



2005-2007

Hamline University Graduate Schools Bulletin



HAMLIN
UNIVERSITY

Welcome to Hamline University!

This 2005-2007 Graduate Schools Bulletin provides information about the graduate programs, rules, courses, and faculty of Hamline University. Information in the bulletin will help you make important choices about your education, and it will introduce you to the many services Hamline provides.

For more information on graduate admission, contact:

Office of Graduate Admission
Hamline University
1536 Hewitt Avenue
Saint Paul, MN 55104-1284

gradprog@hamline.edu
651-523-2900
www.hamline.edu

NOTE: The courses and curricula described in this catalog, and the teaching personnel listed, are subject to change or cancellation by official action of Hamline University. Failure to read this catalog does not excuse students from the requirements and provisions described herein.

**HAMLIN
UNIVERSITY**

Table of Contents

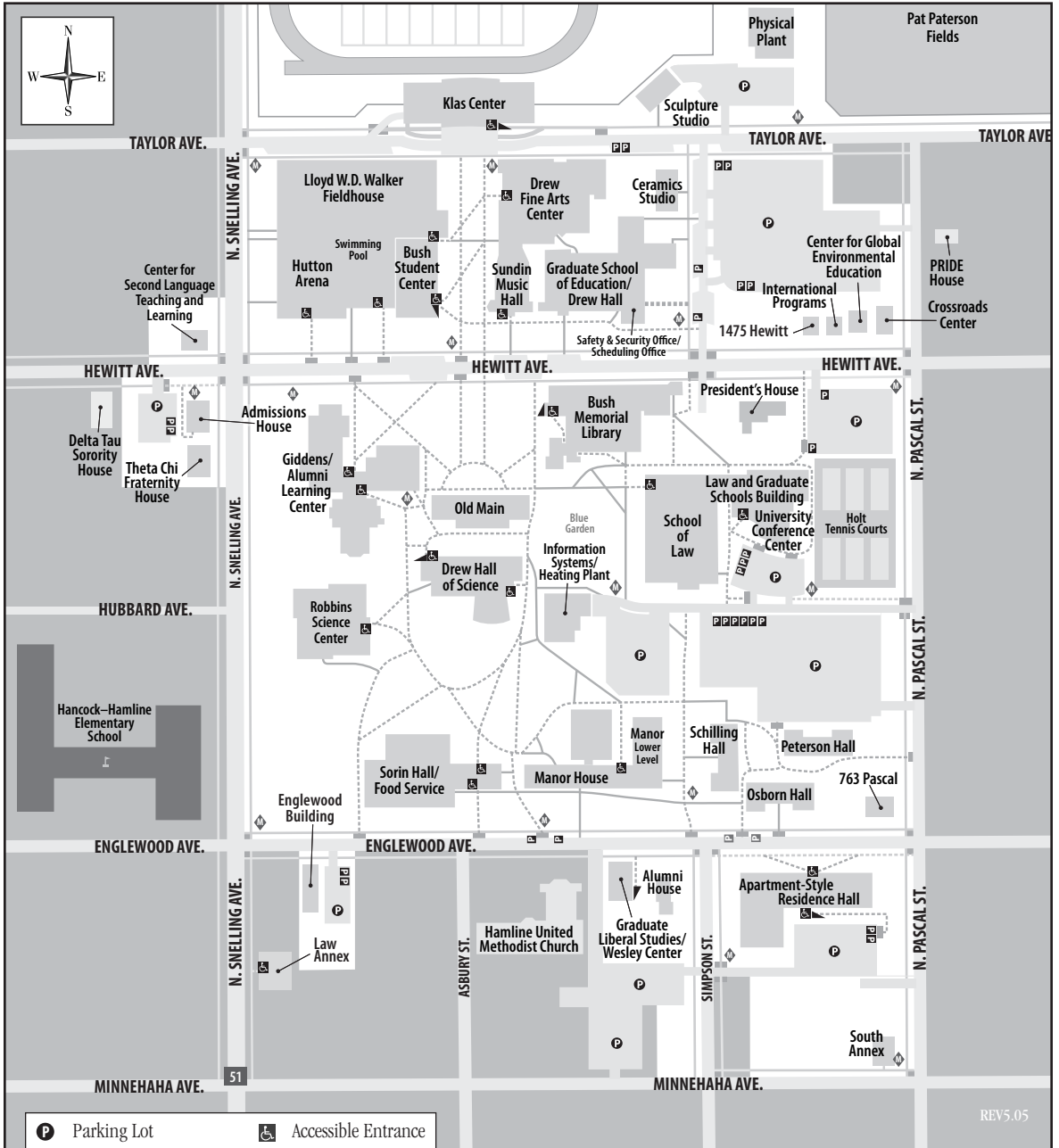
Part 1	Hamline University Graduate Schools General Information	2
	Campus Map	3
	Academic Calendar	4
	About Hamline	5
	Hamline Vision	5
	Accreditation	5
	Should I Apply to Graduate School?	5
	Hamline University Graduate Schools at a Glance	6
	Admission Information	7
	Financial Aid and Scholarships	8
Part 2	Graduate Schools Academic Standards and Policies	9
Part 3	Program and Course Descriptions	19
	Graduate School of Education	20
	Master of Arts in Education (MAEd)	20
	Master of Arts in Education—Natural Science and Environmental Education (MAEd:NSEE)	20
	Master of Arts in English as a Second Language (MAESL)	21
	Master of Arts in Teaching (MAT)	22
	Doctorate in Education (EdD)	22
	Initial Licensure	23
	Additional Licensure Programs	23
	Professional Development	24
	Courses	24
	Graduate School of Liberal Studies	30
	Master of Arts in Liberal Studies (MALS)	30
	Master of Arts in Writing (MFA)	31
	Postgraduate Certificate of Advanced Liberal Studies (CALs)	32
	Courses	33
	Graduate School of Management	34
	Master of Arts in Management (MAM)	34
	Master of Arts in Nonprofit Management (MANM)	35
	Master of Arts in Public Administration (MAPA)	36
	Dual Degree Programs	38
	Certificate in Advanced Public Administration (CAPA)	38
	Doctorate in Public Administration (DPA)	39
	Courses	41
Part 4	Campus Services	50
Part 5	Faculty and Staff Directory	56
Part 6	Index	62

PART 1

Graduate Schools
GENERAL INFORMATION



Hamline University campus map



REV 5.05

Academic Calendar 2005-2007

Graduate Schools Degree & Licensure On-Campus Programs*

	Academic Year 2005-2006	Academic Year 2006-2007
Fall Term		
Fall term classes begin	Wednesday, September 7, 2005	Wednesday, September 6, 2006
Thanksgiving break	No evening classes Wednesday, November 23	No evening classes Wednesday, November 22
Fall term classes end	Thursday & Friday, November 24 & 25 Saturday, December 17	Thursday & Friday, November 23 & 24 Saturday, December 16
Winter Term	2006	2007
New Year's University holiday	Monday, January 2	Monday, January 1
Winter term classes begin	Tuesday, January 3	Tuesday, January 2
Martin Luther King Jr. holiday (no classes)	Monday, January 16	Monday, January 15
Winter term classes end	Saturday, January 28	Saturday, January 27
Spring Term	2006	2007
Spring term classes begin	Wednesday, February 1	Wednesday, January 31
Easter holiday	Friday, April 14-Saturday, April 15	Friday, April 6-Saturday, April 7
Spring term classes end	Saturday, May 13	Saturday, May 12
Commencement	Saturday, May 20	Saturday, May 19
Summer Term **	2006	2007
Fourth of July holiday (no classes)	Tuesday, July 4	Wednesday, July 4

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

** Some classes meet outside of academic calendar term dates. Please check www.hamline.edu/classsschedules or www.hamline.edu/registrar/classes for current course information.

About Hamline

Rigorous academics and innovative programs attract and challenge a diverse and talented student body in Hamline University's undergraduate college, graduate schools, and law school. Guided by faculty who are leaders in their fields, Hamline's more than 4,400 students experience an intimate environment of small classes and personal attention along with the opportunities of a comprehensive university.

Ranked first in Minnesota among comprehensive universities by *U.S. News and World Report*, Hamline is also Minnesota's first university, founded in 1854.

Hamline 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.

Core Values

Hamline University recognizes its pioneering spirit and roots in the inclusive traditions and values of the United Methodist Church. The following emerge as our main core values:

- High quality, rigorous academics
- Commitment to making the world a better place
- Focus on ethics and civility

Vision

Hamline University - the nation's leading New American University.

Integration. Innovation. Transformation.

Promise

Hamline University promises a distinctive learning environment with personal attention and exceptional experiences to prepare you to contribute and prosper in a changing world.

Accreditation

Hamline University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, and can be reached at 312-263-0456 or 800-621-7440.

Hamline University is also accredited by the:

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

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

Should I Apply to Graduate School?

Today many working professionals are answering "Yes." Despite busy careers, full family lives, and commitments to their communities, adults are returning to school in increasingly large numbers to seek advanced degrees. Why?

Preparing for Leadership

After working a few years, many people seek more responsibility, increased earnings, or new challenges. Often, upper management positions are closed to those without advanced degrees. A graduate degree may be the key to open the door to new management responsibilities in your current position or organization.

Changing Careers

After working a while, some people find their interests or skills no longer match their job. If you are ready to apply your knowledge and experience to a new career, graduate school may be the best way to train for a new opportunity.

Differentiating Yourself in a Competitive Job Market

People still challenged by their current career often find an advanced degree helpful in differentiating themselves from other professionals in their organization or field. Certificates, licenses and master's degrees are ways to stay up-to-date in your career by gaining new skills and information to meet job requirements. Gaining greater knowledge in the field in which you are working may provide new opportunities or inspire innovations that can contribute to your field of expertise.

Navigating Life Transitions

Events in their personal lives often lead working adults to return to school. A youngest child going off to college frees up the time for a parent to think about his/her own education. A severance package includes tuition reimbursement to assist in retraining. Health concerns convince people to look for less stressful jobs.

Whatever the personal reason for returning to school, you will find the experience transforming and meaningful.

Intellectual Curiosity

Some people remain endlessly curious about the world around them and want to continue learning in a structured environment. Graduate school provides you the opportunity for lifelong learning.

Why Should I Choose Hamline?

Over the years, Hamline's graduate schools have distinguished themselves with successful programs that help students contribute and prosper in a changing world. As you embark on your graduate school career, our graduate schools are well poised to help you realize your educational and personal goals.

Hamline may have the ideal graduate program for you. Consider the benefits:

- Hamline's part-time program is designed for the busy lives of working professionals. While academically rigorous, Hamline strives to create convenience for students in registration, scheduling, and class locations so students can focus on scholarship, rather than navigating the system.
- Hamline's high quality faculty integrate theory and practice, as well as service and values, to foster students' critical thinking skills and scholarship. Instructors offer personal attention to students, creating a manageable program and an exceptional learning experience.
- Degree programs offer students flexibility and choice through accelerated and traditional tracks of study and convenient locations on its Saint Paul campus, at its Minneapolis Center, and in communities throughout Minnesota.
- As Minnesota's first university, Hamline offers 150 years of educational rigor and a solid reputation.

Graduate Schools at a Glance

Graduate School of Education

For more than thirty years, Hamline's Graduate 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; master of arts (MA) in education; MA in education with an emphasis in natural science

and environmental education; MA in English as a second language (ESL); and MA in teaching, which provides initial licensure for new teachers.

- The graduate 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.
- Locations at Hamline's Minneapolis Center and across Minnesota offer students convenience and flexible scheduling.
- Home to nationally recognized centers and programs, including the Center for Global Environment Education, the Center for Second Language Teaching and Learning, and the Center for Literacy and Learning.
- 2004-2005 enrollment: 1,200 degree-seeking students, ranging in age from 21 to 74.

Graduate School of Education

Admissions: 651-523-2900 or 1-800-753-9753

gradprog@hamline.edu

Graduate School of Liberal Studies

The Graduate School of Liberal Studies, which recently celebrated its twenty-fifth year, promotes the ideals and values of liberal arts learning. It encourages meaningful dialogue and inquiry across disciplinary boundaries, enabling students to gain a deeper understanding of the human cultural heritage and the issues of contemporary life. It also prepares students who wish to specialize in creative writing and to teach writing at the college level.

- Degrees offered: master of arts in liberal studies (MALS) and master of fine arts in writing (MFA).
- The interdisciplinary MALS program offers students the opportunity to range freely among academic, artistic, spiritual, and professional issues and ideas.
- The MFA program is Minnesota's first graduate degree program in creative writing. It is distinguished by its interdisciplinary emphasis and its support of work in more than one genre.
- Courses in literary publishing are open to both MALS and MFA students.
- Certificate of Advanced Liberal Studies is available for students already holding a master's degree.
- New After Five Sampler Series offered at Hamline's Minneapolis Center is specially designed for busy working professionals, and provides students opportunities to sample everything liberal studies has to offer before deciding to earn a master's degree.

- 2004-2005 enrollment: 300 degree-seeking students.

Graduate Liberal Studies Program

Admissions: 651-523-2900 or 1-800-753-9753

gradprog@hamline.edu

Graduate School of Management

We believe that to manage well is to make a difference. Good managers understand what is necessary to get a job done, and can do so responsibly with civility and respect. Good management is effective management. It accomplishes; it achieves; it creates a difference.

Hamline's Graduate School of Management offers master's degrees in all three economic sectors of government, business, and nonprofit. In addition, students can earn advanced studies degrees in public administration, a doctorate in public administration, dual degrees, and professional development certificates.

- Degrees offered: master of arts (MA) in public administration; MA in management; MA in nonprofit management; doctorate in public administration. Dual master's and juris doctor degrees, as well as dual master's degrees.
- The doctorate in public administration was the upper Midwest's first such program.
- International student body provides a distinctive learning atmosphere in which cross-cultural, as well as cross-sector, exchanges occur.
- Concentrations include local government administration, public policy management, conflict resolution, management (general, international, and conflict), and philanthropy.
- Continuing studies seminars and certificate programs focus on current and relevant subjects to professionals in businesses, government, and nonprofit organizations.
- 2004-2005 enrollment: 470 degree-seeking students.

Graduate School of Management

Admissions: 651-523-2900 or 1-800-753-9753

gradprog@hamline.edu

Admission Information

Office of Graduate Admission

1536 Hewitt Ave., MS-A1710

Saint Paul, MN 55104-1284

651-523-2900 or 800-753-9753

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

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

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

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 and pay an application fee. Application forms for Adult Special status are available from the Office of Graduate Admission. An Adult Special student must hold a bachelor's degree from an 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.

Reactivation, Readmission, Deferral: Students who have been admitted for a specific term may defer their admission to a following term by contacting their program office. Students who have been made inactive or who have withdrawn and wish to resume their graduate program must go through a review by program staff. Additional documentation for readmission may be requested by the program.

Financial Aid and Scholarships

Hamline University graduate students are generally not eligible for need based or institutional grants. However, graduate students may choose to apply for Federal Stafford Loans to help defray their education costs. To be eligible for Federal Stafford Loans, graduate students must maintain at least half-time status (four credits per semester.) In addition to Federal Stafford Loans, some graduate students are eligible to borrow private alternative educational loans for up to the cost of their education.

Hamline University's graduate programs offer the following annual scholarships:

Graduate School of Liberal Studies:

Bailey Scholarship

MALS Alumni Endowed Scholarship:

Graduate School of Management:

Brooks Scholarship

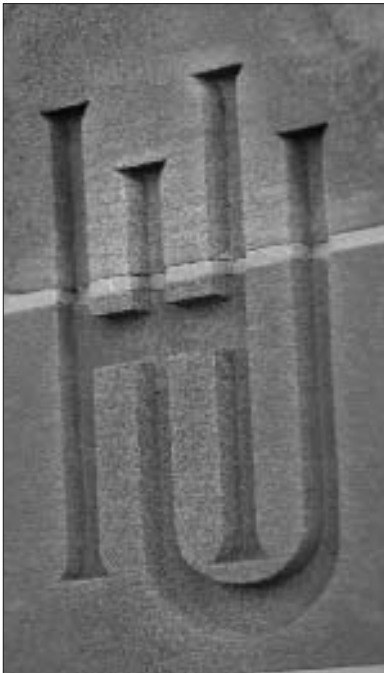
Novak Scholarship

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 paper format in the Student Administrative Services Office, and in electronic format on Hamline's Financial Aid Web site at www.hamline.edu/hamline_info/offices_services/student_relations/sas/financial_aid/index.html

PART 2

Graduate Schools

ACADEMIC STANDARDS AND POLICIES



Graduate Schools Academic Standards and Policies

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

The following are policies that apply specifically to graduate students; however, additional Hamline University policies apply as well. Visit www.hamline.edu/policies for more information.

1. Academic Integrity-Graduate School Statement
2. Attendance/Assignments
3. Commencement
4. Course Evaluation
5. Grade Appeal/Grades
6. Holds
7. Name Changes
8. Registration
9. Release of Student Information
10. Satisfactory Academic Progress Policy/Procedures
11. Student Status (Full-Time/Part-Time Status)
12. Time Limits
13. Transcripts
14. Transfer Credit/Credit Equivalencies
15. Tuition and Fees
16. Withdrawal

1. Academic Integrity-Graduate School Statement

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Hamline University. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the academic integrity policy, academic penalties may be prescribed by the instructor of the course in question including, but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from the university.

The student has the right to appeal the instructor's or administrator's decision to the appropriate graduate school dean, and if still dissatisfied, to the Vice President for Academic Affairs. In the case where the dean is the instructor or administrator, a second member of the school/program faculty will be asked to perform an independent investigation and make a recommendation. The decision of the Vice President for Academic Affairs is final.

2. Attendance/Assignments

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

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

If class assignments include group work, each student in the group must contribute his or her fair and proportionate share to the project.

Students may not submit substantially similar work or material for more than one course unless they obtain permission from the instructors of all applicable courses. This applies to courses taken simultaneously or in different terms.

3. Commencement

Graduates are honored at the annual commencement ceremony held at the end of each spring term. Clearance of all financial obligations is essential in order to receive a diploma. Diplomas are distributed within six to eight weeks following commencement.

4. Course Evaluation

Students are expected to evaluate their current courses and quality of instruction at the conclusion of every course. If a student has a concern outside the evaluation process, it is recommended that the student first address the instructor. If unable to resolve the concern, the student should consult with the program dean to discuss both informal and formal processes for dealing with the concern. In a case where the instructor is the dean, the student should consult with the Vice President for Academic Affairs.

5. Grade Appeal/Grades

Grade Appeal: Students wishing to appeal a grade should first contact the instructor. If the matter remains unresolved, the student may appeal to the program dean and, if still dissatisfied, to the Vice President for Academic Affairs. In the case where the instructor is the program dean, first appeal will be to the instructor, and the second appeal will be directly to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Grades: The following grades may be assigned:

Grade	Value/Definition
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	.70
F	0.00
AU	Audit—no credit given—attended class
EX	Registration extended to following term
I	Incomplete
N	No credit
P	Pass—credit awarded
W	Withdrawn
WF	Withdrawn failing (computed in GPA)

Students may occasionally have the option of choosing a grading system (letter grade, pass/no pass, audit, etc.) and must identify this preference at the first class session. An incomplete or a missing grade is not considered a final grade, but is subject to the published time limits (see Time Limits, Item 12, below). To protect student identity and confidentiality, grades are not given out over the telephone or faxed, and transcripts are not released if a student's account balance is not current. For official transcript information, call 651-523-2345 or check www.hamline.edu/transcript.

