Hall Councils offer an opportunity for residents to develop social, recreational, and educational activities, assist in establishing policies that are in the best interest of all residents, and act as an advocate of residents' needs. RHA is the governing board to the Hall Councils as well as taking on the role of being the voice for on campus students to the university administration. Resident Advisors are paid positions where students take an active mentor role with students, enforce policies, and provide programming for residents of the halls.

Whether students choose to become actively involved in any of the leadership opportunities, participate in floor activities, or simply enjoy the privacy of their rooms, the residence hall experience is designed to enhance their academic development and progress at Hamline.

Student Administrative Services

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

Student Affairs Division and the Dean of Students Office

Student Affairs Division

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

How can you make a difference in the world that will serve the common good? How can you work with others for social justice in our communities? Are you interested in exploring interfaith perspectives and growing in your spiritual or religious identity? Our programs focus on one, two, or all three of these questions. The Wesley Center for Spirituality, Service and Social Justice offers students opportunities to grow, serve and lead through the following programs:

Community Service Advising

Seeking to engage with community service in the Twin Cities with your group, organization or internship? Stop by or schedule an appointment to learn more about community partners and community service opportunities.

Mahle Lecture in Residence

Each year the Mahle Lecture in Progressive Christianity brings a major religious scholar to campus for several days of speaking and teaching in our community, so that we have the chance to interact with the scholar in a personal and impactful way.

Religious and Spiritual Advising

For students seeking a more personal connection to explore their spiritual and religious identities, find support for deeper understandings, and explore their Hamline experience from spiritual perspectives. Religious and Spiritual Life staff seeks to support all students, while bringing particular experience from Jewish, Christian and Islamic traditions.

Academic Standards and Policies

Changes in the following standards and policies may go into effect periodically. The following are academic policies that apply specifically to graduate students. For additional Hamline University policies, visit www.hamline.edu/policies.

Academic Integrity and the Hamline University Academic Honor Code

Statement of Purpose

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

Principles

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

Cheating

- Using notes or other source materials (without instructor permission) on a quiz or exam
- Copying another student's answers on a quiz or exam
- Using electronic devices (e.g., phones, pagers, computers, calculators) in an unauthorized manner during an exam
- Copying another student's homework assignment
- Submitting, in whole or in part, a paper that is not your own work (e.g., purchasing a paper on the internet or submitting another student's paper)
- Collaborating on a take-home exam assigned to be completed individually
- Altering answers on a graded exam or assignment in order to resubmit your work for a better grade
- Misrepresenting yourself online, including but not limited to, having another individual complete or submit work via your personal login to a course.

Plagiarizing

Plagiarism is the act of using ideas and information from any source, published or unpublished, without proper attribution (e.g., from a book, journal, newspaper, report, speech, media broadcast, interview, or the internet). Plagiarism includes but is not limited to:

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

Making Multiple Submissions

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

Fabricating Information

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

Using Materials in an Unauthorized Manner

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

Misrepresenting Academic Records

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

Facilitating Academic Dishonesty

- Knowingly engaging in any act that facilitates the academic dishonesty of another student; e.g., permitting another student to copy your answers on a quiz, exam, or assignment

- Giving or selling a quiz, exam, paper, or assignment to another student
- Informing students in later sections of a class of questions on a quiz or exam.

Violations and Sanctions

Violations of the Academic Honor Code will be dealt with seriously. If a student is accused of engaging in academic dishonesty in a class, the faculty member may decide on a sanction for the student (e.g., assign a failing grade for an exam or the course). The student will be informed of the alleged violation, the evidence upon which the allegation is based, and the sanction to be imposed. The faculty member will file a violation report with the Office of the Dean where the course is housed, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the course is housed. Should a student be dissatisfied with the decision of the Department Chair, the student may appeal to the appropriate academic Dean. The decision from that office will be final.

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

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

Academic Load

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

The following maximum credit loads apply:

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

Academic Progress

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

Probation and Suspension

Program Deans, Associate Deans, Program Directors, and/or Faculty Advisory Committees may place students on probation or suspend students who are not making satisfactory progress. Definitions of satisfactory progress for probation and suspension vary by program.

Attendance

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

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

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

Excused Absences

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

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

Course Cancellation

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

Course Evaluation

All students are expected to participate in the online course evaluation process that the College of Liberal Arts, School of Business, and School of Education administer. 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 Dean's office staff read these evaluations carefully and make personnel decisions and curricular changes as a result of student feedback.

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

Credit Value

The standard unit of measurement is the semester credit. Hamline University uses the definition of a credit hour as recommended by the US Department of Education:

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

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

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

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

Email and Official University Communication

All degree-seeking students are required to use their official Hamline email (Google) accounts and are responsible for attending to any message sent to their Hamline account. Many official university communications are sent only via email such as issues related to registration, finances,

graduation, and important deadlines. Student email accounts are generated when students register for classes for the first time. For more information see www.hamline.edu/email.

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: ERPA 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. The right to withhold disclosure of directory information
   Currently enrolled students may withhold the release of their directory information, as defined above (except to school officials with legitimate educational interest), by electing confidentiality. To elect confidentiality, students must file a signed Request for Confidential Status of Directory Information with the Office of Registration and Records. Once confidentiality status is designated, it will remain in effect until the student requests in writing that it be removed, even after the student has graduated or otherwise left the university.

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

Release of Student Information

Except as specified below, non-directory information will be released only upon signed consent from the student. Any such release will include a notice that further release by the recipient is prohibited by law. A record of the release will be maintained.

In addition to the exceptions listed in item 3 above, FERPA permits the disclosure of personally identifiable information from students' educational records without consent: To federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research (provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher); to agencies responsible for accreditation of the institution or its programs; to parents if the student is a dependent as defined by the IRS for tax purposes; to comply with a judicial order or lawfully issued subpoena; and to institutional security officers when necessary for a criminal investigation.

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

Retention of Records

Hamline University reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records will ensure that a record being challenged is not destroyed prior to resolution of the dispute.

Financial Hold: Restrictions on Registration and Release of Academic Records

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

Grade Definitions and Grading Information

All grades appear on students' official transcripts, but only letter grades are calculated into the GPA. Grades for courses transferred into a graduate degree program at Hamline are not calculated into students' GPAs.

Grade Definitions:

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

	All Graduate Programs	Master in the Study of Law Prior to Fall 2018
Grade	Point Value	Point Value
A	4.00	4.00
A-	3.70	3.75
B+	3.30	3.50
B	3.00	3.00
B-	2.70	2.75
C+	2.30	2.50
C	2.00	2.00
C-	1.70	1.75
D+	1.30	1.50
D	1.00	1.00
D-	.70	0.75
F	0.00	0.00

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

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

Audit Grades: Generally, students may audit master's level courses on a space-available basis and with the permission of the program office. Students who audit a course will not receive academic credit for the course. The decision to audit is irreversible. A final grade of AU is assigned to the student's permanent record. Auditors participate in all classroom activities, projects, and assignments but do not receive evaluation for their work. College of Liberal Arts graduate writing courses, School of Business MBA modules, and EdD courses may not be audited. Contact the program office for audit registration and fee information. Students intending to audit a course must submit an audit registration form with the required approvals to Registration and Records (East Hall 113) no later than the add/drop deadline.

Incomplete Grades: With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" is not a final grade and will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). All instructors enter "I" grades via Piperline before a term's grading deadline.

An instructor must update an "I" to a final grade within four months of the end of the registration term (or by August 31 if the student intends to graduate in the summer). Otherwise, the "I" will convert to an "F" grade. If an "I" has been converted to an "F," the student may complete the necessary coursework, at the instructor's discretion, within one year in accordance with the grade change policy. The student may not complete course work after that time.

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

- Graduate Legal Education - Paralegal Certificate and Master in the Study of Law: Minimum grade of C- is required and students must maintain a cumulative 2.00 GPA.
- School of Business - Masters and Certificate programs: Minimum grade of C is required and students must maintain a cumulative 2.80 GPA.
- School of Business - PhD program: Minimum grade of B- is required and students must maintain a cumulative 2.80 GPA.
- School of Education - EdD program: Minimum grade of B is required and students must maintain a cumulative 3.00 GPA.

Pass/No Pass Grades: Students may occasionally have the option of choosing the Pass/No Pass grading option. When this option is available, students must identify their preference at the time of registration and the decision is irreversible. Program specific information regarding P/N grades is as follows:

- Creative Writing Programs: Residencies, internships, and capstone projects are graded on a Pass/No Pass basis, while all other courses are assigned letter grades.
- School of Business: Dissertations II-V (DPA 8992, 8993, 8994, and 8995 and DMPS 8992, 8993, 8994, and 8995) are graded on a Pass/No Pass basis. All other courses are assigned letter grades.
- School of Education: Capstone, dissertation, and licensure advanced practica are graded on a Pass/No Pass basis (except for the Reading License Advanced Practicum which is taken for a letter grade). All other course work that is to be used toward a degree or licensure must be taken for a letter grade. The practicum seminar and exit interview in the Administrative Licensure Program are taken for no credit, but a "P" is issued upon completion of the processes.

Repeat Grades and GPA: A course may only be repeated if the final grade received was below the minimum requirement for the program (see minimum grade requirements by program above). All grades earned remain permanently on the transcript record; however, only the grade and credit recorded for the last time the course is taken are used in the calculation of the cumulative GPA and credits earned. Students incur normal tuition charges for repeated courses. When a repeated course is a transfer course, the repeated grade is not counted in the Hamline GPA.

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

- Courses repeated must be taken in the Hamline School of Business MBA program. A transferred course may not be used to replace a course that was not successfully completed.
- All course repeats must be successfully concluded prior to starting the core curriculum of Module 5.
- The number of repeats is set at one per MBA course not successfully completed.
- An MBA student's failure to successfully complete an MBA course after one repeat will result in dismissal from the MBA program. An MBA student may appeal this dismissal to the MBA program director. The appeal must demonstrate that both failures are substantially a result of a life-altering event, such as
  - a death in the immediate family or
  - the student losing employment or
  - extended serious illness or injury of the student or of an immediate family member who requires care from the student.
- If the MBA program director grants the student's appeal, then a second repeat will be permitted.
- If the MBA program director declines to grant the student's appeal for a second repeat, then the student will be dismissed from the MBA program without possibility of further appeal or readmission.
- If the MBA student fails to successfully complete an MBA course on the second repeat, no additional repeats will be permitted and the student will be dismissed from the MBA program without possibility of further appeal or readmission.

Grade Change and Appeal

Faculty Initiated Grade Change

Faculty members may apply to change a student's initial grade up to a year after the grade was initially due. Requests after one year require approval of the respective dean's office. The Grade Change Form can be accessed on the Grading Instructions page of the Registration and Records website: http://www.hamline.edu/registration-records/faculty-staff/grading-instructions/. Faculty login is required to access the form.

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, the syllabus, or standards otherwise clearly conveyed to the students in the course.

Grade appeal process:

1. The student must first communicate with the instructor and request a grade change under the grade change process identified above.

2. If the student is unsuccessful in achieving a grade change and wishes to further pursue the matter, he or she must submit a completed Grade Appeal Request Form, with all materials supporting the grade appeal, to the department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor). Students can download the Grade Appeal Request Form at hamline.edu/registrar/forms. The student is to complete Part 1. Department chair or dean will complete Part 2. Both forms, completed and signed, are required.

3. The student must request the grade appeal no later than six months following the end of the academic term in which the course was taken, or within 30 calendar days of notification from the instructor as to the decision on the grade change request, whichever is later. Any application for a grade appeal after this deadline will not be accepted.

4. The department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor) will consider the appeal and may request additional information if needed for consideration of the grade appeal.

5. The department chairperson or designated academic administrator (or Dean where applicable) will make his or her best effort to communicate with the instructor regarding any grade appeal and allow for input from the instructor.

6. A decision will be made by the department chairperson or designated academic administrator (or Dean where applicable) within three weeks of receiving the Grade Appeal Request Form. This time line and the proceedings under this policy may be adjusted at the discretion of the department chairperson or designated academic administrator (or Dean where applicable) in the circumstances where the student has alleged a violation covered by the Discrimination and Harassment Policy in the award of a final grade.

7. The department chairperson or designated academic administrator (or Dean where applicable) will provide notification of the decision to the student, the instructor, the Dean, and the Registrar, and will provide the student a copy of the Grade Appeal Request Form with the department chairperson's or designated academic administrator's section completed.

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

9. The Dean or Provost will notify the student and the instructor of the final decision and provide the student a copy of the Grade Appeal Request Form with the Dean's section completed. The Dean, or the Provost, will notify the Registrar of any course grade change.

Graduation, Commencement, and Diplomas

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

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

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

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

Leave of Absence and Withdrawal

Leave of Absence

Students wishing to step away from their program of study but intending to return at a later time, are expected to request a leave of absence. Students may request a leave of absence for academic, personal, or medical reasons. Requests for a leave of absence should be directed to the Associate Dean of the relevant unit. A leave may be granted for up to one full academic year. Leaves would not impact a student's eligibility for grants and scholarships that had been originally awarded. The deadline to take a leave of absence is at the end of three continuous terms of active status without enrollment in all three terms.

Should a student wish to extend this leave beyond a year they must make the request to do so in writing to Dean's Office personnel and/or the Associate Dean. Students not requesting an extension will be automatically withdrawn from the university.

Withdrawal

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

Administrative Withdrawal

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

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

Military Leave

If an enrolled student is called to active U.S. military service, 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 full tuition refund and the courses will not appear on their transcript.

Leave during the percentage withdrawal period

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

Leave after the withdrawal period

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

Future tuition credit

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

Name and Gender Changes

All official name or gender change requests for current and former students must be made to Registration and Records (East Hall 113). The Name Change form is found at www.hamline.edu/registrar/forms.

Name Changes: All current and former students have the opportunity to change their names on institutional records upon the production of evidence showing the student name has been officially changed, accompanied by a written request from the student. A copy of a court order, a marriage certificate, or a dissolution decree reflecting the new name in full are examples of the evidence required to support an official name change. Minor changes in names can be made without a court order at the discretion of the Registrar (for example, spelling corrections). In these instances the student must provide documentation such as a current driver's license with photo, Social Security card, or resident alien card. Note that diplomas are issued with the student's legal name unless otherwise requested in writing.

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

Piperline

All Hamline University students are expected to access the university's secured website (Piperline) to register for classes, check class schedules, obtain grade reports, request official transcripts, make payments to student accounts, update addresses, and various other non-academic functions. Students receive their Piperline login information upon admission to Hamline. Piperline is available at www.hamline.edu/piperline.

Students should also maintain their current addresses and phone numbers by updating the information through Piperline (or using the paper form available for download at www.hamline.edu/registrar/forms).

Registration: Adding a Course

Registration is processed on a first-come, first-served basis. Registrations received from students with registration holds will not be processed until the hold (financial or administrative) is released.

Registration instructions and calendars are available online at www.hamline.edu/registration. Course offerings are available at www.hamline.edu/classschedules. Contact Student Administrative Services at registrar@hamline.edu or 651-523-3000 if you have questions related to registration.

- Degree and Licensure Program Registration: Students register for master's and doctoral level classes online via Piperline (www.hamline.edu/piperline). Online registration closes the day before each term begins (see the academic calendar, www.hamline.edu/academiccalendar). Once the term begins, registration changes may be initiated by email to registrar@hamline.edu. Note: registration for MBA modules (non-elective courses) is handled by the program advisor.
- Professional Development for Educators Registration: Students register for classes online through Piperline at www.hamline.edu/piperline. Online registration for each course closes the day before the first class session.
- Non-Degree/Non-License Students: Non-degree, visiting students (such as Sampler students) register by mail, email, fax, or in person in the Student Administrative Services office. Early registration is recommended as classes may fill. However, students may register for classes up until the first day of class as long as the course is still open.
- Enrolling after the Class Start: Registration for a course after it has started requires instructor permission. For degree- and license-seeking students, a $50 late fee may be charged for registrations received after the course begins.
- Cross-School or Cross-Program Registration: Students who wish to enroll in a course that is outside of their admitted program need permission from their program chair/director and the chair/director of the program to which the course belongs. The necessary form is available at www.hamline.edu/registrar/forms.
- Special Registrations: Independent studies, internships, field experiences, capstone, advanced practicum, and other individual projects require specific registration forms and approvals. The appropriate forms are available online or from the program offices. Prior to submitting a special registration, students should consult their advisor regarding the format of the project. Students approaching their capstone projects should meet with an advisor for guidance well before the registration term begins. Most special registrations require the permission of the project advisor, and sometimes that of the program director. The student is responsible for obtaining all necessary permissions before submitting the registration to Student Administrative Services.
- Confirmation of Registration: Students may access their course schedule for each term in Piperline to confirm registration.

Registration: Dropping or Withdrawing from a Course

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

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

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

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

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

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

School of Business Drop and Withdraw Deadlines

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

	Drop Deadline	Withdraw Deadline
Full Term, 16-week Session	Monday, start of 3rd week	Friday, end of 13th week
8-week Session	Monday, start of 2nd week	Friday, end of 6th week
4-week Session	Monday, start of 2nd week	Friday, endof 3rd week

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

In all cases, a request to withdraw from a course must be received prior to the last day of the class. Drop deadlines are based on the credit-value of a course and are as follows:

	Fall and Spring	Winter	Summer
4 credits	14 calendar days from course start	2 calendar days from course start	7 calendar days from course start
3 credits	10 calendar days from course start	2 calendar days from course start	7 calendar days from course start
2 credits	7 calendar days from course start	2 calendar days from course start	2 calendar days from course start
1 credit	2 calendar days from course start	2 calendar days from course start	2 calendar days from course start

Notes:

- The start date of a course counts as the first calendar day in the drop period.
- If a course's duration is less than the number of calendar days in the drop schedule, the course must be dropped the day after it begins.

- If a course meets 2 days or less, the course must be dropped prior to the start of the course.
- If a course's drop date falls on a non-business day, drop requests will be honored if received by the next business day.

Exceptions to drop deadlines:

- MFA in Writing for Children & Young Adults students follow the above for non-residency terms. During residency terms, students may drop up to 10 days prior to the start of the residency and owe no tuition. If dropping fewer than 10 days before the start of the residency, 100% of the tuition will be owed.
- Summer Writing Workshops must be dropped by June 30. If dropping after June 30, 100% of the tuition will be owed.

State Eligibility and Complaint Process

State Eligibility: Hamline University, like all higher education institutions, is required to obtain authorization from individual states to enroll students residing outside of Minnesota. Hamline can enroll students residing in most states, but please confirm whether your state is among the eligible states. Eligibility by state is available at www.hamline.edu/academics/online-state-eligibility/.

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

Time Limits

Program Completion: Degree and licensure programs are to be completed within seven years, except for the DPA which must be completed with ten. In the MAT program, licensure requirements (including passing student-teaching and applying for MN licensure) are to be completed within seven years; students have an additional 7 years to complete the MAT degree. In extenuating circumstances, a student may make a written request to the program chair/dean for an extension of the limit. The letter should outline the reasons for the request and a timeline for completing degree requirements.

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

Certificate program completion has no time limit.

Final Paper/Project: See chart below.

TIME LIMITS FOR FINAL PAPER/PROJECT		
PAPER/PROJECT	SCHOOL/PROGRAM	TIME LIMIT
Thesis I and II	The Creative Writing Programs (MFA)	Each thesis registration must be completed in one semester. If the student is unable to do so, he/she must re-register and pay for the course again.
Capstone	Graduate Legal Studies	1 Term
Capstone	School of Business	1 Term
Dissertation I-V	School of Business	Dissertations should be completed within one-and-a-half to two years.
Capstone Thesis	School of Education	Students have three consecutive terms, starting with the term of registration, to complete the capstone. Students re-register if their capstones are not completed within three consecutive terms. The original capstone committee members are not obligated to continue. Students are eligible for one extra consecutive-term in the form of a capstone extension, which must be requested by the student.
Capstone Project	School of Education	1 Term
Dissertation I-IV	School of Education	Dissertations must be completed within the seven-year program time limit. Extensions may be granted upon request to the department chair.

Transcripts

Unofficial transcripts and final grades are available for students to view on the university's secure website, Piperline (www.hamline.edu/piperline). Final grades are available approximately one week after the last day of the class.

Hamline provides both electronic and paper official transcripts. For the protection of current and former students, all Requests for official transcripts must be submitted by the student in writing and personally signed or submitted via the university's secure website and electronically signed (www.hamline.edu/piperline). No official transcript will be released until all financial obligations to Hamline have been met. For more information about transcripts, see www.hamline.edu/transcript.

Admission Information

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

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

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

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

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

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

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

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

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

Deferral, Reactivation, Readmission: Students who have been admitted for a specific term may defer their admission to a following term by contacting their program office. Students who have been made inactive or who have withdrawn and wish to resume their graduate program must go through a review by program staff. Additional documentation for readmission may be requested by the program. Note that the period of inactivity will be counted as a part of the time frame for program completion.

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

Degrees From Non-U.S. Institutions: Applicants with a degree from a non-U.S. institution must submit official or certified-true academic records along with a course by course credential evaluation from a NACES approved evaluator (www.naces.org). An explanation of the grading system should be submitted if it differs from the U.S. 4.0 system. Students are responsible to cover all fees of such evaluation as well as to make their own arrangements with the Credential Evaluation Company to send their documents to Hamline University directly.

International Students Additional Requirements: A minimum TOEFL score of 550 (written exam), 80 (IBT), or 213 or above (computer-based exam) must be achieved. The exception to this is the Master of Arts in ESL/TESOL which requires a minimum TOEFL score of 600 (written). A minimum IELTS score of 6.5 bands must be achieved for admission. and submitted to Hamline University directly from the Educational Testing Service Visit www.ets.org/toefl for more information about the TOEFL exam.

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

Tuition and Fees

Student Accounts Office
113E East Hall
651-523-3000
studentaccounts@hamline.edu
www.hamline.edu/studentaccounts

Complete tuition and fee information is provided at www.hamline.edu/tuition.

Tuition: The Financial Policies and Procedures brochure contains current tuition and fee information. The brochure is updated annually and is available from the Student Administrative Services office or online at www.hamline.edu/studentaccounts.

Dual Program Tuition: Graduate students pursuing more than one program will be billed the tuition for their primary program until it is complete. Primary program hierarchy is as follows: (1) degree, (2) licensure, (3) certificate, (4) continuing studies. Graduate students pursuing a dual degree in the School of Business who wish to take courses from their second degree before completing their first will be charged the higher tuition rate for all courses taken during that term.

Fees:

- Facilities Fee - This fee ($4.00/credit) supports the operating costs associated with the implementation of facility initiatives outlined in the strategic plan. This includes space utilization, renovation of current facilities, and construction of new facilities and preservation of open spaces. These initiatives support all students whether physically on campus or not.
- Technology Fee - This fee ($11.00/credit) helps support the operating costs associated with the continually increasing technology demands that students require.
- Program Administration Fee - This fee ($7.00/credit) covers the ongoing administrative costs related to registration, advising, and student progress towards completion.
- New Student Program Fee - New students who are fully admitted to a graduate degree or licensure program are charged a one-time program fee to be paid with the first term's tuition. A new student program fee is charged every time a student starts a new program.
- Course Materials - Some courses may require additional materials. The cost for these materials may be added to the student's account. Please contact the program for more specific information.
- Late Registration Fee - Students who have missed registration deadlines (add, drop, and withdraw) may appeal for late registration changes. If the appeal is granted, students will be charged a $50 late registration fee.
- Other Fees - Occasionally, a fee to cover special materials, supplies, or food will be added to the cost of the course.

