

K-12 Reading License Teacher Education Department



**Hamline University School of Education
Teacher Education Department**
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This handbook serves as a guide for current adjunct faculty members who have instructional duties in the Teacher Education Department at Hamline University. No part of the handbook may be copied without permission of Hamline University.



Dear Reading License Students,

Welcome to Hamline University School of Education. You are now a part of an exceptional and talented group of people who will make significant differences in the lives of children and youth.

Hamline's K-12 Reading License program prepares teachers to foster growth, development, and success for all learners. This six-course program helps teachers get to the heart of effective reading instruction and supports a philosophical, practical, and research-based approach to teaching reading.

This handbook articulates the expectations and responsibilities of Reading License students. Within the pages that follow you will find valuable resources and important information for obtaining this license. Please read through this document carefully to ensure that you fully understand your responsibilities as a Hamline University graduate student. We encourage you to keep this handbook at hand and refer to it whenever questions arise.

Since timely communication is critical to our commitment to ensure quality services to you, be sure to check your Hamline University e-mail weekly for important announcements and updates. If you use an off-campus email address on a more regular basis, contact the ITS Help Desk at 651-523-2220 to learn how to forward all university emails to your primary account.

The Reading License faculty and staff look forward to meeting you soon. Please feel free to contact us with your questions and concerns.

Sincerely,

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K-12 READING LICENSE HANDBOOK
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1. LIST OF READING LICENSE FACULTY

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IMPORTANT CONTACT NUMBERS

For course registration questions:

Contact Registration & Records Services at 651-523-3000 or 800-888-2182
Email - registrar@hamline.edu

For program admission questions:

Contact Graduate Admissions at 651-523-2900 or 800-753-9753
Email - gradprog@hamline.edu

For financial aid questions:

Contact the Financial Aid offices at 651-523-3000 or 800-888-2182
Email - finaid@hamline.edu

For e-mail account and technology questions:

Contact the ITS Helpdesk at 651-523-2220
Email - itshelp@hamline.edu

For K-12 Reading License questions:

Contact Julie Doyle, Reading Licensure Advisor at 651-523-2975
Email – jdoyle02@hamline.edu

Hamline University Bookstore 651-523-2270
At the corner of Snelling and Minnehaha Avenues

School of Education Main Office 651-523-2600
Drew Hall 66

Library Services 651-523-2373
Bush Memorial Library

Safety and Security 651-523-2100
Drew Hall

Closing/Weather Information

View a local broadcasting channel or website

2. HAMLIN SCHOOL OF EDUCATION: MISSION, VALUES, & VISION

Mission: We are committed to supporting teachers in their professional growth. We facilitate the transformation of teaching and learning through reflection, construction of knowledge and advocacy for all learners. We create communities of learners that value intellectual challenge and interdisciplinary scholarship in an atmosphere of mutual respect.

Vision: Inspiring, Challenging, Transforming Teachers

Theme: The development of reflective practice in a multicultural context

Core Values: High-quality, rigorous academics; commitment to making the world a better place; and focus on ethics and civility.

Promise: A distinctive learning environment with personal attention and exceptional experiences that prepare students to contribute and prosper in a changing world.

We, the Hamline School of Education, believe:

1. in personal, academic, and professional integrity.
2. in quality service.
3. in communities of learning and work based upon mutual respect, trust and support.
4. in collaboration leading to active learning, inquiry and public scholarship.
5. in our profound influence on society through our work with students and teachers.
6. in teachers as leaders and agents of change.
7. in providing innovating educational opportunities for all learners.
8. in the benefits of diversity in our learning and work communities, and society as a whole.
9. in optimism and perseverance as we pioneer possibilities.

Hamline University Professional Education Program Shared Vision

Promote Equity in Schools and Society

Two fundamental beliefs of the professional education program are that there is an interdependence between schools and society and that schools should exist to promote social equity. Therefore, program participants develop an understanding of the role education has played and plays in shaping society. They learn to recognize that gender, ethnicity and socioeconomic status often determine both the quality and quantity of education individuals receive. As a result, these current and future educators and leaders actively seek to counter forms of racism, sexism, classism and other types of discrimination. Program candidates are encouraged to act as agents of change in their classrooms, schools and communities. They enhance learning by utilizing social and cultural backgrounds and the variety of ways individuals learn; challenging the notion of expendability of children; and valuing children and youth inclusive of race, class, gender, exceptionality, home language, or other social, physical, or cultural characteristics.

Build Communities of Teachers and Learners

Teaching and learning are socially and culturally interactive processes. Professional educators are, at different times, teachers and learners. As a result, they both shape and are shaped through their interactions with students and with each other as co-learners. In the classroom, educators are encouraged to place a high value on learning as a process and an equally high value on student self-esteem by constructing supportive communities with learners and colleagues. Program participants develop an awareness that they are among the many adults who influence children and youth by creating physically and psychologically welcoming environment. They foster a positive self-worth guiding students to recognize and develop their capabilities as lifelong learners.