A. 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 aca-

ademic credit for the course. Upon completion, 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. Graduate Liberal Studies writing courses 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 a registration form with needed approvals to the Registration and Records office (LG 113E).

B. Grades for Degree Program and Licensure Students: For masters and doctoral students, only grades of "B-" or better, or Pass, are acceptable toward graduation. Exceptions are described below. All grades appear on students' official transcripts, but only letter grades are calculated into the GPA. Grades for courses transferred into a graduate degree program at Hamline are not calculated into students' GPAs. Degree Program and Licensure students may view final grades on Piperline at www.hamline.edu/piperline.html approximately two weeks after the last day of class. Students without a PIN should come to the Student Administrative Services office (LG 113E) during office hours with their student ID to obtain one, or call 651-523-3000.

C. Grades for Graduate School of Education Students: Students in the Master of Arts in Education (MAEd) program receive a Pass/No Pass upon completion of the capstone. All Education Licensure advanced practica are taken Pass/No Credit (except for the Advanced Reading Practicum and Keyboarding Practicum, which are taken for a letter grade). All other Education Licensure course work that is to be used toward licensure must be taken for a letter grade. Education Licensure students must maintain a 3.0 GPA in order to be recommended for any licensure. The practicum seminar and exit interview are taken for no credit, but a "P" is issued upon completion of the processes.

D. Grades for Graduate School of Liberal Studies Students: Internships and capstone projects are graded on a Pass/No Credit basis, while all other classes are assigned a letter grade. Sampler courses may be taken by degree-seeking students for a letter grade or for Pass/No Credit. Those classes taken for Pass/No Credit may not be used for degree credit.

E. Grades for Graduate School of Management Students: Letter grades are assigned for all courses, including capstones, except for Hamline Dialogues courses, which are taken by degree-seeking students on a no-credit basis. Hamline Dialogues may be used to meet seminar requirements but are not used for degree credit.

F. Repeat Grades/GPA for All Students: Students who receive a course grade of C- or below may retake the course. The original grade will remain on the transcript. The most recent course grade will be used in computing the GPA.

6. Holds

If your Hamline University account is in arrears, a financial hold is placed on your student account. You will be eligible to receive or request an official transcript or a diploma only after an obligation is cleared and the financial hold is removed.

7. Name Changes

Name change requests for current students must be made to Registration & Records (Law Grad 113E). Hamline alumni may make requests to either their respective alumni or registrar's office.

A. Current and Former Students: 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 certified 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. Diplomas are issued with the student's legal name on file at the time of degree completion.

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

C. Minor Variations in Names: Minor changes in names can be made without a court order at the discretion of the registrar (for example, spelling corrections or revisions). In these instances the student must provide documentation such as a current driver's license with photo, Social Security card, or resident alien card.

8. Registration

The Hamline registration Web site at www.hamline.edu/registration lists registration instructions, course information, an academic calendar for the term, and registration forms for degree and licensure students. Registration closes the tenth day before the beginning of the course. Courses involving travel or other events may have earlier deadlines.

All Hamline course offerings are available at: www.hamline.edu/classchedules and at www.hamline.edu/registrar/classes

Contact Student Administrative Services at 651-523-3000 (Law Grad 113) if you have questions related to registration.

A. Degree Program and Licensure Students Register for master's and doctoral level classes on Piperline at www.hamline.edu/piperline.

B. Continuing Studies and Sampler Student Registration is available by mail, fax, or in person in the Student Administrative Services office (Law Grad 113). Publications are available listing courses; however, the most current are always listed on Piperline. Early registration is recommended as classes may fill. However, students may register for classes up until the first day of class as long as the class is still open. A \$60 non-refundable deposit is required for each Continuing Studies class and is due at the time that the student registers for the class (this policy applies for students seeking financial aid, as well).

C. Special Registrations such as independent studies, internships, field experiences, capstone, advanced practicum, personal assessment, and other individual projects require specific registration forms and approvals. The appropriate forms are available online or in the program offices. Prior to submitting a special registration, students should consult their advisor or a faculty member regarding the format of the project. Students approaching their capstone projects should meet with a faculty advisor for guidance well before the registration term begins. Most special registrations require the permission of the project advisor, and sometimes that of the program dean or director. The student is responsible for obtaining all necessary permissions before submitting the registration to Student Administrative Services.

D. Registration Processing: Registrations for all students are processed on a first-come, first-served basis. Registrations received from students with registration holds will not be processed until the hold (financial or administrative) is released. For degree- and licensure-seeking students, a \$50 late fee is charged when registrations are received in the last ten working days before the term begins. This fee will also be charged if a registration cannot be processed by that deadline because of a registration hold (administrative or financial).

E. Maximum Credit Loads: The maximum credit load allowed for all degree programs (except Graduate Education MAT) is eight semester credits per term, unless permission is received from program dean, director, or faculty advisor. The maximum credit load for Graduate Education MAT students is sixteen semester credits per term.

F. Enrolling after the Class Start: Instructor permission is required to add a course after the class has started and to be registered for a wait-listed class. Appropriate forms to add/drop are available in Student Administrative Services (Law Grad 113).

G. Confirmation of Registration: Degree Program and Licensure students can check their Pipeline schedules to confirm registration at www.hamline.edu/pipeline. Continuing Studies students receive a confirmation of registration within two weeks of a registration's processing. Non-receipt of the confirmation may signal that a student is not registered because a class is full or the student has a registration hold. Students may check with Student Administrative Services at 651-523-3000.

9. Release of Student Information

Access to student records, which complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), is described below:

A. Definitions

Record: A record includes any data or information about you and related individuals, regardless of the media used to create or maintain the record.

Education Records: Educational records include records maintained by the institution but exclude records maintained by individuals and available only to those individuals or designated substitutes (that is, "personal files"). Your educational records are located and maintained by administrators in one or more of the following offices: Admissions; Alumni Relations; Financial Aid; Registration & Records; Student Accounts, and your academic program office. **Note:** The Registration & Records office is the only university office authorized to issue official transcripts and certify students' enrollment status. All requests for such documentation must be directed to that office.

Public Information: Public information (also called "directory" information) consists of your name, address, e-mail address, phone number, dates of attendance, class standing, full-time or part-time enrollment status, previous institutions attended, major/minor field of study, degrees and awards. Records of arrests and/or convictions are public records and thus not subject to university policy. **Note:** If you wish to restrict the release of your directory information, you must do so by notifying the Graduate Schools Registrar (Law Grad 113E).

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

C. Release to You: Your records are available to you with the following exceptions: confidential letters of recommendation submitted prior to 1975; records of your parents' financial status; records related to your student employment that are subject to other laws and are administered by the Human Resources office; medical and psychological records (which will be released only to a healthcare professional designated by you) and, if you signed a voluntary waiver of access, letters of recommendation related to admission, candidacy for awards, and candidacy for employment — these records may be used only for the purpose originally intended. You may see any of your available records within 45 days after submitting a written request to the Registration & Records office, either in person or by mail. You will receive an interpretation of the record upon request, at or after the time that access is granted.

D. Release to Hamline Faculty and Staff: Your records are available to members of the faculty and staff (school officials) who have a legitimate need for them, as determined by the administrator of the office responsible for maintenance of the record.

E. Release to Others: Except as specified below, your records will be released only upon completion of a consent form or letter you have signed. Any such release will include a notice that further release by the recipient is prohibited by law. A record of the release will be maintained.

Records about you will be released without your consent to your parents if you are a dependent as defined by the Internal Revenue Service; to federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research (provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher); to agencies responsible for accreditation of the institution or its programs; in response to a lawful subpoena, after making reasonable attempts to provide prior notification and opportunity for objection by you; and to institutional security officers when necessary for a criminal investigation.

F. 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.

10. Satisfactory Academic Progress Policy/Procedures

Section 484 of the Higher Education Act (HEA) requires that students maintain satisfactory progress in their courses of study in order to receive financial aid under the program authorized under Title IV of the HEA. Because Hamline University is committed to ensuring that its graduate and professional students are successful in completing their degree programs, their progress is monitored on an annual basis and those not meeting SAP criteria may be placed on financial aid probation and eventually suspended from receiving financial aid. This policy applies to all institutional grants, federal and state work-study funds, federal loans, state loans and private loan programs.

A. Standards of Satisfactory Academic Progress: Financial Aid may only be granted to graduate and professional students who: 1) maintain a cumulative grade point average, after the first two terms, that is equal to or greater than the graduation standards published by their individual program; 2) successfully complete a minimum of 67 percent of all hours attempted at Hamline University; and 3) complete their programs of study within a period of satisfactory academic progress that is not more than 150 percent of the hours normally required for the degree.

B. Minimum Cumulative Grade Point Average: In order to maintain Financial Aid eligibility, graduate and professional students must maintain a cumulative GPA that is equivalent to the graduation standards published by their program. (See chart on next page.)

C. Minimum Completion Rate: Financial Aid can only be disbursed to students who satisfactorily complete 67 percent of all credits attempted. Satisfactory grades are “A,” “B,” “C,” “D,” “P,” and “HP.” Unsatisfactory grades are “F,” “I,” “W,” and “N.” Failure to maintain a minimum 67 percent completion rate will result in a financial aid warning for the next term. Failure to raise the overall completion rate equal to or above the minimum 67 percent by the end of the “warning” term will result in a student being ineligible to receive financial aid, including student loans, until the student raises his/her overall completion rate to the minimum 67 percent.

D. Maximum Timeframe: As a prerequisite to receiving financial aid, graduate and professional students must complete their programs of study by attempting no more than 150 percent of the credits normally required for attainment of the degree. (See the chart on next page.) For example, if a degree program can normally be completed with 50 credit hours, a student’s financial aid eligibility will typically end once the student has attempted 75

credit hours, whether the student has attained the degree or not. Attempted credits include all grades of “F,” “W,” “I,” and “N.” Repeated courses are counted as attempted credits each time they are attempted. All transfer credits accepted by Hamline University count as attempted credits.

E. Monitoring Process: Every financial aid applicant’s academic progress will be monitored at the end of each year. The assessment will be based on the student’s entire academic record, including all transfer hours accepted. All of a student’s academic coursework is considered in the review process, without regard as to whether or not the student received financial aid for the term(s).

Automated reviews are conducted by the Office of Financial Aid in concurrence with the Registration & Records Office at the end of each year, when program grades are anticipated. For programs that do not operate on a normal academic schedule, review dates are revised. 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 period, the aid can be reinstated for that term.

F. Financial Aid Probation and Termination: Students who do not meet the standards of the Financial Aid Satisfactory Academic Progress (SAP) policy at the end of their second semester will automatically be placed on financial aid probation for the following semester. At the end of the probation period, students will be removed from financial aid probation if they are determined once again to be making satisfactory progress as outlined above. However, financial aid will be terminated if a student is still not making satisfactory academic progress. Students who are academically dismissed (and not reinstated on appeal) by the dean of their program are immediately terminated from receiving financial aid, without a probation period.

G. Unsatisfactory Status: Students who are not in compliance with all aspects of the SAP policy are considered to be in an unsatisfactory status. A student whose status is determined to be unsatisfactory is not eligible to receive financial aid until the student: 1) attains the required minimum standards by successful completion of additional credits without the benefit of financial aid, or 2) is granted probationary financial aid during the appeal process, or 3) attains by the end of the probationary period the required minimum standards.

H. Appeal Process: Students who have been warned or who have had eligibility for financial aid suspended due to unsatisfactory academic progress may appeal to the Director of Financial Aid for an extension of time to meet the standards detailed in this policy. A student whose academic performance was affected by circumstances beyond his or her control including, but not limited to, personal or family accident; illness or crisis; death of a close family member; loss of employment or employment transition; or divorce, may request a review of his or her situation.

To appeal the warning or denial of financial aid due to extenuating circumstances, a student must, within 15 days of notification, submit a letter detailing the circumstances that were beyond his or her control. The letter must be directed to the Financial Aid Director identifying how those circumstances affected his or her ability to meet the satisfactory progress standards. Additionally, independently verifiable supporting documentation from an identifiable third party is required in most instances.

I. Appeal Decisions and Probationary Periods: The Director of Financial Aid with the Registrar will issue a concluding opinion. A second appeal may be filed with the Vice President for Academic Affairs, whose decision in all cases will be final. A student may have financial aid reinstated for an additional probationary semester under the following circumstances: 1) The student appeal is approved by the Director of Financial Aid in conjunction with the Registrar; 2) Incomplete coursework is made up, thus advancing the student's cumulative credit standing and grade point average; and 3) The student completes required coursework at another institution during an academic leave of absence and has been officially readmitted to Hamline.

J. Reinstatement of Eligibility Upon Meeting the Standards: A student who has failed to meet the SAP Standards will be reinstated for financial aid eligibility upon the following conditions: 1) The student's Hamline University transcript demonstrates that the student now meets all of the SAP standards and 2) The student has submitted a financial aid application for the current award year.

College/Program	Degree	Maximum Timeframe (credit hours)	Minimum GPA
Administrative Licensure	n/a	14 credit hours	3.0
Education - Doctorate	EdD	68 credit hours w/in 7 years	3.0
Education - Masters	MAEd	34 credit hours w/in 7 years	3.0
Law - Juris Doctorate	JD	88 credit hours w/in 5 years	2.0
Law – Masters	LLM	24 credit hours	2.0
Management – Masters	MAM	48 credit hours w/in 7 years	3.0
Natural Science and Environmental Education – Masters	MAEd:NSEE	35 credit hours w/in 7 years	3.0
Nonprofit – Masters	MANM	48 credit hours w/in 7 years	3.0
Public Administration – Masters	MAPA	48 credit hours w/in 7 years	3.0
Public Administration – Certification	CAPA	36 credit hours w/in 10 years	3.0
Public Administration – Doctorate	DPA	52 credit hours w/in 10 years	3.5
Teaching – Masters	MAT		
Elementary		63-65 credit hours w/in 7 years	3.0
Secondary		49 credit hours w/in 7 years	3.0
K-12		51 credit hours w/in 7 years	3.0
English Second Language	ESL	31 credit hours	3.0
English Second Language – Masters	MAESL	43 credit hours w/in 7 years	3.25
Masters of Fine Arts	MFA	48 credit hours w/in 7 years	3.0
Masters of Liberal Studies	MALS	38-40 credit hours (depending on choice of final project) w/in 7 years	2.8

11. Student Status (Full-Time/Part-Time Status)

For Hamline graduate degree and licensure students, full-time status is defined as 8 semester credits per term and half-time status is 4 semester credits per term. For graduate education Continuing Studies students, full time status is defined as 12 semester credits per term and half-time status is 6 semester credits per term.

12. Time Limits

A. Incompletes: Regularly scheduled courses, independent studies, and internships are to be completed within one term. With an instructor's approval, any graduate student may take an incomplete in a course. Effective Fall 2005, an N (No Credit) is assigned if the student does not complete the course within four months of the end of the term of registration. If an incomplete or missing grade has been converted to an N, the student may complete the necessary course work, at the instructor's discretion,

within one year of receiving the grade. The student may not complete course work after that time.

B. Program Completion for Degree Program Students: Master's degree programs are to be completed within seven years. In extenuating circumstances, the student may make a written request to the program dean for an extension of the seven-year limit. The letter should outline the reasons for the request and a time line for completing degree requirements.

C. Program Completion for Non-Degree Students: Licensure program completion has no time limits; however, students should note that Hamline University retains the right to modify learning contracts to reflect program changes. If changes occur, students will be given one-year advance notice of the change.

D. Final Paper/Project: See chart below.

<u>Paper/Project</u>	<u>Program</u>	<u>Time Limit</u>
Proseminar/Synthesis	Graduate School of Liberal Studies	One Semester. Synthesis must be completed in two years. If the student is unable to do so, he/she must reregister and pay for the course again.
Thesis I and II	Graduate School of Liberal Studies	Each thesis registration must be completed in two semesters. If the student is unable to do so, he/she must reregister and pay for the course again.
Independent Problem Analysis	Graduate School of Management	2 Terms
Capstone	Graduate School of Management	1 Term
Dissertation I-III	Graduate School of Management	Dissertations should be completed within 1.5 to 2 years.
Capstone	Graduate School of Education	Capstones must be completed in 2 years from the term of registration. If it is not completed in this time frame, the student must re-register for the course.
Dissertation I-IV	Graduate School of Education	Dissertations must be completed within the seven-year program time limit. Extensions may be granted upon request to the program director.

Transfer Credit

Degree Program	Timeframe Limit	Credit Total/ Level Elective vs. Core	Credits Allowed before Admission to Program	Credits/Level from Hamline/ Continuing Studies	Credits/Level Non-Hamline Coursework	Minimum Grade	Exceptions
MAEd (Required: 34 credits total; Includes 10 elective credits)	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	10 credits (Graduate level) limit toward Elective only. Credits cannot apply to Core* and cannot be from an already-earned degree.	5 credits	5 Grad (or 10 Graduate/License credits if no non-Hamline credits are being used. All Hamline Continuing Studies credits are okay to fit the 10 credits.)	5 Grad level maximum. Transcript must state work is at graduate level. (<6000 level is suspect)	B- (no P/S)	If Hamline License or Certificate completed, can use 10 credits even if prior to MAEd admission.
MAEd NSEE (Required: 35 credits total; Includes 14 elective credits)	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	14 credits (Graduate level) can apply to Electives or Core. Credits cannot be from an already-earned degree.	9 credits	9 Grad (or 14 Graduate/License credits if no non-Hamline credits are being used. All Hamline Continuing Studies credits are okay to fit the 14 credits.)	5 Grad level maximum. Transcript must state work is at graduate level. Credits can apply toward electives or core. (<6000 level is suspect)	B- (no P/S)	If Hamline License or Certificate completed, can use 14 credits even if prior to MAEd NSEE admission.
MA ESL (Required: 41-48 credits total);	Handled on a case-by-case basis	16 credits (Graduate level) can apply to Electives or Core pending director approval based on age, course content, level, and grade.	16 credits		Must be graduate level.	B-	Director meets with student to create learning contract and determine transfer credit equivalencies.
MAT (Required: credits vary based on license)	Handled on a case-by-case basis)	8 credits of required equivalent professional education coursework			Must be equivalent.	B-	Program representative meets with student to determine transfer credit equivalencies.
Edd (Required: 68 credits total; Includes 20 elective and 16 dissertation credits)	Must be fewer than 7 years old from date admitted to degree program (see admissions letter).	20 credits (Graduate 8000+ level) limit toward Elective only. Credits cannot apply to Core and cannot be from an already-earned degree.	Must be post-master's degree and at discretion of director.	8000+ level taken after graduate degree earned. Administrative Licensure GED 8100+ courses registered for at doctoral (DR) level and Advanced Literacy Cert courses may apply to Electives.	8 credits (8000+ level) from non-Hamline Edd or PhD with minimum grade of B. Cannot be part of already-earned degree. Director's approval required.	B- (no P/S)	Maximum of 16 credits from Administrative License may apply with minimum grade of B.
MAM, MANM, MAPA	Must be fewer than 7 years old from date admitted to degree program (See admissions letter).	8 graduate credits			8 graduate credits.	B- (no P/S)	
MFA, MALS	Must be fewer than 10 years from date admitted to program.	8 semester credits can be transferred in. Credits cannot be from an already-completed program.	N/A	N/A		B (no P/S)	Depending upon the area in which a student chooses to focus, additional transfer credits may be allowed. This is decided on an individual basis.
DPA	Must be fewer than 10 years from date admitted to program		N/A		8 doctoral credits.	B- (no P/S)	

13. Transcripts

Hamline University maintains a voice recording, 651-523-2345, listing instructions for ordering a transcript. Transcripts of all non-law school Hamline University coursework can be obtained by sending a signed request and payment (see www.hamline.edu/transcript).