Financial Aid

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

Financial Aid and Scholarships

Hamline University graduate programs have a handful of institutional grants. The majority of graduate student aid is in the form of Federal Direct Loans to help defray their education costs. To be eligible for Federal Direct Loans, graduate students must complete the Free Application for Federal Student Aid (FAFSA), maintain at least half-time status (four credits per semester), and be enrolled in required courses for the degree or eligible certificate program. Students may complete the FAFSA form online at www.studentaid.ed.gov/sa/fafsa. In addition to Federal Direct Loans, some graduate students are eligible to borrow Federal Graduate PLUS Loans and/or private alternative educational loans up to the cost of their education. Both Graduate PLUS and private alternative educational loans are dependent on passing credit checks.

Hamline University's graduate programs offer several scholarships and discount opportunities to help with the costs of tuition; scholarships and discounts cannot be combined. The following is a list of scholarships available:

MFA in Writing

- Merit Scholarships: Hamline offers annual merit scholarships (which covers 25% of overall tuition in the program) to those incoming students whose application materials demonstrate the most promise. The scholarship is awarded to up to 10% of incoming students.
- Shirley White Pearl Annual Scholarship: Annual award is available to MFA students who are pursuing their degree full time and who demonstrate the highest potential for artistic excellence.
- Richard P. Bailey Endowed Scholarship: Annual award given to an MFA student who has demonstrated financial need and excellent writing ability.

MFA in Writing for Children & Young Adults (MFAC)

- Frances and Kermit Rudolf Nonfiction Scholarship: Annual award given for the most promising manuscript in the field of nonfiction picture book, easy reader, or a longer nonfiction book.
- TA Barron Scholarship: Annual award given for an outstanding work of fantasy that explores moral questions and/or deeper ideas about the human condition.
- Walden Pond Press Scholarship in Middle-Grade Fiction and Nonfiction: Annual award given for the most promising manuscript in middle-grade fiction or nonfiction.
- Herman W. Block Memorial Scholarship: Annual award for new students who exhibit significant promise in writing for children and young adults.
- Anne Stickney Schmidt Scholarship in Young People's Literature presented by Houghton Mifflin Harcourt Publishing Company: Annual award given to a new or current student in the program who shows exceptional promise in the writing of children's or young adult literature.
- Vaunda Micheaux Nelson Scholarship presented by Lerner Publishing Group: Annual award given to a new or current student in the program who shows exceptional promise as a writer of color.
- Judi Shaw Scholarship: Annual award to be given to an incoming student who shows exceptional promise.
- Mirrors, Windows & Sliding Glass Doors Scholarship: Annual Award given to an incoming student who shows exceptional promise as a writer. Preference is given to students who have demonstrated commitment to promoting the needs of indigenous peoples, people of color, LGBTQ, or other underrepresented voices in literature for children and young adults.
- Anne Tews Schwab Award: Given to a student who has written the most outstanding critical essay in his/her third semester.
- Discounts including but not limited to Alumni and Learning Partners discounts listed on the Graduate Admissions website.

School of Business

- Merit/Leadership Scholarships: Hamline offers annual competitive merit scholarship of an annual amount up to $10,000 to incoming MBA students. Application process is online through the Graduate Admissions Office.
- Gladys Brooks Scholarship: Awarded yearly to a female student in either the master's or doctorate program in public administration. Recipients must be committed to the advancement of women, plan a career in public administration, and show academic achievement.
- Steve and Julie Novak Scholarship: Awarded annually to a student in either the master's or doctorate program in public administration. Recipients must show commitment to public service and the community and academic achievement.
- Holt Scholarship: Annual awards given to support students to study abroad in the School of Business
- Ruby Hunt Scholarship: Annual award for a female student in the MPA program. Recipient must work experience in the public sector, as well as a history of volunteer work.
- Jane McPeak Scholarship: Annual award to a graduate student in the MPA program.
- James Miller Scholarship: Annual award to a graduate student in the online MPA program.
- Disabled American Veterans Scholarship: Annual tuition scholarships, book expenses, and/or living expenses to one or more graduate students honorably discharged veterans or active service members, enrolled in an online or online hybrid program of study at HSB or HSE. Students should be in good academic standing and have financial need.
- Hamline Journey Scholarship: Annual scholarship to a student in the MNM program who has been employed for at least 3 years and has a GPA of 3.7 or higher.
- Discounts including but not limited to Alumni, Service leadership and Learning Partners discounts listed on the Graduate Admissions website.

School of Education

- Academic Merit Scholarship: Awarded to incoming students with outstanding records of academic achievement. Available for MAED, MALED, MAED:NSEE, and MATESOL students.
- Leadership Scholarship: Awarded to incoming students with exceptional records of leadership accomplishments and areas for potential growth. Available for MAED, MALED, MAED:NSEE, and MATESOL students.
- Scholarships for aspiring teachers who are People of Color or American Indian: Hamline offers a limited number of scholarships to new students who are People of Color or American Indian admitted to the MAT program. Application required.
- Disabled American Veterans Scholarship: Annual tuition scholarships, book expenses, and/or living expenses to one or more graduate student honorably discharged veterans or active service members, enrolled in an online or online hybrid program of study at HSB or HSE. Students should be in good academic standing and have financial need.
- Discounts including but not limited to Alumni, Service leadership and Learning Partners discounts listed on the Graduate Admissions website.

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

Satisfactory Academic Progress Policy for Financial Aid

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

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

Section 1. Standards of Satisfactory Academic Progress

- Grade Point Average – All graduate and professional students must maintain a cumulative GPA that is equivalent to the graduation standards published by their program.
- Credit Completion – Students must complete 67% of all credits attempted. A completed credit has a grade of A, B, C, D, HP, or P. Withdrawals, incompletes, and repeated courses are included in attempted credits.
- Maximum Time Frame – Students are expected to finish their degree or certificate within an acceptable period of time. Acceptable period of time for financial aid recipients is defined as the earliest of either the 150% of the required number of credits needed to complete their program or completion of all required courses for the program or eligible certificate. This includes transfer credits from another college that apply to the Hamline program. For example, for a program that requires 48 credits, students must finish their program before they reach 72 attempted credits. Hamline is required to suspend aid eligibility after any review which shows that the student cannot possibly complete the program within the 150% program length. Review the graduate bulletin to view the number of required credits for your program. Students who require developmental coursework may appeal to have the 150% limit extended.

Section 2. Definitions/Conditions

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

Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester, including summer term. If the program is less than one year in length the review will take place at the 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. While on warning status, students are eligible to receive financial aid. To be removed from financial aid warning status, the student must meet the program's minimum cumulative GPA requirement and credit completion

standards. A student who has reached the maximum time frame prior to completing the program will no longer be eligible for financial aid.

- Financial aid ineligibility/suspension – Students who do not meet the minimum cumulative GPA and/or credit completion ratio after completing a term while on warning status, will be no longer eligible for federal, state or institutional aid. Students may be eligible for private loan programs and outside assistance that does not require SAP.
    - Provided the student's academic status allows for registration, s/he may attend the University at his or her own expense until the minimum cumulative GPA and credit completion requirement has been met.
    - Hamline University may immediately deem a student ineligible for financial aid in the event of extraordinary circumstances, such as a student who registers for but does not earn any credits for two consecutive terms, or a student who demonstrates an attendance pattern that abuses the receipt of financial aid.
    - Students who failed to meet these standards due to unusual circumstances may appeal the financial aid SAP suspension status.
- Academic suspension – Students who have been suspended by the University are no longer eligible for financial aid. If a student is readmitted, they must complete the SAP appeal process. Eligibility for financial aid will be determined based on financial aid SAP standards through a review of the academic record.

Section 4. Right to Appeal

A student who is unable to achieve satisfactory academic progress and is suspended from receiving financial aid has the right to appeal. The student may appeal the financial aid suspension status within 14 days of the date of suspension notification or prior to the start of the term. If appeals are received after the start of the term, they will be considered, provided there is an acceptable reason for the delay. Students are encouraged to submit appeals if:

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

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

1. A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency with an explanation of how the barriers/circumstances to academic success have been removed.
2. Third party documentation to support the circumstances, if applicable.
3. Approved academic plan developed by the student and academic personnel from the student's program office.

Financial Aid Probation

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

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

Maximum Time Frames for Financial Aid

The Creative Writing Programs

PROGRAM	DEGREE	MINIMUM CREDITS	MAXIMUM CREDITS	MINIMUM GPA
Master of Fine Arts	MFA	48 credits	72 credits	3.0
Master of Fine Arts in Writing for Children and Young Adults	MFA	52 credits	78 credits	3.0

Graduate Legal Education

PROGRAM	DEGREE	MINIMUM CREDITS	MAXIMUM CREDITS	MINIMUM GPA
Master in the Study of Law	MSL	34 credits	51 credits	2.0
Paralegal Certificate	Certificate	20 credits	30 credits	2.0

School of Business

PROGRAM	DEGREE	MINIMUM CREDITS	MAXIMUM CREDITS	MINIMUM GPA
PhD in Management and Public Service	PhD	48 credits	72 credits	2.8
Master of Business Administration	MBA	48 credits	72 credits	2.8
Master of Management and Leadership	MML	32 credits	48 credits	2.8
Master of Nonprofit Management	MNM	48 credits	72 credits	2.8
Master of Public Administration	MPA	48 credits	72 credits	2.8
Master of Science in Business Analytics	MSBA	34 credits	51 credits	2.8
Dual Degree (MBA/MNM, MBA/MPA, MNM/MPA)	varies	72 credits	108 credits	2.8
Dual Degree (MBA/MSBA, MNM/MSBA, MPA/MSBA)	varies	70 credits	105 credits	2.8

School of Education

PROGRAM	DEGREE	MINIMUM CREDITS	MAXIMUM CREDITS	MINIMUM GPA
Additional License	Certificate			

Elementary		50 credits	75 credits	3.0
5-8		58 credits	87 credits	3.0
5-12/ 9-12		70 credits	105 credits	3.0
K-12		74 credits	111 credits	3.0
English as a Second Language		50 credits	75 credits	3.0
Reading		14 credits	21 credits	3.0
Administrative Licensure	Certificate	26 credits	39 credits	3.0
Doctorate in Education	EdD	68 credits	102 credits	3.0
Master of Arts in Education	MAEd	34 credits	51 credits	3.0
Master of Arts in Education: Natural Science and Environmental Education	MAEd	34 credits	51 credits	3.0
Master of Arts in Literacy Education	MALED	34 credits	51 credits	3.0
Master of Arts in Teaching English to Speakers of Other Languages	MA in TESOL	36 credits	54 credits	3.0
Master of Arts in Teaching	MAT			
Elementary		64 credits	96 credits	3.0
Secondary		76 credits	114 credits	3.0
K-12		80 credits	120 credits	3.0
English as a Second Language		64 credits	96 credits	3.0

Return of Financial Aid for Leaves or Withdrawals

Change in Enrollment Status

A student who withdraws or decreases enrollment status may receive a decrease in the institutional charges. See withdraw charges policy from Student Accounts Office, http://www.hamline.edu/offices/student-accounts/forms-publications.html.

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 for the process of determining the withdrawal or leave date which also pertains to the State and Institutional refund policies.

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

If a student changes enrollment status after census day, 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 a school leave, the date on record of a student's withdrawal or leave is calculated based on when the student notifies Hamline of their intent to withdraw or take a leave. Alternately their last day of attendance may be used if documented. If the withdrawal from all your classes is prior to the term census date (generally after the first 10 days of the semester, or a rolling census date in the case of short/modular courses) it will necessitate the return of all of your financial aid. However, if a student is able to document class attendance for each course prior to the term census date, the last date of attendance may be used.

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 attendance from all courses in the term, reported by each professor. 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 takes into account 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, Perkins 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 or took a leave.

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 a 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 to determine if the student would like to accept or decline the post withdrawal loan disbursement.

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 census date and before completing 60% of the term they will need to return a portion of their state aid. The percentage of state aid returned is determined from a calculation using the effective withdrawal or leave date along with other considerations such as percentage of award funded by state funds, payment on accounts, and amount refunded to federal programs.

Institutional Refund Policy:

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

Transfer of Credit

Credit that is deemed relevant may be transferred from other accredited institutions into a student's graduate degree program, subject to certain limitations. Grade points are not transferable to Hamline. In other words, approved transfer credit will not affect the Hamline GPA. All transfer credit must be earned at regionally accredited institutions.

Transcripts from foreign schools must be submitted to an outside agency for course-by-course evaluation and processing before an evaluation can be completed. The agency must be a member of the National Association of Credential Evaluation Services (NACES). The commonly used agencies are World Education Service (WES) online at www.wes.org, and Educational Credential Evaluators (ECE) online at www.ece.org. These organizations usually charge students a fee for these services.

Students may apply for credit transfer with the assistance of their advisor. Official sealed transcripts, mailed directly from the credit granting institution to the program office, are required to support transfer credit application. The program office, in conjunction with the registrar determines the eligibility of transfer-of-credit requests, which may be submitted once a student is advanced to candidacy. Transcripts and other documents submitted from other institutions or agencies are the property of Hamline University. Hamline will not give these documents, or copies of them, to applicants, students, alumni, or any other individuals.

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

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

The Creative Writing Programs

MFA in Writing

- Transfer Credit Limit: Up to 8 semester credits of graduate coursework from an outside institution may be used to fulfill elective requirements.
- Maximum Age of Transfer Credit: 10 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: MFA program approval is required.

MFA in Writing for Children and Young Adults

- Transfer Credit Limit: Up to 2 residencies and 2 semesters (24 credits) may be transferred from other low-residency MFA programs in writing for children & young adults. Up to 1 residency and 1 semester (12 credits) may be transferred from low-residency MFA programs in writing. Up to 8 credits may be transferred from traditional residency MFA programs.
- Maximum Age of Transfer Credit: 10 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: MFA program approval is required.

Graduate Legal Education

Graduate Paralegal Certificate

- No transfer credits are allowed toward certificate requirements (legal specialty or otherwise).

Master in the Study of Law

- Transfer Credit Limit: Up to 4 semester credits of graduate coursework from an outside institution may be used toward the concentration.
- Maximum Age of Transfer Credit: Determined on a case-by-case basis
- Minimum Grade: C-
- Requirements: Director of Graduate Legal Education approval is required.

- Note: Graduate students who have earned an ABA-approved paralegal degree or certificate within the past 10 years are eligible for a waiver of 12 credits toward the MSL degree.

School of Business

PhD in Management and Public Service

- Transfer Credit Limit: Up to 8 semester credits at the doctoral level may be used to fulfill degree requirements.
- Maximum Age of Transfer Credit: 10 years prior to admission
- Minimum Grade: B- (no P/S)
- Requirements: Coursework may not be from an already earned degree. The Program Director will decide whether the proposed course(s) may be transferred in. The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

Master of Business Administration;
Master of Nonprofit Management;
Master of Public Administration;
Master of Science in Business Analytics

- Transfer Credit Limit: Up to 8 semester credits of graduate coursework from an outside institution may be used to fulfill degree requirements.
- Maximum Age of Transfer Credit: 7 years prior to admission
- Minimum Grade: B- (no P/S)
- Requirements: Coursework may not be from an already earned degree. The Program Director will decide whether the proposed course(s) may be transferred in. The Program Director or Graduate Programs Advisor will review transfer credits to determine transfer credit equivalencies.

School of Education

Doctorate in Education

- Transfer Credit Limit: Up to 8 semester credits of coursework from an outside institution or up to 8 credits of 8000+ coursework from Hamline taken before admission may be used to fulfill elective requirements.
- Maximum Age of Transfer Credit: 7 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: Coursework must be post-master's and may not be from an already earned degree. Chair approval is required.

Master of Arts in Education;
Master of Arts in Education: Natural Science and Environmental Education

- Transfer Credit Limit: Up to 5 semester credits of graduate coursework from an outside institution or up to 10 credits of graduate coursework from Hamline taken before admission may be used to fulfill elective requirements.
- Maximum Age of Transfer Credit: 7 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: Coursework may not be from an already earned degree.

Master of Arts in Literacy Education

- Transfer Credit Limit: Up to 5 semester credits of graduate coursework from an outside institution or up to 10 credits of graduate coursework from Hamline taken before admission may be used to fulfill elective requirements.
- Maximum Age of Transfer Credit: 7 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: Coursework may not be from an already earned degree. Transfer credits can be Literacy-related courses only.

Master of Arts in Teaching

- Transfer Credit Limit: Up to one half of the semester credits required for the professional education sequence may be transferred from an outside institution to fulfill licensure requirements. Additionally, students may be granted equivalence for license-area content taken at other institutions. These courses are not transferred onto the student's Hamline transcript. The equivalence is noted on the student's learning contract, an outline of a student's requirements for completing the licensure program. Transfer of coursework for licensure standards, standards, or program requirements may be subject to change, if licensure requirements change.
- Maximum Age of Transfer Credit: Determined on a case-by-case basis
- Minimum Grade: B-
- Requirements: Coursework must be applicable to the professional education sequence.

Master of Arts in TESOL

- Transfer Credit Limit: Up to 12 semester credits of coursework from an outside institution or 22 semester credits from Hamline taken before admission may be used to fulfill program requirements.
- Maximum Age of Transfer Credit: 7 years prior to admission
- Minimum Grade: B (no P/S)
- Requirements: Coursework may not be from an already earned degree.

Creative Writing Programs

Office Location: 1500 Englewood Avenue, Saint Paul, MN 55104
Mailing Address: MS-A1730, 1536 Hewitt Avenue, Saint Paul, MN 55104
Phone number: 651-523-2047
Email: cwp@hamline.edu

The Creative Writing Programs (CWP) in the College of Liberal Arts offer a deep immersion in the process and craft of creative writing taught by award-winning practicing writers. The college offers two graduate degree options: the Master of Fine Arts in Writing (MFA), and the low-residency Master of Fine Arts in Writing for Children and Young Adults (MFAC).

These degrees prepare students who wish to specialize in creative writing and who may want to teach writing at the college level or seek professional work in the literary marketplace. The MFA is offered full- or part-time and provides depth and breadth in fiction, poetry, creative nonfiction, and hybrid forms. The MFAC is one of only a few programs in the country that focuses exclusively on writing for young readers. Students can complete this program in just over two years.

The Creative Writing Programs in the CLA house all Creative Writing at the university, including the Bachelor of Fine Arts (BFA) degree. They also publish *Water~Stone Review*, an award-winning national literary magazine, and *Runestone*, an online national literary magazine that won the 2017 AWP National Program Directors' Prize for quality of literary content.

Academic Programs

Master of Fine Arts in Writing (MFA)

The Master of Fine Arts in Writing is part of The Creative Writing Programs (CWP) at Hamline University. The MFA is a terminal degree for students who wish to pursue careers as writers and want to teach writing at the college level or seek professional work in the literary marketplace. Hamline's MFA program, established in 1994, was the first MFA degree in Creative Writing in Minnesota.

The program, offered full- or part-time, allows students to develop the process and craft of writing in a rigorous, engaged, and supportive environment. Faculty who teach in the program are all accomplished, working writers. Our small class sizes provide an intimate setting in which students will establish trust and rapport with classmates and receive one-on-one advising and feedback from their professors. Students have the option of serving on the editorial board of *Water~Stone Review* and experiencing first-hand what it's like to put together a national literary magazine. They also are able to work one-on-one with nationally known Visiting Writers who visit campus and teach in our annual *Water~Stone Review Summer Writing Workshop*.

Many students will focus primarily on one genre in the advanced stage of the program as they move toward thesis. Students can choose from poetry, fiction (e.g, realistic, speculative, mystery, etc.), creative nonfiction (e.g., personal and lyric essay, memoir, biography, etc.), or any combination of genres. Elective courses are offered on topics such as composition theory & pedagogy, point of view in fiction, graphic novel, hybrid narratives, and shorts shorts (fiction and CNF), to name a few.

MFA Degree Requirements (48 credits and 3.0 GPA):

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

Core Seminar (4 credits):

- WRIT 8000 - MFA Core

Required Craft Courses (20 credits):

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

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

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

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

Pre-Professional Course (4 credits):

Students choose one of the following options.

- WRIT 8010 - Composition Theory and Pedagogy
- WRIT 8210 - Currents in Poetry: Riding the Waves as Editor and Writer (Water~Stone Review)
- WRIT 8220 - Creative Nonfiction Today: Navigating the Craft as Editor and Writer (Water~Stone Review)
- WRIT 8230 - The Successful Story: Fiction Through the Lens of Editor and Writer (Water~Stone Review)

Elective Courses (12 credits):

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

Capstone (8 credits):

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

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

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

The Master of Fine Arts in Writing for Children and Young Adults (MFAC) is part of The Creative Writing Programs (CWP) at Hamline University. The MFAC program offers an exciting opportunity for writers who wish to significantly increase their knowledge and skills in, and potential for publishing, writing for children and young adults. The program, established in 2007, is a natural extension of the Master of Fine Arts in Writing that Hamline established in 1994.

The MFA in Writing for Children and Young Adults is a low-residency program that requires students to travel to Hamline's St. Paul campus twice a year for intensive, 11-day residencies. They then return home where they complete their coursework, working one-on-one with MFAC professors. During the residencies, students attend lecture, intensive mini-courses, workshops, and readings. Each student is assigned to a faculty advisor to

work with throughout the semester. The low-residency model accommodates working adults and those who do not wish to or cannot relocate to attend college.

MFA in Writing for Children and Young Adults Requirements (52 credits and 3.0 GPA):

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

Five Residencies (20 credits):

Each January and July, faculty and students gather for eleven days of intensive—and exhilarating—lectures, mini-courses, workshops, seminars, and readings devoted exclusively to writing for children and young adults.

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

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

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

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

Residency courses:

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

Four Semesters (32 credits):

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

Semester courses:

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

Faculty

John Brandon, 2012
Associate Professor
BA 1999, University of Florida
MFA 2001, Washington University

Sheila O'Connor, 1992
Professor
BA 1982, University of Minnesota
MFA 1986, Iowa Writers Workshop

Angela Pelster-Wiebe, 2015
Assistant Professor
B.Ed. 2001, University of Alberta
MFA 2012, University of Iowa

Richard Pelster-Wiebe, 2015*, 2019
Lecturer
BA 2004, University of Minnesota
BA 2004, University of North Carolina-Wilmington
MA 2009, PhD 2018, University of Iowa

Mary Rockcastle, 1991
Professor
BA, Douglass College
MA 1980, University of Minnesota

Katrina Vandenberg, 2013
Associate Professor
BFA 1992, Bowling Green State University
MFA 1997, University of Arkansas

For faculty in the MFA in Writing for Children and Young Adults program, please visit the website at www.hamline.edu/cwp

Courses

WRIT 8000 - MFA Core

The MFA journey begins with a core seminar course, "Writers and Readers, Creators Both." The course is a reading-intensive examination of the relationship between reading and writing. Students expand their knowledge of the craft of writing and the use of literary texts as guides for their own work. They also learn the value of giving and receiving constructive feedback, and increase their understanding of the creative process and of the relationship between writer and reader.

