

# Educator's Journey

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Teaching  
**Tolerance**

Page 3

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**Critical  
Literacy**

Page 4

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Summer  
**Course  
Catalog**

Page 9

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**HAMLIN  
UNIVERSITY**  
School of Education

Visit Hamline to learn more about our programs.

## Program Information Sessions

You can come to campus and visit with our faculty, staff, and graduate admission counselors each month. These information sessions are a great way to learn more and find the program that's right for you.

For more information and to register to attend, please visit [hamline.edu/info](http://hamline.edu/info).

## Conferences

Our faculty and staff will be at the following conferences this spring and summer. Pay us a visit!

29th Annual Conference for Professionals in Brain Injury  
Brooklyn Center, Minnesota  
**April 10-11, 2014**

19th Annual Minnesota Autism Conference  
Minneapolis, Minnesota  
**April 30-May 3, 2014**

Minnesota Association of Secondary School Principals  
Summer Conference  
**June 17-20, 2014**

## About Hamline

**Founded in 1854**, Hamline is Minnesota's first university and among the first coeducational institutions in the nation. Today it is home to approximately 5,000 undergraduate, graduate, and law students. The university offers more than 50 areas of study, 80 student organizations, and 19 athletic teams, as well as internships, collaborative research, and study abroad opportunities. Hamline is affiliated with the United Methodist Church and is a member of Phi Beta Kappa. It is the top-ranked Minnesota university of its class, according to *U.S. News & World Report*.

Hamline University  
School of Education, MS-A1720  
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## In this issue

- |   |  |
|---|--|
| <b>2</b> Summer Literacy Institute                  | <b>11</b> Education                          |
| <b>3</b> Teaching Tolerance                         | <b>12</b> English as a Second Language (ESL) |
| <b>4-5</b> Critical Literacy                        | <b>12-13</b> ESL for Mainstream Teachers     |
| <b>6</b> Online Learning                            | <b>13-15</b> Environmental Education         |
| <b>7</b> American Museum of Natural History Courses | <b>15-16</b> Gifted Education                |
| <b>8</b> Certificate Programs                       | <b>16-17</b> Literacy Education              |
| <b>9-18</b> Course Descriptions                     | <b>17</b> TEFL                               |
| <b>9</b> Adult ESL                                  | <b>18</b> Traumatic Brain Injury             |
| <b>9-10</b> Autism Spectrum Disorders               | <b>18</b> Urban Education                    |
| <b>10</b> Bilingual Education                       | <b>19</b> School of Education wPrograms      |
| <b>10</b> College Admission Counseling              | <b>20</b> Registration Information           |
|   | <b>21</b> Registration Form                  |



THE PREMIER LITERACY SYMPOSIUM IN THE MIDWEST

24TH ANNUAL  
**SUMMER  
LITERACY  
INSTITUTE**

OPENING MINDS,  
OPENING HEARTS  
JULY 14-17, 2014



### FOUR EXTRAORDINARY DAYS

**Dates:** July 14-17, 2014

**Time:** 8:30 a.m. to 3:15 p.m. (lunch included)

**Location:** Hamline's Saint Paul campus

### FEATURED PRESENTERS

- Peter Johnston
- Frank Serafini
- Steven Layne
- Jennifer Serravallo

### REGISTRATION

Registration information on page 16.

This year's Summer Literacy Institute is offered in partnership with the Minnesota Reading Association

### CONFERENCE RATES

**\$445** Early-bird conference rate  
(Register by June 9th)

**\$495** Regular conference rate

**\$150** Two graduate credits

Follow us on

 @HamlineLiteracy  
#HUSL14



# TEACHING TOLERANCE

—By Stephanie Schultz '14 MFA-Creative Writing

**Empathy, compassion, and an understanding of the hidden curriculum** are some of the essentials for successful teaching, according to Sara Wicht.

A 2007 graduate of Hamline's Master of Arts in Education program with a concentration in literacy education (and a 1995 BA in English and secondary education licensure graduate), Wicht has 19 years of experience in education. She is currently senior manager of teaching and learning for Teaching Tolerance, a project of the Southern Poverty Law Center, headquartered in Montgomery, Alabama.

At Teaching Tolerance, Wicht manages the Teaching and Learning team, which is made up of expert educators; her team is responsible for the pedagogical elements of the project's publications.

"We write lesson plans and professional development materials that help teachers reduce prejudice, improve intergroup relations, and create learning environments where all children are welcome and successful," she explains. "We include identity, diversity, justice, and action in all our publications. We recognize that seeing individuals in all their interconnected identities is important to fostering learning. I feel I was given that same privilege as a Hamline undergraduate and graduate student."

Wicht is certain her education at Hamline has brought her down life's path to Teaching Tolerance.

**"Hamline creates leaders," she says. "My studies at Hamline definitely contributed to my ability to work ethically, professionally, and productively with a rich diversity of people."**

As an undergraduate at Hamline, Wicht spent half her student teaching experience in Rio de Janeiro, Brazil, which forced her to learn how to work with diverse learners. "It solidly impacted how I looked at teaching and the level to which my students 'need' me," she says.

After years of teaching in Minnesota and Texas, Wicht's career took her back to Brazil to teach at the American School of Rio de Janeiro. This second trip got her thinking reflectively about her students.



"Monumentally, I started to realize that I have the privilege of living outside my home country not because of anything I actively did, but because of the ZIP code into which I was born," she says. "Being born an American allows me a certain level of freedom that I might not have if born in another country. As I traversed the expatriate life, I

realized this American privilege is threatened for many non-Americans. The promises we made in *Brown vs. Board of Education* are not being upheld to the level they should be. Our public schools are more segregated in many ways than they were before 1954. At the same time, U.S. public schools are strides ahead of the free and equal education provided to children in many other places of the world. I decided I wanted to do something to uphold the promise we made as a country and impact the future of education as a global community," she adds.

And this is where her position at Teaching Tolerance comes into effect, providing a national platform for her to commit to ensuring positive school climate, reducing prejudice, establishing equal learning opportunities, and improving intergroup relationships throughout the United States. "I want to be part of that. I want to work to ensure others have the same privilege of choice I have had," she says.

Wicht reflects on Hamline encouraging her to find answers she had not previously uncovered, and she emphasizes the fact that facing discomfort at times has pushed her career in these directions. "That edge of discomfort ignited my desire to learn more and solidified the learning that took place while safely navigating uncharted areas," she says. "This is that space of learning educators need to find with their students."

## Critical Literacy: Using Multimodal Texts to Create Powerful Readers, Writers, Speakers, and Listeners

—By Terri Christenson, part-time faculty, School of Education; co-chair, Summer Literacy Institute

### The 21st century confronts children and adolescents with unprecedented demands to develop high-level literacy skills.