For the protection of students and former students, transcripts will not be faxed and all transcript requests must be submitted in writing and personally signed. No transcript will be released until all financial obligations to Hamline have been met.

14. Transfer Credit/Credit Equivalencies

A. Transfer of Credit: The chart on the previous page outlines various programs and transfer credit policies. 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 accredited institutions. Please contact any program office with specific questions.

Students may apply for credit transfer with the assistance of their advisor. Credit may be transferred onto a student's graduate degree transcript from Hamline's Graduate Continuing Studies program and from other accredited institutions subject to certain limitations.

The Application for Transfer Credit form is available from each program office. Official sealed transcripts, mailed directly from the other institution to the program office, are required to support transfer credit application. The program office, in conjunction with the registrar determines the eligibility of transfer-of-credit requests, which may be submitted once a student is advanced to candidacy.

B. Licensure Program Equivalencies: Students pursuing licensure may be granted equivalence for courses taken at other institutions. Courses are not transferred onto the student's Hamline transcript. The equivalence is noted on the student's learning contract, an outline of a student's requirements for completing the licensure program.

15. Tuition and Fees

A. Tuition: The brochure Financial Policies and Procedures is distributed to new degree-seeking students. Returning students receive this brochure annually. Questions may be addressed to Student Accounts at 651-523-3000. Current tuition rates may also be viewed at

www.hamline.edu/hamline_info/offices_services/student_relations/sas/student_accounts/student_accounts_tuition.html

B. Fees: Some courses may require additional materials such as course packets and CDs. Minneapolis Center courses may provide books for students, with book charges added to the student's account.

1. Textbooks and Course Materials Cost: The cost of textbooks and course materials is handled in a variety of ways depending upon which program the student is enrolled in. Please contact the program for more specific information.

When course materials are required, the corresponding cost covers the photocopying as well as the cost of procuring copyright permission from the publisher(s).

2. Other Fees: Occasionally, a fee to cover special materials, supplies, or food (i.e. box lunches) will be added to the cost of the course.

3. Program Fees: New students who are fully admitted to any graduate degree program are charged a one-time \$175 program fee to be paid with the first term's tuition. The fee covers binding of the capstone and graduation expenses.

16. Withdrawal

A. From Courses: Refer to the current academic calendar at www.hamline.edu/academic for adding/dropping/withdrawal deadlines or call Student Administrative Services at 651-523-3000 if you have questions. If a student drops or withdraws from a class, the effective day of the drop is the day the completed form is returned to the Student Administrative Services office (Law Grad 113), not when the student stopped attending class. The amount of tuition owed is calculated from the effective day of the drop. A student who stops attending a course without dropping it will continue to be billed for tuition charges.

B. From Programs: Any student who wishes to withdraw from a program must notify the program office in writing.

PART 3

PROGRAM AND COURSE DESCRIPTIONS



Graduate School of Education

Drew Hall 66, 651-523-2600

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

- Master of Arts in Education (MAEd)
- Master of Arts in Education—
Natural Science & Environmental Education (MAEd: NSEE)
- Master of Arts in English as a Second Language (MAESL)
- Master of Arts in Teaching (MAT)
- Doctorate in Education (EdD)
- Initial Licensure Programs
- Additional Licensure Programs

Master of Arts in Education (MAEd)

Drew Hall 196, 651-523-2484

Designed to help educators meet the challenges of today's schools and society, this program continues Hamline's tradition of relevant curriculum, outstanding faculty, and personal attention. The curriculum 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 on Hamline's campus and in learning communities around the state. Both formats include an online or distributed learning component (for example: videos, field trips, or online discussions) to provide opportunities beyond the bounds of the traditional classroom. Learning communities meet as a cohort during the school year and take the core classes together.

MAEd Degree Requirements (Total 34 credits):

- 24 Required Core Credits
 - › GED 8020 – Explorations: Reflection, Community Building, and Knowledge (4 credits)
 - › GED 8021 – Designing Effective Learning Environments (2 credits)
 - › GED 8022 – Action Research: Practice and Application (2 credits)
 - › GED 8023 – Capstone Practicum (4 credits)
 - › GED 8024 – Educating for Equity and Social Justice (4 credits)
 - › GED 8025 – Public Policy: Design and Action; A and B (2 credits each)
 - › GED 8495 – Capstone (4 credits)
- 10 Elective Credits (selected by the student)
 - › Half of the elective credits (5 credits) must be completed through Hamline University. Elective credits may be earned through 6000, 7000, or 8000-level Hamline University Graduate Continuing Studies/Professional Development courses or at other accredited institutions. Up to 5 credits of graduate work (either through Hamline University or another accredited institution) completed before admission into the MAEd program may be used towards elective credits, provided the transfer criteria are met. Transfer of prior credit occurs after successful completion of GED 8020. Most elective choices are made to meet students' personal curriculum and instructional needs. A Hamline certificate or licensure program may be used to fulfill the elective requirement.

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

Center for Global Environmental Education, 1467 Hewitt, 651-523-2419

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. MAEd: NSEE's academic foundations are hallmarks of Hamline's nationally acclaimed Graduate School of Education.

The program inspires through a focus on leadership development

that taps participants' convictions and passions. It promotes field-based research and community collaborations including partnerships with the Audubon Center of the North Woods, Science Museum of Minnesota, Como Zoo & Conservatory, the American Museum of Natural History and other prominent organizations. The program challenges through inquiry, reflection and a strong focus on research. It transforms through a constructivist approach that draws on each student's strengths and experiences as vital contexts for learning.

MAEd: NSEE Degree Requirements (Total 35 credits):

- **35 Required Credits (includes 14 elective credits)**
 - › Foundations Courses (6 credits):
 - NSEE 8000 - Environment and Society (3 credits)
 - NSEE 8010 - Natural History of the Environment Online (3 credits)
 - › Pedagogy Courses (6 credits):
 - NSEE 8100 – Teaching and Learning in the Environment (2 credits)
 - Electives* (4 credits) Choose from ENED, SCED and other education 6000 and 7000 offerings.
 - › Knowledge Courses (15 credits):
 - NSEE 8200 – Ecological Systems: Biomes (3 credits)
 - NSEE 8300 – Social Systems: Environmental Footprints Online (2 credits)
 - Electives* (10 credits) Choose from ENED, SCED and other education 6000 and 7000 course offerings.
 - › Research Courses (8 credits):
 - NSEE 8485 – Introduction to Research Online (2 credits)
 - NSEE 8490 – Field-Based Research (2 credits)
 - NSEE 8495 – Capstone (4 credits)

Master of Arts in English as a Second Language (MAESL)

Second Language/Teaching and Learning, 845 Snelling, 651-523-2964

If you have licensure or a certificate in ESL, TEFL, adult ESL, or bilingual education, you have the option of pursuing an advanced degree in ESL. Developed in consultation with experts in the field and designed for those currently teaching, the MAESL offers evening courses to accommodate working adults. MAESL graduates are ESL teachers/leaders who understand systems of language, the language-culture relationship, how these affect learning, and integrating technology into instruction. Courses integrate linguistics and literacy, feature practical applications, and are taught by experienced professionals.

MA in ESL Degree Requirements (Total 41-48 credits):

The following outline shows the three different routes by which a Masters in ESL can be obtained. Please refer to the section that reflects the program of interest to you. Bilingual licensure students should consult with the director about appropriate equivalencies for their bilingual coursework.

I. Master's in ESL/TEFL STRAND (41 credits)

- A. Completion of the TEFL program or its equivalent (8 credits)
- B. Completion of the following ESL courses (20 credits):
 - › ESL 7519, ESL 7650, ESL 7660, ESL 7502, ESL 7610 (total of 16 credits)
 - › ESL 6638 Assessment of the Adult ESL Student (2 credits)
 - › ESL 6636 Course Design for Adult ESL classes (2 credits)
- C. Completion of the following upper division coursework (13 credits):
 - › ESL 8010 Phonetics and Phonology (2 credits)
 - › ESL 8020 Advanced Linguistic Analysis (3 credits)
 - › ESL 8490 Research Methodology (4 credits)
 - › Capstone (4 credits)

II. Master's in ESL/ADULT STRAND (41-43 credits)

- A. Completion of the Adult ESL Certificate (8 credits)
 - › This certificate includes ESL 6631, ESL 6634, ESL 6636, ESL 6638
- B. Completion of the following ESL courses (18 credits):
 - › ESL 7519, ESL 7650, ESL 7660, ESL 7502, ESL 7610 (total of 16 credits)
 - › ESL 6612 Advocating for ELL Students (2 credits)
- C. Completion of a practicum experience (2-4 credits)
- D. Completion of the following upper division coursework (13 credits):
 - › ESL 8010 Phonetics and Phonology (2 credits)
 - › ESL 8020 Advanced Linguistic Analysis (3 credits)
 - › ESL 8490 Research Methodology (4 credits)
 - › Capstone (4 credits)

III. Master's in ESL/K-12 LICENSURE STRAND (43-48 credits)

- A. Completion of the following K-12 Licensure courses (25 credits):
 - › ESL 7519, ESL 7650, ESL 7660, ESL 7753, ESL 7755, ESL 7776, ESL 7502, ESL 7610
- B. Completion of an approved elective with a literacy, technology or cultural focus. (2 credits)
- C. Completion of ESL 6612 Advocating for ELL Students (2 credits)

- D. Completion of a practicum experience (1-6 credits)
- E. Completion of the following upper division coursework (13 credits):
 - › ESL 8010 Phonetics and Phonology (2 credits)
 - › ESL 8020 Advanced Linguistic Analysis (3 credits)
 - › ESL 8490 Research Methodology (4 credits)
 - › Capstone (4 credits)

MAT Degree Requirements

- All Licenses
 - › GED 7801 – Introduction to MAT
 - › GED 7815 – Schools and Society (4 credits)
 - › GED 7825 – Educational Psychology (4 credits)
 - › GED 7862 – Education and Cultural Diversity (4 credits)
 - › GED 7864 – Families, Schools and Communities (2 credits)
 - › GED 7868/7869 – Theory to Practice (2 credits)
 - › GED 7872 – Exceptionality (2 credits)
- Elementary
 - › GED 7813 – Fundamental Concepts of Mathematics (4 credits)
 - › GED 7835, 7836, 7837, 7838 – Teaching Art, Music, Health and Physical Education in Elementary School (1 credit each)
 - › GED 7840 – Teaching Social Studies in the Elementary School/K-6 (4 credits)
 - › GED 7845 – Teaching Literacy in the Elementary School/K-6 (6 credits)
 - › GED 7850 – Teaching Mathematics and Science in the Elementary School/K-6 (4 credits)
 - › GED 78xx – Specialty Subject Methods
- Secondary/K-12
 - › GED 7871 - Teaching Literacy in Middle and Secondary School/5-12 (2 credits)
 - › GED 7875 - Teaching in the Secondary School (4 credits)
 - › GED 78xx – Subject Methods Courses
- Student Teaching
 - › GED 0050 – Student Teaching Seminar
 - › GED 7885 – Elementary/K-6 or
 - › GED 7894 – Secondary/9-12 (Science only) or
 - › GED 7895/7896 – Secondary/5-12 or K-12
- Post Licensure Courses
 - › GED 8023 Capstone Practicum (4 credits)
 - › GED 8025 Public Policy: Design and Action; A and B (2 credits each)
 - › GED 8495 Capstone (4 credits)

Doctorate in Education (EdD)

Drew Hall 196, 651-523-2484

The learning community structure and thematic curriculum of the Doctorate in Education (EdD) provide intellectually stimulating and collaborative teaching and learning. Each community remains together during a set of core courses, thus deepening personal connections and enriching shared experiences. Eight powerful themes are integrated into the curriculum: building

Master of Arts in Teaching (MAT)

Drew Hall 66, 651-523-2683

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

- Elementary K-6 with a 5-8 specialty in communication arts and literature, science, mathematics, or social studies;
- Elementary K-6 with K-8 specialty in world languages and cultures (French, German or Spanish);
- Secondary 5-12 in the specialty areas of chemistry/science, communication arts and literature, life science/science, mathematics, physics/science, or social studies;
- Secondary 9-12 in the specialty areas of chemistry, life science, or physics;
- K-12 in English as a second language (ESL), French, German, music-instrumental, music-vocal (director approval needed), physical education, Spanish, theater arts and dance, or health 5-12/physical education K-12.

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

For program course requirements, contact an advisor to develop a learning contract. After successfully completing the courses listed in the learning contract, students apply for acceptance to student teaching. Upon successful completion of the license requirements, students are recommended for state licensure. Students have seven years to complete their MAT degree after licensure and must maintain a 3.0 overall GPA.

community; constructivism/ constructing knowledge; language/ communication; child/adult development; technology; leadership; inquiry; and assessment. The themes form the nucleus for exploring and understanding current education ideas and issues. The quality of the doctoral experience results from the meaningful program design, the exploration of eight program themes and their implementation, the responsive setting of the learning climate, and the skills and expertise of the faculty and students.

EdD Degree Requirements (Total 68 credits):

- 8 Required Core Courses (32 credits)
 - › GED 8501 – Educational Foundations
 - › GED 8502 – The Learning Organization
 - › GED 8503 – The Classroom
 - › GED 8504 – Educational Organizations
 - › GED 8505 – Leadership
 - › GED 8506 – Advanced Policy and Education
 - › GED 8507 – Frameworks for Inquiry
 - › GED 8508 – Advanced Inquiry
- Elective Courses (20 credits) (see below)
- Dissertation (16 credits)
 - › GED 8991-8994 – Dissertation Credit I-IV
- Advancement to Candidacy after required coursework is complete
- Maintenance of a minimum grade of 3.0 (B grade or higher) in all courses
- Successful completion of a written examination, a synthesis presentation, a portfolio, and a dissertation.

Schedule of Required Courses

Courses GED 8501-GED 8508 meet for ten weeks per term across fall, winter, and spring terms. Within each course there are four Friday night (5-9 p.m.)-Saturday (9 a.m.-5 p.m.) sessions. The schedule for each year is distributed well in advance of the year's terms. Because there are so few sessions per course, consistent attendance is required.

Electives

There are 20 semester credits of electives. At Hamline, students may use 8000-level graduate courses offered by the Graduate School of Education, and selected courses from the Graduate School of Liberal Studies, the Graduate School of Management, and the School of Law to fulfill the elective credits. Students may take graduate courses for transfer from other institutions. Continuing Studies or Professional Development courses from Hamline and other institutions are not accepted as doctoral work.

Students may request transfer of credits taken prior to admission or may earn all elective credits while enrolled in the EdD. Students may transfer up to eight semester graduate credits taken prior to admission at Hamline or other institutions toward their elective credits. Approval depends on meeting the transfer-credit criteria.

EdD students who earn an advanced certificate (8000-level course numbers) or an administrative license through the Graduate School of Education may apply these credits toward their electives, whether they earned the certificate or license before or during their doctoral work. For example, students who earn our Advanced Certificate in Literacy through the University of Wollongong, Australia, may apply 12 credits. Administrative licensure holders may transfer 16 credits. Note: Administrative licensure students apply for admission to that program separately. Licensure course work may precede, overlap, or extend beyond earning an EdD.

Initial Licensure

Drew Hall 66, 651-523-2683

Initial licensure is for educators who already hold a bachelor degree, but wish to earn a state K-12 teaching license along with a master's degree (see MAT degree program above). More information regarding initial licensure including course requirements and descriptions is on the Hamline University Web site at www.hamline.edu/gse/academics/licensure/lic_index.html

Additional Licensure Programs

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

- Administrative Licenses (Principal, Superintendent, Director of Special Education)
- Bilingual/Bicultural Education License (K-12)
- English as a Second Language (ESL License) (K-12)
- Keyboarding for Computer Applications License (K-8)
- Reading License (K-12)
- Other Additional Licenses
 - › Grades 5-8 Specialty
 - › Elementary (K-6) with 5-8 Specialty
 - › K-12
 - › Secondary (5-12)

More information regarding additional licensure programs including course requirements and descriptions is on the Hamline University Web site at www.hamline.edu/gse/academics/licensure/lic_index.html

Professional Development

Through the Graduate School of Education's Graduate Continuing Studies office, graduate-level coursework and certificates are available to teachers, school personnel, or other professionals who work with young people and degree-seeking students. Admission to a degree program at Hamline is not required, but you must have completed a bachelor's degree. Courses are offered at convenient times on campus and at a variety of off-campus locations, as well as online. A wide array of courses and workshops can be taught at your site. More information is available at www.hamline.edu/gse/academics/prof_dev/index.html. Please contact the Graduate Continuing Studies office at 651-523-2067.

Graduate School of Education Courses

(All courses are 4 credits unless noted otherwise. Please note that course offerings vary from term to term, may not be described here, and are subject to change.)

ESL 6612: Advocating for ESL Students (2 credits)

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

ESL 6631: Introduction to the Adult ESL Learner

How do adult learners acquire a second language? What is involved in the development of literacy skills?

Explore the basic concepts of second language acquisition and the development of literacy skills. Discuss how languages are learned, and the implications for classroom instruction. The development and assessment of reading, writing and academic skills, and the politics of literacy will also be addressed. Target audience: ESL teachers of adult learners.

ESL 6634: ESL for Adults: Oral Skill

How can we help the adult ESL learner develop oral skills? 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 is on developing classroom practices that maximize students' participation. Target audience: ESL teachers of adult learners.

ESL 6636: Course Design for Adult ESL classes (2 credits)

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 go on to study in a community college or university. Understand 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. Learn how to develop different types of curricula including English for special purposes and content-based courses. Create curricula and materials for use in your own program. Target audience: ESL teachers of adult learners.

ESL 6638: Assessment of the Adult ESL Student (2 credits)

Learn the basic principles of testing and evaluation, and how assessment is related to curriculum. Learn how to conduct valid and reliable formal and informal assessment of ESL learners. Develop authentic assessment tools for academic and workplace settings. Discuss entrance and exit criteria for ESL programs and how to assess student progress. Explore the politics of testing and assessment. Target audience: ESL teachers of adult learners.

ESL 7502: Language and Society (4 credits)

Focus on the varieties of language and how they reflect social patterns. Explore the importance of language in all our interactions. Examine the social nature of language, and how language reflects social situations. Study the issues of language and social class, ethnic group, and gender, as well as topics in language and nationality, language and geography, and the social nature of writing. Learn to pay particular attention to the social-linguistic situations of second language learners (i.e., those who are not native speakers of a socially dominant language or dialect) as well as the sociolinguistics of language in the classroom. Target audience: language arts, modern language, and ESL teachers, K-adult.

ESL 7519: Linguistics for Language Teachers

Study language in all its complexity! This is a broad, applied introduction to the study of language including morphology (word forms), syntax (sentence structure), semantics (meaning), and phonetics/phonology (pronunciation), as well as the social and cognitive dimensions of language. Study the application of linguistic skills to language instruction and the use of technology in teaching, in addition to an introduction to graduate-level research and Internet skills in a two-hour in-class library orientation.

Target audience: teachers K-12.