Credits: 4

WRIT 8010 - Composition Theory and Pedagogy

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

Credits: 4

Note: MFA pre-professional

WRIT 8063 - The Creative Process

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

After all the courses, the critiques, and The Capstone, Hamline's MFA graduates move into their spheres of influence to participate as creators. A working relationship with the creative process is a vital part of that transition, as well as a foundation for the work students do as creators within their graduate program. This course is structured as an investigation and an experiment. Each student will identify the elements of "right practice" for a productive individual approach to generating, developing, and bringing new ideas to fruition. We'll study the testimonies of writers, artists, musicians, mathematicians, scientists, psychologists, philosophers and other creative minds for patterns and collective wisdom. We'll consider theories and models for the workings of the creative process across disciplines. Most importantly, each student will observe their own creative process through a series of exercises and experiments. Course requirements include an attitude of curiosity and a willingness to experiment, substantial reading and discussion, completion of a detailed process journal, and a critical essay which both makes a creative contribution to the conversation and reflects the theories, models, and experiments undertaken during the semester.

Credits: 4

Note: MFA elective

WRIT 8110 - Groundings in the Craft: Elements of Poetry

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

Credits: 4

Note: MFA required

WRIT 8115 - Poetry Workshop

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

Prerequisites: WRIT 8000 and 8110 (may be taken concurrently with WRIT 8115)

Credits: 4

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

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

Credits: 4

Note: MFA required

WRIT 8125 - Creative Nonfiction Workshop

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

Prerequisites: WRIT 8000 and 8120 (may be taken concurrently with WRIT 8125)

Credits: 4

WRIT 8130 - Groundings in the Craft: Elements of Fiction

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

Credits: 4

Note: MFA required

WRIT 8135 - Fiction Workshop

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

Prerequisites: WRIT 8000 and 8130 (may be taken concurrently with WRIT 8135)

Credits: 4

WRIT 8206 - The Literary Memoir

Discovering a pattern or shape hidden under the surface of past events is the great joy of both writing and reading creative nonfiction. Bringing these patterns to the surface is often the key to transforming human experience through an artistic vision. It uses structure, voice, form, and language to make literature from the constraints and complexities of personal experience. In so doing, literary memoir shares some of the strategies and ambitions of literary fiction and the personal essay. "All narrative is metaphor," wrote Mary Oliver, and that double vision will be integral to our approach in this class. We'll read examples of the literary memoir that represent excellence, innovation, and practical strategies in this evolving form. We'll examine and experiment with the process of confronting personal material with the intensity required by the art of memoir. This course will require students to focus on craft; as a result, the content of individual memoirs will not be our focus. Instead, we will look at strategies each writer can use to convey their particular material. Course requirements include substantial reading, weekly exercises, critical commentaries, and a major creative piece.

Prerequisites: WRIT 8000 and WRIT 8120 (may be taken concurrently with WRIT 8206)

Credits: 4

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

What urgency moves a poem out of the pile and onto the page for publication? Contemporary poetry boasts multiple aesthetics and thousands of poems making the rounds of literary magazines. How do editors choose what to publish? How do writers navigate the currents of contemporary poetry, making a place in it yet remaining open to diverse influences and in turn influencing it? As members of the *Water-Stone Review* poetry editorial board, you will work from the perspectives of editor and writer to engage with the 'thrill of the big littles.' The 'big little' magazine or literary journal traditionally has determined the parameters of American poetry, both establishing standards and featuring edgy new arrivals; that process, one editor suggests, "keeps writers writing and their work flowing . . . . " How will thinking—and seeing—as an editor influence your work? You will read, discuss, and select poetry submissions to *Water-Stone Review*, explore other literary journals, study essays on poetic craft, complete short writing exercises, and prepare poems for submission to journals of your choice. Students will revise and workshop at least one selection of their own work in this course as they prepare their journal submissions.

Prerequisite: WRIT 8110 or permission of the instructor

Credits: 4

Note: MFA pre-professional

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

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

Prerequisite: WRIT 8120 or permission of the instructor

Credits: 4

Note: MFA pre-professional

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

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

Prerequisite: WRIT 8130 or permission of the instructor

Credits: 4

Note: MFA pre-professional

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

In this session, students study the fundamentals of the craft of plot in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors, discuss common books selected by the faculty and read before the residency. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their extended critical

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

Credits: 4

WRIT 8351 - Creative & Critical Writing: Level 1

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

Credits: 8

WRIT 8352 - Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Character

In this session, students study the fundamentals of the craft of character in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

WRIT 8353 - Creative & Critical Writing: Level 2

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

Credits: 8

WRIT 8354 - Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Point of View

In this session, students study the fundamentals of the craft of point of voice and voice in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

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

In this semester-long intensive seminar, students research and develop a topic relevant to their creative work into a 15-20 page critical essay. They continue to explore the craft and process of writing as they work on the continuation of creative projects or experiment with new work. They also develop a lecture based on their critical thesis to be given during the ensuing residency.

Credits: 8

WRIT 8356 - Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Setting/Worldbuilding

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

Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

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

In this semester-long intensive seminar, students complete a book-length creative project or a series of picture books that illustrates mastery of the craft in their chosen genre(s) and demonstrates their ability to establish an independent artistic process. They also prepare a public reading based on their creative thesis to be given during their final residency.

Credits: 8

WRIT 8358 - Groundings in the Craft, Literature, and Business of Writing for Children and Young Adults: Theme/Vision

In this session, students study the fundamentals of the craft of theme/vision in the picture book, fiction, and nonfiction. They also attend daily lectures/presentations and mini-courses focusing on other issues of craft, on forms of writing, and on the history of children's and YA literature. Students participate in daily two-hour workshops led by faculty advisors and discuss common books selected by the faculty and read before the residency. In addition, they explore the processes of submitting their work for publication to an agent or editor, working with an editor, promoting their creative work, living life and making a living as a writer. Third semester students give a lecture based on the material in their extended critical essays; fourth semester students give a public reading from their creative thesis projects.

Credits: 4

WRIT 8400 - Form and Vision in Poetry

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

Prerequisite: WRIT 8000 (may be taken concurrently with WRIT 8400)

Credits: 4

Note: MFA topics

WRIT 8401 - The Novel

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

Prerequisite: WRIT 8130

Credits: 4

Note: MFA topics

WRIT 8402 - Lyric Essay

While the term "lyric essay" has become recently fashionable, the emergence of essays and prose poems that explore subject matter through imaginative intensity and focused compression--including great freedom of movement and of transition--goes back to the nineteenth century. This class will give students the opportunity to study models of the form from authors such as Charles Lamb, Charles Baudelaire, Max Jacob, Virginia

Woolf, Mary Ruefle, Akutagawa Ryunosuke, and others. One critical essay on the lyric essay form will be required of each student, along with two creative manuscript submissions.

Credits: 4

Note: MFA topics

WRIT 8491 - Thesis I

MFA Capstone, Part One

The MFA Capstone is a two-part process, Thesis I and Thesis II; each is one semester long. Thesis I requires a completed draft of the envisioned work. Typical projects include a collection of poetry, short stories, or essays; a novella; a memoir; a novel. Poetry projects may be 48-64 pages in length. Prose projects may be 80-100 pages in length. During this phase, students work on generation and revision of material, focusing on content, craft, and process. At the end of Thesis I, the student and primary advisor meet to identify the strengths and weaknesses of the work and to discuss revisions.

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

Credits: 4

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

WRIT 8492 - Thesis II

MFA Capstone, Part Two

The MFA Capstone is a two-part process, Thesis I and Thesis II; each is one semester long. In Thesis II, students refine the draft into a substantive work of acceptable literary quality that shows mastery of the craft. The primary advisor and an outside reader read and critique the final draft. Students also are required to write an artist's statement in which they discuss their process and goals in writing the thesis and explore the subjects and themes contained therein.

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

Prerequisite: WRIT 8491

Credits: 4

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

Graduate Legal Education

Mailing Address: MS-B1805, 1536 Hewitt Avenue, Saint Paul, MN 55104
Phone number: 651-523-2857
Email: msl@hamline.edu

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

Academic Programs

Master in the Study of Law

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

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

Graduate students who have already earned a paralegal degree or certificate from an ABA-approved paralegal program in the past ten years can earn the master's degree in only 22 credits. In this case, students can choose to earn the degree entirely online. Please see the program website or contact Hamline's legal studies department for more information.

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

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

State Eligibility

Hamline University, like all higher education institutions, must follow individual state regulations before enrolling students outside of Minnesota in its online programs. Hamline can enroll students residing in most states, but please confirm whether your state is among the eligible states.

MSL Degree Requirements (34 credits and 2.0 GPA)

- Core Legal Courses and Paralegal Certificate (20 credits):
- LGST 8000 - Foundations in Law
- LGST 8020 - Legal Writing and Research
- LGST 8010 - Civil Litigation Survey and Procedure
- LGST 8012 - Transactions and Contracts in Business
- LGST 8015 - Regulation in America

Concentration (12 credits):

Conflict Resolution Concentration

This concentration is for those who want to understand how alternative legal processes and individual communication skills can be used to peacefully and effectively resolve disputes in organizations, communities, and across cultural and other differences.

- LGST 8025 - Theories of Conflict
- LGST 8030 - Negotiation
- LGST 8035 - Designing Conflict Systems
- LGST 8040 - Cross-Cultural Dispute Resolution

And one of:

- LGST 8045 - Employment Law
- LGST 8050 - Mediation and Arbitration

Educational Law Compliance Concentration

In collaboration with the Hamline School of Education, this concentration helps those who are responsible for understanding and complying with laws related to education (e.g., Title IX regulations and union laws) to support schools in compliance.

- GED 8101 - Human Relations in Organizations
- GED 8142 - Education Law and Ethics
- LGST 8040 - Cross-Cultural Dispute Resolution
- LGST 8045 - Employment Law

Litigation Support Concentration

This concentration is for students who want to better understand civil trial practice to work in support roles in law firms, court administration, or whose jobs in corporations routinely require litigation preparation and interaction with legal professionals.

- LGST 8085 - Advanced Litigation Survey
- LGST 8090 - E-Discovery

And one of:

- LGST 8045 - Employment Law
- LGST 8050 - Mediation and Arbitration
- LGST 8060 - Family Law

Professional Practice Management Concentration

In conjunction with the Hamline School of Business, this concentration helps students understand and navigate the complex business and legal issues facing law firms and other professional practice groups and to lead the business side of those organizations.

- LGST 8045 - Employment Law
- MPA 8001 - Leading in Organizations
- MPA 8065 - Data Analytics and Decision Making

Social Justice Concentration

This concentration is for those interested in advocacy roles, activism, and the legal issues that impact individuals and disenfranchised or underrepresented communities.

Choose any three of the following courses:

- LGST 8045 - Employment Law
- LGST 8060 - Family Law

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

Capstone (2 credits):

- LGST 8495 - Graduate Legal Capstone

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

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

Paralegal Certificate

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

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

Certificate Requirements

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

Note: The 20 credit paralegal certificate fulfills the core of Hamline's Master in the Study of Law (MSL) program. By completing an additional 14 credits of coursework in one of four concentrations, students who earn the certificate can finish the MSL.

Faculty

Stephen Arnott, 2008
Associate Professor
BA 1981, Political Science, University of Tasmania
JD 1994, William Mitchell College of Law

Leondra Hanson, 2008
Associate Professor
BA 1995, Political Science, Concordia College
JD 1999, University of Minnesota

Jeanne Kosieradzki, 1992-1996*, 1996
Professor
BS 1986, Paralegal Studies, Winona State University
JD 1991, William Mitchell College of Law

Jennifer Will, 2018
Assistant Professor
BA 1990, Hope College
JD 1994, University of Michigan Law School

Courses

LGST 8000 - Foundations in Law

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

Credits: 4

LGST 8010 - Civil Litigation Survey and Procedure

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

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8012 - Transactions and Contracts in Business

This survey course is focused on the legal principles involved in transactional legal work, including real estate, contract, and corporate law. Students will learn the basics of contract law and focus on interpreting contract provisions and understanding the approaches legal and business professionals take when drafting and negotiating contracts.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8015 - Regulation in America

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

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

LGST 8020 - Legal Writing and Research

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

Credits: 4

LGST 8025 - Theories of Conflict

This interdisciplinary course introduces students to important theoretical perspectives on our understanding of conflict and conflict response. Specifically, students explore the biological/ physiological, psychodynamic, social psychological, communication and sociological/political perspectives on conflict by reading and discussing major theoretical works within each perspective. Emphasis is on comparing and distinguishing key dimensions of these theories, such as the nature and sources of conflict, conflict escalation, conflict response, and the nature of the third party role. Classes follow an interactive format. Using case studies, exercises, and group discussion to draw upon personal experiences, including those involving race and social identity, the course explores the usefulness of each perspective to understanding the experience of conflict.

Credits: 2

LGST 8030 - Negotiation

This course examines the skills, constraints, and dynamics of the negotiation process. A theoretical framework for understanding negotiation practice in a variety of contexts will be developed through readings and highly interactive exercises and role-plays. The course addresses the fundamental skills of systematic and thorough negotiation preparation, the ongoing management of a negotiation process, and the identification and achievement of optimal agreements. Legal and ethical constraints of negotiation also are considered. Course content is drawn from the fields of law, psychology, business, and communication.

Credits: 2

LGST 8035 - Designing Conflict Systems

This course examines theoretical and practical approaches to diagnosing and solving complex organizational conflict. Students will learn how to conduct a needs assessment, and how to design, evaluate, and improve internal conflict management systems for organizations in the private and public sector.

Credits: 2

LGST 8040 - Cross-Cultural Dispute Resolution

This course examines how obvious and not-so-obvious cultural difference impacts resolution of inter-personal and inter-state (international) disputes. Specifically, the course will bring an international perspective to understanding the impact of culture in the most commonly used international and domestic dispute resolution processes (negotiation, mediation and arbitration). It will follow a three-step approach to know and understand the influence of culture on decision-making, including: awareness and knowledge of one's own culture; knowledge and understanding of another party's culture; and knowledge and impact of either on the desired goal/outcome of the dispute. This course will help students be more culturally aware and better equipped for effective participation in dispute resolution processes that increasingly involve different languages, customs, values, nationalities, and states of origin.

Credits: 2

LGST 8045 - Employment Law

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

Credits: 4

LGST 8050 - Mediation and Arbitration

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

Credits: 4

LGST 8060 - Family Law

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

Credits: 4

LGST 8065 - Immigration Law

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

Credits: 4

LGST 8070 - Environmental Law and Justice

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

Credits: 4

LGST 8075 - International Human Rights Law

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

Credits: 4

LGST 8080 - Criminal Law

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

Credits: 4

LGST 8085 - Advanced Litigation Survey

This class builds upon the foundation of Civil Litigation to provide a better understanding of how lawyers and law firms represent clients in the litigation process. Students will continue their exploration of the legal system, its process for resolving disputes, and the historical development of law in the context of civil disputes. They will also explore the tools and systems used to manage litigation and get practical training and development in understanding how to manage litigation. The student will learn the skills necessary to succeed as part of the litigation team in the adversarial system and gain the understanding to succeed in this role. It is a practical approach which will require the student to take part in numerous role plays and exercises that portray actual case situations.

Credits: 4

LGST 8090 - E-Discovery

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

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

Credits: 4

LGST 8100 - Introduction to Educational Law Compliance

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

Credits: 2

LGST 8495 - Graduate Legal Capstone

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

Research action projects follow standardized approaches used in the student's chosen field. Examples of such include developing an environmental assessment, creating a legal compliance program, designing a workplace dispute system, or preparing a conflict resolution curriculum. Research action projects are expected to be professional in their presentation and scope, but need not adhere to the formal thesis guidelines typically appropriate in traditional academic courses. Thesis-quality research papers should be focused on a law-related topic relevant to the student's concentration.

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

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

Credits: 2

School of Business

Office Location: East Hall, second floor
Minneapolis Courses: 1600 Utica Avenue, Suite 700, Saint Louis Park
Mailing Address: MS-A1740, 1536 Hewitt Avenue, Saint Paul, MN 55104
Phone Number: 651-523-2284
Email: hsb@hamline.edu

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

Vision

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

Mission Statement

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

Academic Programs – Advanced Degrees

PhD in Management and Public Service

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

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

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

PhD Degree Requirements

48 credits, 2.8 GPA, comprehensive exam, and dissertation defense

Core Courses (20 credits):

- DMPS 8510 - Foundations of Cross-Sector Leadership
- DMPS 8520 - Qualitative Research Methods
- DMPS 8530 - Quantitative Research Methods
- DMPS 8540 - Public Policy and Advocacy
- DMPS 8550 - Critical Issues in Change Leadership

Elective Courses (16 credits):

Elective courses may be chosen from graduate offerings in Business, Nonprofit Management, and Public Administration.

Comprehensive Exam:

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

Dissertation (12 credits):

The completion and defense of a dissertation is the final requirement in the PhD program. The PhD candidate must demonstrate a high level of academic competence, which typically results in a contribution of new knowledge in the field. Students have the option of completing a single substantive work or three related papers that are of publishable quality in a peer or editor reviewed journal.

To advance to degree candidacy, students are required to complete the Dissertation I course then register for dissertation work (Dissertation II through Dissertation V) across four consecutive semesters. Students must successfully defend the first three chapters or first paper (dissertation

proposal) after Dissertation III before advancing to candidacy and registering for Dissertation IV and V. Upon completion of Dissertation V, students must successfully defend the full dissertation.

- DMPS 8991 - Dissertation I
- DMPS 8992 - Dissertation II
- DMPS 8993 - Dissertation III
- DMPS 8994 - Dissertation IV
- DMPS 8995 - Dissertation V

Course Substitution or Waiver

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

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

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

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

Time Limit

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

New students enter in the fall semester, and normally complete most or all of their core courses together. (Exceptions can be arranged with the approval of the program director.) Satisfactory progress is typically completion of one course per term in two or three terms per year. Generally, students complete all required core courses within the first three years of the program.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program is available in two formats, on-campus and online. The on-campus MBA is designed as a modular program in which students take courses in a designated order as a cohort, generally starting and finishing the program as a group over 24 months. The online MBA is a flexible format, with only one prerequisite combination with Accounting for Managers as a prerequisite for Managerial Finance.

The program focuses on topics that surface in everyday activities and long-term planning for all organizations. Many programs provide stand-alone courses in these topics. Our approach is to integrate these topics throughout the program with repeated emphasis from a variety of perspectives.

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

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

On-Campus MBA Degree Requirements (48 credits and 2.8 GPA)

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

- MBA 8101 - Leading in Organizations
- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business

Module 2 (8 credits): Managing Financial Resources

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

Module 3 (8 credits): Leveraging Organizational Resources

- MBA 8155 - Data Analytics and Decision Making
- MBA 8165 - Marketing Management

Module 4 (8 credits): Improving and Protecting Resources

- Elective (selected from approved list, below)
- MBA 8170 - Business Process Improvement
- MBA 8180 - Business Law and Ethics

Module 5 (8 credits): Planning and Leading Change

- Elective (selected from approved list, below)
- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

Module 6 (8 credits): Planning and Leading Change

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

Elective Courses (12 credits):

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

Online MBA Degree Requirements (48 credits and 2.8 GPA)

- MBA 8201 - Leading in Organizations
- MBA 8215 - Creativity and Innovation
- MBA 8225 - Global Supply Chain Management
- MBA 8230 - Financial Accounting for Managers
- MBA 8245 - Financial Decision Making
- MBA 8255 - Data Analytics and Decision Making
- MBA 8265 - Marketing Management
- MBA 8275 - Business Process Improvement
- MBA 8492 - Strategic Management

Elective Courses (12 credits):

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

Concentrations

There are five concentrations within the MBA program. Students earn concentrations by completing 12 credits of elective coursework within the same subject area. Each allows a student to focus more deeply on one area of interest. Concentrations include business analytics, cybersecurity, finance, leadership and change management, and marketing.

Business Analytics (hybrid courses)

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8110 - Databases and Data Management
- MSBA 8120 - Bias, Ethics, and Principles of Data Science
- MSBA 8130 - Data Quality and Governance
- MSBA 8140 - Programming in R and Python
- MSBA 8150 - Data Visualization and Communications
- MSBA 8160 - Forecasting and Modeling

Cybersecurity (online courses)

- MBA 8017 - Cybersecurity Part One: Understanding the Cyber Landscape
- MBA 8018 - Cybersecurity Part Two: Introduction to Security Assessments and Digital Forensics
- MBA 8019 - Cybersecurity Case Study and Analysis

Finance (on-campus courses)

- MBA 8020 - Corporate Finance
- MBA 8021 - Financial Institutions and Markets
- MBA 8022 - Finance Theory & Applications
- MBA 8023 - Investments and Portfolio Construction

Leadership and Change Management (on-campus courses)

- MBA 8010 - Negotiation
- MBA 8011 - Leading Through Change
- MBA 8012 - Perspectives on Conflict and Change
- MBA 8060 - Project Management

Marketing (on-campus courses)

- MBA 8044 - Social Demographics
- MBA 8051 - Consumer Behavior in a Digital Environment
- MBA 8052 - Marketing Research
- MBA 8053 - Marketing in a Global Environment
- MBA 8060 - Project Management

Time Limit

The on-campus MBA is a 24-month cohort program; the online program can be completed within 24 months, and is not a cohort model. However, 7 years is the allowed maximum for both programs.

Master of Management and Leadership (MML)

The Hamline University Master of Management and Leadership degree is a 32-credit program consisting of current core and elective courses offered in the Hamline MBA program. The program can be completed in 15 months. The MML is primarily intended for those students with Stem UG degrees and/or employed in Stem professions, not requiring the Accounting and Finance courses that are a part of the MBA program. It is offered as an on-campus program or online program, with electives available crossing both modalities.

On-Campus MML Degree Requirements (32 credits and 2.8 GPA)

- MBA 8101 - Leading in Organizations
- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business
- MBA 8155 - Data Analytics and Decision Making
- MBA 8170 - Business Process Improvement
- MBA 8180 - Business Law and Ethics
- MBA 8060 - Project Management

Elective Courses (12 credits):

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

Online MML Degree Requirements (32 credits and 2.8 GPA)

- MBA 8201 - Leading in Organizations
- MBA 8215 - Creativity and Innovation
- MBA 8225 - Global Supply Chain Management
- MBA 8255 - Data Analytics and Decision Making
- MBA 8275 - Business Process Improvement
- MBA 8060 - Project Management

Elective Courses (8 credits):

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

Master of Nonprofit Management (MNM)

The Hamline University Master of Nonprofit Management (MNM) program gives working professionals the practical knowledge, tools, and skills they need to manage the complex challenges of the nonprofit sector. The MNM program is recognized as the premier master's degree program in the region dedicated to preparing the next generation of executive directors and senior staff for nonprofit organizations. The curriculum provides breadth and depth on managing nonprofit organizations with strong theory to practice orientation. The program also provides exceptional networking and career enhancing opportunities.

The MNM program is available at the Hamline University Saint Paul campus.

All students in the MNM program are required to complete forty-eight academic credits. This includes eight required core courses, three elective courses, and one capstone course.

The MNM program begins with a leadership course and additional courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills. Students completing the MNM program should expect to meet the following learning objectives:

1. Students will gain leadership skills and awareness in preparation to lead organizations.
2. Students will demonstrate effective critical reasoning and analytical skills in examining societal issues.
3. Students will speak and write effectively in a variety of professional settings and formats.
4. Students will be able to recognize and define root causes and important context for organizational and societal issues across the private, public, and nonprofit sectors.

MNM Degree Requirements (48 credits and 2.8 GPA)

- Core Courses (32 credits):
- MNM 8001 - Leading in Organizations
- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations
- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8065 - Data Analytics and Decision Making
- MNM 8090 - Program Evaluation and Assessment

Elective Courses (12 credits):

- Three elective courses must be chosen from among the School of Business master's level courses

Capstone Course (4 credits):

- MNM 8492 - Capstone Skills Development for Nonprofits

Course Substitution or Waiver

Student requests for substitution of a required course or courses shall be forwarded to the Program Director whose decision on the request shall be final. No more than two required courses may be substituted. In all instances of substitution of required courses, the student is required to register and successfully complete another course or courses whose total credits equal the number of credits represented by the substituted required course(s).