To manage these demands, K-12 students need to learn how to think critically by analyzing issues and situations, considering multiple perspectives, questioning messages, and transferring their knowledge to new situations. Teaching these important 21st-century skills is most meaningful when we can create curriculums that matter—

curriculums that empower students to use reading, writing, viewing, and listening as tools for becoming agents of change. In *Teaching for Joy and Justice: Re-imagining the Language Arts Curriculum*, Linda Christensen writes, “If we intend to create citizens of the world, as most schools districts claim in their mission statements, then we need to teach students how to use their knowledge to create change.”

Critical literacy makes equity, privilege, power, and activism explicit parts of the literacy curriculum. It invites students to read and write with important social ideas in mind. Critical literacy places the focus of teaching and learning on issues that matter in the lives of students, their families, and their communities. Most importantly, critical literacy seeks to support students as they engage in making the world a better place. It asks, what can we learn from the texts that surround us that will help us to understand the complex problems confronting society today?

“Today, teachers have a responsibility to support students as they sift through and react to the numerous types of texts that bombard them on a daily basis.”

—Terri Christenson



—Freya Koester '13 MA literacy education, '13 K-12 reading licensure, 4th-grade teacher at Emmet D. Williams Elementary School in Roseville, Minnesota.

Critical literacy instruction in the classroom can begin with a close examination of children’s books and adolescent novels, but in our 21st-century world, a text can be anything that communicates a message. In addition to picture books and novels, we can also use a wide array of multimodal texts to broaden the spectrum of students’ learning. Multimodal texts can make teaching and learning relevant and highly engaging. Social media messages, print advertisements, commercials, podcasts, music videos, reality TV shows, YouTube videos, blogs, cartoons, photographs, and illustrations can present authentic opportunities for students to ask questions about representation, marginalization, power, and benefit. By incorporating multimodal texts into our literacy instruction, we can provide opportunities for students to interact with a wide range of images and sounds. The use of multimodal texts enables teachers to construct curriculums around ideas that connect students to their communities and the

world. Today, teachers have a responsibility to support students as they sift through and react to the numerous types of texts that bombard them on a daily basis.

Teaching critical literacy with multimodal texts helps readers deepen comprehension and heighten awareness of their surroundings. It moves students beyond passive acceptance of everyday messages, and it encourages them to take an active role in questioning the author’s purpose. If students are to make a difference in the world and influence the societal conditions that they disagree with, then they must use their literacy skills to invent and shape the kind of world that they want to live in. Engagement with multimodal texts can make learning relevant, provide opportunities for viewing issues from multiple perspectives, and support students as they learn to form their own opinions about the messages they find all around in their daily lives.

Connection. Community. Convenience.

# Online Learning

**New to online learning?** Hamline School of Education is a pioneer in the field of delivering high-quality, rewarding, and innovative online programs and courses.

## TIME COMMITMENT

Just like a course on campus, active and regular participation is expected throughout online courses. You have the added benefits of deciding when to schedule much of that interaction and eliminating your commute time.

## PERSONAL ATTENTION

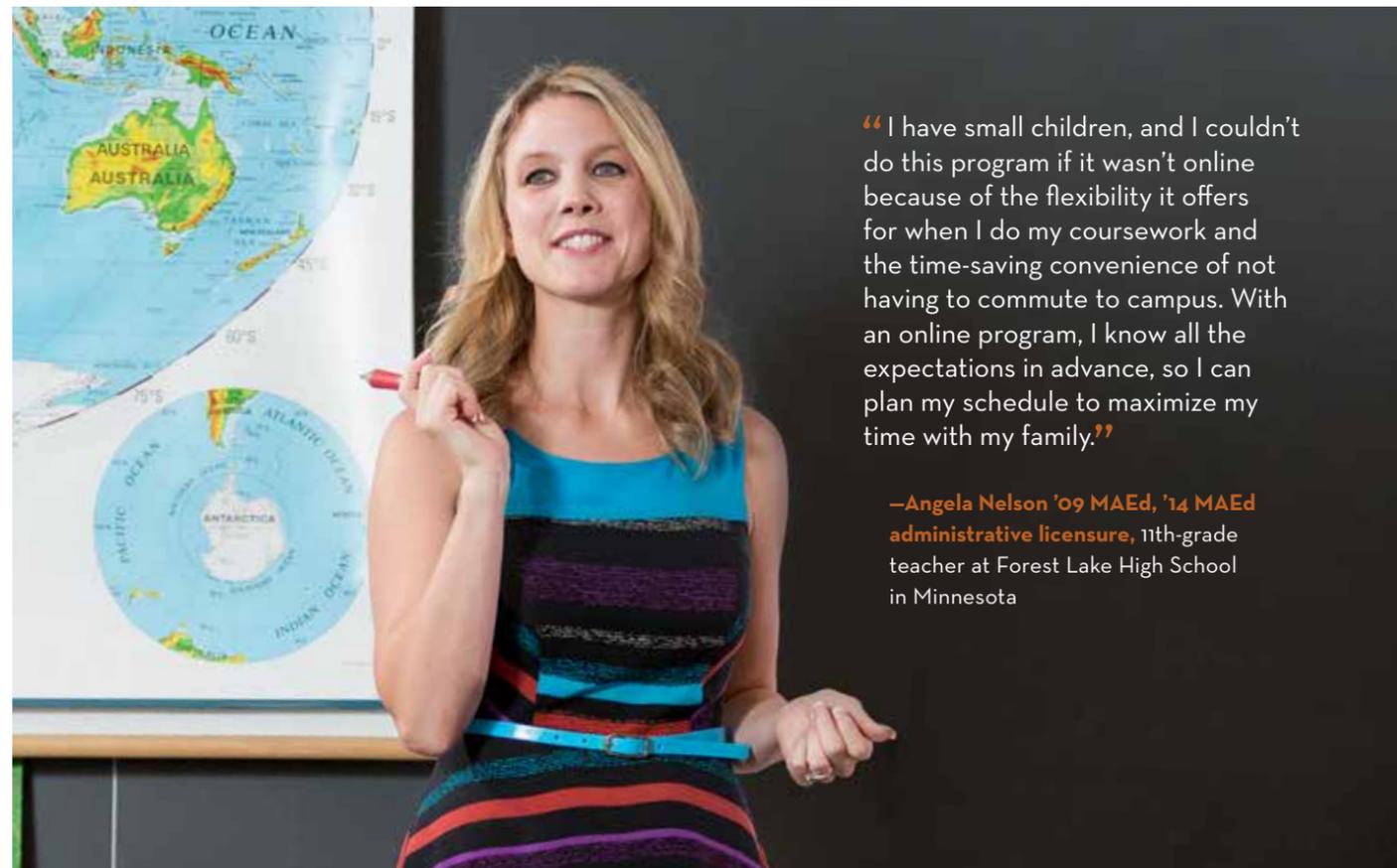
Online courses tend to be smaller, giving instructors the opportunity to provide you with more one-on-one interaction. We do all we can to make online learning a user-friendly experience, including providing helpful guides and online support.

## FACULTY

All faculty members teaching online courses have received specialized training to prepare them to excel as online instructors. A top-of-the-line experience is central to our teaching philosophy and key to the success of our online programs.