ESL 7610: History of English

Have you wondered why the English language has such a bizarre spelling system, so many exceptions to its grammar rules, and the largest vocabulary of any modern world language? Discover the answers by studying the development and forms of the English language from Anglo-Saxon beginnings to present-day standard English and varieties of English. Understand the sociocultural and linguistic forces that cause language to undergo constant change. NOTE: Should be taken after or concurrently with a linguistics course. Target audience: language arts and ESL teachers, K-12.

ESL 7650: Basics of Modern English

An overview of English grammar designed for teachers of ESL grades K-12. Develop an understanding of the basics of English grammar both descriptively and pedagogically, particularly in areas that cause difficulties for learners of English as a Second Language. Improve your skills at error analysis and your ability to effectively incorporate grammar instruction into your classroom in a way that is meaningful and interesting to your learners. NOTE: Should be taken after or concurrently with a linguistics course. Target audience: ESL teachers, current or prospective.

ESL 7660: Second Language Acquisition

How do students learn a second language? Examine the factors that affect how languages are learned—age, environment, academic background, motivation, and developmental processes. Emphasis will be placed on understanding the language learning process and being able to communicate this process to administrators, teachers, and parents. Current research issues will also be addressed, with opportunities for teachers to apply theory to practice. NOTE: Should be taken after or concurrently with a linguistics course. Target audience: ESL and bilingual/bicultural education teachers K-12.

ESL 7753: Testing & Evaluation of ESL Students

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: teachers K-12.

ESL 7755: Development of Literacy Skills

Literacy development is crucial for the academic success of ESL students! Develop a working knowledge of best practices in literacy development for second language learners. Learn about emergent and content literacy theory and methods through a critical literacy framework. Target audience: teachers K-12.

ESL 7776: ESL Methods

Explore the intersection of theory and practice! Examine historical and contemporary methods for teaching language. Learn to develop lessons that focus on reading, writing, listening, speaking, grammar and vocabulary for a variety of ages, proficiency levels and educational contexts. Learn to write language and content objectives and align standards, objectives, assessment, and activities to ensure purposeful instruction. This course also presents cultural theory and development. NOTE: Methods should be taken at the end of the licensure course sequence. Target audience: persons seeking ESL licensure.

ESL 8010: Phonetics and Phonology (2 credits)

Help English language learners attain intelligible pronunciation. This course addresses areas of phonetics and phonology that ESL professionals need to know in order to assess and respond to learner needs. Issues of age, motivation, and context as they relate to pronunciation are discussed. Ideas for integrating pronunciation instruction into various curricula are included as well. The needs of both children and adults are addressed.

ESL 8020: Advanced Linguistic Analysis (3 credits)

Using naturally occurring linguistic data from the first languages that ESL practitioners encounter in Minnesota (e.g. Spanish, Hmong and Somali), this course will provide ESL practitioners with a solid understanding of topics in syntax, semantics and pragmatics. The emphasis will be on recognizing pattern and structure (including linguistic universals) and relating this knowledge to the language learning needs of ESL students.

ESL 8490: Research Methodology

This course examines the ideological and theoretical underpinnings of research in second language pedagogy and learning. In conjunction with reviewing quantitative and qualitative research methods, students formulate the research question for their capstone projects, design the methodology, and write the literature review.

GED 7801 - Introduction to MAT (1 credit)

An orientation course is required during the first semester of a student's program in order to facilitate the MAT student's progress through the complexities of the licensure coursework and the gateways toward state licensure. The course will cover material such as the conceptual framework of the program, the requirements of the licensure coursework, and the gateways, which have been established for monitoring successful progress through the program.

GED 7815 - Schools and Society (4 credits)

This course includes three days of school tours.

Understand the profession of teaching from historical, philosophical and sociological viewpoints. Develop a personal philosophy of education. Conduct research on current topics in the field. This is a graduate-level course with graduate-level expectations.

Prerequisite: Admission to Hamline University. Concurrent enrollment in GED 7825 is recommended.

GED 7825 - Educational Psychology (4 credits)

Survey theories of learning, motivation and intelligence; theories of cognitive, social, and emotional development; and, influences of social and cultural background on development and learning. Learn about assessment and evaluation and the theoretical bases for instructional models. Conduct a case study analysis of a K-12 student. This is a graduate-level course with graduate-level expectations.

GED 7862 - Education and Cultural Diversity (4 credits)

Understand impact of diversity in the classroom: race/ethnicity, class, gender, language, sexual orientation, and disability. Explore nature, causes, and effects of prejudice. Experience methods that enhance the academic success of all children. Approved by MN Department of Education as satisfying the Education 521 human relations requirement.

GED 7864 - Families, Schools and Communities (2 credits)

Explore methods of communication with families and communities; the influences of social and economic status on school experiences; families and communities as resources for curriculum building; issues of health and well-being of children and adolescents; the influence of violence and the use of tobacco, alcohol, drugs, and other chemicals on school experience and performance. This is a graduate-level course with graduate-level expectations.

GED 7868/7869 - Theory to Practice (2 credits)

This course has a 15-hour field placement.

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. Practice strategies for culturally mediated instruction and uses of technology to facilitate and enhance learning. This is a graduate-level course with graduate-level expectations.

GED 7872 - Exceptionality (2 credits)

This course has a 4-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.

GED 8020: Explorations: Reflection, Community Building, and Knowledge

Participants increase their reflection skills through dialogue, writing, and examination of their personal beliefs about teaching and learning. They learn about and practice building community with class colleagues and in their workplaces. They explore how knowledge is constructed individually and socially.

GED 8021: Designing Effective Learning Environments (2 credits)

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.

GED 8022: Action Research: Practice and Application (2 credits)

Participants conduct 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.

GED 8023: Capstone Practicum

As members of an inquiry community, participants challenge contemporary notions of “research.” Each participant explores and owns a critical question and drafts a capstone proposal. Participants learn to design and implement structured inquiry.

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.

GED 8025: Public Policy: Design and Action, A and B (2 credits each)

Policy decisions or actions present opportunities for teachers-leaders to use a policy cycle to improve teaching and learning. Participants collect data, analyze problems, and design policy initiatives, which may be at the classroom, department, school, district, state, or federal level. Students must register for both 2-credit sections of 8025 at the same time.

GED 8495: Capstone

The capstone project is the culmination of an MAEd student’s work at Hamline University. It is generally an applied research project conducted in the student’s school or workplace. The student works closely with an administrative advisor to construct the research question, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. This project requires a written component and an oral presentation. A proposal meeting is required prior to registration. Advisor/Committee signatures are obtained at that time. Please note: Registration materials, timelines, and formatting guidelines are found in the Program Completion Guide. If you have not received this guide, please contact the Degree Programs office.

GED 8501: 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.

GED 8502: 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 pre-suppositions and suppositions (foundations) of their individual philosophy, knowledge base, valuation of education, schooling, the relationship between teachers and learner, and between skills and knowledge.

GED 8503: The Classroom

This course focuses on the changing context of the school and university classroom in relation to technology, distance education, access to information, the evolving role of teachers, and the changing needs of learners. Application of new knowledge will focus on the philosophical and the physical (facilities) and will result in a critical review of current practice, redesign of the classroom, and recommendations for practitioners. The review, redesign, and recommendations can include any of the following: curriculum development, teaching theories and practices, evaluation theories, group dynamics in classrooms, communication skills, content areas, diversity, culture, aptitudes, and attitudes. The educational settings may range from pre-kindergarten through college/university.

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.

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.

GED 8506: Advanced Policy and Education

In addition to an overview of policy formulation in public arenas, particular emphasis is placed on policy development and the implications for all levels and types of formal education in the United States; on local, state, national, and transnational perspectives on educational policy; and on public scholarship related to policy. Participants engage in the design, development, and evaluation of policy related to education policy issues. An underlying principle of the course is policy activism.

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 the 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.

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.

GED 8991-8994 – Dissertation Credit I-IV

Students register for four 4-credit dissertation courses after successful completion of the eight required courses, the written examination, the synthesis presentation, and the portfolio. Working individually with a dissertation committee, students develop the proposal and the dissertation. The completion of the dissertation, including the defense, is the final requirement for the Doctor of Education degree.

NSEE 8000: Environment and Society (3 credits)

In this core course, participants will explore the concept of environmental literacy, build a solid understanding of the basics of environmental education and be actively involved in a series of community investigations in human-built and natural locations around the Minnesota's Twin Cities. The week's activities will focus on three lenses presented during the class: systems (knowledge of social and natural systems and their interaction); problem identification and solving (ethics typically are an issue in these situations); and move to action (defined as citizenship and stewardship). By the end of the experience you will have time to examine and reflect on your environmental philosophies and behaviors.

NSEE 8010: History of the Environment Online (3 credits)

From Izaak Walton to Rachel Carson, the history of the environment is filled with dedicated role models. Environmental education is the outgrowth of dedication, perseverance, literature, painting and politics, but the history of environmental ethics, movements and education is not well understood. Meet people like Leopold, Olson, Comstock, Peterson, and Carson; look at the power of the individual, the organization of groups, and emerging and changing ethics. Course includes some humor and some drama.

NSEE 8100: Teaching and Learning in the Environment (2 credits)

Read, discuss and write about contemporary issues in teaching, learning and assessment as they apply to education about the environment. The focus of the course is an overview of methods for successful science/environmental teaching. Leading curricula and pedagogy strategies examined include: Environment as an Integrating Context, Service Learning, Constructivism, Project-Based Learning, Scope and Sequence, Interdisciplinary Environmental Education, and Science Inquiry Methods.

NSEE 8200: Ecological Systems: Biomes (3 credits)

The concept of systems is essential to understanding ecological principles and nothing demonstrates this better than the biomes of Minnesota-Prairie, Deciduous Forest, Boreal Forest, and Lakes and Rivers. Each of these is an interplay of large geologic, biologic, cultural and meteorological systems. Within each broad system—called a biome—is a subset of systems we recognize as plant communities. This field course is hands-on wet-feet camping, traveling, sampling, identifying and observing. It is travel and reflection that provide the teacher with field experience, personal stories, and science knowledge to apply in the classroom.

NSEE 8300: Social Systems: Environmental Footprints Online (2 credits)

It's not just how many footprints mark our presence on Earth, it's how big those footprints are. It is estimated that the typical American uses at least four times the resources of someone from any other culture. Create a personal environmental impact statement while investigating the math, science and social implications of how we live.

NSEE 8485: Introduction to Research Online (2 credits)

Research, as a strategy of inquiry, is the central theme of this course. Critical steps in the research process, along with related methodological issues are examined. These include an understanding of a variety of research methodologies, statement and clarification of research problems, research studies, and basic statistical methods for describing data. Emphasis is on understanding the benefits and limitations of research.

NSEE 8490: Field-Based Research (2 credits)

Collection, processing, interpretation and presentation of field data are the focus of this course. The interrelationship of all living things to each other and to the environment will provide the content as students make decisions about methods, develop hypotheses, vary experimental conditions and conduct field studies.

NSEE 8495: Capstone

The capstone project is the culmination of an MAEd: NSEE student's work at Hamline University. It is generally an applied-research project conducted in the student's school or workplace. The student works closely with an administrative advisor to construct the research question, carry out the research, and complete the project. The capstone committee offers additional support throughout the process. This project requires a written component and an oral presentation. Advisor/Committee approvals are required at proposal stage before registration occurs. The capstone course is only available to those master's students who are nearing completion of their degree program in Natural Science and Environmental Education. For further information regarding the capstone committee and process, please phone Renee Wonser at 651-523-2419.

Graduate School of Liberal Studies

1500 Englewood, 651-523-2047

The Graduate School of Liberal Studies promotes the ideals and values of liberal arts learning. It encourages meaningful dialogue and inquiry across disciplinary boundaries, enabling students to gain a deeper understanding of the human cultural heritage and the issues of contemporary life. It also prepares students who wish to specialize in creative writing and to teach writing at the college level. The program offers two degree options, the Master of Arts in Liberal Studies (MALS) and the Master of Fine Arts in Writing (MFA). These degree programs are purposefully linked to each other to provide unique learning opportunities for writers and humanists.

Master of Arts in Liberal Studies (MALS)

The MALS program at Hamline, created in 1980, is an innovative concept in graduate education designed to offer the serious student opportunities to range freely among academic, spiritual, artistic, and professional issues and ideas. Students in MALS choose from a range of courses not available within traditional graduate programs. They study a variety of disciplines, such as literature, art, philosophy, history, psychology, sociology, and science.

The resulting interdisciplinary approach extends students' intellectual and creative resources, encourages them to discover connections between their learning and professional lives, and promotes openness to new ideas.

MALS Degree Requirements (Total 38 credits for Synthesis/40 credits for Proseminar):

- Core Seminar (4 credits): GLS 8000
- The Essay (4 credits): GLS 8010
- Multidisciplinary Seminars (8 credits): GLS 8011-8299
- Electives (16 for Synthesis Option/20 credits for Proseminar Option): GLS 8011-8299
- Capstone (6 for Synthesis Option GLS 8495/4 credits for Proseminar Option GLS 8496)

Total of 38 credits (Synthesis) or 40 credits (Proseminar)

- **Core Seminar:** The core seminar is the first step in the MALS journey. Each core seminar draws widely from different disciplines focused on a particular subject – for example, “The Heritage of Hope,” or “Changing Values in Western Civilization.” Students develop the skills of active listening, interdisciplinary thinking and research, critical writing, and substantive discourse. Upon successful completion of the core seminar, and with faculty recommendation, new students are advanced to degree candidacy. The student then pursues a series of seven or eight courses. One of these is a course on the essay. The student further selects two multidisciplinary seminars and four or five electives. The student works toward a final capstone project, either in the form of a synthesis (four electives) or proseminar (five electives).
- **The Essay:** We believe, to quote Donald Murray, Pulitzer-Prize winning journalist and poet, that “writing is the fundamental tool of the intellectual life.” All MALS students take a course on the essay, which will instruct them on the techniques of writing the critical and personal essays. This course will help to prepare students for their final capstone project and will provide a vehicle to carry the ideas and values they explore in GLS outside the academy and into the real world.
- **Multidisciplinary Seminars:** To ensure a core emphasis on the integration of knowledge across disciplines, students will take at least two courses from a select list of multidisciplinary seminars. Each of these courses will explore a subject(s) or theme(s) through the lenses of at least three disciplines in the liberal arts.
- **Elective Courses:** MALS electives focus upon complex interdisciplinary fields and issues. Students choose their elective courses from the following threads:
 - › **Individual and Society:** Explores fundamental issues of self and society, the public and private realms, drawing upon works in the humanities and in the social and physical sciences. Students think deeply about the complex nature of humans in their environments.
 - › **Literature and the Arts:** Looks at literature and the arts as reflections of the creative process and its relationship to

the larger world. Sometimes the relationships between and among disciplines are straightforward, as when poems inspired by works of visual art are studied together. At other times the connections are subtle, as when a theme is transformed by contact with various media and art forms.

- › **Spirituality and Religious Life:** Spirituality and religious life, as a thread in the liberal arts, embodies our practice of interdisciplinary investigation. Many subjects, from poetry and music, to anthropology and biology, cosmology, quantum physics, and psychology contribute to theological and spiritual exploration of life's great mysteries, including questions of meaning and faith, morality, the role of the human, and the nature of the Divine. Courses from United Theological Seminary of the Twin Cities are open to MALS and MFA students.
- › **Literary Publishing:** Course offerings in the history and basics of book, magazine, and electronic publishing are offered, as are courses in editing and those that explore some of the ethical and practical challenges facing publishers today. Students also may take an intensive internship with a book or magazine publisher.
- **Mid-Point Advising:** After four or five courses, students meet with their advisor to chart the rest of the journey toward the degree. Student and advisor also explore possible topics for the final Capstone project, and prepare a timeline for completion.
- **Capstone:** The capstone is the most tangible end product of the MALS program. In this final phase, focused discussion and extended research are brought to bear on the student's chosen area of investigation. The capstone may be a synthesis, a longer work (approximately eighty pages or more) of either critical research and analysis, or a mixture of critical and creative work. Or, the capstone may be a proseminar essay, a shorter, more scholarly paper (approximately thirty-four pages) exploring a chosen issue.

Master of Fine Arts in Writing (MFA)

The Master of Fine Arts in Writing is a terminal degree for students who wish to pursue careers as writers and/or who want to teach writing at the college level. Hamline's MFA program, established in 1994, was the first MFA degree in creative writing in Minnesota. It is distinguished from many writing programs around the country by its interdisciplinary emphasis and its encouragement of multi-genre explorations.

Students join a community of writers and scholars within an intensive, book-driven program of liberal studies. They can choose from an array of interdisciplinary electives, including courses in literary publishing.

Many students will focus primarily on one genre in the advanced stage of the program as they move toward thesis. Students can choose from poetry, fiction, creative nonfiction (e.g., the essay, memoir, biography, etc.), or any combination of genres. Courses in children's literature, playwriting and screenwriting also are offered.

MFA Degree Requirements (Total 48 credits):

- Core Seminar (4 credits): GLS 8001
- Groundings Course (4 credits): Poetry (GLS 8300), Fiction (GLS 8340), or Creative Nonfiction (CNF) (GLS 8320)
- Writing Courses (16 credits): GLS 8360-8399
- Advanced Course (4 credits): Poetry (GLS 8400), Fiction (GLS 8440), or Creative Nonfiction (CNF) (GLS 8420)
- Electives, one of which must be a multidisciplinary Seminar (12 credits)
- Capstone (8 credits): GLS 8491 and GLS 8492

Total of 48 credits

- **Core Seminar:** The MFA journey begins with a core seminar course, "Writers and Readers: Creators Both." The course is a reading-intensive examination of the relationship between reading and writing. Students expand their knowledge of the craft of writing and the use of literary texts as guides for their own work. They also learn the value of giving and receiving constructive feedback, and increase their understanding of the creative process and of the relationship between writer and reader. After successful completion of the Core Seminar, and with the recommendation of the Core professor, the student becomes a degree candidate. The next phase includes six writing courses and three electives.
- **Groundings/Writing/Advanced Courses:** MFA students complete a total of six writing courses. One must be a fundamentals course covering craft techniques in depth in one of the genres. (Groundings in the Craft: Elements of Fiction, Creative Nonfiction, or Poetry). Another must be an advanced course in the genre in which the student does his/her thesis (Advanced Workshop: Fiction, Creative Nonfiction, or Poetry). Students choose from an array of other writing courses that are offered each term.

- **Elective Courses:** MFA students choose three elective courses to complement their exploration of the writing craft and expand their knowledge of other areas. One of these courses must be a multidisciplinary seminar.
- **Mid-Point Advising:** After completion of six courses, MFA students meet with their faculty advisor to discuss their goals and progress in the program. Under consideration are the student's plans for thesis, including the choice of genre(s), prospective thesis advisors, and timeline for completion of degree requirements.
- **Capstone:** The MFA Capstone is a two-part process, Thesis 1 (GLS 8491) and Thesis 2 (GLS 8492) respectively. Each is one semester long. If necessary, Thesis 1 or 2 can be extended to two semesters.
 - › Thesis 1 requires a completed draft of the envisioned work. During this phase, students work with their primary advisor on content, craft, and process. At the end of Thesis 1, the student and primary advisor meet to identify the strengths and weaknesses of the work and to discuss revisions.
 - › Students then register for Thesis 2 in which they revise the draft into a book-length work of acceptable literary quality that shows mastery of the craft. Both primary and secondary advisors read and critique the final draft. Students also are required to write an artist's statement in which they discuss their process and goals in writing the thesis and explore the subjects and themes contained therein.