Construct Knowledge

Program participants develop an understanding that accumulated bodies of knowledge are constructed and interpreted, and thus influenced by the historical and cultural contexts in which they evolve. To improve educational practice, students engage in critique of bodies of knowledge drawn from various foundational, theoretical and pedagogical perspectives. This knowledge is supplemented by current thinking about best practice, including educational technology, in the construction of teaching and learning. Students intentionally make connections and transfer theoretical knowledge to practice and understand how innovative teaching builds upon and challenges previous ways of understanding.

Practice Thoughtful Inquiry and Reflection

Program participants engage in professional inquiry, explore, examine and study issues of educational theory and practice. Pre-service and practicing teachers and administrators bring knowledge and experience about the processes of teaching and learning to the university setting. This knowledge informs their current thinking and is a critical base for reflective inquiry and in-depth study designed to improve teaching and learning. This thoughtful research and reflective critique guide the transition from new to experienced professional and the intentional improvement of educational practice.

The professional education program acknowledges the interdependence between schools and society, and supports the belief that schools should exist to promote social equity. We acknowledge that gender, ethnicity and socioeconomic status too often determine both the quality and quantity of the education individual receive. We, and our students, actively seek to counter forms of racism, sexism, classism and other types of discrimination. We encourage civil discourse as a means for the development of a critical, social consciousness regarding the mechanisms of privilege and power in educational processes. Recognizing the pivotal role education plays in the well being of society as a whole, we strive to educate professionals who are confident and competent as agents of change.

3. INFORMATION FOR NEW STUDENTS

Applying to the K-12 Reading License Program

If you plan to obtain your K-12 Reading License, you must apply for admission to the program by the end of *LANG 7901 Foundations of Reading* or the first Reading License course in which you enroll. Admissions requirements include an initial teaching license, a bachelor's degree from an accredited institution, and a minimum GPA of 2.5/4.0.

You can apply for admission online by going to www.hamline.edu/education/apply.html.

If you have questions, please contact Graduate Admissions at 651-523-2900 or gradprog@hamline.edu.

Submit a copy of your teaching license. In addition, request that one official, sealed transcript from the college or university where you received your undergraduate degree be sent to the address below:

Additional Licensure Program
Office of Graduate Admissions
Hamline University, MS-A1710
1536 Hewitt Avenue
Saint Paul, MN 55104-1284

Your student account will be charged a one-time \$150 program fee upon admission.

Class Schedules & Registration

To access the current Reading License Class Schedule, go to:

www.hamline.edu/classchedules

- Select the term of interest under Graduate Professional Development (Continuing Studies)
- Click on "Language Arts"
- Locate Courses LANG 7901 – 7906 and click on the course of interest to locate course dates, times, location, class enrollment and a link to **register online** or a **mail-in registration form**.

Note: Changes to the class schedules may occur. Please check the class schedule periodically to ensure that you are aware of any changes made.

Online Registration Basics:

- Find course numbers for the courses you want by searching the Pipeline Class Schedule as directed above.
- Using your Hamline ID and Pipeline PIN*, log in to the secure area in Pipeline.
- Select Student Services/Registration/Register-Drop-Add Courses and choose the appropriate term.
- Enter the 5-digit CRN for each of your courses and select Submit.
- Select Student Detail Schedule to verify your registration.

*If you have a student ID but have forgotten your PIN, call 651-523-3000 and ask to have your PIN reset. With your ID and this new PIN, you can then login to Pipeline and register for classes using the above steps.

Online Registration Instructions for New Students

New students who have never taken classes at Hamline and do not have a student ID and PIN should:

- Go to www.hamline.edu/registration, scroll down to "Graduate Programs," then click on "School of Education."
- Scroll down to "More Registration Information by Program" and click on "Professional Development for Educators/Continuing Studies."
- Scroll down to "New Students" and click on "Click here to apply for online access to Piperline."
- Create a temporary ID and PIN and fill out the informational form. After submitting, you will be given a Hamline ID and a temporary PIN.
- Click on "Access Piperline,"
- Login and then create a permanent PIN.
- Once logged in to Piperline, follow the online registration basics above.

If you encounter problems registering online, or require further assistance with course registration, please call Chris Miller, Registration Administrator, at 651-523-2028.

Tuition and Fees

The cost of tuition for reading license courses is \$405 per credit for the 2013-2014 year. A fee of \$58.33 per credit will be assessed for online courses hosted through Learning House.