## COMMUNITY

Because classes tend to be smaller and building a sense of online community is paramount and central to our online courses, you'll get to know your classmates well through online chats and discussions, as well as other activities specifically geared to ensure you feel a sense of connection with your instructor and classmates.



“I have small children, and I couldn't do this program if it wasn't online because of the flexibility it offers for when I do my coursework and the time-saving convenience of not having to commute to campus. With an online program, I know all the expectations in advance, so I can plan my schedule to maximize my time with my family.”

—Angela Nelson '09 MAEd, '14 MAEd administrative licensure, 11th-grade teacher at Forest Lake High School in Minnesota

## Online science courses from the **AMERICAN MUSEUM OF NATURAL HISTORY** in partnership with Hamline University—**Summer 2014 courses**

### ALL AMERICAN MUSEUM OF NATURAL HISTORY COURSES:

**Semester credits:** 3

**Tuition:** \$1,029

**Target audience:** educators 6–adult

**Two different sessions:**

A: May 26–July 6

B: July 7–August 17

**Registration deadline:**

Two weeks prior to start date

Courses are non-refundable after course start date.

### Climate Change

SCED 6088-52322 A  
SCED 6088-52323 B

Take a closer look at how human activity continues to shape our global climate.

### Space, Time, Motion

SCED 6099-52164 B

Fascinated observers have always grappled with questions concerning their physical origin, workings, and behavior of the universe.

### Earth Systems: Inside/Out

SCED 6100-54165 B  
SCED 6100-53166 A

Feel like you're standing on solid ground? In reality, the earth and its atmosphere are a dynamic system in a state of constant flux.

### Genetics, Genomics, and Genethics

SCED 6105: 52167 B  
SCED 6105: 52168 A

Learn about the newest genome research and the ethical issues raised by genetic enhancements, modified foods, and cloning.

### Link Dinosaurs/Birds-Evol

SCED 6110-52169 A

Did dinosaurs really become extinct 65 million years ago?

### Sharks & Rays—Ecol/Class/ Evolution

SCED 6113-52170 A

Sharks and rays: exotic to mundane, amazing creatures long misunderstood.

### In the Field with Spiders

SCED 6114-52171 B

The abundant predators—the largest carnivorous order of animals—structure the terrestrial food chain.

### The Ocean System

SCED 6115-52172 A

Why is the ocean so big, so salty? How does it work?

### Diversity of Fishes

SCED 6117-52174 B

Fish make up half of all invertebrate species alive today, and they live everywhere from mountain streams to ocean depths.

### The Solar System

SCED 6147-52175 A

Get to know our local neighborhood in space: the solar system.

### Evolution

SCED 6148-52177 B  
SCED 6148-52178 A

Evolution is the fundamental concept that underlies all life sciences and continues to contribute to advances in medicine, public health, and conservation.

### Water: Environmental Science

SCED 6159-52179 B

Water—its location, condition, and use—is a critical environmental issue.



For course descriptions and more information, please visit [hamline.edu/AMNH](http://hamline.edu/AMNH)

# Certificate Programs

## EXPLORE A NEW AREA with a course or certificate.

Hamline's certificate programs help educators expand their skills and expertise to better serve their students.

### ADULT ESL

 **Online and On Campus**

8 credits

Examine course design, assessment, and the development of reading, writing, and oral skills with adult English learners.

### ADVANCED TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

 **Online and On Campus**

19 credits

Extend your TEFL expertise further with this advanced certificate that builds upon the TEFL certificate with a deeper exploration into language theory and linguistics.

### AUTISM SPECTRUM DISORDERS

 **Online**

12 credits

Gain the skills and enhance your knowledge to better serve individuals who are on the autism spectrum, whether you are a mainstream classroom teacher, parent, or other professional working with ASD learners.

### COLLEGE ADMISSION COUNSELING

 **Online**

16 credits

Get the know-how to counsel high school students about post-secondary planning and the admission process. This certificate is for school counselors, teachers of career classes, as well as those interested in developing an independent college-counseling practice.

### ESL FOR MAINSTREAM TEACHERS

 **Online and On Campus**

10 credits

If you are facing increasing numbers of English-language learners in your classroom, this certificate will help you make pedagogical decisions for those learners that will build their confidence and skills in the classroom.

### ENVIRONMENTAL EDUCATION

 **Online and On Campus**

10 credits

Bring the environment into your classroom with coursework for all levels that spans study in ecology, natural history, teaching methods, field biology, and geology.

### GIFTED EDUCATION

 **On Campus and Low Residency**

12 credits

Prepares educators working both in and out of the classroom to foster the growth and success of gifted and talented learners.

### TEFL

 **On Campus**

8 credits

Through an interactive and hands-on approach, you'll discover the principles and practices of teaching English as a foreign language. Learn teaching methods and techniques and then teach a class of non-native speakers.

### TRAUMATIC BRAIN INJURY

 **Online**

12 credits

Understand the cognitive, academic, social/emotional, and communication needs of students with a traumatic brain injury and meet state-required competencies and fulfill legal requirements for your school.

### URBAN TEACHING

 **Online**

10 credits

Receive advanced preparation focused on knowledge and skills required for success with learners from diverse racial, ethnic, linguistic, economic, and social backgrounds.

**Look for new certificates COMING FALL 2014!**



Look for certificate symbols next to course names to start your certificate program this summer.

# Course Descriptions

## ADULT ESL

### Introduction to the Adult ELL: Developing Reading and Writing Skills

ESL 6631-52380 **Online** 

How do adult learners acquire a second language? What is involved in the development of literacy skills? Explore basic concepts of second language acquisition and the development of literacy skills. Discuss how languages are learned and the implications for classroom instruction. Explore the impact of previous education and key factors affecting how adult refugee and immigrant students learn.

Instructor: Jodi Versaw

2 semester credits

Online dates: June 2–July 13

Tuition: \$550

### ESL for Adults: Oral Skills

ESL 6634-52144 **Online** 

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

Instructor: TBD

2 semester credits

Online dates: July 14–August 23

Tuition: \$550

### Course Design for Adult ESL Classes

ESL 6636-52145 **Saint Paul** 

How can ESL teachers develop courses to meet a variety of language and learning needs? ESL students come to programs for a variety of reasons. Some need English for the workplace. Some need survival English. Others may want to study in a community college or university. Explore the principles of needs assessment and course design, and learn the tools to develop courses that are tailored to the language and learning needs of your students. Create curricula and materials for use in your own program.

Instructor: Jenifer Vanek

2 semester credits

Mondays and Wednesdays, June 2–25

5:30–8:30 p.m.

Tuition: \$550

## AUTISM SPECTRUM DISORDERS

### ASD: Introduction and Overview

SPED 7100-52335 **Online** 

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.

Instructor: Kim LaCasse

2 semester credits

Online dates: June 2–July 13

Tuition: \$810

Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

### Proactive Behavior Management

SPED 7101-52336 **Online** 

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.