Post Graduate Certificate of Advanced Liberal Studies (CALs)

The Certificate of Advanced Liberal Studies (CALs) is granted to students already holding a master's degree from an accredited institution who complete an integrated program of study consisting of six courses beyond the master's degree. Four of these courses must address a specific area of focus. Two must be independent studies. The CALs program allows students to adapt course work to their specific interests and to work closely with faculty members on subjects of their choice.

A sampling of Graduate School of Liberal Studies Courses

(All courses are 4 credits unless noted otherwise. Please note that course offerings vary from term to term, may not be listed here, and are subject to change.)

GLS 8000: MALS Core - required of MALS students

GLS 8001 MFA Core – required of MFA students

GLS 8010: The Essay

MALS Requirement

MFA Elective

GLS 8300: Groundings in the Craft: Elements of Poetry

MFA only

GLS 8320: Groundings in the Craft: Elements of Creative Nonfiction

MFA only

GLS 8340: Groundings in the Craft: Elements of Fiction

MFA only

GLS 8012: The Soul in the Workplace

GLS 8014: The New Story

GLS 8015: Revolutions

GLS 8016: Good, Evil, & Personal Responsibility

GLS 8017: Virginia Woolf

GLS 8018: Feminist Art Then & Now

GLS 8019: Path to Voice & Form

GLS 8020: Life, Death & Love: Mozart and Brahms

GLS 8022: Versions and Visions of Family

GLS 8023: Moveable Americans

GLS 8026: World Religions in Dialogue and Conflict

GLS 8027: The Resilient Spirit

GLS 8028: The Art and Life of Andy Warhol

GLS 8029: The Labyrinth

GLS 8030: The Workings of Live Theatre

GLS 8031: Georgia O’Keeffe

GLS 8221: Literature & Commerce: Publishing

GLS 8362: Playwriting

GLS 8370: The Short Story

GLS 8371: Author & Vision in Poetry

GLS 8372: Geography of Memory

GLS 8374: Plot in Fiction

GLS 8375: Music in Poetry

GLS 8376: Character Development in Fiction

GLS 8400: Advanced Poetry

MFA only; Prerequisite: GLS 8300

GLS 8420: Advanced Creative Nonfiction

MFA only; Prerequisite: GLS 8320

GLS 8440: Advanced Fiction

MFA only; Prerequisite: GLS 8340

Graduate School of Management

Law and Graduate Schools Building, Room 237, 651-523-2284

The Graduate School of Management at Hamline University has been preparing students to effectively manage since 1985. At that time, Hamline University began offering a Master of Arts in Public Administration (MAPA) to better prepare government employees to serve the public good. By 1998, Hamline University's commitment to service and values led the institution to expand the MAPA program to also include a Certificate in Advanced Public Administration (CAPA) and a Doctorate in Public Administration (DPA) to help students achieve greater scholarship and service. The Hamline University Graduate School of Management expanded its offerings to include management theory and practice in the business and nonprofit sectors through the introduction of a Master of Arts in Management (MAM) and Master of Arts in Nonprofit Management (MANM) in 1999.

The Hamline University Graduate School of Management prepares people at the master's and doctoral levels to enhance the quality of leadership, service, and collaboration within and among government, business, and nonprofit organizations.

Master of Arts in Management (MAM)

The Hamline University Master of Arts in Management (MAM) 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 business world. By providing students with communication, interpersonal, and leadership skills as well as a grounding in business basics, the Hamline University Master of Arts in Management (MAM) degree gives business professionals the edge they need to win in the marketplace.

The Master of Arts in Management (MAM) is available at the Hamline University Saint Paul campus. An Accelerated Master of Arts in Management (MAM), a cohort program, is also available. (A cohort is a group of students who start and finish a program together.) Please contact the Graduate School of Management office at 651-523-2284 for more information.

All students in the Master of Arts in Management (MAM) program are required to complete forty-eight academic credits and four Hamline Dialogues. This includes eight required core courses,

one concentration (or three elective courses), one final course (either Capstone Skills Development or Independent Problem Analysis), and involvement in four Hamline Dialogues. If a student chooses not to specialize, then he or she may choose from a range of elective courses. For some students, an internship is also a program requirement.

NOTE: Requirements for the Accelerated Master of Arts in Management (MAM) program are slightly different. For detailed information about the Accelerated Master of Arts in Management (MAM) program, contact the Graduate School of Management office at 651-523-2284.

The Master of Arts in Management (MAM) program begins with a fundamentals course, which provides students with a sound foundation in the history, theory, and practical application of leadership. 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.

MAM Degree Requirements (Total 48 credits and Participation in 4 Hamline Dialogues):

- 8 Required Core Courses (32 credits)
 - › GPA 8001 – Foundations in Management and Leadership
 - › GPA 8011 – Professional Ethics for Business
 - › GPA 8031 – Financial Management for Business
 - › GPA 8051 – Human Resource Management for Business
 - › GPA 8063 – Business Law
 - › GPA 8071 – Research Methods and Business Applications
 - › GPA 8081 – Managerial Communications
 - › GPA 8101 – Marketing for Managers
- 1 Concentration or 3 Elective courses (see below) (12 credits)
- 1 Final Course (4 credits) Choose from:
 - › GPA 8491 - Capstone Skills Development: Business Simulation
 - › GPA 8495 - Independent Problem Analysis
- Participation in 4 Hamline Dialogues (see below)
- Additional Requirements (see below)
- Time Limit: Generally, it will take students 2-3 years to complete the traditional MAM program; however, 7 years is the allowed maximum.

Total of 48 credits and Participation in 4 Hamline Dialogues

Concentrations

There are three concentrations within the Master of Arts in Management (MAM) program. Each allows a student to focus more deeply on one area of interest. Students may select three electives within their chosen concentration. Concentrations are not required.

1. International Management

Building upon a solid foundation of management theory, students from around the world gain extensive experience and skills in real-world global management. The emphasis is on practical, hands-on involvement. Students develop international business plans, create solutions to real-world problems, and work together in diverse teams. Concentration electives include:

- › GPA 8320 – International Enterprises and Transactions
- › GPA 8321 – Independent Study in International Management
- › GPA 8309 – Global Strategy

2. Conflict Management

This concentration is geared toward organizational leaders who need to understand and constructively address conflict as a natural dimension of organizational and public life. Students learn both the necessary theory and practical skills that will help them be more effective in a wide range of organizational settings. Concentration electives include:

- › GPA 8229 – Conflict Management Systems Design
- › GPA 8330 – Conflict Theories
- › GPA 8331 – Negotiation Theory and Practice

3. Human Resource Management

This concentration gives managers the tools to create a high performance workplace. Managers must understand organizational culture, navigate through and implement organizational change, and recruit and retain a talented workforce. Students will learn to apply advanced human resources and organizational theories to practical situations. Concentration electives include:

- › GPA 8334 – Conflict Resolution for Managers
- › GPA 8301 – Managing Organizational Change
- › GPA 8208 – Organizational Culture

Elective Courses

A range of elective courses are available for students who plan not to specialize in an area of interest. If no Concentration is chosen, three elective courses must be chosen. Elective requirements in the Master of Arts in Management (MAM) program can include courses selected from any of the concentrations or these additional courses:

- GPA 8090 – Management of Technology
- GPA 8206 – Business Negotiation
- GPA 8300 – Strategic Management and Planning
- GPA 8170 – Entrepreneurship
- GPA 8497 – Independent study

Hamline Dialogue Series

Students in the Master of Arts in Management (MAM) program are required to attend at least four of the Hamline Dialogues over the course of their degree studies. The Hamline Dialogues Series provide a forum for conversation between distinguished guest speakers, graduate students, faculty, alumni, and the community. Topics discussed are of relevance to all sectors: government, business, and nonprofit. Cross-sector involvement allows for networking opportunities. For more information about the Hamline Dialogues Series, call 651-523-2284.

Additional Requirements

- › Completion of Business Communications (GPA 8307) for international students (to be counted as an elective course)
- › Completion of an accounting course prior to taking Financial Management for Business is highly recommended.
- › Completion of an internship (GPA 8494) for students with limited business sector experience.

Master of Arts in Nonprofit Management (MANM)

The Hamline University Master of Arts in Nonprofit Management (MANM) program gives working professionals the practical knowledge, tools, and skills they need to manage effectively and meet the complex fiscal and economic challenges of the nonprofit sector. The Hamline University Master of Arts in Nonprofit Management (MANM) program is recognized as the premier master's degree program in the region dedicated exclusively to practitioners and professionals in the discipline. The curriculum content combines the theories of the nonprofit management discipline with organizational practices and skills training of the sector.

The Master of Arts in Nonprofit Management (MANM) is available at the Hamline University Saint Paul campus. An Accelerated Master of Arts in Management (MANM), a cohort program, is also available. (A cohort is a group of students who start and finish a program together.) Please contact the Graduate School of Management office at 651-523-2284 for more information.

All students in the Master of Arts in Nonprofit Management (MANM) program are required to complete forty-eight academic credits and four Hamline Dialogues. This includes ten required core courses, one elective course, one final course (either Capstone Skills Development or Independent Problem Analysis), and involvement in four Hamline Dialogues. For some students without nonprofit work experience, an internship with a nonprofit organization is also a program requirement.

NOTE: Requirements for the Accelerated Master of Arts in Nonprofit Management (MANM) program are slightly different. For detailed information about the Accelerated Master of Arts in Nonprofit Management (MANM) program, contact the Graduate School of Management office at 651-523-2284.

The Master of Arts in Nonprofit Management (MANM) program begins with a fundamentals course, which provides students with a sound foundation in the history, theory, and management standards of the nonprofit sector. Other courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills.

MANM Degree Requirements (Total 48 credits and Participation in 4 Hamline Dialogues):

- 10 Required Core Courses (40 credits)
 - › GPA 8002 – Fundamentals of Nonprofit Management
 - › GPA 8010 – Professional Ethics for Government and Nonprofits
 - › GPA 8020 – Organizational Theory and Behavior
 - › GPA 8032 – Financial Management for Nonprofit Organizations
 - › GPA 8052 – Human Resource Management for Nonprofit Organizations
 - › GPA 8062 – Law for Nonprofit Organizations
 - › GPA 8072 – Research Methods and Program Evaluation
 - › GPA 8082 – Volunteer Management
 - › GPA 8110 – Governance and Planning in Nonprofit Organizations
 - › GPA 8362 – Fundraising for Nonprofits

- 1 Elective course (see below) (4 credits)
- 1 Final Course (4 credits) Choose from:
 - › GPA 8492 - Capstone Skills Development for Nonprofits
 - › GPA 8495 - Independent Problem Analysis
- Participation in 4 Hamline Dialogues (see below)
- Additional Requirements (see below)
- Time Limit: Generally, it will take students 2-3 years to complete the traditional MANM program; however, 7 years is the allowed maximum.

Total of 48 credits and Participation in 4 Hamline Dialogues

Elective Courses

One elective course must be chosen from:

- GPA 8100 – Communications and Marketing for Nonprofits
- GPA 8361 – Fundamentals of Philanthropy
- GPA 8360 – Lobbying for Nonprofits
- GPA 8497 – Independent Study

Hamline Dialogue Series

Students in the Master of Arts in Management (MANM) program are required to attend at least four of the Hamline Dialogues over the course of their degree studies. The Hamline Dialogues Series provide a forum for conversation between distinguished guest speakers, graduate students, faculty, alumni, and the community. Topics discussed are of relevance to all sectors: government, business, and nonprofit. Cross-sector involvement allows for networking opportunities. For more information about the Hamline Dialogues Series, call 651-523-2284.

Additional Requirements

- Completion of Business Communications (GPA 8307) for international students (to be counted as an elective course)
- Completion of an economics course for students with no economics background.
- Completion of an internship (GPA 8494) for students with limited nonprofit sector experience.

Master of Arts in Public Administration (MAPA)

The Hamline University Master of Arts in Public Administration (MAPA) gives working professionals the practical knowledge, tools, and skills they need to manage effectively and to meet the complex fiscal and economic challenges of their sector.

The Master of Arts in Public Administration (MAPA) is available at the Hamline University Saint Paul campus. An Accelerated Master of Arts in Public Administration (MAPA), a cohort program, is also available. (A cohort is a group of students who start and finish a program together.) Please contact the Graduate School of Management office at 651-523-2284 for more information.

All students in the Master of Arts in Public Administration (MAPA) program are required to complete forty-eight academic credits and four Hamline Dialogues. This includes eight required core courses, one concentration (or three elective courses), one final course (either Capstone Skills Development or Independent Problem Analysis), and involvement in four Hamline Dialogues. If a student chooses not to specialize, then he or she may choose from a range of elective courses. For some students, an internship with a government entity is also a program requirement.

NOTE: Requirements for the Accelerated Master of Arts in Public Administration (MAPA) program are slightly different. For detailed information about the Accelerated Master of Arts in Public Administration (MAPA) program, contact the Graduate School of Management office at 651-523-2284.

The Master of Arts in Public Administration (MAPA) program begins with a fundamentals course, which provides students with a sound foundation in the history, theory, and management standards of the government sector. Other courses (required and elective) provide working professionals with a base of knowledge in a variety of subjects, each necessary to build effective management skills.

MAPA Degree Requirements (Total 48 credits and Participation in 4 Hamline Dialogues):

- 8 Required Core Courses (32 credits)
 - › GPA 8000 – Foundations in Public Administration
 - › GPA 8010 – Professional Ethics for Government and Nonprofits
 - › GPA 8020 – Organizational Theory and Behavior
 - › GPA 8030 – Public Fiscal Management
 - › GPA 8040 – Public Policy Analysis
 - › GPA 8050 – Human Resource Management for Government
 - › GPA 8061 – Administrative Law
 - › GPA 8070 – Research Methods in Public Administration
- 1 Concentration or 3 Elective courses (see below) (12 credits)
- 1 Final Course (4 credits) Choose from:
 - › GPA 8490 – Capstone Skills Development for Government
 - › GPA 8495 – Independent Problem Analysis

- Participation in 4 Hamline Dialogues (see below)
- Additional Requirements (see below)
- Time Limit: Generally, it will take students 2-3 years to complete the traditional MAPA program; however, 7 years is the allowed maximum.

Total of 48 credits and Participation in 4 Hamline Dialogues

Concentrations

There are three concentrations within the Master of Arts in Public Administration (MAPA) program. Each allows a student to focus more deeply on one area of interest. Students may select three electives within their chosen concentration. Concentrations are not required.

1. Administering Local Government

This Concentration is suited for those pursuing careers in city and county government. Concentration electives include:

- › GPA 8225 – Critical Issues in Public Administration
- › GPA 8230 – Municipal Administration
- › GPA 8235 – Strategic Planning and Decision Making in the Public Sector
- › GPA 8260 – Alternative Service Delivery
- › GPA 8120 – Labor Relations

2. Managing State and Local Policy

This Concentration develops basic policy management skills with a focus on specific policy issues. Concentration electives include:

- › GPA 8130 – Housing and Economic Policy
- › GPA 8223 – Contemporary Social Policy Issues
- › GPA 8225 – Critical Issues in Public Administration
- › GPA 8250 – Legislative Practicum
- › GPA 8440 – Social Demographics

3. Public Dispute Resolution

This Concentration provides basic skills for resolving public disputes, improving a student's ability to manage in the public sector. Concentration electives include:

- › GPA 8201 – Public Dispute Resolution
- › GPA 8221 – Public Negotiation Skills Building
- › GPA 8222 – Public Mediation Skills Building
- › GPA 8228 – Public Arbitration Skills Building

Hamline Dialogue Series

Students in the Master of Arts in Public Administration (MAPA) program are required to attend at least four of the Hamline Dialogues over the course of their degree studies. The Hamline Dialogues Series provide a forum for conversation between distinguished guest speakers, graduate students, faculty, alumni, and the community. Topics discussed are of relevance to all sectors: government, business, and nonprofit. Cross-sector involvement allows for networking opportunities. For more information about the Hamline Dialogues Series, call 651-523-2284.

Additional Requirements

- › Completion of Business Communications (GPA 8307) for international students (to be counted as an elective course)
- › Completion of an economics course for students with no economics background.
- › An internship (GPA 8494), for students with limited public sector experience.

Dual Degree Programs

The Dual Degree Programs allow students to receive graduate training across sectors and disciplines.

Dual Degree Programs in Management

Students earn separate graduate degrees in two sectors and save time and money in completing them. Dual degree students are required to complete seventy-two academic credits and four Hamline Dialogues. For information about Dual Degree Programs in Management, contact the Hamline University Graduate Admissions Office by phone at 651-523-2900.

- Public Administration and Management
- Management and Nonprofit Management
- Public Administration and Nonprofit Management

Dual Degree Programs in Law and Management

In collaboration with the Hamline University School of Law, the Hamline University Graduate School of Management offers law students the opportunity to earn two degrees which combine law and public administration, management (business sector), or nonprofit management. These dual degree programs allow students to earn two separate professional and graduate degrees and to save time and money in completing the degrees. Law students enrolled in any of these dual degrees are required to complete thirty-six academic credits and four Hamline Dialogues. For information about Dual Degree Programs in Law and Management, contact the Hamline University School of Law

Admissions Office by phone at 800-388-3688.

- Law and Public Administration (JD/MAPA)
- Law and Public Administration for International Lawyers (LLM/MAPA)
- Law and Management (JD/MAM)
- Law and Management for International Lawyers (LLM/MAM)
- Law and Nonprofit Management (JD/MANM)
- Law and Nonprofit Management for International Lawyers (LLM/MANM)

Certificate in Advanced Public Administration (CAPA)

The Certificate in Advanced Public Administration (CAPA) is a cohort program that starts on fall term each year. A cohort is a group of students who start and finish a program together. This program is available at the Hamline University Saint Paul Campus. The Hamline University Certificate in Advanced Public Administration (CAPA) program is directed toward practicing public program administrators and those working in closely related areas – including teaching and consulting.

The Hamline University Certificate in Advanced Public Administration (CAPA) is ideal for professionals who wish to build on the experience and knowledge they have already attained, and who anticipate substantial increases in their responsibilities. Through skills learned in the Certificate in Advanced Public Administration (CAPA) program, students may be able to advance their careers, and also advance the field of public administration, allowing for more effective public leadership. The Hamline University Certificate in Advanced Public Administration (CAPA) is a part-time program designed for working professionals interested in the in-depth analysis of state and local public policy issues. The program integrates theory and practice, service and values to foster students' critical thinking skills and scholarship. Students completing the Certificate in Advanced Public Administration (CAPA) program should expect to achieve:

- Advanced public leadership skills and knowledge, with a focus on critical issues and challenges facing senior managers in governance and politics
- Mastery of the field of public administration, due to an in-depth exploration of contemporary ideas and practices related to public administration
- A substantial ability to work with, synthesize, and integrate public administration concepts

- Enhanced skills as producers and consumers of public administration research, applying this advanced knowledge to the field and to the workplace
- An improved ability to communicate public administration concepts to diverse audiences
- Enrichment through interaction with other reflective public administration practitioners

NOTE: Hamline recognizes that many professionals interested in public administration may have received master's degrees or extensive graduate-level education in fields other than public administration. To accommodate these students, the Hamline University Graduate School of Management offers options to prepare oneself academically prior to entering the program.