Hamline ID Cards

Once you have registered for a class, you can obtain a Hamline Identification card. This card will provide you with access to Hamline's on-campus and online library services. To obtain an ID card, please go to the Office of Safety and Security in Drew Residence Hall. The Office of Safety and Security is open 24 hours a day and 7 days a week. They will take your picture and make your ID while you wait. (*Safety and Security Phone: 651-523-2100*).

Online Access to Your ID Card Information & Library Barcode

If you are unable to pick up your Hamline ID card on campus, you may access your ID card information, including your Library Barcode Number, electronically. The Library Barcode Number will allow you to use the Bush Library's online resources from off-campus. To access your ID Card Information and barcode online:

- Go to www.hamline.edu/piperline
- To log in, use your Hamline ID and PIN. If you do not know your ID number, call Student Administrative Services at 651-523-3000.
- Click on "Personal Information"
- Click on "Hamline ID Card Information"
- Locate your **Library Barcode Number** in the right hand box.

Accessing your Personal Piperline Account

Once you are an admitted licensure-seeking student in the K-12 Reading License program, familiarize yourself with your Piperline account. This account will provide you with secure online access to your personal records and course registration.

To access your personal Piperline account:

- Go to www.hamline.edu, click on "Logins" in the top menu bar, scroll down, and click on "Piperline."
- Enter your User ID, which is your Hamline ID and your Piperline PIN.

If you have forgotten your PIN, enter your User ID first, then click "Forgot PIN?" If you get an "authorization failure" message, call Student Administrative Services at 651-523-3000 or 800-888-2182 and request that your PIN be reset.

Once on Piperline you will be able to register for courses, view your grades, view your personal account information, complete your course/instructor evaluations, order transcripts and much more. You will also be able to update your mailing address, phone number and check your Hamline e-mail address.

Email Account Information

All admitted licensure- and degree-seeking students, both new and current, have been assigned a Hamline Google email account, powered by the educational Google Apps Education Suite.

Newly admitted students will be assigned a Hamline Google email account as their official (preferred) account and will receive all official university correspondence at this account. Please follow the steps below to access your Hamline Google email account.

Please follow the steps below to start using your new Hamline Google Email account.

STEP 1: Know your new Google Email address.

Hamline Google Email addresses are in the username@hamlineuniversity.edu format.

'Username' is a combination of the first letter of the first name, the entire last name, and a number.

- If you do not know your email address username, please login into Piperline, choose "Personal information" and "Update Email Address(es)."

STEP 2: Get your Google Email account started.

- Login into your Google account using your username and initial "Hamline User Account" password (available in Piperline.)
- Activate your Google Email.
- Change the password of your Google account.
- Start using your Google Email.

STEP 3: Make Google Email your official (preferred) Hamline Email address.

- Login into Piperline, then go to "Personal Information" and "Update E-mail Address."
- Click on the "Make Preferred" button. From this point on, all university correspondence will be sent only to your Hamline Google Email account. You are responsible for any message sent to you at this address, so make it a habit to check it often.

Further Information & Help

For User Guides & tutorials, go to the Google Knowledge Base at www.hamline.edu/googlehelp.

Help Desk: Call (651) 523-2220 or email itshelp@hamline.edu
Office Hours according to Bush Library

Software Support Services: Call (651) 523-2782 or email sss@hamline.edu
Office hours: Monday-Friday, 9:00am to 5:00pm

Textbook Purchases

Students in all Reading License courses will purchase textbooks through the Hamline University Bookstore.

- Required textbooks will be available at the bookstore itself or on the bookstore website - www.hamlineuniversitybookstore.com. Textbooks can be mailed to your preferred address.
- Hamline University Bookstore phone: 651-523-2270
E-mail: bookstore@hamline.edu

Accommodations

Please contact the course instructor if disability-related accommodations are needed for your courses. Accommodations are set up through the office of Disability Resources. Contact Kathy McGillivray, Director of Disability Services, at 651.523.2521. A letter from the Disability Resources office is needed to obtain accommodations.

Hamline University Incomplete Grading Policy

With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). An instructor must update an "I" to a final grade within four months after the end of the registration term, otherwise the "I" will automatically convert to an "F" grade. If an "I" has been converted to an "F," the student may complete the necessary course work, at the instructor's discretion, within one year in accordance with the grade change policy. The student may not complete course work after that time.

School of Education Grading Policy

All students must earn a cumulative GPA of 3.0 or above in content/specialty courses to successfully complete the program. Further, to earn credit for licensure, students must earn a minimum grade of a "B-" in all courses. Students will need to retake all courses with a grade lower than a "B-". Under unusual circumstances, a student may submit a petition to the department chair requesting a one-time exception to accept a grade of a "C+" or "C" within six weeks after final grades are submitted. Contact the faculty coordinator for more information about the petition process.