Instructors: Holly Schmidt and Wendi Buck

2 semester credits

Online dates: July 14–August 23

Tuition: \$810

Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

## Assessment: Identification and Planning for the Student with ASD

SPED 7102-52340 **Online** 

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.

Instructor: Debra Peters

2 semester credits

Online dates: June 2–July 13

Tuition: \$810

Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66. There is also a \$20 materials fee for materials that the instructor will send you.

## Communication, Assessment, and Intervention for the Learner with ASD

SPED 7103-52337 **Online** 

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.

Instructor: Patricia Cretella

2 semester credits

Online dates: June 2–July 13

Tuition: \$810

Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

## Collaborative Transition Programming to Support Individuals with ASD Across Ages

SPED 7105-52341 **Online** 

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.

Instructor: Janet Hanson

2 semester credits

Online dates: July 14–August 23

Tuition: \$810

Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

## BILINGUAL EDUCATION

### Principles of Bilingual Education

BIED 7740-52381 **Saint Paul**

Look at models of bilingual/bicultural education in practice around the country, parental and community involvement in a program, and its effects on the participants' children. Study the areas of controversy and develop a personal belief statement for bilingual education. Apply the theory to a case study of a particular bilingual/bicultural education program.

Instructor: Mary Diaz

3 semester credits

Tuesdays, Thursdays, and one Friday, June 24, 26, 27, July 1, 3, 4, 8, 10, 11

5-9 p.m.

Tuition: \$1,215

## COLLEGE ADMISSION COUNSELING

### Understanding the College Admission Process

EDUC 7202-52325 **Online** 

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

Instructor: Michelle Roatch

3 semester credits

Online dates: June 2–August 3

Tuition: \$825

Note: There is an additional \$40 materials fee for this course.

### Special Populations in College Counseling

EDUC 7204-52324 **Online** 

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

Instructor: Michelle Roatch

3 semester credits

Online dates: June 23–August 23

Tuition: \$825

## EDUCATION

### Classroom Managers

EDUC 6052-52134 **Online**

Keep your classroom operating for productive learning with this energetic approach to behavior management. Discuss classroom organization, routines, and strategies to reduce disruptions and increase instructional time. Learn ways to establish and maintain control and then move students to self-control. Explore specific techniques for dealing with students who challenge classroom rules and procedures. Interact online with other teachers to share ideas and insights.

Instructors: Rosemary Lawrence and Susan Jackson

2 semester credits

Online dates: July 14–August 23

Tuition: \$550

### Leadership Coaching Skills for Educators

EDUC 6067-52135 **Saint Paul**

Empower colleagues and students to reach higher levels of achievement while improving the overall school climate. Coaching skills enable educators to bring out the best in others and themselves by building better relationships, listening deeply to others, and asking open-ended, solution focused questions non-judgmentally. Educators will also learn to support others in identifying their hidden beliefs, values, strengths, and goals as well as strategies to determine what is getting in the way of achieving goals and how to move through those barriers to success.

Instructor: Nancy Hellander Pung

2 semester credits

Monday-Wednesday, June 23-25

8:30 a.m.–4:30 p.m.

Tuition: \$510

### Bullying Prevention Strategies: How Empowering the Bystanders Can Change the Culture of the School

EDUC 6092-52419 **Online**



This course will provide an in-depth study of bullying behavior in children and adolescents. The focus will be on gaining a strong knowledge base around bully and cyber-bullying behavior in order to identify strategies to change the culture of the school as it relates to bullying. A strong emphasis will be placed on research-based strategies to empower the bystander and give adults common language to address bullying.

Instructor: Cheryl Green

2 semester credits

Online dates: June 23–August 3

Tuition: \$550

### Smart Moves: Using Brain Gym in Your Classroom

EDUC 6232-52137 **Saint Paul**

According to Paul Dennison, founder of Brain Gym, "Movement is the door to learning." Brain Gym consists of 26 simple, specific movements that increase focus, enhance creativity, allow one to become grounded and centered, and improve sensorial skills. In this experiential class, learn the movements, the five-step learning process, and basic theory of brain organization that supports the work.

Instructor: Cindy Goldade

2 semester credits

Tuesday-Friday, June 24-27

8:30 a.m.–4 p.m.

Tuition: \$550

Note: There is an additional \$70 materials fee for this course.

### Part 1: Want to Teach Reading and Math? Try Singing!

EDUC 6253-52138 **Saint Paul**

Learn highly interactive strategies and collaboratively create lessons to cross-train the brain and dramatically raise achievement by practicing math and reading skills through singing, playing games, and research-based Affirming Parallel Concepts.

Instructors: Ann C. Kay and Elizabeth Olson

1 semester credit

Monday-Thursday, July 21-24

8:30 a.m.–noon

Tuition: \$275

Note: There is an additional \$30 materials fee for this course.

### Discipline for Classroom Community

EDUC 7084-52140 **Saint Paul**

Managing behavior may be the most challenging dilemma facing teachers and principals today. Explore a holistic approach to discipline where children grow in their ability to manage their own behavior. Discover how to establish a firm yet nurturing classroom environment that encourages and teaches children responsibility and self-respect. The results will be more cooperative students, happier school personnel, and increased learning.

Instructors: Jeff Fink and Jon Halpern

2 semester credits

Monday-Thursday, June 23-26

8:30 a.m.–3:30 p.m.

Tuition: \$510

## ENGLISH AS A SECOND LANGUAGE

### Technology Enhanced Language Learning

ESL 6611-52143 **Online**

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, and 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.

Instructor: Catherine Clements  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$550

### Advocating for English Language Learners

ESL 6612-52352 A **Saint Paul**  
ESL 6612-52342 B **Online**

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 ELLs, programs, and teachers.

Section A  
Instructor: Mary Diaz  
2 semester credits  
Tuesdays and Thursdays, July 15-31  
4:30–8:30 p.m.  
Tuition: \$550

Section B  
Instructor: Amy Hewett-Olatunde  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$550

### History of English

ESL 7610-52212 **Online**

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

Instructor: Michal Moskow  
1 semester credit  
Online dates: June 23–July 13  
Tuition: \$405

## ESL FOR MAINSTREAM TEACHERS

### ESL Learners Mainstream Classroom

ESL 6610-52355 A **Saint Paul** **MAIN**  
ESL 6610-52351 B **Online**

Study the theory and techniques related to sheltered instruction. Ensure that all students 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 Sheltered Instruction Observation Protocol.

Section A  
Instructors: Muriel Bianchi and Janelle Fischler  
1 semester credit  
Monday/Wednesday, August 4 and 6  
8:30 a.m.–4:30 p.m.  
Tuition: \$275

Section B  
Instructor: Amy Hewett-Olatunde  
1 semester credit  
Online dates: June 23–July 13  
Tuition: \$275

### Language & Society

ESL 7502-52208 A **Saint Paul** **MAIN**  
ESL 7502-52207 B **Online**

Focus on the varieties of language and how they reflect social patterns. Explore the importance of language in all our interactions. Examine the social nature of language and how language reflects social situations. Study the issues of language and social class, ethnic group, and gender, as well as topics in language and nationality, language and geography, and the social nature of writing. Learn to pay particular attention to the sociolinguistic 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. Includes an overview of English grammar designed for teachers of ESL grades K-12.