CAPA Requirements (Total 36 credits and exam completion):

- 5 Required Core Courses (20 credits)
 - › GPA 8501 – Historical Foundations and Professional Development
 - › GPA 8502 – Research Methods
 - › GPA 8503 – Critical Issues for Public Administrators
 - › GPA 8504 – Advanced Organizational Theory and Leadership
 - › GPA 8506 – Advanced Seminar in Public Policy
- 4 Elective Courses (16 credits) Choose from:
 - › GPA 8521 – Comparative Public Administration
 - › GPA 8522 – E-Government
 - › GPA 8523 – Contemporary Social Policy Issues
 - › GPA 8524 – Housing and Economic Development Policy
 - › GPA 8527 – Alternative Service Delivery
 - › GPA 8600 – Strategic Planning and Decision Making in the Public Sector
 - › GPA 8997 – Independent Study
- Final Exam: After completion of all coursework, students must pass a final comprehensive exam.
- After completion of the above, students may exit the program with a Certificate in Advanced Public Administration or continue working toward the Doctorate in Public Administration (DPA) degree.
- Time Limit: New students enter in the fall semester, and normally complete most or all of their core courses together. (Exceptions can be arranged with the approval of a student's advisor and the program director.) Satisfactory/steady progress is typically completion of one course per term, two or three terms per year. Normally students complete all

required core courses within the first three years of study.

NOTE: Ten years is the maximum time allowed for students to complete the Doctorate in Public Administration (DPA) program.

Doctorate in Public Administration (DPA)

The Doctorate in Public Administration (DPA) is a cohort program that starts each fall term. A cohort is a group of students who start and finish a program together. This program is available at the Hamline University Saint Paul Campus. The Hamline University Doctorate in Public Administration (DPA) is ideal for professionals who wish to build on the knowledge and experience they have already attained, who are anticipating their next career step, or who want to pursue the highest qualification in their profession.

The Hamline University Doctorate in Public Administration (DPA) is a part-time program designed for working professionals interested in the in-depth analysis of state and local public policy issues. The program integrates theory and practice, service and values to foster students' critical thinking skills and scholarship. Students completing the Hamline University Doctorate in Public Administration (DPA) program should expect to achieve:

- Advanced public leadership skills and knowledge, with a focus on critical issues and challenges facing senior managers in governance and politics
- Mastery of the field of public administration, due to an in-depth exploration of contemporary ideas and practices related to public administration
- A substantial ability to work with, synthesize, and integrate public administration concepts
- Enhanced skills as producers and consumers of public administration research, applying this advanced knowledge to the field and to the workplace
- An improved ability to communicate public administration concepts to diverse audiences
- Enrichment through interaction with other reflective public administration practitioners

NOTE: Hamline recognizes that many professionals interested in public administration may have received master's degrees or extensive graduate-level education in fields other than public administration. To accommodate these students, the Hamline University Graduate School of Management offers options to prepare oneself academically prior to entering the program.

DPA Degree Requirements (Total 48 credits, exam completion and dissertation completion/defense):

- 5 Required Core Courses (20 credits)
 - › GPA 8501 – Historical Foundations and Professional Development
 - › GPA 8502 – Research Methods
 - › GPA 8503 – Critical Issues for Public Administrators
 - › GPA 8504 – Advanced Organizational Theory and Leadership
 - › GPA 8506 – Advanced Seminar in Public Policy
- 4 Elective Courses (16 credits) Choose from:
 - › GPA 8521 – Comparative Public Administration
 - › GPA 8522 – E-Government
 - › GPA 8523 – Contemporary Social Policy Issues
 - › GPA 8524 – Housing and Economic Development Policy
 - › GPA 8527 – Alternative Service Delivery
 - › GPA 8600 – Strategic Planning and Decision Making in the Public Sector
 - › GPA 8997 – Independent Study
- Final Exam: After completion of all coursework, students must pass a final comprehensive exam.
- After completion of the above, students receive a Certificate in Advanced Public Administration.
- Dissertation Completion/Defense (12 credits) (see below)
- Time Limit: New students enter in the fall semester, and normally complete most or all of their core courses together. (Exceptions can be arranged with the approval of a student's advisor and the program faculty coordinator.) Satisfactory/ steady progress is typically completion of one course per term, two or three terms per year. Normally students complete all required core courses within the first three years of study. NOTE: Ten years is the maximum time allowed for students to complete the Doctorate in Public Administration (DPA) program.

NOTE: These requirements are consistent with other doctoral program requirements (as per the National Association of Schools of Public Affairs Administration Committee on Doctoral Programs, 1993).

Dissertation

The completion and defense of a dissertation is the final requirement in the Doctorate of Public Administration (DPA) program. The DPA candidate must demonstrate a high level of academic competence, which typically results in a significant contribution to new knowledge in the field. The DPA dissertation usually focuses

on applying theory to practice in the contexts of critical public issues and the student's professional experience. To advance to degree candidacy, the DPA candidate is required to complete the Dissertation I course and successfully defend a dissertation prospectus. Then, the DPA candidate is expected to register for dissertation work (Dissertation II and Dissertation III) for two consecutive semesters, leading to the completion and successful defense of the Dissertation.

GPA 8507 – Dissertation I: Advanced Research Methods (4 credits)

Prepares students to design, develop, complete, and defend an applied dissertation research project. The nature and purpose of dissertation research are explored, and technical issues relevant to research in the field of public administration are examined. By the end of the course, students are expected to develop dissertation prospectuses of sufficient quality to be submitted to their dissertation committees for review and approval.

Dissertation II & III (the equivalent of two doctoral-level courses, 8 credits)

- › GPA 8992 – Dissertation II
- › GPA 8993 – Dissertation III

The completion and defense of a dissertation is the final requirement for the Doctor of Public Administration (DPA) degree. The DPA candidate must demonstrate a high level of academic competence, which typically results in a significant contribution to new knowledge in the field. The DPA dissertation usually focuses on applying theory to practice in the contexts of critical public issues and the student's professional experience. Under normal circumstances, a DPA candidate is expected to register for dissertation work for two consecutive semesters after the successful completion of all coursework and the final comprehensive examination. However, a student who is able to rearrange her or his work schedule to permit more intense concentration on the dissertation may register for Dissertation II and Dissertation III in the same semester. This requires prior approval from the student's advisor and her or his dissertation committee chair. Graduate School of Management Courses

(All courses are four credits unless noted otherwise. Please note that course offerings vary from term to term, and all may not be described here.)

Graduate School of Management Courses

(All courses are four credits unless noted otherwise. Please note that course offerings vary from term to term, may not be described here, and are subject to change.)

GPA 8000: Foundations in Public Administration

This course introduces students to the professional study of public administration. The course provides a historical overview of American public administration and each of its significant sub-fields, as well as an introduction to contemporary reform efforts, both within and outside the public sector. Students learn to integrate their own experiences with key concepts in public administration and to use these experiences and concepts to plan the rest of their master's programs.

GPA 8001: Foundations in Management and Leadership

This course reviews the fundamentals of management and leadership, and introduces students to the emerging ideas and practices necessary to lead and manage in modern organizations. The course provides students with an understanding of the deeper processes at work in organizations and helps them build the skills necessary to manage effectively.

GPA 8002: Fundamentals Nonprofit Management

This course provides an overview of the historical development of the nonprofit sector, an introduction to emerging issues and leadership challenges for the sector, and a close look at management issues unique to the nonprofit sector. The class also examines the missions, operations, and challenges of nonprofit organizations.

GPA 8010: Professional Ethics for Government and Nonprofits

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

GPA 8011: Professional Ethics for Business

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

GPA 8020: Organizational Theory and Behavior

This course examines the concepts, analytical tools, and personal

skills relevant to the study of behavior in organizations. The course uses simulations, case studies, and discussion. It explores planned organizational change, the relationship between accomplishing tasks and fulfilling a mission, and other crucial topics in organizational life.

GPA 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.

GPA 8031: Financial Management for Business

This course introduces the major topics in finance. The focus is on financial analysis, investment, capital markets, capital structuring, and risk management. The course emphasizes the applications of finance principles to business cases.

GPA 8032: Financial Management for Nonprofit Organizations

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

GPA 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.

GPA 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.

GPA 8051: Human Resource Management for Business

This course introduces students to a conceptual view of human resource management. Key areas of study include strategic objectives, environment, and the function of human resource

management in the private sector. Themes of international human resource management, diversity in the workplace, and new management styles are central concerns.

GPA 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.

GPA 8061: Administrative Law

This course has been designed to be user-friendly to the non-lawyer 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.

GPA 8062: Law for Nonprofit Organizations

This course examines the legal history and frameworks of nonprofit organizations. Emphasis is placed on the laws relating to the incorporation and tax-exempt status of nonprofit organizations. The course includes an examination of how nonprofit organizations influence legislation and rule-making processes. Students look at issues of accountability for nonprofit organizations and analyze the differences between profit and nonprofit organizations.

GPA 8063: Business Law

This course provides an overview of legal issues encountered in business. Topics include business crimes and civil liability, contracts, cyber law, intellectual property, product advertising, employment issues, antitrust and trade practices, forms of doing business and securities law. Court procedures, alternative dispute resolution and business ethics are also covered. This course is designed to aid students in recognizing and analyzing legal problems faced in business.

GPA 8070: Research Methods in Public Administration

This course enhances students' management skills for becoming

better customers of qualitative and quantitative research studies in work and non-work environments; for supervising the planning and conducting of research; and for dissecting and evaluating studies and reports.

GPA 8071: Research Methods and Business Applications

This course enhances student's basic research skills in quantitative and qualitative methods. Topics include research purpose and design; literature reviews; survey and data collection; statistical hypothesis testing; and research proposal development. Students apply these techniques to business problems for their final projects.

GPA 8072: Research Methods and Program Evaluation

This course provides an in-depth introduction to the process that enables professionals to evaluate, supervise, and execute research studies. It addresses nonprofit accountability and outcome measurements. It also provides a theoretical foundation of research methods in management, and looks at practical applications of different types of research.

GPA 8081: Managerial Communications

This course provides students with a strong grounding in the communications skills essential to success in the business world. This class is devoted to building both written communication as well as verbal presentation skills. Students will receive one-on-one writing coaching to develop their skills in writing business letters, reports, and memos. Through coaching and practice, students will build their presentation skills using standard business presentation software, and each student will have the opportunity to deliver multiple presentations. Students should emerge highly prepared to communicate ideas and business concepts to peers as well as to senior management.

GPA 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.

GPA 8090: Management of Technology

This course explores new thinking on how technology is developed, diffused, and used to improve institutional competitiveness and performance. The course focuses on the critical factors and arrangements that challenge future U.S. technological preeminence and addresses major policy issues related to technological competitiveness, including research and development strategies, strategic controls, and intellectual property rights.

GPA 8100: Communications and Marketing for Nonprofits

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

GPA 8101: Marketing for Managers

This course familiarizes participants with the role of marketing and its connections to other functions within the organization. Using case studies, lecture, discussion, and readings, students will explore contemporary marketing issues and practices in a variety of settings, industries, countries, and competitive situations in order to develop a thorough understanding of current marketing thinking.

GPA 8110: Governance and Planning in Nonprofit Organizations

This course introduces the governance process in nonprofit organizations, including the composition, roles, and responsibilities of governing boards; the relationship between boards and staff; and the role of governing boards in planning. Examines strategies for analysis and intervention when governance structures are not serving organizational needs.

GPA 8120: Labor Relations

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

GPA 8130: Housing & Economic Policy

This course is open to advanced master's level students.

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.

Tremendous demand is placed upon government officials to assist the economy, provide for jobs, help ensure economic performance, and attend to the housing needs of different groups. As a result, national, state, and local governments are increasing given the responsibility to develop and implement programs to help national or regional economies and address housing needs. Public sector managers are thus expected to understand how economic and housing markets operate and to create programs that will stimulate economic and housing production in their area.

This course first provides an overview on how economic and housing markets function. The discussion will include discussion of basic principles of macro- and microeconomics and then analysis of specific views of economic development, including export-base, core-periphery, and locational theories. The course then provides specific analysis and evaluation of the different policies and techniques governments have used to secure economic and housing goals. Among the techniques examined will be: tax incentives and TIFs, bonding, public subsidies, public/private partnerships, infrastructure development, and direct government investment in, or ownership of housing and economic development entities.

GPA 8160: Communication and Conflict

Conflict is often described as primarily a "communication problem." There is an assumption that if only the parties to a conflict could communicate clearly, the conflict would be resolved. However, conflict is much more complex, and the role of communication in conflict situations is not a simple thing. One thing is certain: solving communication problems will not magically resolve conflict. At the same time, understanding how communication functions in conflict situations is critical to finding ways to manage those situations in an effective way.

GPA 8170: Entrepreneurship

In this course, students will learn what it takes to identify a new venture idea, evaluate the potential success of that idea, convert the idea into a business, grow and harvest the venture and how to replicate that success. We will assess what entrepreneurial traits

founders need for ongoing success. We will rely on case analysis to give you real world examples of concepts that you will learn. Even if your career path leads you to a corporate, non-profit, or public environment, you will find that this course will help you understand how to generate new growth within any establishment.

GPA 8180: Strategic Leadership

This course explores the relationship between policy development, strategic planning and implementation. Emphasis is given to the optimization of the roles of managers at various levels, within an enterprise, relative to policy setting, planning, implementation, governance, and working with external environments. The course is a survey of strategic planning, to include: organization of the planning process; the mission statement; analysis of environmental strengths, weaknesses, opportunities, and threats (SWOT analysis); and identifying strategic issues or goals. We will also review the effectiveness of strategic planning in government.

GPA 8201: Public Dispute Resolution

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

GPA 8206: Business Negotiation

This course explores the concepts of negotiation and conflict resolution in various business settings. Through the analysis of both interpersonal and inter-group conflict situations, the class will come to understand alternate approaches to organizational conflict management. The course will then focus on the negotiation process and its role in organizations. Major elements of the course include win-lose (zero sum) bargaining, win-win negotiations, and negotiation ethics.

GPA 8208: Organizational Culture

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

can do to maximize the performance of public, private, or non-profit organizations.

GPA 8221: Public Negotiation Skills Building

GPA 8222: Public Mediation Skills Building

GPA 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.

GPA 8225: Critical Issues in Public Administration

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

GPA 8228: Public Arbitration Skills Building

GPA 8229: Conflict Management Systems Design

This course is designed for managers, administrators and other organizational leaders who may be called on to think about conflict at an organizational or systems level. Specifically, this course focuses on the role of designing, developing and supporting informal and formal conflict management processes, programs and systems for various organizational settings. Students will focus both on the theory and practice of conflict management systems design, using a combination of readings, case studies and simulations. Students will learn how to assess organizational conflict climate, develop collaborative strategies for working pro-actively and responsively to manage conflict in organizations.

GPA 8230: Municipal Administration

This course is a survey of contemporary issues facing municipalities specifically in Minnesota and generally in the upper Midwest. The semester will explore the practicalities and politics of managing a municipal organization using a variety of current practitioners in the field. Areas of concentration will include: community roles and power structures, city council and staff relations, public safety and public works issues, land use and community development,

employee relations, finance, legal authority and emerging issues of governance and the role of citizen participation. Students currently will find this class a good way to acquire a broad-based understanding of municipal operations and the complexities of this occupational field.

GPA 8235: Strategic Planning & Decision Making in the Public Sector

The first half of the course is a survey of strategic planning, to include: organization of the planning process; the mission statement; analysis of environmental strengths, weaknesses, opportunities, and threats (SWOT analysis); and identifying strategic issues or goals. We will also review the effectiveness of strategic planning in government. Students will examine strategic plans and work in teams on planning exercises.

As strategic planning should lead to decision making in an organization, the second half of the course is on normative and behavioral decision making. Several normative models of decision making are introduced and contrasted with findings from psychological research and behavioral decision theory on how individuals and groups make decisions in practice. Research shows that people often do not think in the best way or make the best decisions to reach their own goals. Topics include utility theory, expert systems, Kohlberg's stages of moral thinking, and the effectiveness of individual versus group decision making. Psychological biases are shown to occur in probability estimation, hypothesis testing, preference reversals, framing effects, and risk avoidance.

GPA 8243: Public Negotiation and Mediation

This course's focus is on Mediation as an element of the negotiation process. It will concentrate on the role of the mediator as a neutral facilitator within the conflict resolution process. The course includes lectures, discussions, and mediation and negotiation exercises that give participants an opportunity to acquire essential skills and familiarize themselves with mediation and negotiation procedures. This course also explores major themes in negotiation theory and practice, including distributive versus integrative bargaining, personality styles, multi-party negotiation, and ethical issues.

GPA 8244: Advanced Public Arbitration

This course's focus is on more complicated public arbitration cases. Particular emphasis will be placed on labor and management issues. Time is also devoted to the legal framework of public arbitration. This course will explain procedural and evidentiary issues and will address decision-making and writing awards.

GPA 8245: Advanced Public Mediation

This course covers advanced public mediation techniques, strategies, and tactics. The course is designed to enhance the participant's basic mediation skills. Special emphasis will be given to intercultural disputes, improving communication skills, and option development techniques. The course will also focus on the facilitative and evaluative approaches to public mediation. Participants in the class will be involved in numerous exercises and will have opportunities to experience co-mediation in a public arena.

GPA 8250: Legislative Practicum

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

GPA 8260: Alternative Service Delivery

This course is open to advanced master's level students. State and local governments are facing their worst fiscal crises in years. As a result, public officials in Minnesota and across the United States are seeking either more cost effective or alternative ways to deliver public services, including the employment of what President Bush calls "faith-based initiatives." This course examines the theoretical underpinnings, debates, and track record of the various alternatives to delivery public services. Topics include: privatization, vouchers, contracting out, public/private and public/nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We shall also examine several policy areas where alternative means to deliver services have been tried or advocated including criminal justice, education, health care, welfare, energy, and transportation.

GPA 8270: Social Identities & Conflict

This course will examine issues of race, gender and ethnicity as they influence conflict in the changing workplace. This course is designed to provide participants an opportunity to examine conflicts in multicultural settings and how these are influenced by various social identities. This course will also engage students in reflective dialogue concerning issues of cultural diversity in the workplace and their impact on the process of social conflict. Emphasis will be placed on conflicts involving race, gender and ethnicity and will include discussions of issues of disability, sexual identity, social class and religion. Included in the course goals are the following:

- 1) Gaining a theoretical understanding of various issues and perspectives on social identity.
- 2) Understanding the role community and culture can play in the ways individuals see, understand and respond in conflict situations.
- 3) Examining how issues of social identity and social conflict manifest personally as well as professionally.
- 4) Identifying a range of strategies and resources to help us address social conflict more effectively in diverse organizational settings.

GPA 8300: Strategic Management and Planning

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

GPA 8301: Managing Organizational Change

This course explores the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Included are such topics as organizational objectives, corporate governance, managing change, diversity, perception and attribution, group dynamics, self-assessment, and career development. A systems approach is used to integrate behavioral theory into effective management practices.

GPA 8305: Operational Management

Through case studies, lectures, multimedia, and writings, students will be exposed to current perspectives of operations management. Topics will be as diverse as turnarounds, measurement, finance strategies, and systems thinking.

GPA 8307: Business Communications (open to international GSM students only)

This course is the required first course for international students and may be taken concurrently with either GPA 8000, 8001, or 8002. Business Communications introduces students to methods of note taking, research, outlining, business letter writing, memo writing, and other forms of communication used in the private for-profit sector.