The only basis for requesting a substitution of a MNM required course shall be duplication of coursework already successfully completed in a different program at Hamline University or another institution. The student must include the syllabus or syllabi from the course(s) taken and an official transcript showing successful completion unless that transcript is already a part of the student's application file. Under no condition may the course(s) used as a substitution have been completed more than seven years prior to admission to the MNM program.

Time Limit

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

Master of Public Administration (MPA)

The Hamline University Master of Public Administration (MPA) gives working professionals the practical knowledge, tools, and skills they need to manage effectively and to meet the complex fiscal and economic challenges of the government and public service sectors.

The MPA is available at the Hamline University Saint Paul campus and West Metro location. The flexible model is offered in St. Paul and the online hybrid model is offered in Minneapolis.

All students in the MPA program are required to complete 48 academic credits. This includes eight required core courses, three elective courses, and the Capstone.

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

The MPA program begins with a leadership course and then a foundations course, which provides students with a sound foundation in the history, theory, and management standards of the government and nonprofit sectors. Other courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills. Ethics is incorporated across the curriculum. Students completing the MPA program should expect to meet the following learning objectives:

1. Students will demonstrate effective critical reasoning and analytic skills.
2. Students will demonstrate effective written and oral communication strategies.
3. Students will demonstrate successful leadership strategies.
4. Students will apply public administration concepts to analysis of problems/issues

MPA Degree Requirements (48 credits and 2.8 GPA)

Core Courses (32 credits):

- MPA 8001 - Leading in Organizations
- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8065 - Data Analytics and Decision Making
- MPA 8040 - Public Policy Analysis
- MPA 8030 - Public Fiscal Management
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 8090 - Program Evaluation and Assessment

Elective courses (12 credits):

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

Capstone Course (4 credits):

- MPA 8490 - Capstone Skills Development for Government

Course Substitution or Waiver

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

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

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

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

Time Limit

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

Master of Science in Business Analytics (MSBA)

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

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

The program is comprised of 10 courses over eight consecutive eight-week sessions and is offered in a hybrid format. The majority of coursework is online with face-to-face meetings (usually Friday afternoon and Saturday) typically mid-course. Students completing the MSBA program should expect to meet the following learning objectives:

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

MSBA Degree Requirements (34 credits and 2.8 GPA)

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8110 - Databases and Data Management
- MSBA 8120 - Bias, Ethics, and Principles of Data Science
- MSBA 8130 - Data Quality and Governance
- MSBA 8140 - Programming in R and Python
- MSBA 8150 - Data Visualization and Communications
- MSBA 8160 - Forecasting and Modeling
- MSBA 8170 - Advanced Statistics and Machine Learning I
- MSBA 8180 - Machine Learning II and Data Mining
- MSBA 8490 - Business Analytics Practicum

Time Limit

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

School of Business Sequential Master's Degrees

Graduates of the MBA, MPA, or MNM programs may return within 5 years of earning their degree to complete a sequential degree with any of the other masters programs in the School of Business. Students must complete the subsequent degree within 3 years of beginning work on the sequential degree.

MNM or MPA to MBA Sequential Degree

Students who have completed the MNM or MPA degree at Hamline take the following MBA courses (32 credits) to complete a sequential MBA degree.

From Module 1 (4 credits):

- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business

Module 2 (8 credits):

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

From Module 3 (4 credits):

- MBA 8165 - Marketing Management

Module 5 (8 credits):

- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I
- MBA 8XXX - Elective

Module 6 (8 credits):

- MBA 8496 - Strategic Management II and Capstone
- MBA 8XXX - Elective

MBA or MPA to MNM Sequential Degree

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

- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations
- MNM 8090 - Program Evaluation and Assessment
- MNM 8492 - Capstone Skills Development for Nonprofits

MBA or MNM to MPA Sequential Degree

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

- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 8490 - Capstone Skills Development for Government

One course chosen from:

- MPA 8090 - Program Evaluation and Assessment
- Additional Public Administration elective

School of Business Joint Degree Programs with Law

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

Three joint degrees are offered:

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

Information on joint degrees:

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

Academic Programs - Dual Degrees

Business Administration (MBA) and Business Analytics (MSBA)

The dual degree in Business Administration and Business Analytics allows you to save time and money while completing two master's degrees.

MBA/MSBA and MSBA/MBA Dual Degree Requirements

70 credits and 2.8 GPA

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

MBA Courses (36 credits):

Each MBA Module spans one semester. MSBA courses may be taken simultaneously with MBA courses during Modules 4, 5, and 6.

MBA Module 1 (8 credits)

- MBA 8101 - Leading in Organizations
- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business

MBA Module 2 (8 credits)

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

MBA Module 3 (8 credits)

- MBA 8155 - Data Analytics and Decision Making
- MBA 8165 - Marketing Management

MBA Module 4 (4 credits)

- MBA 8170 - Business Process Improvement
- MBA 8180 - Business Law and Ethics

MBA Module 5 (4 credits)

- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

MBA Module 6 (4 credits)

- MBA 8496 - Strategic Management II and Capstone

MSBA Courses (34 credits):

MSBA courses may be taken simultaneously with MBA courses during Modules 4, 5, and 6.

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8110 - Databases and Data Management
- MSBA 8120 - Bias, Ethics, and Principles of Data Science
- MSBA 8130 - Data Quality and Governance
- MSBA 8140 - Programming in R and Python
- MSBA 8150 - Data Visualization and Communications
- MSBA 8160 - Forecasting and Modeling
- MSBA 8170 - Advanced Statistics and Machine Learning I
- MSBA 8180 - Machine Learning II and Data Mining
- MSBA 8490 - Business Analytics Practicum

Business Administration (MBA) and Nonprofit Management (MNM)

The specific course requirements for the dual MBA and MNM are dependent upon which program a student chooses to begin with. Please see the appropriate section below based on how you plan to start the dual degree program:

- Beginning with MBA courses - MBA/MNM Degree Requirements
- Beginning with MNM courses - MNM/MBA Degree Requirements

MBA/MNM Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MBA courses follow these requirements.

MBA Courses (32 credits):

MBA Module 1 & 3

- MBA 8101 - Leading in Organizations
- MBA 8165 - Marketing Management

MBA Module 2

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

MBA Module 3 & 5

- MBA 8155 - Data Analytics and Decision Making
- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

MBA Module 6

- MBA 8XXX - Elective
- MBA 8496 - Strategic Management II and Capstone

MNM Courses (32 credits):

- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations
- MNM 8090 - Program Evaluation and Assessment
- MNM 8XXX - Nonprofit Management elective
- MNM 8492 - Capstone Skills Development for Nonprofits

Elective Courses (8 credits):

Coursework is completed with an additional 8 credits that may be MBA or MNM courses.

MNM/MBA Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MNM courses follow these requirements.

MNM Courses (32 credits):

- MNM 8001 - Leading in Organizations
- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations
- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8090 - Program Evaluation and Assessment
- MNM 8492 - Capstone Skills Development for Nonprofits

MBA Courses (32 credits):

MBA Module 2

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

MBA Module 3

- MBA 8155 - Data Analytics and Decision Making
- MBA 8165 - Marketing Management

MBA Module 5

- MBA 8XXX - Elective
- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

MBA Module 6

- MBA 8XXX - Elective
- MBA 8496 - Strategic Management II and Capstone

Elective Courses (8 credits):

Coursework is completed with an additional 8 credits that may be MBA or MNM courses.

Business Administration (MBA) and Public Administration (MPA)

The specific course requirements for the dual MBA and MPA are dependent upon which program a student chooses to begin with. Please see the appropriate section below based on how you plan to start the dual degree program:

- Beginning with MBA courses - MBA/MPA Degree Requirements
- Beginning with MPA courses - MPA/MBA Degree Requirements

MBA/MPA Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MBA courses follow these requirements.

MBA Courses (40 credits):

MBA Module 1

- MBA 8101 - Leading in Organizations
- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business

MBA Module 2

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

MBA Module 3

- MBA 8155 - Data Analytics and Decision Making
- MBA 8165 - Marketing Management

MBA Module 5

- MBA 8XXX - Elective
- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

MBA Module 6

- MBA 8XXX - Elective
- MBA 8496 - Strategic Management II and Capstone

MPA Courses (32 credits):

- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 8090 - Program Evaluation and Assessment
- MPA 8XXX - Elective
- MPA 8490 - Capstone Skills Development for Government

MPA/MBA Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MPA courses follow these requirements.

MPA Courses (32 credits):

- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8010 - Professional Ethics
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law
- MPA 8090 - Program Evaluation and Assessment
- MPA 8490 - Capstone Skills Development for Government

MBA Courses (32 credits):

MBA Module 2

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

MBA Module 3

- MBA 8155 - Data Analytics and Decision Making
- MBA 8165 - Marketing Management

MBA Module 5

- MBA 8XXX - Elective
- MBA 8195 - Strategic Financial Analysis
- MBA 8495 - Strategic Management I

MBA Module 6

- MBA 8XXX - Elective
- MBA 8496 - Strategic Management II and Capstone

Elective Courses (8 credits):

- One MBA Finance elective
- One MPA elective

Business Analytics (MSBA) and Nonprofit Management (MNM)

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

MSBA/MNM and MNM/MSBA Dual Degree Requirements

70 credits and 2.8 GPA

MSBA Courses (34 credits):

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8110 - Databases and Data Management
- MSBA 8120 - Bias, Ethics, and Principles of Data Science
- MSBA 8130 - Data Quality and Governance
- MSBA 8140 - Programming in R and Python
- MSBA 8150 - Data Visualization and Communications
- MSBA 8160 - Forecasting and Modeling
- MSBA 8170 - Advanced Statistics and Machine Learning I
- MSBA 8180 - Machine Learning II and Data Mining
- MSBA 8490 - Business Analytics Practicum

MNM Courses (36 credits):

- MNM 8001 - Leading in Organizations
- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8065 - Data Analytics and Decision Making
- MNM 8090 - Program Evaluation and Assessment
- MNM 8492 - Capstone Skills Development for Nonprofits

Business Analytics (MSBA) and Public Administration (MPA)

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

MSBA/MPA and MPA/MSBA Dual Degree Requirements

70 credits and 2.8 GPA

MSBA Courses (34 credits):

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8110 - Databases and Data Management
- MSBA 8120 - Bias, Ethics, and Principles of Data Science

- MSBA 8130 - Data Quality and Governance
- MSBA 8140 - Programming in R and Python
- MSBA 8150 - Data Visualization and Communications
- MSBA 8160 - Forecasting and Modeling
- MSBA 8170 - Advanced Statistics and Machine Learning I
- MSBA 8180 - Machine Learning II and Data Mining
- MSBA 8490 - Business Analytics Practicum

MPA Courses (36 credits):

- MPA 8001 - Leading in Organizations
- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8065 - Data Analytics and Decision Making
- MPA 8061 - Administrative Law
- MPA 8090 - Program Evaluation and Assessment (or MPA 8010 - Professional Ethics)
- MPA 8490 - Capstone Skills Development for Government

Nonprofit Management (MNM) and Public Administration (MPA)

The specific course requirements for the dual MNM and MPA are dependent upon which program a student chooses to begin with. Please see the appropriate section below based on how you plan to start the dual degree program:

- Beginning with MNM courses - MNM/MPA Degree Requirements
- Beginning with MPA courses - MPA/MNN Degree Requirements

MNM/MPA Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MNM courses follow these requirements.

Foundational Courses (16 credits):

- MNM 8001 - Leading in Organizations
- MNM 8005 - Nonprofit and Government Collaboration
- MNM 8065 - Data Analytics and Decision Making
- MNM 8090 - Program Evaluation and Assessment

MNM Specific Courses (16 credits):

- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations

MPA Specific Courses (16 credits):

- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis

- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law

Cross-Sector Elective Courses (20 credits):

- Students must complete 20 credits (typically five courses) of MNM or MPA 8000-level elective coursework.

Capstone (4 credits):

Choose one.

- MPA 8490 - Capstone Skills Development for Government
- MNM 8492 - Capstone Skills Development for Nonprofits

MPA/MNM Degree Requirements

72 credits and 2.8 GPA

Students starting the dual degree program with MPA courses follow these requirements.

Foundational Courses (16 credits):

- MPA 8001 - Leading in Organizations
- MPA 8005 - Nonprofit and Government Collaboration
- MPA 8065 - Data Analytics and Decision Making
- MPA 8090 - Program Evaluation and Assessment

MPA Specific Courses (16 credits):

- MPA 8030 - Public Fiscal Management
- MPA 8040 - Public Policy Analysis
- MPA 8050 - Human Resource Management for Government
- MPA 8061 - Administrative Law

MNM Specific Courses (16 credits):

- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits
- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations

Cross-Sector Elective Courses (20 credits):

Students must complete 20 credits (typically five courses) of MNM or MPA 8000-level elective coursework.

Capstone (4 credits):

Choose one.

- MNM 8492 - Capstone Skills Development for Nonprofits
- MPA 8490 - Capstone Skills Development for Government

Academic Programs - Certificates

Business Finance Certificate

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

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

Certificate Requirements (8 credits)

On-campus option:

- MBA 8130 - Accounting for Managers
- MBA 8145 - Managerial Finance

Online option:

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

Certificate in Business Analytics for Managers

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

Certificate Requirements

- MBA 8155 - Data Analytics and Decision Making (also offered as MNM or MPA 8065)
- MSBA 8120 - Bias, Ethics, and Principles of Data Science
- MSBA 8130 - Data Quality and Governance
- MSBA 8160 - Forecasting and Modeling

Certificate in Data Analytics

There is strong demand in the market for programs that increase the understanding of analytics in general and use of "big data" and advanced approaches. Organizations are struggling with the challenge of increasing their employee's knowledge of data analysis approaches and ability to understand the results of analysis. Hamline's Certificate in Data Analytics is designed for the more hands-on technical audience who will perform data analysis activities and prepare results to be communicated to senior leaders.

Certificate Requirements

- MSBA 8100 - Statistical Foundations of Business Analytics
- MSBA 8140 - Programming in R and Python
- MSBA 8170 - Advanced Statistics and Machine Learning I

Collaborative Leadership Certificate

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

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

Certificate Requirements

On-campus option:

- MBA 8101 - Leading in Organizations
- MBA 8110 - Critical Thinking
- MBA 8120 - Global Context of Business

Online option:

- MBA 8201 - Leading in Organizations
- MBA 8215 - Creativity and Innovation

Managing People in the Public Sector Certificate

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

Certificate Requirements

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

Nonprofit Executive Finance Certificate

Knowledge of both fundraising and financial management are necessary for diversifying revenues and creating short- and long-term development plans for any nonprofit organization.

With this certificate you will build or further develop your fundraising skills, including individual and major giving, special events, and philanthropic partnerships. You will also conduct research to identify resources for public and private grants and hone your grant writing skills.

Establish a thorough knowledge of the responsibilities associated with financial management and gain practical application skills through mastering the creation and analysis of primary financial statements.

Certificate Requirements

- MNM 8030 - Financial Management of Nonprofit Organizations
- MNM 8035 - Fundraising for Nonprofits

Nonprofit Executive Governance Certificate

Undertake an in-depth exploration of the work that nonprofit executives and boards do together to maintain healthy organizations. Models and systems of governance will be explored that highlight the composition, roles, responsibilities, and purposes of governing boards and the relationship between boards and management.

Hone your strategic planning skills and analysis of organizational plans to critique their elements, process, and impact within an organization. And develop a keen awareness of continuous improvement as it relates to sustainability and viability.

Certificate Requirements

- MNM 8040 - Governance of Nonprofit Organizations
- MNM 8045 - Strategic Planning for Nonprofit Organizations

Nonprofit Program Measurement Certificate

Continuously assessing and improving the services and programs of nonprofits is critical to their ongoing success. Program managers who report to funders and leadership team members who drive strategic alignment with organizational resources must have program measurement skills in their toolkits to successfully lead today's nonprofits.

With this certificate you will advance your program measurement skills and knowledge. Gain an in-depth understanding of program evaluation by investigating the principal methodologies of research and evaluation: quantitative, qualitative, and mixed methods. In addition, develop skills for collecting and analyzing data to solve problems, assist in strategic decision-making, and improve programs and organizations.

Certificate Requirements

- MNM 8065 - Data Analytics and Decision Making
- MNM 8090 - Program Evaluation and Assessment

Operational Change Management Certificate

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

Certificate Requirements

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

Public Policy and Decision Making Certificate

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

Certificate Requirements

- MPA 8040 - Public Policy Analysis
- MPA 8065 - Data Analytics and Decision Making

Public Sector Operations Certificate

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

Certificate Requirements

- MPA 8030 - Public Fiscal Management
- MPA 8061 - Administrative Law

Strategies for Change Certificate

Change is constant, and successful organizations both plan for effectively changing and updating, and are able to respond well when change is imposed upon them. This certificate will establish a solid foundation in understanding the dynamics of initiating change to move your organization to being more effective in reaching its goals and to doing so more efficiently with less waste.

Certificate Requirements

- MBA 8215 - Creativity and Innovation
- MBA 8275 - Business Process Improvement

Faculty

Peggy Andrews, 2011
Senior Lecturer
BA 1989, Ambassador University
MA 1999, St. Mary's University
PhD, University of Minnesota

David Berg, 2009
Associate Professor
BA 1981, St. Olaf College
MIBS 1984, University of South Carolina
PhD 1998, University of Minnesota

Stacie Bosley, 2012
Associate Professor
BBA 1994, University of Wisconsin-Madison
PhD 2001, University of Minnesota

Samantha Snyder Cakir, 2020
Assistant Professor
BA 2000, University of North Carolina-Chapel Hill
MS 2008, PhD 2011, Purdue University

Jeannie Fox, 2015*
Professor of Practice
BA 1988, South Dakota State University
M.Ed. 1993, University of North Texas

Kenneth Fox, 1996
Professor
Director, Conflict Studies
Senior Fellow, Dispute Resolution Institute
BA 1979, University of California
JD 1985, Northwestern School of Law at Lewis and Clark College

Sonal Gerten, 2019
Instructor
BA 1999, Johns Hopkins University
MBA 2004, UCLA

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

Jae Hawn Lee, 2015
Assistant Professor
BA 2000, MA 2006, Seoul National University
MBA 2008, Brigham Young University
PhD 2015, Texas Tech University

J. Dan Lehmann, 2008
Senior Lecturer
BS 1974, University of Illinois
MS 1975, University of Illinois
PhD 1982, University of Illinois

John Lochner, 2016
Lecturer
BS 1980, Ohio State University
MA 1987, University of Texas-Dallas
MA 2009, Hamline University
DPA 2018, Hamline University

Anne M. McCarthy, 2011
Professor, Dean
AB 1980, Georgetown University
MBA 1986, University of Connecticut
PhD 1992, Purdue University

Austin Miller, 2018
Assistant Professor
BA 2010, Brigham Young University
MPP 2012, Brigham Young University
PhD 2018, Washington State University

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

James Scheibel, 2006*, 2014
Professor of Practice

BA 1969, St. John's University, Collegeville, MN
Master of Public Affairs 2014, University of Minnesota

Chad Sponsler, 2009
Senior Lecturer
BA 2002, MBA 2003, University of North Dakota
JD 2008, Hamline University

Daniel Toninato, 2014
Instructor
BS 1987, St. John's University, Collegeville, MN
MBA 2011, Augsburg College

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BS 2002, MBT 2004, University of Minnesota

Courses

DMPS 8510 - Foundations of Cross-Sector Leadership

This course includes a doctoral level introduction to the major concepts, scholarship, thinkers, and practitioners in the fields of leadership across the public, nonprofit, and private sectors. The course provides students with a broad knowledge of the literature and develops analytical ability to understand, manipulate, and critically evaluate this literature and its concepts.

Taught: Fall

Credits: 4

DMPS 8520 - Qualitative Research Methods

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

Taught: Spring

Credits: 4

DMPS 8530 - Quantitative Research Methods

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

Taught: Fall

Credits: 4

DMPS 8540 - Public Policy and Advocacy

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

Taught: Spring

Credits: 4

DMPS 8550 - Critical Issues in Change Leadership

This course combines the theory and practice in looking at current complex problems and the role of the public, nonprofit and private sectors in addressing these issues. Through readings, case studies, presentations and research, students apply their knowledge to developing possible solutions as well as analyzing the type of leadership needed to implement the proposals.

Taught: Spring

Credits: 4

DMPS 8991 - Dissertation I

Students work with a faculty member to develop their proposal outline. Students write a single dissertation or three related papers that are of publishable quality.

Credits: 4

DMPS 8992 - Dissertation II

Students work independently with the committee chair on the first two chapters of their dissertation: Introduction and Literature review for dissertation or the Background and Literature review for papers.

Credits: 2

DMPS 8993 - Dissertation III

Students work independently with the committee chair on chapter three (Methodology) of their dissertation or complete the first paper.

Credits: 2

DMPS 8994 - Dissertation IV

Students work independently with the committee chair on chapter four (data gathering) for dissertation or complete the second paper.

Credits: 2

DMPS 8995 - Dissertation V

Students work independently with the committee chair on chapter five (analysis and conclusions) for dissertation or complete the third paper.

Credits: 2

MBA 8010 - Negotiation

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

MBA concentration area: Leadership and Change Management

Credits: 4

MBA 8011 - Leading Through Change

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

MBA concentration area: Leadership and Change Management

Credits: 4

MBA 8012 - Perspectives on Conflict and Change

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

MBA concentration area: Leadership and Change Management

Credits: 4

MBA 8017 - Cybersecurity Part One: Understanding the Cyber Landscape

This course provides an introductory level overview of current trends in cybersecurity, cyberattacks, and developing strong cultures of security within organizational environments. To combat a range of cyberthreats and associated risks, identifying critical assets and learning how to implement proactive strategies is paramount. Delving into the nature of the Internet of Things, and its role within an ever-changing cyber landscape, serves as the baseline for Cybersecurity Part Two: Introduction to Security Assessments and Digital Forensics.

Credits: 4

MBA 8018 - Cybersecurity Part Two: Introduction to Security Assessments and Digital Forensics

Students learn the elements of a strong cybersecurity plan and are expected to demonstrate the steps of a security assessment, how to best implement mitigation strategies and incident response protocols, employing governing frameworks and acknowledging the "human element" of security. Additionally, students learn about the ethics of evolving technologies and their utilization, as well as ongoing changes to compliance requirements.

Prerequisite: MBA 8017

Credits: 4

MBA 8019 - Cybersecurity Case Study and Analysis

Students explore a set of separate high-profile breaches, understanding the context, nature, response, and outcomes of the incident. Students learn how to apply cybersecurity concepts and best practices for implementation within organizational settings.

Credits: 4

MBA 8020 - Corporate Finance

This course presents the theory and practice of corporate finance with case studies. Topics include concepts of corporate valuation, financial statement analysis and forecasting; the evaluation of capital investments under differing assumptions about risks and the state of the world; the financing choice for capital projects; the effects of debt, equity and derivative financial instruments on the value of the firm; dividend policy and other stakeholder forms of payment; corporate restructuring, bankruptcy, and mergers; and issues in corporate control and compensation. This course builds on the knowledge and skills learned in Managerial Finance and focuses on financial decisions corporate leaders make frequently. The course also deals with the ambiguities such as limited data and competing interests that permeate corporate decision making.