Section A  
Instructor: Mary Diaz  
4 semester credits  
Mondays/Wednesdays, June 9–July 16  
5–9 p.m.  
Tuition: \$1,620

Section B  
Instructor: Elizabeth Will  
4 semester credits  
Online dates: June 2–August 23  
Tuition: \$1,620

### Testing and Evaluation of English Language Learners

ESL 7753-52217 **Online** **MAIN**

Examine the complex issues of assessment, testing, and evaluation of ELLs 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 ELLs. Learn how to use appropriate assessment to improve student performance and how to advocate for students in testing situations.

Instructor: Ruslana Westerlund  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$810

### Development of Literacy Skills

ESL 7755-52218 **Online** **MAIN**

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

Instructor: Nicole Dardis  
3 semester credits  
Online dates: June 2–August 3  
Tuition: \$1,215

## ENVIRONMENTAL EDUCATION

### Patterns in Nature

ENED 6014-52367 **Online and Off Campus** **ENV**

Experience activities indoors and outdoors to observe and identify natural patterns. Plants and animals have adapted in many ways to survive, and this course is designed to provide opportunities to explore and investigate them. You will be introduced to forest and tree structure, bird body structure and adaptations, animal signs and tracks,

and insect and plant interactions. Activities will include nature journaling, nature photography, indoor and outdoor labs, and more.

Instructor: David Grack  
2 semester credits  
Online dates: June 9–June 15  
Face-to-face dates: Monday, Tuesday, Wednesday, June 16-18  
8 a.m.–4 p.m.  
Tuition: \$550  
Location: Environmental Education Center at Robert Ney Memorial Park Reserve, 5212 73rd Street NW, Maple Lake, MN

### Field-Based Research: Ecological Systems

SCED 6109-52366 **Online and Off Campus** **ENV**

Participate in single- and multi-day ecology field studies in a variety of natural habitats. Work through all steps of the investigative process: observing, questioning, experimental design, collecting and analyzing data, and communicating results. The interrelationships of living things to each other and to their physical environment, ecological systems, will provide the content for this course. Field studies will include: a survey of forest types, investigation of food webs and analysis of trophic levels in a grassland community, population density studies, and track succession in land and aquatic communities. Much of our time will be spent outside setting up materials for scientific studies, collecting and analyzing data, and communicating results.

Instructor: David Grack  
2 semester credits  
Online dates: June 9–June 13  
Face-to-face dates: Wednesday-Friday, June 11-13  
8 a.m.–4 p.m.  
Tuition: \$550  
Location: Environmental Education Center at Robert Ney Memorial Park Reserve, 5212 73rd Street NW, Maple Lake, MN

### The Tropics

SCED 6139-52331 **Off Campus** **ENV**

Take a trip to the tropics right in Saint Paul! With Como Park Zoo and

Conservatory's Tropical Encounters exhibit as our backdrop, learn about the riches of the rainforest during this interactive class. Explore exhibits and meet tropical animals up close; discover intricate connections between the plants, animals, and people of the rainforest; and learn about sustainable practices. Gain ideas and activities designed to teach your students about this vital ecosystem and how to sustain it.

Instructors: Stephanie Kappel and Katie Olson  
1 semester credit  
Saturday, June 28, 8 a.m.–4:30 p.m. and Sunday, June 29, 9 a.m.–1 p.m.  
Tuition: \$275  
Location: Como Park Zoo and Conservatory, 1225 Estabrook Drive, Saint Paul, MN

### Birds and Bugs

SCED 6151-52394 **Off Campus** **ENV**

Kids young and old are fascinated by birds and bugs. Use these topics to teach science content through multidisciplinary lessons throughout the year. Use the high interest topics of birds and bugs to engage students in science lessons that meet grade level standard for classification, living systems, life cycles, structure and function, and more. Participate in indoor and outdoor observations, lectures, discussions, and activities. Discover and rediscover how birds and bugs can work as vehicles to drive science lessons and also extend opportunities to connect science learning with skills in reading, writing, math, geography, and art.

Instructor: David Grack  
2 semester credits  
Monday–Wednesday, July 14, 15, 16  
8 a.m.–4 p.m.  
Tuition: \$550  
Location: Environmental Education Center at Robert Ney Memorial Park Reserve, 5212 73rd Street NW, Maple Lake, MN  
Note: There is an additional materials fee of \$8.

## Plants, People, and Culture

SCED 6161-52333 **Off Campus** ENV

Uncover the mysterious connection between plants, people, and culture. Essential to human survival, plants provide oxygen, transportation, food, shelter, medicine, myth, and ritual to people around the world. Using the vast and unique plant collection of the Marjorie McNeely Conservatory, journey through the gardens to discover some of the important roles plants play in the environment and human societies. Leave this class with ideas and resources to help you introduce students to the exciting fields of economic botany and ethnobotany.

Instructors: Stephanie Kappel and Katie Olson  
1 semester credit  
Monday-Wednesday, July 14-16  
8:30 a.m.-12:30 p.m.  
Tuition: \$275  
Location: Como Park and Conservatory, 1225 Estabrook Drive, Saint Paul, MN

## Astronomy for Teachers

SCED 7021-52180 **Saint Paul** ENV

Are you excited to learn more about the universe, solar system, and the astronomy you teach? Experience the basics of observational astronomy as you gain a multitude of strategies to excite students about the universe. Tour the night sky, explore seasonal constellation changes, the life cycle of stars, and the members of our solar system. Build an astrolab, plot the path of the sun, and use a toilet plunger to demonstrate the rotation of the earth. With the use of "star hops" and STARLAB, learn how to navigate your way through the sky to identify stars and constellations. Teaching activities are geared towards the middle school space science standard, but can be adapted to elementary or high school.

Instructor: Jeff Ranta  
2 semester credits  
Monday-Thursday, June 23-26  
8:30 a.m.-3:30 p.m.  
Tuition: \$550

## Polar Bears, Penguins, and Puffins

SCED 7022-52332 **Off Campus** ENV

Explore the world of these fascinating aquatic animals! Gain a broad introduction to the habitat, anatomy, cultural importance, and conservation initiatives of these polar animals. Spend some time observing the animals in their exhibits to learn more about husbandry in the zoo. Explore a variety of practical classroom activities designed to inspire your students to learn more about these furry and feathered friends.

Instructors: Stephanie Kappel and Katie Olson  
1 semester credit  
Monday-Wednesday, July 14-16  
8:30 a.m.-12:30 p.m.  
Tuition: \$275  
Location: Como Park and Conservatory, 1225 Estabrook Drive, Saint Paul, MN

## Birds of East Central MN

SCED 7602-52329 **Off Campus** ENV

Birding at its best at the Audubon Center of the North Woods. This course is held in conjunction with the Audubon Center's annual birding festival. During the weekend, students explore the varied habitats of Pine County with expert birders, listen to lectures by some of the most prominent researchers and authors in

birding, and immerse in an exploration of avian diversity. Pine County is the convergence of the deciduous, coniferous, and prairie biomes, and the varied natural communities lead to wonderful variations in breeding birds. Hear songs, see nesting territories, and learn to identify territory and habitat.