Course Evaluations

Student completion of course/instructor evaluations is essential for quality programming at Hamline. The information gathered is reviewed by the program director and is used to ensure NCATE accreditation. Students are responsible for completing their course evaluations at the end of each course. Reading Licensure students complete their final course evaluations online and will receive an email prompt to complete course evaluations via their Hamline email accounts. Course evaluations are also accessed via Pipeline. Instructors in on-campus classes will often provide time during the last session of the course for students to complete evaluations.

Transcripts

There is no fee associated with regular, individual transcript requests. Requests can be ordered online via Pipeline. Detailed instructions for this process are available at www.hamline.edu/transcript. The same day/in person "rush" requests will require a fee of \$15 per transcript copy.

Graduate Degree Option

Ten reading license credits can be applied to the Hamline University Master of Arts in Education degree (MAEd) or the Master of Arts in Literacy Education (MALEd). More information on these programs can be found at www.hamline.edu/hse.

4. OVERVIEW OF THE K-12 READING LICENSE PROGRAM



5. COURSEWORK

K-12 READING LICENSE COURSES

6 required courses

15 total credits

LANG 7901 Foundations of Reading, K-12

3 credits

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

Formerly known as LANG 7801: Foundations of Reading, K-12

LANG 7902 Developing Elementary Readers, K-6

2 credits

This course is designed to prepare teachers of reading to promote and sustain reading competencies of elementary learners. Teachers of reading will investigate the reading process and the many strategies that are appropriate for classroom implementation. Teacher will also explore literature resources, with an emphasis on children's literature, that support elementary students reading development. Upon completion, teachers will be able to select and incorporate instructional strategies into the curriculum; and model reading strategies for students in their classrooms.

Prerequisite: Foundations of Reading, K-12

Field Experience: 2 hours

Determine the strengths and needs of a young reader and develop a specific plan for instruction.

Formerly known as LANG 7802: Elementary Literature and Strategies, K-6

LANG 7903 Advancing Secondary Readers, 7-12

2 credits

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

Prerequisite: Foundations of Reading, K-12

Field Experience: 3 hours

Become familiar with the attitudes, behaviors and thinking of two adolescents and identify specific instructional recommendations to accommodate the maturation, development, literacy interests, gender, cultural and linguistic differences of these two students.

Formerly known as LANG 7803: Secondary Literature and Strategies, 7-12

LANG 7904 Reading Assessment and Evaluation, K-12

3 credits

This course explores the selection, administration, scoring and interpretation of a variety of individual and group reading assessment tools. Principles of assessment provide the foundation for field experiences with assessment. The purposes, strengths, and limitations of each assessment instrument will be examined. In this course, teachers will learn to use assessment information in planning and evaluating reading instruction, with a focus on

differentiated classroom instruction; they will also learn to effectively communicate the results of assessments to a range of audiences.

Prerequisites: Foundations of Reading, K-12; Developing Elementary Readers, K-6; Advancing Secondary Readers, 7-12

Field Experience: 15 hours

Use a variety of reading assessment tools with students at both the elementary and secondary level.

Formerly known as LANG 7804: Reading Assessment and Evaluation

LANG 7905 Advanced Practicum in Reading Interventions 3 credits

This course is designed for practitioners who will be responsible for developing and administering reading intervention programs for students experiencing difficulties in reading. The course will focus on four main aspects of reading intervention: 1) the nature and causes of reading difficulties; 2) the application of assessment instruments and results to develop assessment-based intervention; 3) research-based intervention models; 4) design, planning, and implementation of effective reading interventions for individuals and small groups.

Prerequisites: Foundations of Reading, K-12; Developing Elementary Readers, K-6; Advancing Secondary Readers, 7-12; Reading Assessment and Evaluation, K-12

Field Experience: 15 hours

Develop and implement an assessment-based intervention plan designed to meet the instructional needs of a student or small group of students experiencing reading difficulties.

Formerly known as LANG 7806: Advanced Reading Practicum/Seminar

LANG 7906 Becoming Literacy Leaders 2 credits

This course focuses on various leadership roles in literacy education – reading teacher, reading specialist and literacy coach. The dimensions of each role will be explored and compared. Major topics studied will include: using district and school assessment data to determine student needs; creating a literacy vision for your school; assisting teachers in instructional organization, management, and strategies; selecting appropriate core and supplemental materials; and developing and implementing a year-long professional development plan (PDP).

Prerequisites: Foundations of Reading, K-12; Developing Elementary Readers, K-6; Advancing Secondary Readers, 7-12

Formerly known as LANG 7805: Supervision and Administration of Reading Programs

6. FIELD EXPERIENCE REQUIREMENTS

One of the most significant ways teachers develop an understanding of the teaching/learning process is through direct experiences with K-12 students. Field experiences in the Reading License program provide an opportunity for graduate students to refine their understanding of reading instruction, assessment and intervention.