MBA concentration area: Finance

Credits: 4

MBA 8021 - Financial Institutions and Markets

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

MBA concentration area: Finance

Credits: 4

MBA 8022 - Finance Theory & Applications

This course covers the major decision-making areas of corporate finance and selected areas of finance theory. It focuses on financial analysis and planning, corporate policies, valuation, and risk-management. Topics include firm capital structure, dividend payout policy, short- and long-term financial planning, options, risk management and derivatives.

MBA concentration area: Finance

Credits: 4

MBA 8023 - Investments and Portfolio Construction

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

MBA concentration area: Finance

Credits: 4

MBA 8031 - International Business Transactions

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

Credits: 4

MBA 8044 - Social Demographics

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

MBA concentration area: Marketing

Credits: 4

MBA 8051 - Consumer Behavior in a Digital Environment

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

MBA concentration area: Marketing

Credits: 4

MBA 8052 - Marketing Research

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

MBA concentration area: Marketing

Credits: 4

MBA 8053 - Marketing in a Global Environment

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

MBA concentration area: Marketing

Credits: 4

MBA 8060 - Project Management

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

MBA concentration area: Leadership and Change Management; Marketing

Credits: 4

MBA 8101 - Leading in Organizations

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

Credits: 4

MBA 8110 - Critical Thinking

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

The class is based on the premise that critical thinking and communication skills are best learned through practice. Therefore, repeated writing and speaking exercises are core components of the class, and students receive training and practice as well as instructor and peer feedback to help them improve their skills.

Credits: 2

MBA 8120 - Global Context of Business

Businesses today operate in a changing global context. Even if they are not active internationally, they may have competitors and suppliers, who are and/or who originate in other markets, so it is important for managers to understand the context in which they operate. This course covers aspects of the business environment that differ across markets, and that have the potential to impact the organization. Included is material on differences in political and economic structures, differences in culture and ethical perspectives, and differences in policy toward foreign trade and investment.

Credits: 2

MBA 8130 - Accounting for Managers

Managers, shareholders, creditors, and financial analysts are all prospective consumers of financial information. This course develops their understanding of financial accounting fundamentals and the substance of the income statement, balance sheet, and statement of cash flows. Traditional accounting procedure and the double entry system are considered; however, this course focuses on financial statement content and how generally accepted accounting principles shape the financial statements.

Credits: 4

MBA 8145 - Managerial Finance

Today, managers need to understand the fundamentals of financial decision making in order to succeed. This course covers the issues in finance that a manager is likely to encounter. It is taught in two parts. The first portion of the course discusses financial statements, cash flows and the time value of money. Once students understand these topics, the course addresses valuations and risk surrounding corporate issuance of debt and equity. Students calculate and analyze capital investments and discuss how a company decides to allocate its resources in a value-maximizing manner. Students also discuss risk and return and how it can affect the company's cost of capital. The second part of the course focuses on applying concepts learned to understand the cost of capital in the realm of capital allocation selection.

Credits: 4

MBA 8155 - Data Analytics and Decision Making

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

Credits: 4

MBA 8165 - Marketing Management

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

Credits: 4

MBA 8170 - Business Process Improvement

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

In this course, students learn how to define and start a Business Process Improvement project, gain familiarity with the methodology and tool-sets available to manage a BPI project, and learn the importance of using data analytics in arriving at the best recommendation for improvement. It is expected that students use critical thinking skills to best frame the project objective, learn to ask the difficult questions, and present their recommendations with conviction based on facts, not opinions.

Credits: 2

MBA 8180 - Business Law and Ethics

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

Credits: 2

MBA 8195 - Strategic Financial Analysis

Viewing strategy through the lens of financial performance sharpens (or enhances) management (or management capabilities). Whether evaluating alternative strategies, setting strategy-assessing metrics, or judging strategy implementation, financials play a paramount role. Strategic Financial Analysis is designed to provide students with both theory and hands-on analytical practice to analyze and support strategic decisions. Value creation and competent financial analysis are central to good management and firm success. The goals of this course are to answer the following questions: Is our strategy working? What are the sources of problems, if they exist? What corrective actions and targets should be established to get back on track?

Credits: 2

MBA 8201 - Leading in Organizations

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

Credits: 4

MBA 8215 - Creativity and Innovation

Critical thinking along with innovation are the lifeblood of today's global economy and leading companies. Some of the largest gains in shareholder value have come from the culture of critical thinking and innovation embedded in organizations. The innovations reach far beyond just product design and into enterprise processes and organizational design.

It is a challenging objective to raise student skills in critical thinking and innovation. And this course's purpose is just that. Through exploring today's complex business problems, students develop a critical thinking attitude while learning to be more innovative. The course is taught based upon the principle that creative thinking and innovation can be enhanced and honed with skills, techniques, and habits that all can learn to improve.

It highlights the skills that innovative companies have discovered to be most successful, and works to improve communication skills that make innovative ideas stick with peers and executives. It is expected that students become better listeners, better question-askers, and more impactful communicators – both in writing and speaking – as well as better at reflecting upon their own thinking.

Credits: 4

MBA 8225 - Global Supply Chain Management

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

Credits: 4

MBA 8230 - Financial Accounting for Managers

This course is an introduction to the external accounting systems used by U.S. organizations to report their financial position to external users such as stockholders, creditors, and potential investors. Students develop an understanding of the Balance Sheet and Income Statement.

Credits: 4

MBA 8245 - Financial Decision Making

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

Prerequisite: MBA 8230

Credits: 4

MBA 8255 - Data Analytics and Decision Making

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

Credits: 4

MBA 8265 - Marketing Management

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

Credits: 4

MBA 8275 - Business Process Improvement

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

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

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

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

Credits: 4

MBA 8492 - Strategic Management

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

Prerequisites: All of the core MBA courses, MBA 8201-8275

MBA 8495 - Strategic Management I

In this course students begin integrating knowledge and learning accumulated throughout the MBA Program, focusing on the long-term direction and profitability of the overall firm. Students explore how organizations leverage external and internal environments to create sustained competitive advantage and superior performance. Students hone their critical thinking skills by performing a variety of strategic analyses as they apply to organizations and practice making strategic recommendations as a manager. Key topics covered in this course include developing and integrating vision, mission, and values, analyzing the external environment and developing internal resources and capabilities. In addition, students learn about different types of business strategy and when they may be most valuable to the organization.

Credits: 2

MBA 8496 - Strategic Management II and Capstone

This course provides students the opportunity to work in teams in partnership with a local organization, applying knowledge and learning accumulated throughout their MBA education to a real-world situation and making recommendations to the business partner. In addition to accomplishing this project, students gain a better understanding of the formulation and implementation of strategy by learning more about diversified firm strategy, corporate social responsibility, ethics, and sustainability, organizational structure, internal controls and organizational culture.

Credits: 4

MNM 8001 - Leading in Organizations

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

Credits: 4

MNM 8005 - Nonprofit and Government Collaboration

This course examines the history and development of both the public and nonprofit sectors in the United States and the unique interactions and partnerships between the sectors in serving communities. Students examine emerging and historical critical issues in society as well as the operating environment and leadership challenges for public and nonprofit executives. The course provides both an academic and a practical foundation to these fields by drawing on theory, history, concepts, terms, noted authors, movements, and underlying philosophies of serving the public. How each sector influences the other is discussed via public policy and service delivery examples.

Credits: 4

MNM 8030 - Financial Management of Nonprofit Organizations

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

Credits: 4

MNM 8035 - Fundraising for Nonprofits

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

Credits: 4

MNM 8040 - Governance of Nonprofit Organizations

Good governance is the hallmark of high-performing, high community impact nonprofit organizations. This course focuses on examining broad questions of accountability as well as models of governance systems and typical problems between boards and management. Students are introduced to the governance process in nonprofit organizations, including the composition, roles, responsibilities and purposes of governing boards; the relationship between boards and staff; and the role of governing boards in planning the issue of governance.

Credits: 4

MNM 8045 - Strategic Planning for Nonprofit Organizations

Nonprofit organizations continually evolve through a lifecycle and are affected by their ever-changing environment. Strategic planning is a technique used by organizational leaders to think strategically about organizational adaptability and long-term viability. In this course, students gain an understanding of the strategic planning process through the use of the strategic change cycle.

Credits: 4

MNM 8052 - Human Resource Management for Nonprofit Organizations

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

Credits: 4

MNM 8062 - Law for Nonprofit Organizations

This course examines the legal history and frameworks of nonprofit organizations. Emphasis is placed on the laws relating to the incorporation and tax-exempt status of nonprofit organizations. Students look at issues of accountability for nonprofit organizations and analyze the differences between profit and nonprofit organizations.

Credits: 4

MNM 8065 - Data Analytics and Decision Making

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

Credits: 4

MNM 8082 - Volunteer Management

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

Credits: 4

MNM 8090 - Program Evaluation and Assessment

Continuously improving the services and programs of public agencies and nonprofits is critical to their ongoing success as organizations. Truly understanding what is happening in a program, service or organization of the social or governmental sector is important to help managers and leaders to improve those programs, services, and organizations. The methodologies and tools of research and program evaluation are the means to

this understanding. This course investigates the principal methodologies of research: quantitative, qualitative, and mixed methods. It also considers the methods employed by each to capture and utilize data.

Credits: 4

MNM 8100 - Communications and Marketing for Nonprofits

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

Credits: 4

MNM 8160 - Project Management

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

Credits: 4

MNM 8210 - Negotiation

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

Credits: 4

MNM 8211 - Leading through Change

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

Credits: 4

MNM 8212 - Perspectives on Conflict and Change

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

Credits: 4

MNM 8360 - Advocacy and Lobbying for Nonprofits

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

Credits: 4

MNM 8440 - Social Demographics

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

Credits: 4

MNM 8492 - Capstone Skills Development for Nonprofits

This course is open to MNM students who have no more than four elective credits and the Capstone course remaining or who have completed all program course requirements except the Capstone course. It provides students with a rigorous classroom and practicum experience that helps them demonstrate the skills and knowledge they have mastered in the program and test their critical thinking and skills abilities to manage and/or lead a nonprofit organization. Students study and examine the critical or current issues of the nonprofit sector, complete an applied research project with a Twin Cities organization, and present the project including a final paper and presentation at the end of each semester.

Credits: 4

MNM 8497 - Independent Study

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

Credits: 1-4

MPA 8001 - Leading in Organizations

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

Credits: 4

MPA 8005 - Nonprofit and Government Collaboration

This course examines the history and development of both the public and nonprofit sectors in the United States and the unique interactions and partnerships between the sectors in serving communities. Students examine emerging and historical critical issues in society as well as the operating environment and leadership challenges for public and nonprofit executives. The course provides both an academic and a practical foundation to these fields by drawing on theory, history, concepts, terms, noted authors, movements, and underlying philosophies of serving the public. How each sector influences the other is discussed via public policy and service delivery examples.

Credits: 4

MPA 8010 - Professional Ethics

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

Credits: 4

MPA 8030 - Public Fiscal Management

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

Credits: 4

MPA 8040 - Public Policy Analysis

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

Credits: 4

MPA 8045 - National Public Policy

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

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

Credits: 4

MPA 8050 - Human Resource Management for Government

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

Credits: 4

MPA 8061 - Administrative Law

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

Credits: 4

MPA 8065 - Data Analytics and Decision Making

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

Credits: 4

MPA 8090 - Program Evaluation and Assessment

Continuously improving the services and programs of public agencies and nonprofits is critical to their ongoing success as organizations. Truly understanding what is happening in a program, service or organization of the social or governmental sector is important to help managers and leaders to improve those programs, services, and organizations. The methodologies and tools of research and program evaluation are the means to this understanding. This course investigates the principal methodologies of research: quantitative, qualitative, and mixed methods. It also considers the methods employed by each to capture and utilize data.

Credits: 4

MPA 8120 - Labor Relations

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

Credits: 4

MPA 8130 - Housing & Economic Policy

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

Credits: 4

MPA 8140 - Local Government Budgeting

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

Credits: 4

MPA 8160 - Project Management

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

Credits: 4

MPA 8201 - Public Dispute Resolution

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

Credits: 4

MPA 8208 - Organizational Culture

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

Credits: 4

MPA 8210 - Negotiation

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

Credits: 4

MPA 8211 - Leading through Change

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

Credits: 4

MPA 8212 - Perspectives on Conflict and Change

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

Credits: 4

MPA 8223 - Contemporary Social Policy Issues

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

Credits: 4

MPA 8225 - Critical Issues in Public Administration

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

Credits: 4

MPA 8228 - Public Arbitration Skills Building

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

Credits: 4

MPA 8230 - Municipal County Administration

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

field.

Credits: 4

MPA 8233 - Social Policy Administration

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

Credits: 4

MPA 8234 - Civic Engagement

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

Credits: 4

MPA 8235 - Strategic Planning and Decision Making in the Public Sector

This course provides students a high-level overview of strategic management and planning. The course focuses on the elements of the strategic management process with an emphasis on strategy development, planning, evaluation, decision making, citizen/customer engagement and environmental scanning.

The course is designed for students with management experience who are near the completion of course requirements. It presents a systemic approach to the integration of management functions into a continuous process of improvement with a focus on results and the customer, improving performance and being responsive to customer needs in a continuously changing environment.

Credits: 4

MPA 8250 - Legislative Practicum

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

Credits: 4

MPA 8260 - Alternative Service Delivery

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

Credits: 4

MPA 8270 - Managerial Leadership and Cultural Competency

This course is designed to provide students with an opportunity to examine issues of cultural competence in managing and leading organizations in changing times. The course engages students in a series of dialogues concerning issues of cultural competence in the workplace, their impact on

the processes of management, work, and the organization. Emphasis is placed on workplace issues of race and gender and includes discussions of issues of disability, age, social class, sexual identity, religion, and ethnicity.

Credits: 4

MPA 8300 - Strategic Management and Planning

This course provides a thorough grounding in the formulation and implementation of organizational strategy. It focuses on the development of corporate missions, goals, and objectives. The course defines important business problems, analyzes external and internal environments, formulates alternative strategic options, and addresses implementation issues.

Credits: 4

MPA 8440 - Social Demographics

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

Credits: 4

MPA 8490 - Capstone Skills Development for Government

This course is open to MPA students who have no more than four elective credits and the Capstone course remaining or who have completed all program course requirements except for the Capstone course. It requires students to integrate the diverse materials mastered in the core program, formulate business recommendations, and communicate findings in oral and written form. In a series of structured simulations of contemporary problems commonly encountered by administrators, students receive the opportunity to practice managerial skills and demonstrate the leadership necessary for effective managerial performance.

Credits: 4

MPA 8497 - Independent Study

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

Credits: 1-4

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.

MBA concentration area: Business Analytics

Credits: 4

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

MSBA 8110 - Databases and Data Management

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.

MBA concentration area: Business Analytics

Credits: 4

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

MSBA 8120 - Bias, Ethics, and Principles of Data Science

This course addresses the ethical dimension of data science. Security and privacy of our data is of utmost concern to organizations and individuals. Data ethics is viewed through the lens of cognitive biases and the ways we build models and algorithms to aid in our decisions. Data collection, management, manipulation, sharing, ownership, and persistence all factor into an ethical framework. This class discusses all of these topics to understand how an organization aligns ethical practices with principles.

MBA concentration area: Business Analytics

Credits: 2

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

MSBA 8130 - Data Quality and Governance

This course builds on the Databases and Data Management course by going into more depth in two primary topics: Data Wrangling, the preparation of data for analysis and analytics; and Data Governance, the methods and practices important for ensuring organizational understanding and integrity of data. This course includes discussions of building a governance infrastructure, roles and responsibilities, stewardship, and communications. 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.

MBA concentration area: Business Analytics

Credits: 2

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

MSBA 8140 - Programming in R and Python

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.

MBA concentration area: Business Analytics

Prerequisite: MSBA 8100

Credits: 4

MSBA 8150 - Data Visualization and Communications

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.

MBA concentration area: Business Analytics

Credits: 4

MSBA 8160 - Forecasting and Modeling

This course introduces various methods of forecasting and model building to build the student's understanding of how analytics can be used in a time series analysis. It discusses the structure, rules and logic of building a forecasting model and evaluating its performance, using popular methods such as regression models, smoothing techniques such as moving average and exponential smoothing, and auto regression.

MBA concentration area: Business Analytics

Prerequisite: MSBA 8100

Credits: 2

MSBA 8170 - Advanced Statistics and 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 and Data Mining

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

Prerequisite: MSBA 8170

Credits: 4

MSBA 8490 - Business Analytics Practicum

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

Prerequisites: MSBA 8160 and MSBA 8180

Credits: 4

School of Education

Office Location: West Hall, second floor

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

Phone number: 651-523-2600

Email: education@hamline.edu

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

Academic Programs - Advanced Degrees

Doctorate in Education (EdD)

The learning community structure and thematic curriculum of the doctorate in education (EdD) provide intellectually stimulating and collaborative teaching and learning. Each community remains together during a set of core courses, thus deepening personal connections and enriching shared experiences. The pillars of the School of Education conceptual frame are integrated into the curriculum: promote equity in schools and society, build communities of teachers and learners, construct knowledge, and practice thoughtful inquiry and reflection. The themes form the nucleus for exploring and understanding current education ideas and issues. The quality of the doctoral experience results from the meaningful program design, the exploration of the conceptual frame, the responsive setting of the learning climate, and the skills and expertise of the faculty and students.

EdD Degree Requirements (68 credits and 3.0 GPA):

10 Required Core Courses (36 credits)

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

Elective Courses (16 credits)

(see below)

Dissertation (16 credits)

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

Successful completion of the following

- a written examination
- a synthesis presentation
- a dissertation

Advancement to Candidacy

Required coursework must be completed prior to advancement to candidacy.

Grade Requirement

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

Electives

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

Electives at Hamline

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

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

Electives at Other Institutions

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

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

Educational Specialist (EdS)

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

Students in the program:

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

Administrative Licensure Courses

- GED 8145 - Introduction to Administrative Licensure
- GED 8150 - Initial Leadership Assessment
- GED 8100 - Leadership and Organization
- GED 8101 - Human Relations in Organizations
- GED 8142 - Education Law and Ethics
- GED 8125 - School Finance

One licensure-focused course

- GED 8135 - The K-12 Principal
- GED 8120 - The District Superintendent

- GED 8115 - Director of Special Education

Three licensure-focused field experiences

Principal:

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

Superintendent:

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

Director of Special Education:

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

Educational Specialist Courses

- GED 8600 - Equitable Innovation and Transformation: Skills and Strategies for K12 Educational Leaders
- GED 8690 - Action Research Project
- Elective Courses (0-4 credits)

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

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

Master of Arts in Education (MAEd)

Designed to help educators meet the challenges of today's schools and society, the Master of Arts in Education (MAEd) program continues Hamline's tradition of relevant curriculum, outstanding faculty, and collaborative learning. The curriculum is strongly inspired by the HSE conceptual framework: build learning communities, advocate for equity and social justice, construct knowledge, and practice reflection and inquiry. The curriculum builds on your knowledge and prior experience and links theory to practice. Instructional strategies promote reflection, engagement, and collaboration. At the heart of the curriculum is a set of guiding questions that stimulate thought-provoking discussion and professional growth. Elective credits are chosen based on personal and professional interests and needs. A Hamline certificate or license may be applied as electives.

The MAEd program is available in a fully online format or in a hybrid format that combines face-to-face courses with online learning. Online courses are facilitated by faculty during the fall, spring, and summer terms. Active engagement in online learning is expected beginning with the first week of class; weekly learning schedules are posted, and synchronous activities may be required.

MAEd Degree Requirements (34 credits and 3.0 GPA):

Core Courses (20 credits)

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

Electives (10 credits)

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

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

Capstone (4 credits)

Choose one of the following capstone options.

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

Master of Arts in Education: Natural Science and Environmental Education (MAEd: NSEE)

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

The Master of Arts in Education: Natural Science and Environmental Education (MAEd: NSEE) program inspires through a focus on leadership development that taps participants' convictions and passions. It promotes field based research and community collaborations including partnerships with the Osprey Wilds Environmental Learning Center, Science Museum of Minnesota, Como Park Zoo and Conservatory, the American Museum of Natural History and other prominent organizations. It challenges through inquiry, reflection and a strong focus on research and transforms through a constructivist approach that draws on each student's strengths and experiences as vital contexts for learning.

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

MAEd: NSEE Degree Requirements (34 credits and 3.0 GPA):

Core Courses (20 credits)

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

One of the following:

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

Electives (10 credits)

Choose from ENED, SCED, and other education 6000- and 7000-level course offerings. Students may choose to focus their electives into one of the following concentration areas: E-STEM, Nature-based Early Learning, or Sustainability.

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

Capstone (4 credits)

Choose one of the following Capstone options.

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

Master of Arts in Literacy Education (MALEd)

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

Acquired skills and knowledge

Teachers who graduate from the MALED program will:

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

Conceptual framework and guiding questions

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

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

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

MALED Degree Requirements (34 credits and 3.0 GPA):

Core Courses (20 credits)

- LANG 8300 - Essentials in Literacy
- LANG 8310 - Critical Literacy

- LANG 8340 - Literacy Leadership
- GED 8200 - Understanding Learning
- GED 8210 - Investigating Contemporary and Critical Issues in Education
- GED 8220 - Policy, Leadership, and Advocacy in Education
- GED 8400 - Research Design

Electives (10 credits)

Elective credits should be literacy-focused. Most elective choices are made to meet students' professional learning needs. Elective coursework in this degree may be acquired through graduate language arts courses:

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

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

Capstone (4 credits)

Choose one of the following capstone options.

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

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

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

With an MA in TESOL from Hamline, you will:

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

The MA in TESOL is offered fully online or through a combination of online and face-to-face courses.

MA in TESOL Degree Requirements (36 credits and 3.0 GPA):

Core Courses (24 credits):

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

- ESL 8120 - Pedagogical Grammar and Discourse
- ESL 8130 - Exploring Learner Language and Second Language Acquisition
- ESL 8135 - Research Seminar
- ESL 8140 - Introduction to Research in TESOL
- ESL 8150 - Advanced Linguistic Analysis
- ESL 8160 - Phonetics and Phonology

Concentration (8 credits):

Choose one of the following areas of concentration.

Adult Concentration

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

Students complete 8 credits from the following options:

- ESL 7620 - TEFL Certificate Course
  or
- ESL 7621 - TEFL Certificate Part I and
- ESL 7622 - TEFL Certificate Part II
  or
- ESL 8105 - English Teaching Practices and
- ESL 8107 - Course Design and Assessment

K-12 Teaching Concentration

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

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

Capstone (4 credits):

Students complete one of the following Capstone options.

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

Master of Arts in Teaching with Initial Licensure

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

Field placements are integrated throughout the program so you practice what you learn in your courses as you progress toward full-time student teaching. You will develop the skills, content, and confidence to be a highly qualified teaching professional. Graduate education classes typically

meet once a week in the evening. Some daytime classes are also available. You may attend the program on a full-time or part-time basis, according to your preferred pace of study.

After successfully completing the courses listed in an individually-developed course planner, students apply for acceptance to student teaching. Upon successful completion of the license requirements, students are recommended for state licensure. Students must maintain a 3.0 overall GPA and earn a B- or higher in all licensure courses. Refer to the student handbook for program details and requirements.

There is a 7-year limit for students to complete licensure requirements, including passing student-teaching and applying for MN licensure. A student has an additional 7 years to complete the MAT degree.