Instructor: Bryan Wood  
2 semester credits  
Friday, June 6, 6:30 p.m.-Sunday, June 8, 4:30 p.m.  
Tuition: \$550  
Note: There is an additional \$80 course fee for meals and lodging.  
Location: Audubon Center of the North Woods, 54165 Audubon Drive, Sandstone, MN

## Stories in the Rocks

SCED 7683-52330 **Off Campus** ENV

Geology is the foundation upon which all life has been built and is a science of stories. Geology determines bedrock and soils, and, in its processes, has given us the substrate on which our plant communities grow. Essential to understanding Minnesota's three major biomes is the geologic story. In this course, we will identify the major rock types and learn their fascinating stories: when and where they were formed, what kind of environment they formed in, how they impact the land, and where these rocks can be found in Minnesota. Field trips, activities, and discussions will be interdisciplinary and applicable to non-formal and formal educators.

Instructor: Bryan Wood  
2 semester credits  
Friday, June 13, 6:30 p.m.-Sunday, June 15, 4:30 p.m.  
Tuition: \$550  
Note: There is an additional \$80 course fee for meals and lodging.  
Location: Audubon Center of the North Woods, 54165 Audubon Drive, Sandstone, MN

## GIFTED EDUCATION

### Using Clustering to Meet the Needs of Gifted Students

GTED 6011-52363 **Saint Paul** GFT

We will cover a wide variety of topics related to clustering, including the nature and needs of gifted children, research on the need for cluster grouping and differentiated instruction, practical application of such strategies as preassessment, flexible grouping, compacting, tiering, questioning, and choice menus, as well as numerous examples and samples of these strategies at all grade levels and in a variety of subject areas. Students will have opportunities to apply their learning by designing differentiated lessons that can be used with students in their classrooms.

Instructor: Jo Tate  
1 semester credit  
Tuesday and Wednesday, July 15-16  
8:30 a.m.-3:30 p.m.  
Tuition: \$374

### Who Are the Gifted?

GTED 7601-52146 **Online and Saint Paul** GFT

Explore the rationale for serving gifted learners. Consider affective, cognitive, and other characteristics of advanced learners. Learn the importance of identifying their strengths and needs. Address the characteristics of gifted learners from diverse populations, including students of color, English language learners, early childhood, learning disabled, and underachievers.

Instructor: William Kielty  
2 semester credits  
Online dates: June 2-July 13  
Face-to-face date: Monday, July 16  
8:30 a.m.-3:30 p.m.  
Tuition: \$748

### Identification and Assessment of Gifted Students

GTED 7604-52361 **Online and Saint Paul** GFT

Help your students reach their maximum potential. Identify the major purpose of services for gifted and talented learners, recognize the special consideration given to identifying diverse populations, and develop appropriate and ongoing identification and assessment procedures. Information on creating student portfolios, using classroom assessments, standardized assessments, and observations.

Instructor: Sue Feigal-Hitch  
2 semester credits  
Online dates: June 9-July 13  
Face-to-face date: Monday, June 23  
8:30 a.m.-3:30 p.m.  
Tuition: \$748

### Affective Needs of Gifted Students: Counseling Issues & Strategies

GTED 7606-52147 **Online and Saint Paul** GFT

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.

Instructor: Judy Semler  
2 semester credits  
Online dates: June 23-August 3  
Face-to-face dates: Monday, June 23 and Wednesday, July 9  
8:30 a.m.-3:30 p.m.  
Tuition: \$748

### Differentiation: Models and Strategies in Gifted Education

GTED 7607-52148 **Online and Saint Paul** GFT

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.

Instructor: Sue Feigal-Hitch  
2 semester credits  
Online dates: June 30-August 3  
Face-to-face date: Tuesday, July 8  
8:30 a.m.-3:30 p.m.  
Tuition: \$748

### Gifted Education Program Models

GTED 7609-52362 **Online and Saint Paul** GFT

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.

Instructor: Bill Kielty  
2 semester credits  
Online dates: July 14-August 23  
Face-to-face date: Monday, July 14  
8:30 a.m.-3:30 p.m.  
Tuition: \$748

### Supporting the Achievement of Gifted Students

GTED 7615-52364 **Saint Paul** GFT

Although gifted students are commonly thought to have the academic world "by the tail," that's often not the



case. The gifted differ significantly from more typical age peers, causing dissonance in their school and home settings, surprisingly resulting in less than expected success. Learn strategies for use in the classroom and communication techniques with parents while addressing systemic changes supportive of promoting achievement for all students.

Instructor: Judy Semler  
2 semester credits  
Mondays and Tuesdays, July 21, 22, 28, 29  
8:30 a.m.–3:30 p.m.  
Tuition: \$748.

## LITERACY EDUCATION

### Phonetic Awareness and Phonics: K-3

LANG 6076-52151 **Online**

Strengthen your skills teaching primary readers. Study empirical research from the National Reading Panel and best practices in teaching K-3 reading to gain deeper knowledge of the instructional strategies needed to teach phonemic awareness and phonics more effectively. Examine research-based assessment tools, including benchmarks, screening, progress monitoring, and diagnostics, including informal reading inventories. Learn about the critical aspects of curriculum-based assessments, such as running records, to determine the phonemic awareness, readiness, and phonetic skills of beginning readers.

Instructor: Cooksey Smith  
1 semester credit  
Online dates: August 4–August 23  
Tuition: \$275

### Teaching Mathematics through Children's Literature

LANG 6122-52399 **Saint Paul**

Children's literature provides a rich avenue through which math can be explored. It also creates a common context for students. Participants will examine current research on teaching mathematics through children's literature and come to understand the value of using such a framework in the classroom. They will then collaborate

to develop lessons on chosen math topics. These lessons will be presented to the class, and students will receive feedback from the instructors as well as their classmates.

Instructors: Michelle Vanden Plas and Julie Ostlund  
1 semester credit  
Monday-Thursday, June 23-26  
9 a.m.–noon  
Tuition: \$275

### Banned and Challenged Books: From Aristotle to Hogwarts

LANG 7194-52157 **Saint Paul**

From the times of Aristotle to the publishing arrival of *Harry Potter*, books have been questioned, challenged, censored, burned, and banned. Personal and group criteria have been used to rid society of controversial views of objectionable content, such as pornography, new age religion, heresies, inappropriate language, and alternative lifestyles. Examine challenged and banned books, court cases, censorship issues, and reconsideration forms. Become more knowledgeable and aware of the history of challenged and banned books—a book promoter, not book banner. **Prerequisite:** Read *The Adventures of Huckleberry Finn* prior to course start date.