The K-12 Reading License program **requires 35 hours of field experiences**. To fulfill this requirement, graduate students will arrange field experiences at four different points in the six course sequence:

- *LANG 7902: Developing Elementary Readers, K-6 (2 hours)*
Determine the strengths and needs of a young reader and develop a specific plan for instruction.
- *LANG 7903: Advancing Secondary Readers, 7 – 12 (3 hours)*
Become familiar with the attitudes, behaviors and thinking of two adolescents and identify specific instructional recommendations to accommodate the maturation, development, literacy interests, gender, cultural and linguistic differences of these two students.
- *LANG 7904: Reading Assessment and Evaluation (15 hours)*
Use a variety of reading assessment tools with students at both the elementary and secondary level.
- *LANG 7905: Advanced Practicum in Reading Interventions (15 hours)*
Develop and implement an assessment-based intervention plan designed to meet the instructional needs of a student or small group of students experiencing reading difficulties.

As you matriculate through the Reading License program, you will be required to **complete at least one experience at each of the following three levels of instruction: elementary, middle school, and high school**. You can complete a portion of the field experience hours with students in your own educational setting.

Specific purposes, activities and expectations for each field experience will be described in detail by the instructor of the corresponding course.

Please document your field experience hours on the Field Experience Documentation Form. A cooperating teacher, school administrator or parent should sign the documentation form. A final grade for the course will be submitted when this form is turned in to the course instructor. **See pages 24-36 for specific forms.**

Questions about the field experience can be directed to Julie Doyle, Reading Licensure Advisor, at 651-523-2975 or jdoyle02@hamline.edu.

7. STUDENT RESPONSIBILITIES: FROM ADMISSIONS TO PROGRAM COMPLETION

This section outlines the expectations and requirements for all students to successfully enter and exit their respective licensure programs in a timely manner.

K-12 Reading License Program Attendance Policy

Attendance is required at all class sessions, as is promptness.

If it is necessary to be absent from class, please call the instructor and report the nature of the absence prior to the missed session. A make-up assignment will be required. Accept the responsibility for getting notes and handouts, etc. from other members of the class.

If more than one class period is missed, the student's grade will be lowered. A Saturday session will count as two class periods.

Content of the make-up work will be determined by the student and approved by the course instructor. This work must be aligned with the objectives of the missed class period. Make-up assignments are due by the last session of each term and will be included in the overall assessment and evaluation for the term.

K-12 Reading License Late Work Policy

All course assignments are due by the assignment due date.

If special circumstances arise, please contact the course instructor in advance of the due date.

Late course assignments will impact your final grade for the course.

Drop/Withdraw Procedures

The Registration & Records Office processes all drop and withdraw requests. This office is located within Student Administrative Services (SAS) in East Hall 113.

Drop: This occurs during regular registration periods. Tuition, materials, and fees are fully refunded prior to the last day to drop.

Withdraw: This occurs during the term, after the last day to Drop. The percent of tuition refunded is based on the number of days passed since the first class session, materials and fees are nonrefundable, and a grade of "W" is assigned.

To determine the last day to drop, visit www.hamline.edu/registration. Under "Graduate Students" click on "Registration Dates and Calendars", then click on "Graduate Drop and Withdrawal Dates". Select the appropriate term to determine the last day to drop for your specific course.

To drop or withdraw from a course complete the online form at <http://www.hamline.edu/offices/registration-records/forms.html>. This form can be faxed, emailed, or brought in person to the Registration & Records Office.

Call Student Administrative Services at 651-523-3000 with drop/withdraw questions.

Leave of Absence

The university automatically considers a student inactive after more than a year of no course enrollment. If you need to take a leave of absence, contact the Student Administrative Services office at 651-523-3000 to have your records updated. Please contact a staff advisor upon your return to ensure that you are able to successfully transition back into the program.

Hamline Student Attendance Policies & Religious Holiday Observances

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty.

Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who miss class must:

1. Inform instructor in writing of anticipated absences.
2. Meet with all instructors to arrange a plan to complete the student's academic responsibilities for the course, as well as the procedures for required field experience.
3. Obtain class notes from other students.

Students with Special Needs

We invite students with learning differences who believe they need reasonable accommodations to contact Disability Services at 651-523-2204 to obtain the proper documentation needed to implement special requests in an equitable and timely manner.

Students are advised to gather the appropriate documentation within the first week of instruction; however, keep in mind that considerable lead-time may be required for accommodations in this course, and you will benefit most if your request is received far in advance before the semester begins. Please note that your request will be handled confidentially.

The responsibility rests with the student to communicate her/his needs to the instructor. The student is responsible for providing documentation to support the accommodation request(s).