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and 2)
- MTLE: Communication Arts and Literature 5-12 (sub test 1 and 2)

Pedagogy Requirements - Initial License, 5-12

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7895 - Secondary Student Teaching 5-12

Methods Requirements - Communication Arts and Literature

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

Content Requirements - Communication Arts and Literature

- ENG 1900 - Introduction to Literature and Criticism
- ENG 3020 - Literary and Cultural Theory
- ENG 3720 - Teaching Writing: Theory and Practice
- ENG XXXX - One English course with a Race/Ethnicity focus
- ENG XXXX - One English course with a Gender focus
- COMM 1100 - Introduction to Communication Studies
- COMM 1110 - Public Speaking
- COMM 3320 - Media in the Digital Age

One course in linguistics:

- ENG 3190 - Introduction to Linguistics
- ESL 8100 - Linguistics for Language Teachers

One literature survey course in an earlier period:

- ENG 1200 - Introduction to English Studies (topics vary)
- ENG 3000-level elective (topics vary)

One literature survey course in a later period:

- ENG 1200 - Introduction to English Studies (topics vary)
- ENG 3000-level elective (topics vary)

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Mathematics 5-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 5-12

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7895 - Secondary Student Teaching 5-12

Methods Requirements - Mathematics

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

Content Requirements - Mathematics

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 1200 - Statistics

- MATH 3440 - Discrete Mathematics
- MATH 3550 - Foundations of Mathematics
- MATH 3560 - Modern Geometry
- MATH XXXX - elective
- MATH XXXX - elective
- MATH XXXX - elective

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Social Studies 5-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 5-12

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7895 - Secondary Student Teaching 5-12

Methods Requirements - Social Studies

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

Content Requirements - Social Studies

- ANTH 1160 - Introduction to Anthropology
- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data and Social Issues
- HIST 1310 - Introduction to United States History: 1865-Present
- HIST 3XXX - History course numbered above 3010
- HIST XXXX - Non-Western History course

- PSCI 1110 - American Government and Politics
- PSY 1330 - General Psychology
- SOC 1110 - Introduction to Sociological Thinking
- One course in Human Geography or World Geography (not offered at Hamline)

Concentration Courses

Six courses in one concentration area from one of the subject areas listed above. At least one of the six courses must be at the 5000 level and at least one must be at the 3000 level. This concentration must also include the methodology course in the discipline from among the options below.

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

Methodology Course

Choose the course that matches the concentration area.

- ANTH 5260 - Anthropological Thought and Theory
- HIST 3010 - Historical Methods
- PSCI 3540 - Political Research and Analysis
- PSY 3350 - Research Methods in Psychology
- QMBE 1310 - Statistics (for economics)
- SOC 3930 - Social Research Methods

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Middle Level Science 5-8 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 5-8 General Science

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- 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 General Science

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

One year of General Physics:

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

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Chemistry 9-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 9-12

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

- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7894 - Secondary Student Teaching 9-12

Methods Requirements - Sciences

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

Content Requirements - Chemistry

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3450 - Organic Chemistry I
- CHEM XXXX - chemistry course with a research component
- BIOC 3820 - Biochemistry I
- MATH 1200 - Statistics

One year of General Physics:

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

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Life Science 9-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 9-12

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology

- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7894 - Secondary Student Teaching 9-12

Methods Requirements - Sciences

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

Content Requirements - Life Science

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

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: Physics 9-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, 9-12

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity

- GED 7867 - Theory to Practice
- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7894 - Secondary Student Teaching 9-12

Methods Requirements - Sciences

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

Content Requirements - Physics

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

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

Pedagogy Requirements - Initial License

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

Content Requirements - Adult Basic Education

- EDUC 7601 - Introduction to Adult Education
- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- EDUC 7636 - Course Design for Adult Education Classes
- EDUC 7638 - Assessment in Adult Education
- EDUC 7690 - ABE Field Experience
- 2-credit elective course in ESL, mathematics, or adult education

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

Master of Arts in Teaching with Initial Licensure: K-12 ESL

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) - not required for Tier 3 license
- MTLE: Elementary K-6 or Secondary Pedagogy 5-12 (sub test 1 and sub test 2)
- MTLE: English as a Second Language K-12 (sub test 1 and sub test 2)

Pedagogy Requirements - Initial License, K-12 ESL

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

Methods Requirements - ESL

- GED 7878 - Teaching ESL K-12 Part I
- ESL 7776 - ESL Methods Part II

Content Requirements - ESL

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

- ESL 8100 - Linguistics for Language Teachers
- ESL 8110 - Language and Society
- ESL 8120 - Pedagogical Grammar and Discourse

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

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

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

State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your adviser for equivalents) - not required for Tier 3 license
- MTLE: Elementary Pedagogy K-6 (sub test 1 and sub test 2)
- MTLE: Elementary Education K-6 (sub tests 1, 2 and 3)

Pedagogy Requirements - Initial License, K-6

- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology
- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream
- GED 7050 - Student Teaching Seminar
- GED 7885 - Elementary Student Teaching K-6

Content Requirements - Elementary

- GED 7835 - Teaching Art in the Elementary School K-6
- GED 7836 - Teaching Music in the Elementary School K-6
- GED 7837 - Teaching Health in the Elementary School K-6
- GED 7838 - Teaching Physical Education in the Elementary School K-6
- GED 7840 - Teaching Social Studies in the Elementary School K-6
- GED 7846 - Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L - Lab: Teaching Literacy in the Elementary School K-6
- GED 7847 - Teaching Literacy in the Elementary School K-6, Part II
- GED 7851 - Teaching Science in the Elementary School
- GED 7852 - Teaching Math in the Elementary School
- GED 7852L - Lab: Teaching Math in the Elementary School

Degree Completion Requirements

- GED 8400 - Research Design

One Capstone Experience

- GED 8490 - Capstone Project
- GED 8495 - Capstone Thesis

Academic Programs – Administrative Licensure

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

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

- grow foundational knowledge through instruction that blends theory and practice;
- expand leadership skills through meaningful and relevant curriculum;
- develop the confidences necessary for educational leaders assuming the complex duties required in today's schools and districts.

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

Administrative licensure candidates at Hamline complete an Initial Leadership Assessment course that will determine development for collaborative and diversity leadership, as well as to establish a program plan for licensure completion. This also includes an initial competency assessment of the state's administrative licensure requirements.

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

Administrative License Program Requirements

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

Core courses (16 credits)

- GED 8145 - Introduction to Administrative Licensure
- GED 8150 - Initial Leadership Assessment
- GED 8100 - Leadership and Organization
- GED 8125 - School Finance
- GED 8142 - Education Law and Ethics
- GED 8101 - Human Relations in Organizations

One licensure-focused course (4 credits)

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

Field Experience (6 credits)

Principal

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

Superintendent

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

Director of Special Education

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

Electives

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

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

Transferred coursework may be used to fulfill electives.

Academic Programs - Additional Licensure

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

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

5-12 Communication Arts and Literature

State Testing Requirements

- MTLE: Communication Arts and Literature 5-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology

- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Communication Arts and Literature

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

Content Requirements - Communication Arts and Literature

- ENG 1900 - Introduction to Literature and Criticism
- ENG 3020 - Literary and Cultural Theory
- ENG 3720 - Teaching Writing: Theory and Practice
- ENG XXXX - One English course with a Race/Ethnicity focus
- ENG XXXX - One English course with a Gender focus
- COMM 1100 - Introduction to Communication Studies
- COMM 1110 - Public Speaking
- COMM 3320 - Media in the Digital Age

One course in linguistics:

- ENG 3190 - Introduction to Linguistics
- ESL 8100 - Linguistics for Language Teachers

One literature survey course in an earlier period:

- ENG 1200 - Introduction to English Studies (topics vary)
- ENG 3000-level elective (topics vary)

One literature survey course in a later period:

- ENG 1200 - Introduction to English Studies (topics vary)
- ENG 3000-level elective (topics vary)

5-12 Mathematics

State Testing Requirements

- MTLE: Mathematics 5-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Mathematics

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

Content Requirements - Mathematics

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 1200 - Statistics
- MATH 3440 - Discrete Mathematics
- MATH 3550 - Foundations of Mathematics
- MATH 3560 - Modern Geometry
- MATH XXXX - elective
- MATH XXXX - elective
- MATH XXXX - elective

5-12 Social Studies

State Testing Requirements

- MTLE: Social Studies 5-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Social Studies

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

Content Requirements - Social Studies

- ANTH 1160 - Introduction to Anthropology
- ECON 1100 - Principles of Economics
- ECON 1200 - Big Data and Social Issues
- HIST 1310 - Introduction to United States History: 1865-Present
- HIST 3XXX - History course numbered above 3010
- HIST XXXX - Non-Western History course
- PSCI 1110 - American Government and Politics
- PSY 1330 - General Psychology
- SOC 1110 - Introduction to Sociological Thinking
- One course in Human Geography or World Geography (not offered at Hamline)

Concentration Courses

Six courses in one concentration area from one of the subject areas listed above. At least one of the six courses must be at the 5000 level and at least one must be at the 3000 level. This concentration must also include the methodology course in the discipline from among the options below.

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

Methodology Course

Choose the course that matches the concentration area.

- ANTH 5260 - Anthropological Thought and Theory
- HIST 3010 - Historical Methods
- PSCI 3540 - Political Research and Analysis
- PSY 3350 - Research Methods in Psychology
- QMBE 1310 - Statistics (for economics)
- SOC 3930 - Social Research Methods

5-8 Communication Arts and Literature Endorsement

State Testing Requirements

- MTLE: Middle Level Communication Arts/Literature 5-8 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedegogy Requirements - Additional License, 5-8

- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Communication Arts and Literature

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

Content Requirements - 5-8 Communication Arts and Literature

- ENG 1900 - Introduction to Literature and Criticism
- ENG 3720 - Teaching Writing: Theory and Practice
- ENG XXXX - One English course with a Race/Ethnicity or Gender focus
- COMM 1110 - Public Speaking

One literature survey course:

- ENG 1200 - Introduction to English Studies

Once communications course:

- COMM 1100 - Introduction to Communication Studies
- COMM 1320 - Introduction to Critical Media Studies
- COMM 3320 - Media in the Digital Age

5-8 General Science

State Testing Requirements

- MTLE: Middle Level Science 5-8 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

- GED 7815 - Schools and Society
- GED 7825 - Educational Psychology

- GED 7862 - Education and Cultural Diversity
- GED 7867 - Theory to Practice
- GED 7872 - Exceptionality

Remaining Pedagogy Requirements - Additional License, 5-8

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Sciences

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

Content Requirements - 5-8 General Science

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

One year of General Physics:

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

5-8 Mathematics Endorsement

State Testing Requirements

- MTLE: Middle Level Mathematics 5-8 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, 5-8

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Mathematics

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

Content Requirements - 5-8 Mathematics

- MATH 1170 - Calculus I
- MATH 1180 - Calculus II
- MATH 1200 - Statistics
- MATH 3440 - Discrete Mathematics
- MATH 3550 - Foundations of Mathematics
- MATH 3560 - Modern Geometry

5-8 Social Studies Endorsement

State Testing Requirements

- MTLE: Middle Level Social Studies 5-8 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, 5-8

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Social Studies

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

Content Requirements - 5-8 Social Studies

- ANTH 1160 - Introduction to Anthropology
- HIST 1310 - Introduction to United States History: 1865-Present
- HIST 3000 - Workshop in History
- PSCI 1110 - American Government and Politics
- One course in Human Geography (not offered at Hamline)

Economics, choose one:

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

9-12 Chemistry

State Testing Requirements

- MTLE: Chemistry 9-12 Content Knowledge

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Sciences

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

Content Requirements - Chemistry

- CHEM 1130 - General Chemistry I
- CHEM 1140 - General Chemistry II
- CHEM 3240 - Analytical Chemistry
- CHEM 3450 - Organic Chemistry I
- CHEM XXXX - chemistry course with a research component
- BIOC 3820 - Biochemistry I

- MATH 1200 - Statistics

One year of General Physics:

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

9-12 Life Science

State Testing Requirements

- MTLE: Life Science 9-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Sciences

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

Content Requirements - Life Science

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

9-12 Physics

State Testing Requirements

- MTLE: Physics 9-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Secondary

- GED 7871 - Teaching Literacy in the Middle and Secondary School 5-12
- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Methods Requirements - Sciences

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

Content Requirements - Physics

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

Adult Basic Education

Pedagogy Requirements Satisfied by MN Teaching License

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

- GED 7815 - Schools and Society

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

Content Requirements - Adult Basic Education

- EDUC 7601 - Introduction to Adult Education
- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- EDUC 7636 - Course Design for Adult Education Classes
- EDUC 7638 - Assessment in Adult Education
- EDUC 7690 - ABE Field Experience
- 2-credit elective course in ESL, mathematics, or adult education

K-12 English as a Second Language (ESL)

State Testing Requirements

- MTLE: English as a Second Language K-12 (sub test 1 and sub test 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, K-12

- GED 7990 - Advanced Practicum

Methods Requirements - ESL

- GED 7878 - Teaching ESL K-12 Part I
- ESL 7776 - ESL Methods Part II

Content Requirements - ESL

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

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

- ESL 7770 - Critical Praxis in TESOL

K-12 Reading

State Testing Requirements

- MTLE: Reading Teacher K-12 (subtest 1 and subtest 2)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Content Requirements

- LANG 8300 - Essentials in Literacy
- LANG 8310 - Critical Literacy
- LANG 8320 - Reading Strategies
- LANG 8330 - Reading Assessment and Interventions
- LANG 8340 - Literacy Leadership

Field Experiences: (4 Experiences, 35 Hours)

Participate in at least one field experience at the elementary, middle, and high school levels. You may also work with students in your own educational setting.

K-6 Elementary Education

State Testing Requirements

- MTLE: Elementary Education K-6 (sub test 1, sub test 2, and sub test 3)

The above assumes you have a valid Minnesota full-time license, exempting you from the basic skills and pedagogy test requirements.

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements - Additional License, Elementary

- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Content Requirements - Elementary

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

- GED 7838 - Teaching Physical Education in the Elementary School K-6
- GED 7840 - Teaching Social Studies in the Elementary School K-6
- GED 7846 - Teaching Literacy in the Elementary School K-6, Part I
- GED 7846L - Lab: Teaching Literacy in the Elementary School K-6
- GED 7847 - Teaching Literacy in the Elementary School K-6, Part II
- GED 7851 - Teaching Science in the Elementary School
- GED 7852 - Teaching Math in the Elementary School
- GED 7852L - Lab: Teaching Math in the Elementary School

Special Education - Autism Spectrum Disorders

State Testing Requirements

- There are no state tests associated with the ASD Additional License
- Students must hold a current Special Education license

Pedagogy Requirements Satisfied by MN Teaching License

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

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

Remaining Pedagogy Requirements

- GED 7888 - English Learners in the Mainstream
- GED 7990 - Advanced Practicum

Content Requirements - Autism Spectrum Disorders

- SPED 7100 - ASD: Introduction and Overview
- SPED 7101 - Proactive Behavior Management
- SPED 7102 - Assessment: Identification and Planning for the Student with ASD
- SPED 7103 - Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 - Intervention and Strategies for Students with ASD
- SPED 7105 - Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 - Social Cognition

Academic Programs - Certificates

For more information contact the School of Education at 651-523-2600 or education@hamline.edu.

Adult Basic Education Certificate

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

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

With an ABE Certificate from Hamline, you will:

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

Certificate Requirements

Required Courses (10 credits)

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

- EDUC 7601 - Introduction to Adult Education
- ESL 7631 - Introduction to the Adult ESL Learner: Developing Reading and Writing Skills
- EDUC 7636 - Course Design for Adult Education Classes
- EDUC 7638 - Assessment in Adult Education

Elective Courses (2 credits)

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

Adult ESL Certificate

Professionals who want to serve adult English-language learners are in high demand. Let Hamline's program prepare you to make sound decisions in course design and classroom practice in a wide variety of settings:

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

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

Certificate Requirements

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

Advanced Teaching English as a Foreign Language (TEFL) Certificate

Learn more about language theory and linguistics.

The Advanced TEFL Certificate includes all coursework from the 8-credit initial TEFL Certificate, as well as three linguistics courses. You may choose to complete initial TEFL certificate coursework first, or complete initial and advanced coursework concurrently. The initial 8-credit TEFL course must be completed on campus, but the remaining courses are offered online. The three Advanced TEFL classes can be taken before or after the initial TEFL courses.

Certificate Requirements

TEFL Course (8 credits)

- ESL 7620 - TEFL Certificate Course
  Or:
- ESL 7621 - TEFL Certificate Part I
- ESL 7622 - TEFL Certificate Part II

Advanced Courses (12 credits)

- ESL 8100 - Linguistics for Language Teachers
- ESL 8120 - Pedagogical Grammar and Discourse
- ESL 8130 - Exploring Learner Language and Second Language Acquisition

Autism Spectrum Disorders Certificate

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

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

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

Certificate Requirements

Required Courses

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

One Course from the Following:

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

Elective Courses

Choose two additional credits from the list below:

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

Bullying Prevention Certificate

You have the power to stop bullying.

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

Through a cultural transformation and system-wide approach to bullying prevention rooted in broad-based research Hamline's Bullying Prevention Certificate is fully online and provides you with the knowledge and skills to transform your school's culture so that all members interact in a positive, respectful manner that reinforces the value of each community member. Be an agent for change in your school.

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

Certificate Requirements

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

Environmental Education Certificate

Developed in consultation with educators in both formal and non-formal settings, the Environmental Education certificate program is a mix of introductory environmental education concepts, teaching methodology and best practices, issues and actions in environmental education, and a broad selection of content specific courses.

Certificate Requirements

- 10 credits of ENED or SCED coursework at the 6000- and 7000-level

This certificate is designed as a 'build your own' program. We offer a wide variety of courses in environmental and science education so that students may tailor the program to their areas of interest.

ESL for Mainstream Teachers Certificate

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

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

Certificate Requirements

- ESL 7788 - English Learners in the Mainstream
- ESL 8110 - Language and Society

- ESL 7753 - Testing & Evaluation of English Language Learners
- ESL 7770 - Critical Praxis in TESOL

Gifted Education Certificate

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

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

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

Certificate Requirements

Required Courses (10 credits)

It is advised to start with GTED 6245 and end with GTED 7609.

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

Elective Courses (2 credits)

Hamline offers a variety of 1-2 credit courses each term on timely topics in gifted education, such as:

- GTED 7617 - Gifted Underachievers
- GTED 7621 - Clustering and Grouping Strategies to Meet the Needs of Gifted Students
- GTED 7622 - Gifted Learners in the Primary Grades

Other Health Disabilities Certificate

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

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

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

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

Certificate Requirements (12 credits)

- SPED 7081 - Other Health Disabilities 101

- SPED 7082 - Cognitive Aspects of Chronic Health
- SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities
- SPED 7084 - Neurobiological Disorders
- SPED 7065 - Applications of Grief and Loss in the Schools
- SPED 7995 - Final Synthesis

Teaching English as a Foreign Language (TEFL) Certificate

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

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

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

The TEFL program is available in three formats:

- Evening/Weekend Option: Begin fall or spring term. Complete the 8-credit certificate course in one term.
- Extended Daytime Option: Begin fall term. Complete the 8-credit certificate course with one course in fall term and one course in spring term.

Certificate Requirements

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

- ESL 7620 - TEFL Certificate Course
- Or:
- ESL 7621 - TEFL Certificate Part I
- ESL 7622 - TEFL Certificate Part II

Traumatic Brain Injury Certificate

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

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

Certificate Requirements (12 credits)

- SPED 7071 - Traumatic Brain Injury 101
- SPED 7072 - TBI: Emotional/Behavioral Issues
- SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities
- SPED 7084 - Neurobiological Disorders
- SPED 7065 - Applications of Grief and Loss in the Schools
- SPED 7995 - Final Synthesis

Urban Teaching Certificate

Help urban learners succeed.

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

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

Certificate Requirements

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

Faculty

Letitia Basford, 2008
Associate Professor
BA 1995, University of Minnesota
MA 2000, San Francisco State University
PhD 2008, University of Minnesota

Michelle Benegas, 2015
Assistant Professor
BA 2000, University of St. Thomas
MA 2003, Hamline University

Patty Born-Selly, 2015
Assistant Professor
BA 2001, Metropolitan State University
MA 2005, Hamline University

James Brickwedde, 1995*, 2011
Assistant Professor
BA 1977, State Universities of New York-Buffalo
MSE 1993, University of Wisconsin-River Falls
PhD 2011, University of Minnesota

Jennifer Carlson, 2006
Associate Professor
BS 1991, Winona State University
MS 1998, Minnesota State University, Mankato
PhD 2001, University of Wisconsin, Madison

Jeff Fink, 2009
Lecturer
BS 1976, University of Minnesota
MA 1984, University of St. Thomas

Tracy Fredin, 1995
Assistant Professor
Director, Center for Global Environmental Education
BS 1980, University of Minnesota-Morris
MA 2005, Hamline University

Kim Hartung, 2007
Associate Professor
BS 1980, University of Minnesota, Duluth
MA 1995, University of Minnesota
EdD 2005, Hamline University

Trish Harvey, 2014
Assistant Professor
BA 1992, Luther College
MS 1996, University of Wisconsin, LaCrosse
EdD 2003, University of Minnesota

Sarah Hick, 2007
Associate Professor
BA 1992, Grinnell College
MA 1996, Yale University
PhD 2008, University of Minnesota

Kim Koeppen, 2004
Professor
BA 1984, Iowa State University
MS 1991, Northern Illinois University
PhD 1996, University of Iowa

Joe Lewis, 2006
Associate Professor
BA 1989, Grinnell College
MA 1999, University of Wisconsin-Milwaukee
EdD 2006, Columbia University Teachers College

Karen Moroz, 2011
Associate Professor
BS 1992, Saint Cloud State University
MA 1997, Saint Mary's University
EdD 2004, Hamline University

Rebecca Neal, 2015
Associate Professor
BS 1993, Hampton University
MEd 1994, College of William and Mary

Betsy Parrish, 1991
Professor
BA 1982, MA 1985, University of Minnesota

Julia Reimer, 1997
Associate Professor
BA 1986, Goshen College
MSW 1988, Wilfrid Laurier University
MAT 1999, School for International Training

Andreas Schramm, 1995
Professor
MA 1985, University of Freiburg
MA 1993, PhD 1998, University of Minnesota

John Shepard, 1996
Associate Professor
Assistant Director, Center for Global Environmental Education
BA 1976, University of the Pacific
MA 1979, Indiana University

Maggie Struck, 2016
Assistant Professor
BA 2000, University of St. Thomas
MA 2012, PhD candidate, University of Minnesota

Courses

EDUC 7140 - Foundations of Bullying Prevention

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

Credits: 4

EDUC 7141 - Bystander Behavior and Bullying Prevention

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

Credits: 2

EDUC 7142 - LGBT and Gender-Based Bullying

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

Credits: 2

EDUC 7143 - Cyber Bullying

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

Credits: 2

EDUC 7145 - Final Synthesis Bullying Prevention Certificate

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

Credits: 1

EDUC 7601 - Introduction to Adult Education

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

Credits: 4

EDUC 7636 - Course Design for Adult Education Classes

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

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

Credits: 2

EDUC 7638 - Assessment in Adult Education

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

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

Credits: 2

EDUC 7690 - ABE Field Experience

Students meet individually with their faculty advisor to review portfolio requirements (as detailed in the syllabus) and provide documentation of hours in adult classrooms.