Instructor: Joan Arndt  
1 semester credit  
Monday, Tuesday, Thursday, August 11, 12, 14  
8:30 a.m.–noon  
Tuition: \$275

### Conferring with K-8 Writers

LANG 7504-52158 **Online**

Examine purposeful and predictable structures of writing conferences. Discuss the roles of teacher and student in the writing conference. Learn ways to respond effectively to student writing. Analyze conversations with students during writing workshop. Develop management systems to support conferring.

Instructor: Donna Hauger  
1 semester credit  
Online dates: June 23–July 13  
Tuition: \$275

### Summer Literacy Institute 2014

LANG 7714-52420 **Saint Paul**

The 2014 Summer Literacy Institute will include nationally renowned speakers Peter Johnston, Steven Layne, Frank Serafini, and Jennifer Seravello. Break out sessions and symposiums will be facilitated by area practitioners and notable children's authors.

Instructors: Marcia Rockwood and Terri Christenson  
2 semester credits  
Monday-Thursday, July 14–17  
8:30 a.m.–3:15 p.m.  
Tuition: \$645 (registration forms received on or before June 9 will receive a \$50 early bird discount)  
Note: There is also a conference only option with no graduate credit. See page 2 for more details.

### Foundations of Reading, K-12

LANG 7901-52353 A **Online**  
LANG 7901-52354 B **Saint Paul**

This course provides a theoretical, historical, and evidence-based perspective on reading instruction. Students will explore a wide range of literacy research and investigate how these studies impact reading instruction in their own teaching lives. This course will include the examination, discussion, and application of the following foundational topics: 1) emergent reading skills, 2) word recognition, 3) vocabulary, 4) fluency, 5) comprehension, 6) writing to advanced reading development, and 7) electronic and professional resources to support literacy.

Section A  
Instructor: Debbie Bell  
3 semester credits  
Online dates: June 7–August 2  
Tuition: \$1,215  
Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$174.99.

Section B  
Instructor: TBD  
3 semester credits  
Mondays/Wednesdays, June 23–July 23  
1–5 p.m.  
Tuition: \$1,215

### Developing Elementary Readers, K-6

LANG 7902-52377 A **Saint Paul**  
LANG 7902-52378 B **Online**

This course is designed to prepare teachers of reading to promote and sustain reading competencies of elementary learners. Teachers of reading will investigate the reading process and the many strategies that are appropriate for classroom implementation. Teachers will also explore literature resources, with an emphasis on children's literature, that support elementary students' reading 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. **Prerequisite:** Foundations of Reading, K-12

Section A  
Instructor: Elizabeth Pearson  
2 semester credits  
Tuesdays and one Friday, July 15, 22, 29, August 5, 8, 12  
1–5 p.m.  
Tuition: \$810

Section B  
Instructor: Lisa Krall  
2 semester credits  
Online dates: June 2–July 12  
Tuition: \$810  
Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

### Advancing Secondary Readers, 7-12

LANG 7903-52379 A **Saint Paul**  
LANG 7903-52370 B **Online**

This course will investigate the reading process and strategies appropriate for use with secondary learners at the middle and high school levels. Students will learn about current methods, theories, and materials used in secondary literature instruction. Explore literature resources that emphasize fiction, nonfiction, and technical literature to support 7–12 development in reading. **Prerequisite:** Foundations of Reading, K-12

Section A  
Instructor: Stephanie Reid  
2 semester credits  
Thursdays and one Monday, July 17, 24, 31, August 4, 7, 14  
1–5 p.m.  
Tuition: \$810

Section B  
Instructor: Stephanie Reid  
2 semester credits  
Online dates: June 23–August 2  
Tuition: \$810  
Note: This fully online course is delivered with support from Learning House and has an additional fee of \$58.33/credit, or \$116.66.

## TEACHING ENGLISH AS A FOREIGN LANGUAGE

### TEFL Certificate Course

ESL 6620-52350 **Saint Paul** 

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 more than 40 hours teaching, observing, and giving feedback in a classroom with English language learners. Our nationally recognized program was established in 1991, and more than 1,200 Hamline graduates have taught in more than 40 countries worldwide. Join them!

Instructor: Julia Reimer  
8 semester credits  
Monday-Friday, June 30–July 31  
9:30 a.m.–3:30 p.m.  
Tuition: \$3,624  
Note: Application is required for participation in this program. Please visit [hamline.edu/tefl](http://hamline.edu/tefl).

### Linguistics for Language Teachers

ESL 7519-52210 **Online** 

This is a broad, applied introduction to the study of language, including morphology (word forms), syntax (sentence structure), semantics (meaning), and phonetics/phonology (pronunciation), as well as the social

and cognitive dimensions of language. Study the application of linguistic skills to language instruction and the use of technology in teaching, in addition to an introduction to graduate-level research and Internet skills in a two-hour in-class library orientation.

Instructor: Andreas Schramm  
4 semester credits  
Online dates: June 2–August 23  
Tuition: \$1,620

### Basics of Modern English

ESL 7650-52213 **Saint Paul** 

An overview of English grammar designed for teachers of ESL grades K-Adult. Develop an understanding of the basics of English grammar both descriptively and pedagogically, particularly in areas that cause difficulties for learners of English as a second language. Improve your skills at error analysis and your ability to effectively incorporate grammar instruction into your classroom in a way that is meaningful and interesting to your learners.

Instructor: Cynthia Lundgren  
4 semester credits  
Tuesdays/Thursdays, June 3–July 17  
5–9 p.m.  
Tuition: \$1,620

### Second Language Acquisition

ESL 7660-52215 **Online** 

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

Instructor: Anne DeMuth  
3 semester credits  
Online dates: June 2–August 3  
Tuition: \$1,215

## TRAUMATIC BRAIN INJURY

### Neurobiological Disorders

SPED 7084-52183 **Online** 

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.

Instructor: Jennifer Polson  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$748

### ADD Learners

SPED 7085-52184 **Online** 

Develop skills to understand the diagnosis of AD/HD, including recent brain research. Learn the impact that AD/HD has on a student's social, academic, and psychological functioning, along with practical strategies to assist the student in the classroom. Discuss the following topics: differentiating AD/HD from other disorders, brain-based research, special education and 504 accommodations, social skills, organizational skills, and academic modifications.

Instructor: Jennifer Polson  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$748

## URBAN EDUCATION

### Introduction to Urban Education and Reflective Teaching

URED 7720-52200 **Online** 

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



—Mike LeMier, '12 MA-Literacy Education, '10 BA-Social Studies with initial licensure, history teacher at Sibley Middle School.

examining urban and cultural implications for teaching.

Instructor: Nikole Logan  
2 semester credits  
Online dates: June 2–July 13  
Tuition: \$550

### Framework for Teaching: Changing Paradigm

URED 7722-52334 **Online**

Learn multiple research-based theoretical frameworks that increase teacher resiliency and utilize teacher experience to develop cultural competence. Focus on strategies that build upon the strengths of urban learners, build community, and enhance student motivation and capability. Examine the convergence of culture and cognitive development through personal experiences, group projects, and personal introspection. This course is approved to meet the human relations requirement for Minnesota teacher licensure.