Reporting Concerns

A student who has concerns about a course or instructor should first meet with the instructor. In a direct and respectful way, communicate your concerns and try to arrive to a mutual point of agreement or reasonable solution. You may also find it helpful to visit with your academic advisor for guidance. However, contact the Chair to communicate concerns that you feel require immediate attention.

Dismissal, Probation, & Suspension

Completion of coursework does not automatically guarantee that students will earn degrees and/or licensure. In addition to earning the appropriate grades and meeting other program requirements, Teacher Education Department faculty and staff, in addition to cooperating teachers and other K-12 school personnel who interact closely with each student, will evaluate the student's professional readiness, which is defined as having the dispositions, knowledge, and skills needed to become highly effective teachers. The Reading License faculty, in possible consultation with the Hamline School of Education faculty and staff and Teacher Education

Department as a whole, reserves the right to use their professional judgment to determine each student's progress and status.

Cases of misconduct are grounds for dismissal from the program. In cases of legal misconduct, the appropriate legal authorities will be contacted.

At various points throughout the program of study through admissions to field experience, a licensure-seeking student may be required to complete background checks.

Wisconsin Licensure

The Minnesota K-12 Reading Teacher License is similar to the Wisconsin 316 Reading Teacher license. The Hamline K-12 Reading License program has the Minnesota state standards embedded into its coursework.

Students interested in pursuing a Wisconsin 316 Reading Teacher license must pass the Reading Teacher MTLE (Minnesota Teacher Licensure Examination). In addition, students pursuing the Wisconsin 316 reading license must also pass the Praxis reading test.

For further information contact Bill Binkelman, Hamline License Certification Officer, at (651) 523-2466 or the Wisconsin Department of Public Instruction at (800) 441-4563.

Online Learning Management Systems: Blackboard and Moodle

Blackboard 9.1 is the university's instructional technology platform used for on-campus, face-to-face reading license courses. Instructors may post announcements, electronic documents, and set up discussion boards using this format. Instructors may require that assignments be submitted through Blackboard.

Blackboard: Use your Hamline username and password to access Blackboard. Questions regarding the use of Blackboard should be referred to the ITS Helpdesk at 651-523-2220 or email itshelp@hamline.edu.

Moodle: Moodle is the learning management system used for all online K-12 Reading License courses.

Questions regarding the use of Moodle should be directed to the Learning House 24/7 Technical Help Desk at 800-985-9781.

Participation in online courses is required from the first day the course begins. To access your course go to <http://hamline.learninghouse.com>.

To login use your Hamline username and password. You can access your password through your Piperline account. For additional information go to <http://www.hamline.edu/offices/its/services/knowledge-base/basics.html> and review HOT TOPICS: *HU IDs and passwords (PDF)*, *Hamline User Account (Novell) Password Reset (PDF)*, *Piperline PIN Self Reset (PDF)*.

Test your login before the start date of the course indicated in Piperline.

Moodle tutorials are introductory pieces that will teach you how to navigate in this online system. To access these tutorials, go to <http://hamline.learninghouse.com>. The Student Moodle Orientation is on the right side column under the heading "Orientations".

Online Learner Responsibilities

Because of the nature of online learning, your commitment is needed to ensure individual and group success. Responsibilities of students include:

- Logging into the course on the first day of class and remain actively engaged in weekly discussions.
- Developing a study plan or schedule that allows for sufficient time to participate in class sessions and complete coursework.
- Reading the assigned text material so that you can participate in class discussion and bring up any questions you may have.
- Getting actively involved in face-to-face and online course activities -- including Discussion Boards. (Please plan to participate regularly. You will note in the grading policy that your Discussion Board participation counts towards your final grade.)
- Completing assignments, quizzes, and other learning activities by the due date to allow your instructor adequate time to review your work and provide feedback.
- Conforming to the university's Academic Code of Honor. (Academic honesty is expected in all work. Cheating on examinations will lead to strict disciplinary action. In any written work, cite all references for ideas which are not your own or considered common knowledge.)
- Contacting instructor(s) (a) prior to any anticipated absence from the course and/or delay or interruption in your participation in a course; (b) with course related questions well in advance of due dates as you may need to wait 48 hours for a response to your questions. (Please note that instructors are NOT available 24 hours a day, 7 days a week. Instructors should be contacted using the information provided in the "Faculty Contact" section of each course site.)
- Treating others in the group respectfully.
- Maintaining the privacy of other learners – including privacy of comments in electronic conversations.
- Operating within the guidelines of [Hamline University's Technology Use Policy](#).
- Ensuring continuing access to the required equipment, software, and Internet capabilities to participate in courses. (See information above on "Computer Requirements/Skills.")
- Adhering to the general rules of online etiquette – "netiquette."
- Tolerating potential problems in using technology, and having a back-up plan that includes alternate computer and Internet access.