Credits: 0

ESL 6610 - ESL Learner Mainstream Classroom

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

Credits: 1

ESL 6611 - Technology Enhanced Language Learning

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

Credits: 2

ESL 7100 - Advocating for English Language Learners

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

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

Credits: 2

ESL 7620 - TEFL Certificate Course

Live your dream, teach overseas!

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

Note: Application is required for participation in this program. Please visit www.hamline.edu/tefl for course details and an online application.

Credits: 8

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 www.hamline.edu/tefl for course details and an online application.

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 www.hamline.edu/tefl for course details and an online application.

Prerequisite: ESL 7621

Credits: 4

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

This course provides an introduction to second language acquisition theory, English as a Second Language (ESL) literacy development, and issues of acculturation for adult English language learners in all Adult Basic Education (ABE) classrooms. Effective ESL instruction for adults stems from understanding of the second language learning process as well as the cultural and political context for learning. This course provides an overview of current theory and practice in teaching reading and writing to adults at all proficiency levels. This course is intended for ESL instructors and ABE instructors in all content areas, where in many programs, nearly 5O% of ABE learners have a first language other than English.

If you are new to the field of adult ESL and are planning to complete the Certificate for Teachers of Adult ESL, you must start with ESL 763I or 7634.

Credits: 2

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

This course covers the nature of oral communication. Gain an awareness of the form, meaning and use of spoken English and how to present language to learners most effectively. Learn about the principles of teaching listening and speaking, use of authentic materials, and the assessment of oral proficiency and listening comprehension. Develop a basic understanding of the sound system of English: phonetics, stress, rhythm and intonation. Learn strategies for teaching pronunciation. Emphasis is put on developing classroom practices that maximize student participation.

Target audience: ESL teachers of adult learners.

Credits: 2

ESL 7636 - Course Design for Adult ESL Classes

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

Target audience: ABE teachers and adult ESL teachers

Credits: 2

ESL 7638 - Assessment of the Adult English Language Learner

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

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

Target audience: ESL teachers of adult learners.

Credits: 2

ESL 7700 - Teacher Leadership in TESOL

The goals of this course are to foster the dispositions, as well as provide MA in TESOL candidates with the knowledge and skills needed in order to serve as leaders in the field of TESOL.

Components of Leadership in TESOL: providing professional development to colleagues, observing and coaching colleagues, serving as a resource teacher, and working with administration on strategic planning for EL services and support.

Taught: Summer

Prerequisite: Completion of ESL licensure

Credits: 2

ESL 7753 - Testing & Evaluation of English Language Learners

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

Target audience: educators K-12.

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 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.

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

Credits: 4

ESL 7788 - English Learners in the Mainstream

This course, which is geared toward mainstream teachers across content areas and grade levels, ensures that teacher candidates make their grade-level content accessible to English learners by learning how to write, integrate, and assess academic language objectives into their instruction. Course includes an overview of second language acquisition theories, an introduction to WIDA levels, and a focus on cultural responsiveness for English learners and their families.

Online sections move at a faster pace and require additional time, self-direction, discipline, a reliable computer and internet connectivity. Instructors will communicate through Hamline email addresses and students are required to check their email and the online learning platform, Canvas, no less than one-time per day.

Taught: All terms

Credits: 2

ESL 8100 - Linguistics for Language Teachers

This course provides a broad, applied introduction to the study of language including morphology (word forms), syntax (sentence structure), semantics (meaning), phonetics and phonology (the sounds of language). The application of linguistic analysis skills to language instruction is addressed.

Credits: 4

ESL 8105 - English Teaching Practices

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

Credits: 4

ESL 8107 - Course Design and Assessment

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

Credits: 4

ESL 8110 - Language and Society

This course focuses on the varieties of language and how they reflect social patterns, and explores the importance of language in all our interactions. Candidates examine the social nature of language, and how language reflects social situations. Candidates study the issues of language and social class, ethnic group, and gender, as well as topics in language and nationality, language and geography, and the social nature of writing. The course pays particular attention to the social-linguistic situations of second language learners (i.e., those who are not native speakers of a socially dominant language or dialect) as well as the sociolinguistics of language in the classroom.

Credits: 4

ESL 8120 - Pedagogical Grammar and Discourse

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

Credits: 4

ESL 8130 - Exploring Learner Language and Second Language Acquisition

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

Credits: 4

ESL 8135 - Research Seminar

In this half-day seminar, candidates learn about capstone thesis and project options, explore possible topics for their capstone, and review library research skills. This course should be taken in the term prior to taking ESL 8140 - Introduction to Research in TESOL.

Students that are unable to join the seminar on campus will be able to join virtually.

NOTE: Students should complete ESL 8100 - Linguistics for Language Teachers, ESL 8110 - Language and Society, and ESL 8130 - Exploring Learner Language and Second Language Acquisition prior to taking this course.

Credits: 0

ESL 8140 - Introduction to Research in TESOL

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

RESEARCH PREPARATION: Candidates choose a topic, develop a research question, write chapter 2, literature review.

Prerequisite: ESL 8135 - Research Seminar

Credits: 2

ESL 8150 - Advanced Linguistic Analysis

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

RESEARCH PREPARATION: Research Methodologies, candidates write chapter 3

Prerequisite: ESL 8140

Credits: 4

ESL 8160 - Phonetics and Phonology

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

Prerequisite: ESL 8140

Credits: 2

GED 7050 - Student Teaching Seminar

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

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

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

Credits: 2

GED 7801 - Introduction to Advanced Teacher Thinking

This session welcomes students to Hamline's School of Education (HSE). Students will be introduced to HSE's Conceptual Framework which forms the foundation on which the Teacher Licensure Program is grounded. The session will examine the attitudes and dispositions necessary to be an effective and professional educator as well as the value HSE places on reflection, collaboration, social justice, and equity.

Note: This lab course is required, bears no academic credit, and is graded on a Pass/No Pass basis.

Credits: 0

GED 7815 - Schools and Society

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

Credits: 4

GED 7825 - Educational Psychology

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

Credits: 4

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

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

Prerequisite: 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: 1

Note: Same semester enrollment in GED 7835, GED 7836, GED 7837, and GED 7838 is recommended. Courses are offered consecutively.

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

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

Prerequisite: 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: 1

Note: Same semester enrollment in GED 7835, GED 7836, GED 7837, and GED 7838 is recommended. Courses are offered consecutively.

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

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

Prerequisite: 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: 1

Note: Same semester enrollment in GED 7835, GED 7836, GED 7837, and GED 7838 is recommended. Courses are offered consecutively.

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

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

Prerequisite: 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: 1

Note: Same semester enrollment in GED 7835, GED 7836, GED 7837, and GED 7838 is recommended. Courses are offered consecutively.

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

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

with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

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

This two part course focuses on literacy practices for the elementary reader and writer in a 21st century environment. Part one focuses on knowledge of literacy practices. Part two focuses on systems used in the school and classroom to create literate environments that foster reading and writing. Participants will observe, analyze, engage, and co-teach in the elementary classroom. Thirty focused clinical experience hours are required between the two courses. 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, Part II.

Credits: 4

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

Goals: 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 taught in three formats, depending on students' individual situations:

Section 1: A 30-hour clinical experience under the facilitated guidance of the course instructor working directly with a small group of students in a school setting. Debriefing, analyzing, and planning with peers for the next lesson occurs immediately after on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 2: A 30-hour partially guided clinical experience facilitated by the course instructor in an Extended Day school setting working directly with a small group of students for one and a half hours twice per week. Debriefing, analyzing, and planning with peers for the next lesson occurs within this time on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 3: A 30-hour clinical experience arranged in your own school building. Initial Licensure Language Immersion teachers must complete 20 hours in an English-speaking classroom (MN state requirement). 10 hours are in your own classroom adapting literacy lessons. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience. Additional License and Non-Language Immersion teachers must consult with the instructor regarding their teaching position to determine the placement options within their building.

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 two part course focuses on literacy practices for the elementary reader and writer in a 21st century environment. Part one focuses on knowledge of literacy practices. Part two focuses on systems used in the school and classroom to create literate environments that foster reading and writing. Participants will observe, analyze, engage, and co-teach in the elementary classroom. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisite: This course is required to be taken in the same term with the 4-credit course GED 7846 - Teaching Literacy in the Elementary School K-6, Part I.

Credits: 2

GED 7851 - Teaching Science in the Elementary School

Develop understandings and pedagogical competencies necessary to implement effective science curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students. This is a graduate level class with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

GED 7852 - Teaching Math in the Elementary School

Develop understandings and pedagogical competencies necessary to implement effective math curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students. This is a graduate level class with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisite: This course must be taken concurrently with GED 7852L (lab)

Credits: 6

GED 7852L - Lab: Teaching Math in the Elementary School

Goals: 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 taught in three formats, depending on students' individual situations:

Section 1: A 30-hour clinical experience under the facilitated guidance of the course instructor working directly with a small group of students in a school setting. Debriefing, analyzing, and planning with peers for the next lesson occurs immediately after on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 2: A 30-hour partially guided clinical experience facilitated by the course instructor in an Extended Day school setting working directly with a small group of students for one and a half hours twice per week. Debriefing, analyzing, and planning with peers for the next lesson occurs within this time on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 3: A 30-hour clinical experience arranged in your own school building. Initial Licensure Language Immersion teachers must complete 20 hours in an English-speaking classroom (State requirement). 10 hours are in your own classroom adapting math lessons. Course assignments such as lesson planning and a case study on observations of your students' progress are incorporated into the clinical experience. Addition License and Non-Language Immersion teachers must consult with the instructor regarding their teaching position to determine the placement options within your building can be.

Corequisite: This Lab must be taken concurrently with GED 7852 - Teaching Math in the Elementary School.

Credits: 2

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

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

Content: The nature of the Communication Arts/Literature and Dance/Theatre; 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.

Target audience: 5-12 Communication Arts/Literature and Dance/Theatre licensure candidates

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 the social studies; research on social studies teaching and learning; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Social Studies licensure candidates

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

GED 7862 - Education and Cultural Diversity

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

Credits: 4

Note: Note: The School of Education recommends that students complete GED 7815 and GED 7825 prior to taking this course.

GED 7867 - Theory to Practice

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

Credits: 4

Note: Note: The School of Education recommends that students complete GED 7815 and GED 7825 prior to taking this course.

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

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary communication arts/literature classrooms. Second in a two-course sequence.

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

Target audience: 5-12 Communication Arts/Literature licensure candidates

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

This course includes a 5-hour field placement.

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.

Target Audience: All licensure candidates

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.

Target audience: 5-12 Social Studies licensure candidates

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.

Target audience: 5-12 Science licensure candidates

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

Credits: 4

GED 7878 - Teaching ESL K-12 Part I

Goals: To introduce students to the history, theory, pedagogy, and management of teaching second-language learners in K-12. This course provides ESL and world language candidates with a foundation in best practice literacy instruction for K-12 students. First in a two-course sequence.

Content: The nature of literacy in a second language; research on teaching and learning in these areas; and the motivation, engagement, and management of K-12 students. This course includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: K-12 ESL licensure candidates

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 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.

Target audience: 5-12 Mathematics and 5-8, 9-12 Science licensure candidates

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.

Target audience: 5-12 Mathematics licensure candidates

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

Credits: 4

GED 7881 - Teaching World Languages K-12 Part II

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

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

Target audience: K-12 World Languages licensure candidates

Taught: Spring term

Prerequisite: GED 7878 with a grade of B- or better

Credits: 4

GED 7882 - Teaching Dance/Theatre Arts in K-12 Part II

Goals: To prepare the prospective teacher seeking a license in dance/theatre for the professional work.

Content: Techniques and content ideas for addressing the State of Minnesota Rules Chapter 8710.4300.subpart 3, curriculum and season planning considerations for the teacher, methods of evaluation creative work in an academic setting, best practices for the drama classroom, portfolio development, and the uses of drama techniques in teaching other content areas. This is a graduate course with graduate level expectations.

This tutorial course involves both online learning and seminar sessions and includes 30 hours of clinical experience outside of scheduled class time - dates, times, and school sites to be determined.

Target audience: K-12 Dance/Theatre Arts licensure candidates

Taught: By arrangement

Prerequisite: GED 7857 with a grade of B- or better

Credits: 4

GED 7885 - Elementary Student Teaching K-6

Elementary student teaching provides preservice educators with experiences to connect theory and practice in the context of a K-12 classroom; instructional planning; and implementation in an assigned learning environment. Preservice teachers' responsibilities include; long-term planning, implementation of an integrated curriculum, the facilitation of small- and large-group learning, and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

Open only to preservice teachers who have adequate preparation in subject matter; have demonstrated proficiency with regard to the program and Minnesota's Standards for Effective Practice for Beginning Teachers; have met all program requirements; and, have evidenced fitness for entering the teaching profession. This is graduate level student teaching with graduate level expectations.

Students must attend a student teaching intake session, which takes place in the fall semester. Contact your advisor or the Director of Field and Student Teaching Experiences, for scheduling information.

Concurrent registration in GED 7050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

GED 7888 - English Learners in the Mainstream

This course, which is geared toward mainstream teachers across content areas and grade levels, ensures that teacher candidates make their grade-level content accessible to English learners by learning how to write, integrate, and assess academic language objectives into their instruction. Course includes an overview of second language acquisition theories, an introduction to WIDA levels, and a focus on cultural responsiveness for English learners and their families.

Online sections move at a faster pace and require additional time, self-direction, discipline, a reliable computer, and internet connectivity. Instructors will communicate through Hamline email addresses and students are required to check their email and the online learning platform, Canvas, no less than one time per day.

Target audience: Required for licensure candidates in all areas except ESL

Taught: All terms

Prerequisite: Admission to the Teacher Education Program

Credits: 2

GED 7894 - Secondary Student Teaching 9-12

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 9-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

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

Concurrent registration in GED 7050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

GED 7895 - Secondary Student Teaching 5-12

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 5-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

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

Concurrent registration at GED 7050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

GED 7896 - Student Teaching K-12

K-12 student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of K-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is open only to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the disposition, knowledge, and skills to enter the teaching profession.

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

Concurrent registration in GED 7050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 8

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.

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

Concurrent registration in GED 7050 - Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

Credits: 6

GED 7990 - Advanced Practicum

The Advanced Practicum is specifically designed for those teacher candidates seeking a license in an additional discipline providing the opportunity to connect the theory and practice of the new field within the candidates' growing pedagogical framework. At the conclusion of their coursework, candidates are placed in a classroom of their new discipline for a 4-8 week period (depending on license area) with the opportunity to put into play their new practice.

Credits: 2-5

GED 8021 - Designing Effective Learning Environments

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

Credits: 2

GED 8022 - Action Research: Practice and Application

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

Credits: 2

GED 8024 - Educating for Equity and Social Justice

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

Credits: 4

GED 8031 - New Literacies in the 21st Century

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

Credits: 2

GED 8032 - Rethinking Literacy Across the Disciplines

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

Credits: 3

GED 8036 - Educational Policy and Literacy Practice

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

Credits: 2

GED 8041 - Understanding Language and Language Learners

As the number of English learners (ELs) increase in K-12 schools, teachers need to learn how to address their linguistic and cultural needs. This course will introduce the principles of language and culture that teachers need to know when working with ELs as well as critical reflection skills that benefit teachers throughout their career. Questions addressed will include: What is the nature of language? How is a second language learned? What is the relationship between language, culture, and the language learner? Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

GED 8042 - Academic Language for English Learners

This course will address best practices in the instruction of ELs. Questions this course will address are: How can language be learned in a content classroom? How do teachers make instruction and assessment accessible? Why is it important to teach academic language and how is it done? Within this course students will continue the process of researching and generating the final project(s) for the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

GED 8043 - Supporting and Advocating for English Learners

This course will show teachers ways to advocate for English Learners in the classroom, in the school, and in the community. It also provides ways to show ELs how to speak up for themselves, their families, and their communities. This course culminates the participants' work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

GED 8051 - Literacy Connections in the Classroom

Literacy Connections in the Classroom is the first in a series of degree completion courses developed to meet the specific needs of Hamline University MAT license completers. Participants enrolled in this course will be supported by a curriculum that builds upon the foundational and content knowledge gained in pre-service literacy coursework. It will also scaffold literacy learning gained from MAT clinical and student teaching experiences. The course is designed to maximize learning opportunities that allow for critical reflection as one moves through their teaching career. Therefore, the content and course activities will provide an emphasis on literacy instruction that prepares candidates to further enhance their ability to be successful practitioners in today's classrooms. Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

GED 8052 - Summer Literacy Institute

This is one of three courses in the Literacy Series specifically designed for Hamline MAT license completers. During this course students will participate in and critically reflect upon Hamline's Summer Literacy Institute featuring national literacy leaders and also break-out sessions presented by local practitioners. Within this course students will continue the process of researching and generating the final project(s) for the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

GED 8053 - Literacy Connections in the Classroom II: Assessing and Enhancing Student Understanding

Literacy Connections in the Classroom II is the third in a series of degree completion courses developed to meet the specific needs of Hamline University MAT license completers. Building on the learning opportunities in Literacy Connections in the Classroom and students' Summer Literacy Institute experiences, this course works to deepen candidates' understanding of how to formatively assess student understanding and to plan effective instruction based on that assessment. Special attention will be given to vocabulary instruction and one's ability to help students understand the academic language inherent in the content therefore leading to deepened comprehension. This course culminates the student's work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

GED 8061 - Nature of Science and Historical Perspectives

Fundamental to effective science teaching is a deep understanding of how science works, its challenges through history, and its impact on those we call "scientists." This course will help students explore science through cultural and historical perspectives and make the history and nature of science more inclusive in STEM-related curricula. This course will also prepare students for completing their final MAT paper.

Please note: This online course is the first of three parts in the MAT degree completion series (Focused Content Plan). It is open to any teacher of science at any grade level but also to those who teach other disciplines and have an interest in scientific practices and learning. A science degree is not a prerequisite.

Credits: 4

GED 8062 - Science Teaching and Learning

This course will address best practices in the instruction of science that include many strategies useful in teaching other disciplines. This is a practitioner's course where inquiry-based instructional strategies in STEM will be actively investigated using the environment as an integrating context.

Credits: 4

GED 8063 - Rivers Institute and Project Completion

This field-based course addresses the natural overlaps between science and processes, content, community connections, and the skills of literacy. Our natural affinity to water makes rivers and watersheds a useful and relevant context for teaching and learning. During this course, students will complete their MAT degree completion paper.

Please note: This off-site course is the third and final part of the MAT degree completion series (Focused Content Plan). Successful completion of GED 8061 and GED 8062 are prerequisites.

Credits: 4

GED 8071 - Race and Culture in Today's Classroom

This course will explore how race and culture impact teacher instruction and student learning. You will look at a little talked about theory: White Racial Frame and how this frame impacts the effort and excellence in urban and urban/like classrooms. Participants will review strategies and techniques to reach all students and not just those that may look, dress, talk or act like a participant. When educators begin to focus on culturally proficient/responsive instruction all students benefit: poor students, middle class students, rich students, students of color, immigrant students, language students, and students with disabilities. All stakeholders become winners: students, teachers, parents, schools, and districts. Within this course students will begin the process of researching and generating the final project(s) for the MAT degree and will learn the skills necessary to complete these tasks successfully.

Credits: 4

GED 8072 - Intercultural Competency and Dimensions of Diversity

As our schools become increasingly diverse with students from various ability, racial, economical, linguistic, sexual, and religious backgrounds, it is vital that intercultural competency and critical reflection are valued to ensure effective teaching and cross-cultural communication. Participants examine how various dimensions of difference impact the life experience and access to opportunity of people in U.S. schools and society. Dimensions for consideration include race, ethnicity, citizenship status, sexual orientation, home language, (dis)ability, gender, religion, and intersections of these. This course will offer teachers an in-depth analysis of who they are culturally and identify at least one identity of intersectionality and how to improve their practice as it relates to meeting the needs of diverse learners in the 21st century. Two tools will be used in the class to assess students on their current level of intercultural competency; Intercultural Development Inventory (IDI), and Racial Identity Development Models and Theories. Within this course students will continue the process of researching and generating the final project(s) of the MAT degree, utilizing the research and writing skills introduced in the first program course.

Credits: 4

GED 8073 - Linking Community to Classroom: Building on Learner Capital

Learning can be meaningful, engaging, and permanent when it builds upon the social and cultural capital learners bring to the classroom. Students will further understand how to build upon the rich and diverse out-of-school experiences of learners from diverse backgrounds and develop ways to acknowledge and integrate those experiences into one's teaching through readings, lesson plan development, reflection, and interaction with families and communities. This course culminates the student's work with research and academic writing as they complete and present the MAT degree completion final project(s).

Credits: 4

GED 8100 - Leadership and Organization

Examine various dimensions of leadership and how it interacts with the organizational structures in varied, complex educational and business organizations. Consider qualities and skills required of leaders, the tasks of leadership, and the types and personalities of leaders. Explore opportunities for creating a future as a leader and the development of personal growth plans for leadership.

Credits: 4

GED 8101 - Human Relations in Organizations

This course examines human resources, organizational development, structural analysis, and how to promote learning in the school system. Students will utilize decision-making and problem solving methods to focus on roles, responsibilities, and governance of a mission, vision, and values to lead initiatives and communication efforts. The course content will focus on the knowledge, skills and dispositions needed to perform these leadership responsibilities to promote equity and inclusivity for educational organizations.

Credits: 2

GED 8115 - Director of Special Education

This course provides an overview of the role of the director of special education. Leadership and management knowledge, skills, and applied strategies are addressed. Theory and practice are connected for use in the daily work of this position. Scenarios and case studies, readings of books and articles, and class interaction are used to increase learning and the application to real-life situations.

Credits: 4

GED 8120 - The District Superintendent

Focus on the supervisory responsibilities of the superintendent by considering a variety of theories, methods, and management techniques. Course is specifically designed to meet the competencies of Rule 3512, Administrative Licensing. Focus on the connection from theory to practice.

Credits: 4

GED 8125 - School Finance

Focus on budget allocations, planning, reporting, and auditing. Consider district perspectives as well as those related to building management. Discuss influences by the federal and state government, use this information in budgeting processes.

Credits: 2

GED 8135 - The K-12 Principal

Focus on supervisory responsibilities of staff using a variety of theories, methods, and management techniques. This course is specifically designed to meet the competencies of Rule 3512, Administrative Licensing. The connection from theory to practice will be the major focus.

Prerequisite: GED 8145 Developing the School Administrative Portfolio is recommended but not required

Credits: 4

GED 8142 - Education Law and Ethics

Examine several emerging areas of education law. Topics include the right to an education; equity finance litigation; current issues that relate to desegregation, including same-race schools; special education; and rights of teachers.

Credits: 4

GED 8145 - Introduction to Administrative Licensure

This introductory course addresses school and district roles and responsibilities specific to effective Instructional Leadership. The specific focus is on the alignment of instructional goals from the district level, to the building and then classroom levels. All administrative licensure candidates explore their educational philosophies that inform and influence ones leadership philosophies, beliefs, and practices. Licensure candidates will begin to explore licensure competencies and identify educators and mentors who practice successful Instructional Leadership.

Credits: 2

GED 8150 - Initial Leadership Assessment

This course is a compliment to GED 8145 Introduction to Administrative Licensure. All administrative licensure candidates must complete the Initial Competency Assessment (ICA) referenced in the introductory course and cited in MN Statute 3512.010. Students will assess themselves on their knowledge, experience, and skills for the state established competencies in the licensure area and for diversity leadership. They will then also explore, examine, and create plans for their own growth and development for administrative competency areas, inclusive leadership, cultural competence, and diversity leadership.