Instructor: Nikole Logan

4 semester credits  
Online dates: June 2–August 23  
Tuition: \$1,100

### Culturally Relevant Pedagogy: Teaching for Democratic and Diverse Classrooms

URED 7724-52203 **Online** 

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 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.

Instructor: Stacie Stanley  
2 semester credits  
Online dates: July 14–August 23  
Tuition: \$550



 **HAMLIN UNIVERSITY**  
School of Education

# Hamline School of Education programs

## Doctoral program

Earn your EdD.

## Master's programs

- Education
- Education with an emphasis in natural science and environmental education
- English as a second language
- Literacy education
- Teaching (initial licensure)

## Bachelor's programs

Earn your BA or BS degree. Co-major in education with initial licensure.

## Additional licensure programs

- Administrative: principal, superintendent, director of special education
- Autism spectrum disorders
- Bilingual/bicultural education (K-12)
- English as a second language (K-12)
- Reading (K-12)
- All initial license areas

● on campus ● online ● low residency

[hamline.edu/summer14](http://hamline.edu/summer14)

## Initial licensure options

Elementary

- Elementary education K-6

Secondary

- Sciences: general sciences 5-8, chemistry 9-12, life sciences 9-12, physics 9-12
- Communication arts and literature 5-12
- Mathematics 5-12
- Social studies 5-12

K-12

- Dance and theater
- English as a second language
- World languages and cultures: German, Spanish

## Certificates and continuing studies coursework

- Adult ESL
- Advanced teaching English as a foreign language
- Autism spectrum disorders
- College admission counseling
- ESL for mainstream teachers
- Environmental education
- Gifted education
- Teaching English as a foreign language
- Traumatic brain injury
- Urban teaching

# Registration Information

## NEW STUDENTS

### BY MAIL OR FAX:

- Complete the form on page 21.
- Submit your form via mail to:  
Hamline University, Graduate Registration  
1536 Hewitt Avenue, MS-A1750  
Saint Paul, MN 55104
- Submit your form via fax to 651-523-2585.
- If you prefer, you can also complete a registration form in person at the Student Administrative Services Office, East Hall, Room 113E, Monday-Friday, 9 a.m.-5:30 p.m.

## RETURNING STUDENTS

**BY MAIL OR FAX:** See instructions above for new students registration.

### ONLINE:

- Go to [piperline.hamline.edu](http://piperline.hamline.edu) and log in to PIPERLINE using your Hamline ID and Piperline PIN.
- Select the Student Services tab at the top of the page. Then choose the Registration menu. Select Register/Add/Drop Classes. Then choose the term in which you would like to take a course.
- A list of all courses being offered in the current term will appear. You can search courses by subject.
- Complete the required fields (marked with a star) and click Submit.

## TUITION INFORMATION

In addition to the tuition amounts listed, additional fees may be included for materials, meals, lodging, or other course expenses. Other university fees may also apply. Tuition may vary for those enrolled in different programs.

## CANCELLATIONS

Hamline University reserves the right to cancel classes due to lack of enrollment or emergencies. If a course is canceled, you will be notified by email or telephone.

## CLOSINGS DUE TO WEATHER

If adverse weather and/or hazardous travel conditions occur that necessitate canceling or postponing the university's activities, the official announcement will usually be broadcasted over WCCO-AM radio (AM 830), WCCO-TV Channel 4, and other media outlets. During the workday, text message alerts may be sent to students and employees signed up (through Piperline) to receive HAMLIN ALERT and/or a Novell Alert may be sent to those working on a computer. In addition, you may call 651-523-5555 for school closing information. If a non-weather emergency occurs, Hamline's Safety and Security Office should be contacted at 651-523-2100.

## SERVICES FOR STUDENTS WITH DISABILITIES

Hamline is committed to ensuring all qualified students equal access to academic and extracurricular programming. Hamline is obligated to make reasonable accommodations in programs and activities to provide equal access to qualified persons with disabilities. A qualified person with a disability is a person who can satisfy academic and technical standards requisite to admission or participation in the recipient's education or activity. Faculty members are required to have written recommendations from the Disability Resource Office before providing accommodations for students. For further information, please call the Disability Resource Office at 651-523-2521.

## POLICIES

For information on our academic policies (including credit transfer, drop/withdraw policies, etc.), please visit [hamline.edu/policies](http://hamline.edu/policies).

# Registration Form

Call Student Administrative Services at 651-523-3000 with registration questions. Phone registration not accepted.

## PROFESSIONAL DEVELOPMENT FOR EDUCATORS REGISTRATION FORM

This form is for professional development for educators courses only.

Hamline ID/Social Security Number \_\_\_\_\_

Preferred email (required) \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Street City State ZIP

Home phone \_\_\_\_\_ Cell phone \_\_\_\_\_ Work phone \_\_\_\_\_

Date of birth \_\_\_\_\_ Gender:  Female  Male  
Month/Day/Year

Are you a teacher?  Yes  No

If yes, Subject/Grade Level \_\_\_\_\_ District \_\_\_\_\_ School \_\_\_\_\_ Number of years teaching \_\_\_\_\_

### Enrollment Status:

I am admitted to a Hamline program in (list) \_\_\_\_\_

I have never taken a course at Hamline \_\_\_\_\_

I last took a course at Hamline in (year) \_\_\_\_\_

If you enrolled under a different name, what name? \_\_\_\_\_

Educational background (list college/university attended, years of attendance, and degree earned):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Please register me in the following course(s) in 2014:

TERM:  Summer  Fall

YEAR:  2014  2015

Subject and course code (e. g., LANG 7905) 5-digit CRN (e. g., 12737) Course title  
\_\_\_\_\_  
\_\_\_\_\_

Location and start date \_\_\_\_\_ Credits \_\_\_\_\_ Course Cost \$ \_\_\_\_\_ Audit\* (check if yes):

\*Audit: Professional development students may register for an audit, but must still pay full tuition. Students who audit a course will not receive academic credit for the course. Students must note the audit at time of registration (see check box above). The decision to audit is irreversible. Students intending to audit must submit a registration form to Registration and Records (Law Grad 113) no later than the first day of the course.

**Payment:** Tuition is due and payable by the first class session. A \$20 fee will be charged for all returned checks.

Check for \$ \_\_\_\_\_ is enclosed, payable to Hamline University. (Do not send payment directly to the School of Education.)

Electronic online payment through Piperline. For more information, please see [hamline.edu/billing](http://hamline.edu/billing).

### Electronic payment options:

- ACH e-check payments for no fee—you will need your bank routing and account numbers.
- Credit card payments via MasterCard, Visa, Discover, or American Express with a 2.75% convenience fee.



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Space is limited! To apply, visit [hamline.edu/RIVERS](http://hamline.edu/RIVERS).

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**Mississippi River Institute: July 28-30, 2014**

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