8. MINNESOTA TEACHER LICENSURE EXAMS (MTLE)

MINNESOTA TEACHER LICENSURE EXAMS (MTLE)

Reading Teacher (Grades K-12) - 2 hours

All Reading Licensure applications received at the Minnesota Department of Education must show evidence of passing the Reading Teacher (Grades K-12) licensure exam. The current passing score for each sub-test is 240 out of 300, but is subject to change without notice.

The Minnesota Teacher Licensure Examinations (MTLE) was developed in alignment with Minnesota regulations and content standards for teachers, including the Minnesota Board of Teaching Rules and Standards.

1. How do I register for the MTLE Reading Teacher test?

Test registration is done online. Go to www.mtle.nesinc.com and click on "Register." You must create an MTLE account in order to register.

2. Which test do I register for?

Reading Teacher (Grades K-12)

3. What is the format of the test?

The MTLE is delivered as a computer-based test. The test includes TWO sub-tests with 50 multiple choice questions in each sub-test. You will have up to one hour to complete each sub-test.

4. When can I take the test?

Test appointments may be scheduled Monday – Saturday, excluding holidays. Test appointments are made on a first-come, first-served basis. You are encouraged to register early. Test centers are located across the state and nationwide.

5. What are the registration fees?

The cost of the test is \$35 per sub-test.

There are two sub-tests in the Reading Teacher exam, totaling \$70.

There is also an annual registration fee of \$50. This registration fee is paid once per test program year, September 1 – August 31, regardless of the number of tests taken.

6. Do I need to have all of my coursework completed before taking the test?

You may take the MTLE before you complete your coursework. However, having completed the Reading License coursework will significantly contribute to your knowledge base.

7. Does Hamline receive notification that I passed the test?

Hamline does not receive a copy of your scores, as the MTLE registration website states.

When you register for the test, you will encounter a screen featuring a pull-down menu of Minnesota colleges and universities. Select "**Hamline University**" from this list for both sub-tests. We do receive notification whether or not you pass the test.

8. How do I send the scores to Hamline?

You will receive your MTLE score sheet via email as a PDF file attachment. Save the PDF file to your computer for future safe-keeping. It is preferred that you email the score sheet as an attachment to Bill Binkelman, License Certification Officer, at wbinkelman@hamline.edu. This is especially important if you inadvertently fail to select Hamline as a score recipient institution for both sub-tests at the time of test registration.

9. How soon are test results received?

On the day of the testing you will receive an “Unofficial Test Result” document for each sub-test taken. This will indicate whether or not you have passed each sub-test. The official score report will arrive via email in approximately 4 weeks.

10. Do I need the MTLE test results before applying for licensure?

Your passing test scores on both sub-tests of the K-12 Reading Teacher MTLE are needed as part of the application process for licensure. Before you apply for licensure you must have all Reading License coursework completed.

Your “Unofficial Test Result” documents can be submitted with your license application forms in the event that you need to have your license processed as a “rush”. **Hamline will need official test score confirmation to be in compliance with state audit requirements.** When the official MTLE Reading Teacher PDF score report arrives in your email, you may either send Bill Binkelman a copy of your PDF score report or confirm with him that he has received official notification of your passing scores.

11. What happens if I retake one or both of the MTLE subtests?

It will be your responsibility to keep Hamline notified of any re-test results, and to remind Hamline that you have previously submitted your license application.

Reminder: Keep your official test score sheet for the MTLE Reading Teacher test. Treat this as an important document!

Questions? Contact:
Bill Binkelman, License Certification Officer
Hamline University
1536 Hewitt Ave. MS-A1720
St. Paul, MN 55104
651-523-2466 or wbinkelman@hamline.edu

9. APPLYING FOR YOUR MINNESOTA TEACHING LICENSE

APPLYING FOR YOUR MINNESOTA READING TEACHING LICENSE

To complete an application for your Minnesota Reading Teaching License, download the application from the Minnesota Department of Education's webpage at:

<http://education.state.mn.us/mde/index.html>

- Go to Quick Links and click on "Licensing"
- Scroll to "Forms for Processes Not Yet Available Online"
- Click on "Application to Add a Field to an Existing Minnesota License"
The application states it is for "Teaching/Administrative/Related Services"

Download the forms and complete using black (preferred) or blue ink.

If you experience problems with downloading these documents, contact Bill Binkelman to request a paper copy at wbinkelman@hamline.edu or 651-523-2466.

A copy of your Hamline transcript is not required.

Along with this application please include the following:

- A check for \$62.70 payable to the 'Commissioner of MDE'
- A check for the cost of your work equivalency (only if applicable)

Your Reading Specialist MTLE scores need to be sent to Hamline University by you. Your scores can be sent as a paper copy included with your application materials or emailed to Bill Binkelman, License Certification Officer, at wbinkelman@hamline.edu.