Credits: 2

GED 8175 - Principal Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8176 - Principal Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8177 - Principal Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements to acquire a MN administrative license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8185 - Superintendent Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8186 - Superintendent Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8187 - Superintendent Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements to acquire a MN administrative license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8195 - Director Field Experience I: Plan

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing a Field Experience Plan, holding a site visit at the main field site, establishing logs, reflections, and artifacts.

Credits: 2

GED 8196 - Director Field Experience II: Portfolio

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. These sessions will specify the field experience requirements and process needed to acquire a MN administrative license. This course will specifically focus on establishing field experiences at secondary sites and creating an electronic portfolio, while continuing the development of logs, reflections, and artifacts.

Credits: 2

GED 8197 - Director Field Experience III: Exit

This course is designed to organize the process of Field Experience hours in the educational setting and through seminar sessions. Candidates will complete the field experience and exit requirements to acquire a MN administrative license. This course will specifically focus on collecting all documents at the completion of the field experience and provide an exit interview for portfolio presentation and assessment.

Credits: 2

GED 8200 - Understanding Learning

In this course, we will examine the HSE conceptual framework and principles of education for sustainability to gain a deeper understanding of how learning is defined in a broad range of educational settings. By way of dialogue, course content, analysis of literature, and investigating their own pedagogical beliefs, students will participate in inquiries about the role of education in our society and environment. They learn about and practice building diverse community with class colleagues and in their workplaces. They explore how knowledge is constructed individually and socially.

Credits: 2

GED 8210 - Investigating Contemporary and Critical Issues in Education

Using a lens of the HSE conceptual framework and principles of education for sustainability, participants explore issues that impact education. They explore the impact of these issues on their own practice, envision their own approaches, and deepen their change-oriented inquiries and responses.

Credits: 2

GED 8220 - Policy, Leadership, and Advocacy in Education

Students will deepen their understanding of leadership as they learn to use a systematic process to collect data, analyze problems from multiple perspectives, design policy initiatives, and advocate for change in the professional setting at the local, state or federal level. They will understand how policies impact cultural, environmental, and economic sustainability of stakeholders. Students will learn to communicate about educational issues with authority.

Credits: 4

GED 8400 - Research Design

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

Credits: 4

GED 8490 - Capstone Project

Capstone Project is one of the culminating options for a MA student's work in the School of Education at Hamline University. It is a research project connected to the student's professional setting or goals. The student develops a project from prerequisite work completed in their prior research methods course(s), proposes a timeline for completion (within the course time frame), and works toward project completion. In addition to a four chapter project summary, the student creates a culminating project allowing for public display of student scholarship.

Prerequisites: For MAT, MAEd, MALED and NSEE students - GED 8400 is required; For MA in TESOL students - ESL 8140, 8150, and 8160 are required

Credits: 4

GED 8495 - Capstone Thesis

The capstone thesis is the culmination of an MA student's work at Hamline University. It is generally an applied research project conducted in the student's school or workplace. The student works closely with an administrative advisor to construct the research, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. Registration requires advisor and committee members' signatures. Capstone registration materials, timelines, and formatting guidelines are found in the Capstone Completion Guide and Capstone Formatting Guide, which are available online. If you have questions, please contact the Advanced Degrees Department program administrator.

Prerequisite: GED 8400

Credits: 4

Note: Students have 3 consecutive terms, starting with and including the term of registration, to complete Capstone Thesis. Financial aid and in-school deferment on student loans are only available for the term in which the registration is posted.

GED 8501 - The Learning Organization

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

Credits: 4

GED 8502 - Educational Foundations

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

Credits: 4

GED 8504 - Educational Organizations

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

Credits: 4

GED 8505 - Leadership

This course focuses on understanding and analyzing these aspects of leadership: theories, with special attention to constructivist leadership; complexities of leading in an interdependent world; leader-follower relationships; change and transition; and communication and decision-making

processes. Participants will apply their understanding and analysis to personal, professional, and organizational settings.

Credits: 4

GED 8507 - Frameworks for Inquiry

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

Credits: 4

GED 8508 - Advanced Inquiry

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

Credits: 4

GED 8513 - Paideia Seminar: Knowledge Construction

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

Credits: 2

GED 8514 - Doctoral Writing Seminar

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

Credits: 4

GED 8515 - Paideia Seminar: Community Building

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

Credits: 2

GED 8516 - Equity and Social Justice Policy

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

Credits: 4

GED 8600 - Equitable Innovation and Transformation: Skills and Strategies for K12 Educational Leaders

This course allows for deeper exploration of the MN Administrative Licensure competencies, transformational leadership, and strategic planning. Students will learn skills for effective action research to implement changes and innovation. The class content lays the foundation for culturally responsive leaders to address problems of practice in K12 education settings with an action research plan or report.

Credits: 4

GED 8690 - Action Research Project

This course will take EdS students through the development of an Action Research Project Plan. It requires Administrative Licensure students to identify a problem of practice in their educational setting. Students will provide evidence of this problem and develop a plan of action to address the problem. The plan must be culturally responsive, include strategies for change and innovation, address the learning needs of all learners, and include implementations that align with school goals and the district vision.

Credits: 2

GED 8991 - Dissertation I

This is the first of four 4-credit registrations for the dissertation. Working individually with a dissertation committee, the student develops a dissertation proposal and successfully presents it at a committee proposal meeting. Graded on a Pass/No Pass basis.

Prerequisites: Successful completion of all required courses, written examinations, synthesis presentation, and portfolio.

Credits: 4

GED 8992 - Dissertation II

This is the second of four dissertation courses. Following a successful proposal meeting in GED 8991, students continue to work with a dissertation committee to develop, implement, and write the dissertation. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991, including the dissertation proposal meeting.

Credits: 4

GED 8993 - Dissertation III

This is the third of four dissertation courses. Students continue to work with a dissertation committee to develop, implement, and write the dissertation. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991 and 8992.

Credits: 4

GED 8994 - Dissertation IV

This is the fourth and final dissertation course. Students continue to work with a dissertation committee to complete the dissertation. Completion of the dissertation, including the final meeting or defense, is the final requirement for the Doctorate in Education (EdD) degree. Graded on a Pass/No Pass basis.

Prerequisite: Successful completion of GED 8991, 8992, and 8993.

Credits: 4

GTED 6245 - Inquiry for Gifted Students

Inquiry as an approach to learning explores the natural or material world and leads to asking questions and making discoveries in the search of new understandings. Gain an understanding of the features of classroom inquiry and how to implement inquiry-based instruction into your classroom. Experience and examine the types of inquiry models and the art of questioning in the classroom to maximize student learning.

Credits: 2

GTED 7604 - Identifying Gifted Learners: Theories and Procedures

How do school districts identify students to service in a gifted program? This course reviews current theories of intelligence and historical literature related to the recognition of gifted populations. You will reflect on current models of gifted characteristics (pre-K through adult) and strategies for finding gifted learners from various cultural backgrounds. You will also investigate informal and formal assessment tools to determine which best

fit your district needs. Ideas for developing an identification/assessment process sensitive to all populations will also be shared.

Credits: 2

GTED 7606 - Affective Needs of Gifted Students: Counseling Issues & Strategies

Develop strategies to address the affective needs of your gifted students! Giftedness has emotional and social implications beyond the obvious intellectual and academic ones. Gifted students often experience a 'lack of fit' in school and social environments, resulting in common issues: supersensitivity, social exclusion, stress, perfectionism, even underachievement. Timely proactive service may avoid such difficulties. Examine asynchronous development, intensity, and introversion in the gifted, and leave with tools to identify concerns and to assess the impact of classroom climate on gifted learners. Gain ideas for curricular modifications to address affective concerns.

Credits: 2

GTED 7607 - Differentiation: Instructional Models & Strategies in Gifted Education

Is the curriculum we offer gifted learners rigorous enough? Participate in an overview of strategies and models for differentiating, tiering, compacting the curriculum, and adding depth and complexity for the gifted learner. Explore instructional models to develop challenging, interdisciplinary learning. Current research on grouping is included.

Credits: 2

GTED 7609 - Gifted Education Program Models

Learn how to create the best program with available resources. Explore program models that effectively serve gifted and talented learners within the regular classroom as well as those services that extend beyond the classroom setting. Address the design of both district-wide and school programs.

Credits: 2

GTED 7617 - Gifted Underachievers

This course explores underachievement within the specific population of students with gifts and talents. It explores the patterns, causes and characteristics of underachievement in students with gifts and talents and strategies for addressing and reversing these behavior patterns. It explores why some students with gifts and talents achieve while others with similar abilities seem to flounder and struggle. It explores the complexity of the issue in terms of academic as well as social and emotional implications. It also identifies concrete strategies to support teachers and parents in developing relationships with these students, develops scholarly habits, and addresses specific techniques for addressing underachievement.

Credits: 2

GTED 7621 - Clustering and Grouping Strategies to Meet the Needs of Gifted Students

Cluster grouping of gifted students is a strategy used to meet the needs of gifted students. Approaches such as Total School Cluster Grouping and School-wide Cluster Grouping are used to improve the achievement and performance of not only gifted students, but of ALL students in a school. This course includes the rationale for and specifics of gifted clustering as well as the Total School Cluster Grouping model. It will include ideas on how to implement this practice in your elementary school. Participants will investigate how to work with students in cluster-grouped classrooms using such strategies as compacting, differentiating curricula, tiered activities, and more. For K-6 classroom teachers, resource specialists, and administrators.

Credits: 2

GTED 7622 - Gifted Learners in the Primary Grades

Primary students are often not identified for gifted programs until second or third grade, yet they display characteristics and require supports that challenge classroom teachers. In this course, learn a range of evidence-based strategies to help these students thrive in your classroom. This course aligns with the National Association for Gifted Children (NAGC) Teacher Preparation Standards.

Credits: 2

LANG 8300 - Essentials in Literacy

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

Credits: 4

LANG 8310 - Critical Literacy

Deepen understanding of critical literacy by actively questioning the stance found within, behind, and among texts. Learn to guide students to ask questions about representation, marginalization, power and benefit. Encourage critical awareness through personal and professional transformation.

Credits: 2

Note: Teacher candidates need to arrange to do 2 hours of field experiences at the middle or high school level.

LANG 8320 - Reading Strategies

This course is designed to prepare teachers and leaders in literacy to promote and sustain reading competencies of K-12 learners. Teachers of reading will investigate the reading process and strategies that are appropriate for classroom implementation. Teachers will explore literature resources, with an emphasis on children's literature, that support literacy development. Upon completion, teachers will be able to select and incorporate instructional strategies into the curriculum; and model reading strategies for students in their classrooms.

Credits: 2

Note: Teacher candidates need to arrange to do 3 hours of field experiences at the middle or high school level.

LANG 8330 - Reading Assessment and Interventions

This course explores the selection, administration, scoring, and interpretation of a variety of individual and group reading assessment tools. The purposes, strengths, and limitations of various assessment instruments will be examined. Educators will learn to use assessment information in planning and evaluating reading instruction in conjunction with research-based intervention models. There is a focus on differentiated classroom instruction and learning to effectively communicate the results of assessments to a range of audiences.

Prerequisites: LANG 8300 and LANG 8320 with grades of B- or higher

Credits: 4

Note: Teacher candidates need to arrange to do 15 hours of field experiences at the elementary level.

LANG 8340 - Literacy Leadership

This course focuses on various leadership roles in literacy education – reading teacher, reading specialist and literacy coach. The dimensions of each role will be explored and compared. Major topics studied will include: using district and school assessment data to determine student needs; creating a literacy vision for your school; assisting teachers in instructional organization, management, and strategies; selecting appropriate core and supplemental materials; and developing and implementing a year-long professional development plan (PDP).

Credits: 2

NSEE 8010 - History of the Environment

Environmental education is the outgrowth of dedication, perseverance, literature, art, and politics. Explore the multifaceted history of environmental ethics, movements, and education throughout North America and beyond. Meet people and organizations that impacted the field of environmental education through policy, activism, education, art, and other means. How do today's political, education, and social issues impact the field of EE? Look at the power of the individual, the organization of groups, and emerging and changing approaches to environmental education and environmental literacy.

Credits: 4

NSEE 8110 - Foundations of Environmental Education

The discipline of environmental education will be explored through an examination of philosophies, historical events, and issues that have shaped-and continue to shape-the field. Students will read and explore issues such as barriers to participation, social justice, and equity in environmental education, the role of formal and non-formal settings, and the growing interest in connecting STEM with environmental education. Students will examine approaches and practices, their impacts on the discipline and how they impact learning. Through writing, group discussions, and reflective practice, students will gain knowledge and understanding of the fundamentals of environmental education and its role in society, education, and the scientific community. Throughout the course, participants will reflect on and develop their own environmental philosophy, while compiling a toolkit of resources to help them become more effective and reflective educators.

Credits: 4

NSEE 8120 - Earth Systems: Biomes

Understanding ecological principles is dependent on systems thinking. Through explorations of the biomes in your region, you will build an understanding of the geologic, biologic, cultural, and meteorological systems and their complex interactions and influences. Learn to identify and describe the wildlife, plant communities, geologic, hydrologic and other features that make your region unique. The course involves hands-on sampling, identifying, observing, and some travel throughout your local region.

Please register at least one week prior to course start date.

Target Audience: Educators, naturalists, environmental educators

Credits: 4

NSEE 8130 - Environment and Society

Investigate the intersection of natural and social environments. Explore environmental literacy and environmental communication through place-based learning, using the lenses of systems, problem solving, and environmental advocacy. We will emphasize the power of who tells a story and how this impacts social justice and sustainability.

Course materials will examine regional and national ecological, social, and environmental systems and concerns. Students will focus on their local environments.

Please register at least one week prior to course start date.

Target Audience: Educators K-12

Credits: 4

NSEE 8150 - Applications of Environmental Education: Field Experience

This course allows students who are completing a field-based research study, internship, or other special project to synthesize, reflect, and apply their learning to current issues in environmental education. Interest areas may include equity and inclusion, early childhood, conservation psychology, citizen science, and more.

SPED 7065 - Applications of Grief and Loss in the Schools

This course will explore the impact of grief and loss associated with special education, chronic illness, and other disabilities. Current theory and research related to complicated and ambiguous loss will be explored, including how one's own personal approach to grief may affect the work. Strategies and techniques for working with children and families will be identified. Difficulties with collaboration within the team environment will be discussed.

Target audience: Educators and special educators K-12, administrators and related services personnel

Credits: 2

SPED 7071 - Traumatic Brain Injury 101

Gain a better understanding of a brain injury and its impact on school-age children and how this affects in classrooms.

Study selected information in neuroanatomy, what happens when the brain is injured, measures used to label the severity of an injury, and the recovery process. Discuss how a brain injury affects the entire family and the importance of working collaboratively with medical and community agencies. Explore instructional strategies to employ in classroom settings. Become familiar with the Minnesota special education criteria for traumatic brain injury (TBI).

Credits: 2

SPED 7072 - TBI: Emotional/Behavioral Issues

Understand the neuroanatomy of an injured brain and how students may deal with resulting emotional and behavioral issues.

Examine the current research for TBI cases in the areas of medication therapy, sexuality, chemical dependency, friendships, depression, and challenging behaviors. Review specifics for identifying, evaluating, and observing behaviors and discuss the use of specific strategies for changing those behaviors.

Credits: 2

SPED 7081 - Other Health Disabilities 101

Understand the unique needs of students with chronic or acute health conditions.

Examine various medical diagnoses, their effect on students' educational performance, and the impact on the lives of students and their families. Learn how to implement the state Other Health Disabilities (OHD) criteria and the process of identifying and evaluating students, birth through 21 years. Discuss service options, role of team members, and appropriate educational planning and strategies. Target audience: educators, special educators, related service personnel, administrators, school nurses.

Credits: 2

SPED 7082 - Cognitive Aspects of Chronic Health

Understand the cognitive and social emotional aspects associated with having a chronic illness.

Address issues of collaboration between educational and medical teams, family and social issues, and ethics related to working with children with chronic illness. Review and discuss research designed to develop an understanding of the effects illness and treatment can have on cognitive functioning.

Target audience: educators K-12, school psychologists, speech/language clinicians.

Credits: 2

SPED 7083 - Biomedical Aspects of Physical and Developmental Disabilities

Become familiar with the medical aspects and terminology used when working with students with physical and health disabilities.

Knowledge and skills covered include genetics and heredity, pediatric pharmacology, and secondary health care issues accompanying various syndromes, birth defects and medical diagnoses. Collaboration among families, medical providers, and school personnel will be emphasized. NOTE: Required course for Certificates in Other Health Disabilities and Traumatic Brain Injury. Online login and course information at www.hamline.edu/education/online. Target audience: educators, special educators birth-21, school nurses, psychologists, therapists, and related service personnel.

Credits: 2

SPED 7084 - Neurobiological Disorders

Gain an understanding of neurobiological disorders (NBD) and their effects on educational performance. Through the use of texts and web-based information, study the history of NBD, criteria and definitions, common diagnoses, service options, and the roles of team members through the

evaluation and implementation process.

Credits: 2

SPED 7100 - ASD: Introduction and Overview

The incidence of autism spectrum disorders has increased significantly, and schools are charged with creating appropriate programs.

Examine autism and Asperger Syndrome, educational criteria, identification and assessment, personal perspectives, teaching strategies, and family issues. Discuss specific research related to autism and educational practices. Address the effects of autism on families, as well as how to include the family in educational planning. Target audience: educators, administrators, autism resource specialists, special educators P-12, and related services personnel.

NOTE: This course is required for completion of the Autism Spectrum Disorders Certificate.

Credits: 2

SPED 7101 - Proactive Behavior Management

Too often, students with autism are 'treated' with behavior management strategies that expect the student to have necessary skills in the areas of emotional regulation, perspective-taking, and executive functioning. The emergence of scientific information regarding behavior and brain function should compel us to rethink many of our preconceived ideas about challenging behaviors and the strategies we use for intervention. In addition, research regarding emotional regulation development and sensory systems deficits, offers us an increased understanding of why our students struggle in specific situations.

This class examines behavior management philosophy, sensory and emotional regulation research, tools for Functional Behavior Assessments, and strategies for writing Positive Behavior Support Plans for students on the autism spectrum.

Note: This course is required for the completion of the Autism Spectrum Disorders certification and may also be taken as an elective for the Other Health Disabilities Certificate.

Prerequisite: SPED 7100

Credits: 2

SPED 7102 - Assessment: Identification and Planning for the Student with ASD

Become competent in the identification and assessment of individuals with autism spectrum disorders.

Review Minnesota state criteria for the process of identification, assessment and educational planning for students with autism spectrum disorders. Effectively select, utilize, and report results using appropriate tools for evaluation of autism spectrum disorders. Write your own comprehensive evaluation report based on results obtained from testing an individual to which you have access.

Online login and course information at www.hamline.edu/education/online. Target audience: educators, administrators, autism resource specialists, special educators P-12, and related services personnel.

NOTE: This course is required for completion of the Autism Spectrum Disorders certificate.

Prerequisite: SPED 7100

Credits: 2

SPED 7103 - Communication, Assessment, and Intervention for Learners with ASD

This course is required for students pursuing the ASD license (meets required competencies). It is one of two choices for an assessment class in the ASD certificate program, providing educators with an overview of the communication characteristics of individuals with ASD and exploring current assessment tools and strategies related to communication. The following areas will be addressed: development of social communication and its relevance in ASD, communicative characteristics across the autism spectrum, formal and informal assessment tools and strategies currently used to evaluate communication, including the use of informal tests to evaluate communicative functions, social communication, non-verbal language and play skills, use of assessment results to identify needs and develop intervention plans, and principles of guiding language intervention in ASD.

Credits: 2

SPED 7104 - Intervention and Strategies for Students with ASD

This course examines how to organize and structure learning environments and integrate various evidence based strategies/interventions to support learners on the autism spectrum. This is a required course for both the ASD license and ASD certificate and is intended to be completed near the end of your ASD licensure/certificate.

Credits: 4

SPED 7105 - Collaborative Transition Programming to Support Individuals with ASD Across Ages

The intent of this course is to develop an understanding of the impact an autism spectrum disorder has throughout an individual's educational, employment, and independent living environments. Emphasis will be on the characteristics, issues, and essential elements for effective transition involved in the education and support of adolescents and young adults across the spectrum.

Participants will learn effective strategies based on current research they can use to teach individuals with ASD how to manage, cope, contribute, and succeed in educational, home, employment, and community environments. Collaboration among multidisciplinary team members involved in the assessment of academic, functional, social communication, employment, and independent living abilities will be a major focus of this course. A variety of educational approaches will be explored. Participants will integrate, apply, and evaluate strategies learned and have the opportunity to share and reflect on the results with their classmates.

The overall goal of this course is to teach educators and other team members how to prepare self-determined individuals able to advocate their wishes, goals, needs, and accommodations. Curricular options will be carefully considered to provide opportunities related to an individual's interests, strengths, instructional level, self-understanding, self-regulation, and self-determination.

This is a requirement for the ASD license and an elective course for the ASD certificate. It is intended to be completed near the end of the ASD license/certificate.

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 is a required course for the ASD licensure and an elective course for those seeking the ASD certificate.

Credits: 2

SPED 7995 - Final Synthesis

This is a culminating synthesis/project for the following programs: Autism Spectrum Disorders Certificate, Other Health Disabilities Certificate, Traumatic Brain Injury Certificate. It is a one credit independent project undertaken by a student with the supervision of a program faculty member. This faculty member is chosen by the student and will help define the topic, suggest resources, and will finally grade the project. Topics can cover a range of ideas and interests, but must demonstrate knowledge and application of the information and strategies learned in the program coursework. A separate registration form is required which includes the faculty member's signature, a description of the synthesis/project, and detailed information for an objective grading process.

For the registration form, please contact gcs@hamline.edu.

Credits: 2

URED 7720 - Intro to Urban Education and Reflective Thinking

Review current, research-based urban education theories.

Reflect on how to apply these theories in the classroom and incorporate them into everyday classroom strategies. This introductory course will assist the teacher in examining urban and cultural implications for teaching.

Credits: 2

URED 7723 - Managing the Urban Classroom

Gain fresh ideas for responding to the daily challenges of maintaining an effective learning environment.

Learn creative classroom management strategies, practical ideas for developing a community of learners, and effective techniques for increasing students' participation in learning.

Credits: 2

URED 7724 - Culturally-Relevant Pedagogy

Hear authentic voices and make cross-cultural connections with leaders of many cultures.

Expand your multicultural knowledge and add to your repertoire of cross-cultural strategies to connect with students in classrooms of today. Explore and create organizers for including new cultural knowledge and integrating higher order thinking skills, problem solving strategies, motivation, and multiple intelligences into planning for instruction.

Credits: 2

URED 7725 - Linking Communities to Classrooms: Contextualizing Student Learning

Learning can be meaningful, engaging, and permanent when made contextual.

Develop a knowledge base regarding historical, socio-economic and political factors impacting urban schools. Build upon the rich and diverse out-of-school experiences of urban learners through readings, lesson plan development, reflection, and interaction with families and communities. Leave with instructional strategies and resources for your school site.

Credits: 2

URED 7731 - Interpersonal Dynamics: Racism

An intensive conversation on the dynamics of racism and how it affects adults and learners personally.

The study circle dialogues are interactive and instructive through reflective engagement, readings and videos. The quality and integrity of the dialogues depend upon commitments to honest, open and respectful speech; to remain in conversation; and to mutual development and transformation. It requires physical, emotional and intellectual presence. This course will enhance your knowledge base and equip you for social action.

Credits: 2