GPA 8309: Global Strategy

This course focuses on future developments, changing environments, and creativity in global business. Students will develop new, original, global strategies establishing unique competitive

advantages for selected firms and organizations. Environmental, industry, and core competency analyses will be presented and adapted to particular global regions and countries. This course examines grand strategies with a particular focus on international mergers, acquisitions, and other business combinations.

GPA 8320: International Enterprises and Transactions

This course examines international organizational structures and functions. This course examines components of strategic planning, formal control and business/government relationships, strategic alliances, and related problems such as international agreements and cross-cultural and transactional questions.

GPA 8321: Independent Study in International Management

This course introduces students to the complex issues involved in international management. Each student is encouraged to engage in an in-depth analysis of a major business area such as human resource management, business regulation, finance, ethics, technology, strategic decision making, marketing, communications, and conflict. Students register for this class by completing an Individual Study registration form, which can be obtained in the GSM office.

GPA 8330: Conflict Theories

This course explores the nature of conflict from a range of theoretical and research-based perspectives including psychology, communication, and group and social dynamics. This course lays a foundation for further study in conflict management and resolution.

GPA 8331: Negotiation Theory and Practice

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

GPA 8334: Conflict Resolution for Managers

Capitalizing on Conflict: prevent, surface, manage, and learn from workplace conflict. This course will help you improve decisions, increase creativity, enhance others' performances and your capacity to build a healthy, productive workplace. You will study methods to reduce conflicts before they erupt and, when conflicts surface, be able to manage them effectively. The instructors use readings,

case studies, and experiential learning to equip students with the theory and skills needed to proactively handle work concerns.

GPA 8360: Lobbying for Nonprofits

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

GPA 8361: Fundamentals of Philanthropy

This course examines the history, key issues, and emerging trends of philanthropy. Identifies the unique issues and career opportunities in this discrete component of the nonprofit sector. This course is for students interested in the field of philanthropy and practitioners in the field who want to gain an understanding of the history and issues that frame the context for their work.

GPA 8362: Fundraising for Nonprofits

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

GPA 8440: Social Demographics

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

GPA 8490: Capstone Skills Development for Government (MAPA capstone)

This course requires students to integrate the diverse materials mastered in the core program, formulate business recommendations, and communicate findings in oral and written form. In a series of structured simulations of contemporary problems commonly encountered by administrators, students receive the opportunity to practice managerial skills and demonstrate the leadership necessary for effective managerial performance.

GPA 8491: Capstone Skills Development: Business Simulation (MAM capstone)

The Management Capstone is, in an architectural sense, the final block that is placed on top of a construction. In this case, the construction is the sequence of courses that make up the MAM Program. This final course is intended to tie the whole structure together through a series of learning activities, which may include a contemporary interactive management simulation as well as traditional reading, writing, and presentation assignments. The Management Capstone does not culminate in a lengthy research paper. While some research may be required, the focus of the course is a synthesis, or combining of separate elements to form a coherent whole. Students will be expected to think critically, synthesize, make proposals, and justify conclusions and recommendations. Completion of the course, like the construction of a building, is likely to require teamwork as well as individual effort.

GPA 8492: Capstone Skills Development for Nonprofits (MANM Capstone)

This course provides MANM soon-to-be-graduating students with a rigorous classroom and practicum course that helps them demonstrate the skills and knowledge they have mastered in the program and test their critical thinking and skills abilities to manage and/or lead a nonprofit organization. Students will study and examine the critical or current issues of the nonprofit sector, complete an applied research project with a Twin Cities organization, and present the project including a final paper and presentation to a MANM Nonprofit Board of Review (a panel of nonprofit leaders selected) at the end of each semester.

GPA 8494: Internship

Any student without professional work experience in his or her field of study is required to participate in an internship. This internship is an additional course that will not fulfill an elective requirement.

Each student is notified at the time of admission whether an internship is a required component of his or her individual program. If the student is required to complete an internship, he or she must work with his or her advisor in planning the internship.

GPA 8495: Independent Problem Analysis

An Independent Problem Analysis is analogous to a master's thesis, providing a detailed analysis of a real-world problem in public administration, private sector, or nonprofit sector, and recommending one or more solutions. This project gives students an opportunity to gain valuable practical experience, examine an

issue in depth, and integrate the knowledge and tools acquired in the program. Each student's final IPA must be approved by a faculty committee following a successful oral defense of the project.

GPA 8497: Independent Study (1-4 Credits)

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.

GPA 8501: Historical Foundations and Professional Development

This course examines how public administration and nonprofit management have evolved as fields of study, and how they are designed and practiced. The academic and career development goals of individual students are addressed. Students are prepared to integrate theory into practice at an advanced level.

GPA 8502: Research Methods

Advanced Research Methods introduces students to the basic techniques of quantitative and qualitative research required in the field of public administration. Students learn how to define a research project and select appropriate methodologies to investigate political and social phenomena. Emphasis is also placed on learning how to interpret and critically evaluate public administration research.

GPA 8503: Critical Issues for Public Administrators

This course identifies and explores important contemporary issues facing public administration practitioners, and looks at how these issues relate to major ideas in the history of the field. This course examines leading-edge professional practices related to these issues, and the extent to which these practices have been successful in local, state, and national contexts. Students integrate their learning from the other core courses and prepare for written exams in the program.

GPA 8504: Advanced Organizational Theory and Leadership

This course is an advanced, in-depth examination of the concepts, analytical tools, and personal skills underlying behavior in organizations. It explores the relationship between task accomplishment and human fulfillment in the context of planned organizational change.

GPA 8506: Advanced Seminar in Public Policy

This course examines the theoretical and philosophical approaches used to systematically examine the public policy process. Because no single theory or model can adequately describe the complexities of this process, the analytical frameworks and assumptions of the major approaches to policy analysis are emphasized, and emerging theories explored. In individual assignments, students are encouraged to examine policy issues and frameworks that relate to potential dissertation topics.

GPA 8507: Dissertation I: Advanced Research Methods

This course prepares students to design, develop, complete, and defend an applied dissertation research project. The nature and purpose of dissertation research are explored, and technical issues relevant to research in the field of public administration are examined. By the end of the course, students are expected to develop dissertation prospectuses of sufficient quality to be submitted to their dissertation committees for review and approval.

GPA 8521: Comparative Public Administration

This course uses theories from comparative political science and public administration to examine the public administration systems of different countries and/or regions through case studies. Given the growing interdependence of nations and globalization of public policy concerns, practitioners of public administration often need to deal with a public administration issue beyond their borders. This course will help bring a broader perspective to practitioners, which will help them in dealing with such situations as well as aid them in assessing local public administration issues from a new perspective.

GPA 8522: E-Government

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

GPA 8523: Contemporary Social Policy Issues

This course examines the historical context, theoretical arguments, and political controversies surrounding current and emerging social policy issues. It considers the impacts of changing social policies on vulnerable populations, the delivery of health and human services, and society at large.

GPA 8524: Housing and Economic Development Policy

This course examines economic development theories and housing policies in the United States. Emphasis upon understanding how economic and housing markets operate and how national, state, and local governments can influence business investment and job development decisions and the construction and rehabilitation of housing for different populations.

Tremendous demand is placed upon government officials to assist the economy, provide for jobs, help ensure economic performance, and attend to the housing needs of different groups. As a result, national, state, and local governments are increasing given the responsibility to develop and implement programs to help national or regional economies and address housing needs. Public sector managers are thus expected to understand how economic and housing markets operate and to create programs that will stimulate economic and housing production in their area.

This course first provides an overview on how economic and housing markets function. The discussion will include discussion of basic principles of macro- and microeconomics and then analysis of specific views of economic development, including export-base, core-periphery, and locational theories. The course then provides specific analysis and evaluation of the different policies and techniques governments have used to secure economic and housing goals. Among the techniques examined will be: tax incentives and TIFs, bonding, public subsidies, public/private partnerships, infrastructure development, and direct government investment in, or ownership of housing and economic development entities.

GPA 8527: Alternative Service Delivery

State and local governments are facing their worst fiscal crises in years. As a result, public officials in Minnesota and across the United States are seeking either more cost effective or alternative ways to deliver public services, including the employment of what President Bush calls "faith-based initiatives." This course examines the theoretical underpinnings, debates, and track record of the various alternatives to delivery public services. Topics include: privatization, vouchers, contracting out, public/private and public/nonprofit partnerships, and the use of market incentives and competition to improve service delivery. We shall also examine several policy areas where alternative means to deliver services have been tried or advocated including criminal justice, education, health care, welfare, energy, and transportation.

GPA 8600: Strategic Planning and Decision Making in the Public Sector

The first half of the course is a survey of strategic planning, to include: organization of the planning process; the mission statement; analysis of environmental strengths, weaknesses, opportunities, and threats (SWOT analysis); and identifying strategic issues or goals. The effectiveness of strategic planning in government is also examined. Students will examine strategic plans and work in teams on planning exercises. As strategic planning should lead to decision making in an organization, the second half of the course is on normative and behavioral decision making. Several normative models of decision making are introduced and contrasted with findings from psychological research and behavioral decision theory on how individuals and groups make decisions in practice. Research shows that people often do not think in the best way or make the best decisions to reach their own goals. Topics include utility theory, expert systems, Kohlberg's stages of moral thinking, and the effectiveness of individual versus group decision making. Psychological biases are shown to occur in probability estimation, hypothesis testing, preference reversals, framing effects, and risk avoidance. Doctoral students will lead discussions and write papers on assigned topics.

GPA 8992: Dissertation II

The preparation of a successful doctoral dissertation (one approved by the student's doctoral committee), with direction from the student's committee.

GPA 8993: Dissertation III

The preparation of a successful doctoral dissertation (one approved by the student's doctoral committee), with direction from the student's committee.

GPA 8997: Independent Study (1-4 Credits)

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

PART 4

Campus Services



Bookstores

University Bookstore

Student Center, main floor, MS-C1922
David Young, manager
651-523-2270
www.hamlinebookstore.com
Email: bookstore@hamline.edu

The Hamline University Bookstore's primary function is to provide textbook services for College of Liberal Arts and graduate schools' classes. The bookstore is the best source for information regarding the correct books for current Hamline classes as well as the best source for used books. The bookstore also provides a number of other services including the sale of Hamline apparel and school and office supplies.

Student Bar Association Bookstore

School of Law
Bruce Keil, manager
651-523-2369

The Student Bar Association (SBA) Bookstore provides textbooks and course materials for School of Law students and also carries supply essentials such as pens, paper, and folders. The bookstore also sells coffee, pastries, pop, and candy throughout the academic year. SBA Bookstore hours are posted on the door. Return policies and information on consignment books is available by calling 651-523-2075.

Bush Library

Bush Memorial Library, MS-C1919
Diane Clayton and Julie Rochat, directors
651-523-2373 Library Circulation Desk
651-523-2373 Library Hours
651-523-2375 Library Reference Desk
www.hamline.edu/bushlibrary

Bush Library provides research materials for Hamline students and faculties. The library provides a major collection of books, periodicals, and electronic databases. Bush Library is a popular space for group research as well as quiet individual study. CLICnet is our library consortium catalog; check out or request books from member libraries. You need a Hamline ID to borrow Hamline or CLIC materials. Reference librarians are here to help you determine what materials you need and how to get them—come to see us in person and also see our research guides. Current Bush Library hours are updated on our Web site.

Campus Employment

Old Main, lower level, room 012, MS-C1904
Dixie L. Lindsley, director
Lori Larkin, manager of student employment
651-523-2210
www.hamline.edu/hamline_info/offices_services/administration/hr/index.html

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.

There are numerous opportunities for off-campus employment in the neighboring community and in the Saint Paul/Minneapolis metropolitan area. Inquiries about both on- and off-campus employment should be directed to the Human Resources office.

International students may face work restrictions both on- and off-campus due to visa status or other legal considerations. The International Student Advisor and the Center for International Students & Scholars can assist students with these questions.

Career Development Center

Drew Science, main floor, room 113, MS-B1802
Rich Manke, director
651-523-2302
www.hamline.edu/cdc

The Career Development Center's vision is that every student is prepared to thrive and excel in their life's work and career. The CDC serves graduate and undergraduate students and alumni. Throughout your university experience, the CDC offers a variety of services and supports to help you explore career goals, gain relevant experience, and make connections. In addition to individual counseling and vocational assessment, the CDC offers resume assistance and job search assistance, an alumni networking database, and a career resource library. The CDC also provides job and internship listings online.

Classrooms and Labs

Campus facilities include, among others, a state-of-the-art Conference Center and technology classrooms in the Law/Graduate Center Building, the new Klas Center, the fully equipped Robbins Science Center and architectural award-winning buildings designed for interaction—the Law Center, Bush Library, and the Giddens/Alumni Learning Center.

Commuter Student Services

Student Center, main floor, Box 221
Wendy Burns, assistant director of student activities
651-523-2420
www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/sald/student_activities_home.html

Commuter Student Services provides resources and services to assist students who live off-campus in non-university housing. Commuter Student Services provide students: a lounge (Drew Science, Room 115) with comfortable furniture, phone, refrigerator, TV and magazines; free commuter lockers in Drew Science; apartment listings; monthly commuter newsletter.

Counseling and Health Services

Manor Hall, lower level, room 016, MS-C1908
Barb Bester, acting director
651-523-2204
www.hamline.edu/chs

Counseling and Health Services assists students in coping with personal difficulties, which might hinder their academic progress and to promote health and personal growth. Most services are free of charge and are provided by the staff including counselors, psychologists, and registered nurses. Counseling & Health Services provide students with personal counseling; help in coping with personal concerns: stress, loneliness, depression, anxiety, family relationships, etc.; treatment, evaluation, medical testing, and prevention of many health concerns; health education materials, wellness peer education; confidentiality.

Dean's Office

Graduate School of Education, Drew Hall 66, MS-A1720
Deirdre Kramer, dean
651-523-2600

Graduate School of Liberal Studies, 1500 Englewood, MS-A1730
Mary Rockcastle, dean
651-523-2047

Graduate School of Management, Law/Grad School
Bldg 237E, MS-A1740
Jon Garon, interim dean
651-523-2284

Dining Services

Sorin Hall, main floor, MS-C1928
Sharon Tracy, director
651-523-2381
www.hamline.edu/dining

Hamline Dining Service offers great value, variety, and convenience right here on campus. There are four dining locations – Sorin Hall, HUB Snack Bar, Klas Café, and the School of Law. For dates and hours of service, please check web site. Sorin Hall is the all-you-care-to-eat location on campus. Starting fall 2005, all meals from meal plans will be served in Sorin. All dining locations are open to students, faculty and staff; cash, check and declining balance are accepted.

Disability Services

Giddens Learning Center, main floor, room 133W
Deb Holtz, director
651-523-2521
www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/chs/disabilities_services/disability_services.html

Disability Services offers a variety of services and support to qualified students with disabilities. The office exists to create equal opportunities for students with disabilities by providing reasonable accommodations, and also to assist Hamline in being a community that welcomes qualified students of all abilities. Reasonable accommodations may not compromise or fundamentally alter the essential requirements or objectives of a course of program. Services and accommodations include, but are not limited to: alternative reading materials, note takers, sign language

interpreters, testing services, accessibility issues. The Office of Disability Services is open Monday through Friday from 9 a.m. to 6 p.m. Walk in hours are often available; however, it is best to call the direct number of 651-523-2521 to make an appointment.

Hancock Elementary/Hamline University Collaboration

The Hancock/Hamline Collaboration is an integral part of the Hamline community, with Hancock and Hamline being across Snelling Avenue from each other since 1887. The mission of the Hancock/Hamline University Collaborative is to build and strengthen the collaborative community through relationships, shared learning, and cultural diversity. “College Begins in Kindergarten” is the motto that helps encourage life-long learning for students in all schools at Hancock and Hamline. Mentoring, tutoring, student teaching, curricular enrichment, and other collaborative projects mean that Hancock and Hamline students, faculty, staff, and administrators work together on a regular basis on both sides of Snelling Avenue. To learn more about the collaboration, see www.hamline.edu/hancock or call Samantha Henningson at 651-523-2483.

Information Technology Services

Over 250 computers are housed in public computing labs across the campus. The labs are open 90-100 hours a week and provide access to the Internet and a diverse range of software applications.

The main computer center is located in the basement of Bush Library and also houses the ITS Helpdesk, which is staffed by student lab consultants. There is also a public lab in the School of Law that offers software unique to the legal profession. Public printing is available in all computer labs managed by Information Technology Services. Specific information about public printing is available from the ITS web site (www.hamline.edu/its) or the ITS Helpdesk (651-523-2220). In addition to the computer labs managed by Information Technology Services, many departments maintain specialized computer labs for students use.

Klas Center

New in 2004, the innovative Klas Center combines a new sports stadium with a community and learning facility, including casual dining, an outdoor plaza, classroom and conference space, and a third-level ballroom with panoramic views of the fields and Old Main Mall.

Minneapolis Center

Hamline University's Minneapolis Center is conveniently located at the southern edge of downtown at I-94 and Lyndale Avenue in the Hennepin Avenue United Methodist Church. The Minneapolis Center offers easy access from downtown and many suburbs, as well as ample free parking. Graduate programs and courses in management, education, and liberal studies are offered at the Minneapolis Center.

Multicultural and International Student Affairs

Old Main Hall, lower level, room 016, Box 107
Carlos D. Sneed, assistant dean / director
651-523-2423
www.hamline.edu/misa

The Center for Multicultural & International Student Affairs (MISA) offers support, advising, advocacy, and programming to undergraduate students of color and all university international students to assist students in their transition to and success at Hamline. MISA staff and initiatives help create a campus community where the needs of students of color and international students are addressed by offering pre-orientation sessions, workshops, advising, mentoring, and support for culturally-specific student organizations and programs, including assistance for international students on immigration and visa regulations and processes. Additionally, MISA sponsors and supports all-campus events that help members of the university learn about issues of diversity, multiculturalism, internationalism, and social justice.

Parking/Campus Map

Parking permits are required to park in campus lots between 8 a.m. and 4 p.m., Monday through Friday from mid-August through the end of May. Otherwise, parking is free. Contact Safety & Security with parking questions at 651-523-2100 or visit www.hamline.edu/hamline_info/offices_services/campuses_grounds/safetysecurity/index.html

For more information about parking locations, please visit the campus map located at www.hamline.edu/hamline_info/locations/locations.html

Pipeline

Pipeline is the student, faculty, and staff administrative database. Use Pipeline to register and to access course schedules, final grades, unofficial transcripts, account balances, and more. Log in to Pipeline at www.hamline.edu/pipeline For assistance with your PIN, please contact Student Administrative Services (651-523-3000 or stop by Law Grad 113E).

The Religious and Spiritual Life Office

Student Center, second floor, room 200, Box 153
651-523-2315

Rev. Theresa Mason, DMin, PhD University Chaplain
www.hamline.edu/rslo

RSLO fosters and supports spiritual and ethical development of persons from diverse religious traditions and practices, and promotes peace, justice, and service. Christian, Jewish, Muslim, Buddhist, and multi-faith programs are offered. The chaplains offer confidential pastoral care about spiritual questions, personal crisis, and other concerns.

Residential Life

Manor Hall, lower level, room 026, MS-C1903
Patricia Klein, director
651-523-2061
www.hamline.edu/reslife

The Office of Residential Life manages all on-campus residence, including residence halls, houses, and the apartment building. Residential Life provides an environment where students and staff work collectively to develop and maintain a safe, respectful and inclusive learning environment. Students are encouraged to meet their hall director and speak with him/her regarding any concerns they may have.

Safety and Security

Drew Hall, main floor, room 128, MS-C1905
Shirleen Hoffman, director
651-523-2100
www.hamline.edu/security

Hamline maintains a twenty-four hour security service. Along with a full-time director, assistant director, and sergeant, the security staff is comprised of patrol officers and student dispatchers. The officers are trained to deal with various problems that might arise on campus. They are sensitive to the cultural diversity that exists at Hamline, and strive to provide quality service to the Hamline community. Among the services offered by the security

office are the following: 24-hour escort service, 24-hour referral service, 24-hour emergency response, after-hours building access, key control, and assistance. Hamline security officers are charged with the safety and security of people and property and parking enforcement on the Hamline University campus. There may be times when the officers ask an individual for a Hamline ID. Per Hamline University policy, all community members are expected to comply with these requests. Hamline security officers are normally uniformed. If a student doesn't know who to ask or what to do about a particular problem, he/she should contact the Security Office. If the Security Office cannot help, they will make a referral.

Student Administrative Services

Law Grad School, main floor, room 113E
651-523-3000 or 1-800-888-2182
www.hamline.edu/sas

Student Administrative Services (SAS) is a convenient, centralized services office for students, faculty, and staff members of the Hamline community. Departments within SAS include Financial Aid, Registration & Records (Graduate & CLA), Student Accounts, and Student Service Administrators. SAS is located on the first floor of the Law & Graduate Schools Building, Room 113E, with office hours of Monday - Friday 8 a.m. to 6 p.m. and Saturday, with limited services, 8 a.m. to 12 p.m. Cashier hours are Monday – Friday 10 a.m. to 6 p.m. (Closing at 3 p.m. the last day of each month). SAS representatives can be reached at 651-523-3000 and toll free 800-888-2182.

Student Affairs

Dean of Students Office, old main hall, room 112, MS-C1901
651-523-2421
www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/

The Dean of Students in collaboration with the Student Affairs division staff is responsible for maintaining a comprehensive Student Affairs program for the university, which enhances the intellectual, social, physical, emotional, and spiritual development of students. This group of professionals anticipates, solves, and manages the daily activities of the students that constitute the area of Student Affairs (Residential Life, Counseling and Health Services, Disability Support Services, Multicultural and International Student Affairs, Office of Service Learning and Volunteerism, Student Activities and Leadership Development). Responsibilities include oversight of the Dining Service and the University Bookstore operations.

Student Center

Student Center, main floor, Box 221

Kelly Krebs, director

651-523-2420

www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/sald/student_activities_home.html

The A.G. Bush Student Center serves as the focal point of campus activities. It contains the Post Office, Hamline University Bookstore, Religious and Spiritual Life Office and Chapel, Student Activities and Leadership Development, Office of Service Learning and Volunteerism, meeting rooms, the HUB snack bar on lower level, and a lounge area. It is filled with activity, excitement, and the warmth that results from students, faculty, and administrators relaxing in the HUB, or enjoying a movie in the lounge.

Student Activities & Leadership Development is also responsible for coordination of the Student Center Front Desk providing students with a place to go for general information about the campus, events, or student organizations; sales for discount movie tickets, bus passes; discount tickets for major local attractions; information about and tickets for upcoming student organization events; game rental including billiards; information on off-campus housing listings.

Veterans Affairs

Registration and Records, Law Grad School, main floor,
room 113E

CLA and Graduate Schools, 651-523-3000

School of Law, 651-523-2468

CLA and Graduate Schools and Programs Veterans should contact the Student Administrative Services Office for certification for benefits and phone numbers for further assistance. Veterans are eligible to receive veterans' benefits while attending the university. Law School veterans should contact the Law Registrar's Office.

Women's Resource Center

Student Center, lower level

Kristin Mapel-Bloomberg, advisor

651-523-2042

The Women's Resource Center (WRC), established in 1983, is a place for Hamline women and men to get together to work toward making the world a better place for everyone. The purpose of the WRC is to focus on non-partisan social and intellectual action and educational programming focused on the issues of women's health, children and family, careers and internships, as well as to further education about current social topics relating to women. The WRC serves as a resource base to meet the needs of women on campus and to educate the university on the contributions of women to society. Past WRC activities include the celebration of Women's History Month, topical "coffee talks" and other speakers, and book discussion groups.

PART 5

Faculty and Staff Directory



(For the academic year 2005-2006. Year following name is first year of appointment.)

Graduate School of Education

Sharon Androff, 1990
Program Administrator, Graduate Continuing Studies

Kari Dunn Buron, 2001
Assistant Professor, Graduate Continuing Studies
BS 1973, MS 1980, Illinois State University

Tony Berman, 1999
Assistant Professor, MAT Program
BA 1970, Lawrence University
MSE 1979, University of Wisconsin-Oshkosh

William Binkelman, 1997
Data Management Coordinator, MAT

Debra Christenson, 2003
Program Coordinator, MAT

Terri Christenson, 2001
Assistant Professor, Graduate Continuing Studies
Literacy & Learning
BA 1981, Pacific Lutheran University
MA 1999, University of Saskatchewan

Anne Demuth, 1984
Associate Professor, Second Language Teaching & Learning
BA 1966, BS 1966, MA 1976, University of Minnesota

Mary Diaz, 1991
Associate Professor, Second Language Teaching & Learning
BA 1968, Lake Forest College
MA 1972, University of Minnesota
MA 1976, Middlebury College

Michelle Dunn, 1992
Assistant Professor, MAEd & EdD Programs
BA 1968, Brandeis University 1968
MA 1974, PhD 1993, University of Minnesota

Barbara Elvecrog, 1992
Director of Partnership Development and Alumni Relations
Assistant Professor, MAEd Program
BA 1969, Macalester College
MA 1992, University of Minnesota
EdD 2003, Hamline University

Mary Endorf, 1999
Coordinator and Assistant Professor, K-12 Reading License
MAEd & EdD Programs
BA 1969, Hamline University
MS 1973, SUNY at Cortland
EdS 1983, PhD 1987, University of St. Thomas

Walter Enloe, 1995
Full Professor, MAEd & EdD Programs
BA 1971, Eckerd College
MA 1973, PhD 1978, Emory University

Brenda Erickson, 2004
Program Administrator, CGEE

Feride Erku, 1991
Associate Professor, Second Language Teaching & Learning
BA, Bogazici University 1974
MA 1978, PhD 1978, University of Minnesota

Tracy Fredin, 1995
Director and Instructor, Center for Global Environmental
Education
BS 1980, University of Minnesota-Morris
MA 2005, Hamline University

Margot Galt, 1991
Associate Professor, MAEd & EdD Programs
BA 1963, Goucher College
MA 1965, Columbia University
PhD 1976, University of Minnesota

Paul Gorski, 2003
Assistant Professor, MAEd & EdD Programs
BA 1994, MEd 1995, PhD 1998, University of Virginia

Cara Hagan, 2000
Coordinator, Faculty, K-8 Keyboarding for Computer
Applications License, Teaching & Technology Certificate
BS 1988, University of Minnesota
MAEd 2001, Hamline University

David Hartman, 2003
Advisor/Coordinator of Equivalencies
Additional Licensure Programs, MAT Program
BA 1995, St. John University
MA 2001, Columbia University

Kathryn Heinze, 1991
Associate Professor, Second Language Teaching & Learning
BA 1970, Grinnell College
MA 1971, University of Toronto
MA 1982, University of Minnesota

Julie Herman, 2001
Coordinator and Assistant Professor, Administrative Licensure
Program
BS 1970, University of Wisconsin-Stout
MA 1996, University of Wisconsin-River Falls

Edward Hessler, 2004
Faculty, Center for Global Environmental Education
AB 1959, Syracuse University
MS 1968, University of Minnesota

Margaret Hilger, 2005
Program Assistant, Dean's Office

Alison Johnson, 2003
Instructor, MAT Program
School Relations Coordinator
BA 1983, University of the Pacific
MA 1985, University of San Francisco

Joan Johnson, 1999
Assistant Professor, MAT Program
BS 1969, MEd 1983, University of Minnesota
EdD 1997, University of St. Thomas

Vivian Johnson, 1996
Associate Professor, MAEd & EdD Programs
BA. 1974, University of Colorado
MAT 1980, Monmouth College
MS 1986, PhD 1988, University of Oregon

Peggy Knapp, 1999
Assistant Professor, Center for Global Environmental Education
BA 1976, The Evergreen State College
MAEd 2002, Hamline University

Deirdre Kramer, 1984
Dean and Associate Professor, Graduate School of Education
BS 1970, University of Tulsa
MA 1975, University of Minnesota

Leslie Kunze, 1997
Program Coordinator, MEDAL Program

Peg Lonquist, 1998
Associate Professor, MAT Program
BS 1976, University of Wisconsin-Madison
MS 1984, University of Wisconsin-La Crosse
PhD 1995, University of Minnesota

Dan Loritz, 1991
Associate Professor, MAEd Program
BA 1969, Hamline University
MST 1974, University of Wisconsin-Eau Claire

Cynthia Lundgren, 2000
Assistant Professor, Second Language Teaching & Learning
BS 1977, University of Minnesota
MA 1984, University of Texas-Austin

Ann Mabbott, 1995
Director and Professor, Second Language Teaching & Learning
BA 1973, College of Wooster
MA 1974, University of Wisconsin-Madison
PhD 1995, University of Minnesota

Carol Mayer, 1993
Director and Assistant Professor, MAEd, EdD, and Administrative
Licensure Programs
BA, Quincy College
MA, DePaul University

Annette McNamara, 1997
Program Administrator, Dean's Office

Caroline O'Hagan, 2005
Program Assistant, MAT

Kathy Paden, 1995
Director and Assistant Professor, MAT Program
BS 1964, Lewis and Clark
MS 1982, St. Cloud State University
EdD 1999, University of St. Thomas

Betsy Parrish, 1991
Associate Professor, Second Language Teaching & Learning
BA 1982, MA 1985, University of Minnesota

James Peterson, 2002
Associate Professor, Administrative Licensure Program
BA 1963, Hamline University
MS 1967, St. Cloud State University
EdD 1987, Nova/Southeastern University

Kathryn Mitchell Pierce
Assistant Professor, Graduate Continuing Studies

Julie Reimer, 1997
Assistant Professor, Second Language Teaching & Learning
BA 1986, Goshen College
MSW 1988, Wilfrid Laurier University
MAT 1999, School for International Training

Marcia Rockwood, 1999
Director and Assistant Professor, Graduate Continuing Studies
Faculty, MAEd Program
BS 1974, St. Cloud State University
MA 1982, University of Minnesota

Alice Roth, 1995
Assistant Dean, Graduate School of Education
BA 1987, Augsburg College
MA 1998, University of Minnesota

Ann Scanlan, 2004
Program Coordinator, SLTL

Lee Schmitt, 1997
Coordinator, Professional Development
Instructor, Center for Global Environmental Education
BS St. Norbert College 1974

Andreas Schramm, 1995
Associate Professor, Second Language Teaching & Learning
MA 1985, University of Freiburg
MA 1993, PhD 1998, University of Minnesota

Scott Schwister, 2001
Program Coordinator, Graduate Continuing Studies

Deb Sheffer, 2002
Instructor, MAT Program

BA 1977, Gustavus Adolphus College
MA 1998, Hamline University

John Shepard, 1996
Assistant Director and Assistant Professor
Center for Global Environmental Education
BA 1976, University of the Pacific
MA 1979, Indiana University

Mary Speranza-Reeder, 2005
Program Coordinator, MEDAL

Barbara Swanson, 1992
Associate Professor, MAEd, EdD, and Administrative
Licensure Programs
BA 1969, Macalester College
MA 1989, Augsburg College
EdD 1993, EdS 1994, University of St. Thomas

Bonnie Swierzbin, 2001
Instructor, Center for Second Language Teaching & Learning
MA 2004, PhD 2004, University of Minnesota

Mark Weaver, 2004
Instructor, Center for Second Language Teaching & Learning
MA 2000, University of Texas-Arlington

Jessica Wiley, 1991
Coordinator, Certificate in Gifted Education
Assistant Professor, Graduate Continuing Studies
BS 1975, University of Minnesota
MS 1981, Mankato State University
EdD 2003, Hamline University

Renee Wonser, 2000
Assistant Professor, Center for Global Environmental Education
BS 1978, MS 1979, University of North Dakota
PhD 1994, University of Minnesota

Graduate School of Liberal Studies

Sandy Beach, 2002

Program Assistant

BA, University of Minnesota

MFA 2000, Hamline University

Deborah Keenan, 1988

Professor

BA 1974, Macalester College

Julie Neraas, 1991

Assistant Professor

BA 1976, Whitworth College

MDiv 1979, Princeton Theological Seminary

Sheila O'Connor 1992

BA 1982, University of Minnesota

MFA 1986, Iowa Writers Workshop

Mary Rockcastle, 1991

Dean, Graduate School of Liberal Studies

BA, Douglass College

MA 1980, University of Minnesota

Patricia R. Straub, 1999

Assistant Dean

BA 1991, St. Mary's of Notre Dame

MALS 2005, Hamline University

Larry Sutin, 1993

Associate Professor

BA, University of Michigan

JD, Harvard University

Graduate School of Management

James Francisco Bonilla, 1996

Associate Professor, Conflict Studies & Graduate School of Management

Director, The Race, Gender & Beyond Project

BSE 1976, State University of New York

MA 1986, EdD 1992, University of Massachusetts

Kenneth Fox, 1996

Director, Conflict Studies; Associate Professor; Senior Fellow, Dispute Resolution Institute

BA 1979, University of California

JD Northwestern School of Law at Lewis and Clark College

Jon Garon, 2003

Interim Dean, Graduate School of Management

Dean, School of Law

BA, University of Minnesota

JD, Columbia University School of Law

Cathy Gustafson, 2000

Master of Arts in Nonprofit Management Program Director; Assistant Professor

BA 1974, University of Minnesota

MA 1994, Hamline University

Carol A. Harris, 2004

Director of Strategic Development; Assistant Professor

BA, 1976, Hollins University

MBA 1981, Dartmouth College

Nancy Hellerud, 1999

Associate Dean; Assistant Professor

BA 1982, MA 1998, Hamline University

JD 1985, University of Oregon School of Law

Geoffrey Herbach, 2003

Program Administrator; Office Manager; Writing Center Consultant

BA 1996, MS 1998, University of Wisconsin-Madison

William S. Joynes, 1986

Associate Professor

BA 1970, University of Minnesota

MA 1974, Occidental College

George Thomas (Tom) Judson, 2001

Assistant Professor

BA 1970, Lafayette College

MA 1972, Lehigh University

Tom Loftus, 2004
Program Coordinator
BA 1999, St. John's University
MA 2005, Hamline University

Jane Calabria McPeak, 1992
Master of Arts in Public Administration Program Director;
Associate Professor
BA 1969, St. Mary's College
JD 1977, William Mitchell College of Law

Marcos Montero, 2001
Instructional Technology; Web Coordinator
BS, 1996, UNITEC
MAM 2001, Hamline University

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

Rand Park, 1998
Master of Arts in Management Program Director
Assistant Professor
A.B. 1987, University of Georgia
MA 1990, University of Georgia
JD 1993, Hamline University School of Law

Leah Peck, 2002
Assistant Dean of Administration
BA 1999, St. Olaf College
MAM 2005, Hamline University

David Schultz, 1999
Professor, Graduate School of Management; Adjunct Professor of
Law; Adjunct Professor, Department of Criminal Justice and
Forensic Studies; Doctorate in Public Administration Program
Director
BA 1980, SUNY Binghamton
MA 1982 Rutgers University
MA 1986, SUNY Binghamton
JD 1998, PhD 1989, University of Minnesota
LLM 2003, University of London

PART 6
Index



Academic calendar 4
 Academic integrity 10
 Academic load 12
 Accreditation 5
 Academic integrity 10
 Academic standards and policies 9
 Add-drop policies 13
 Additional licensure programs 23
 Administration 56
 Admission 7
 Adult special status 7
 Applying to graduate school 5
 Attendance/assignments 10
 Auditing courses 11

 Bookstores 51
 Buildings 3
 Bush Memorial Library 51
 Bush Student Center 55

 Calendar (see Academic calendar) 4
 Campus map 3, 53
 Campus services 50
 Career Development Center 51
 Center for Multicultural and International Student Affairs 53
 Certificate of Advanced Liberal Studies (CALs), postgraduate 32
 Certificate in Advanced Public Administration (CAPA) 38
 Chaplain 54
 Church affiliation 5
 Classification of students (see student status) 16
 Commencement 10
 Commuter Student Services 52
 Computers (see Information technology services) 53
 Counseling and Health Services 52
 Course materials 18
 Credit load 12

 Dean's Office 52
 Dining Services 53
 Directory information 13
 Disability Services 52
 Doctorate in Education (EdD) 22
 Doctorate in Public Administration (DPA) 39
 Drop-add policies 13
 Dual degree programs 38

 Education, Graduate School of 20
 E-mail 53
 Employment, campus 51
 Evaluation, course 10

 Faculty 57
 Family Educational Rights & Privacy Act (FERPA) 13
 Federal Stafford loans 8
 Fees 18
 Financial aid 8
 Full-time status (see student status) 16

 Grade appeals 11
 Grades 11
 Graduate schools at a glance 6
 Graduate School of Education 20
 Graduate School of Liberal Studies 30
 Graduate School of Management 34

 Hamline dialogues 35, 36, 38
 Hamline mission 5
 Hamline promise 5
 Hamline vision 5
 Hancock/Hamline Collaboration 53
 Holds, account 12

 Incompletes 16
 Information Technology Services 53
 Initial licensure 23

 Klas Center 52, 53

 Late registration fee 12
 Law and Graduate Schools Building 3, 55
 Learning community 20
 Liberal Studies, Graduate School of 30
 Library, Bush 51
 Licensure, additional 23
 Licensure, ESL 21, 23
 Licensure, initial 23
 Loans 8

Management, Graduate School of 34
 Map 3, 53
 Master of Arts in Education (MAEd) 20
 Master of Arts in Education-Natural Science
 and Environmental Education (MAEd: NSEE) 20
 Master of Arts in English as a Second Language (MAESL) 21
 Master of Arts in Liberal Studies (MALS) 30
 Master of Arts in Management (MAM) 34
 Master of Arts in Nonprofit Management (MANM) 35
 Master of Arts in Public Administration (MAPA) 36
 Master of Arts in Teaching (MAT) 22
 Master of Fine Arts in Writing (MFA) 31
 Minneapolis center 53
 Minnesota Department of Education/Board of Teaching 5
 Multicultural and International Student Affairs, Center for 53

 Name changes 12
 National Council for Accreditation of Teacher Education 5

 Old Main 3

 Parking 53
 Part-time status (see student status) 16
 Pass/no pass grading option 11
 Piperline 53
 Policies (see academic standards and policies) 9

 Readmission 7
 Registration 12
 Release of student information 13
 Religious and Spiritual Life Office 54
 Repeating courses 12
 Residential Life 54

 Safety and Security 54
 Satisfactory academic progress policy 14
 Scholarships 8
 Services, campus 50
 Staff 56
 Student Administrative Services 54
 Student Affairs Office 54
 Student Center 55
 Student status 16

 Technology (see Information technology services) 53
 Time limits 16
 Transcripts 18
 Transferring coursework from other schools 17, 18
 Tuition and fees 18

 Veterans affairs 55

 Withdrawal 18
 Women's Resource Center 55