Send your completed license application materials to the Hamline University K-12 Reading License Program at the address below:

Bill Binkelman
License Certification Officer
Hamline School of Education
1536 Hewitt Avenue – MS A1720
Saint Paul, MN 55104-1284

The license application must be mailed or hand delivered to Hamline University. Faxed copies or scanned PDF copies are not permitted by the Minnesota Department of Education. Original documents are required.

Reminder: Do not send your license application directly to the state!

When Hamline University has processed your license application, we will forward it to the Minnesota Department of Education. Please allow 1-2 weeks for Hamline University to process your license application.

Allow 4-6 weeks from the date your license documents are mailed to the Minnesota Department of Education from Hamline for your license to be read as "Printed" on your file folder page. This time period may vary in accordance with the processing at MDE.

Questions?

Contact: Bill Binkelman, 651-523-2466

10. FIELD EXPERIENCE DOCUMENTATION FORMS

Field experience is required in four K-12 Reading License courses: LANG 7902, 7903, 7904 and 7905. Each of these courses has three document components: a field documentation form, a parent form, and an administrator form.

Field experience documentation forms must be completed and returned to the instructor.



K-12 Reading License Field Experience Documentation Form

This form verifies that I completed the field experience requirement for **LANG 7902: Developing Elementary Readers, K-6.**

Hamline Graduate Student Name:

Hamline ID:

Preferred E-mail Address:

Preferred Phone Number:

The field experience for *LANG 7902: Developing Elementary Readers, K-6* requires **two hours** determining the strengths and needs of a young reader.

Grade Level of K-6 Student: _____

Date Field Experience Completed (Term and Year):

Signature

(Classroom Teacher, School Administrator or Parent)

As you matriculate through the Reading License program, you will be required to **complete at least one experience at each of the following three levels of instruction: elementary, middle school, and high school.** You can complete a portion of the field experience hours with students in your own educational setting.

K-12 Reading License - Field Experience Informed Consent
LANG 7902: Developing Elementary Readers, K-6

Dear Parent,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend a brief period of time with your child determining his/her reading strengths and needs. Your child's participation will include the administration of a running record of reading behaviors and an assessment of thinking while reading.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow your child to work with me in fulfilling this course requirement.

* * * * *

I give permission for _____
Hamline Graduate Student

to administer a running record of reading behaviors to my child

K-12 Student Name

I anticipate full confidentiality in any written documents.

Parent Signature Date



**K-12 Reading License - Field Experience Informed Consent
LANG 7902: Developing Elementary Readers, K-6**

Dear School Administrator,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend a brief period of time with one student in your school determining his/her reading strengths and needs. This student’s participation will include the administration of a running record of reading behaviors and an assessment of thinking while reading.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow a student to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____
Hamline Graduate Student
to administer a running record of reading behaviors to

K-12 Student Name

I anticipate full confidentiality in any written documents.

School Administrator Signature

Date

Name of School

**K-12 Reading License
Field Experience Documentation Form**

This form verifies that I completed the field experience requirement for **LANG 7903: Advancing Secondary Readers, 7 – 12.**

Hamline Graduate Student Name:

Hamline ID:

Preferred E-mail Address:

Preferred Phone Number:

The field experience for *LANG 7903: Advancing Secondary Readers, 7 – 12* requires **three hours** becoming familiar with the attitudes, behaviors and thinking of two adolescents.

Grade Level of 7-12 Student: _____

Date Field Experience Completed (Term and Year):

Signature

(Signature of Classroom Teacher, School Administrator or Parent)

As you matriculate through the Reading License program, you will be required to **complete at least one experience at each of the following three levels of instruction: elementary, middle school, and high school.** You can complete a portion of the field experience hours with students in your own educational setting.



**K-12 Reading License - Field Experience Informed Consent
LANG 7903: Advancing Secondary Readers, 7-12**

Dear Parent,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend a brief period of time with your child becoming familiar with his/her attitudes, behaviors, and thinking related to literacy practices and interests.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow your child to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to talk with
Hamline Graduate Student

my child _____ about their attitudes,
K-12 Student Name

behaviors and thinking related to literacy practices and interests.

I anticipate full confidentiality in any written documents.

Parent Signature

Date



**K-12 Reading License - Field Experience Informed Consent
LANG 7903: Advancing Secondary Readers, 7-12**

Dear School Administrator,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend a brief period of time with a student in your school becoming familiar with his/her attitudes, behaviors, and thinking related to literacy practices and interests.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow a student to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to talk
Hamline Graduate Student

with _____ about their attitudes, behaviors
K-12 Student Name
and thinking related to literacy practices and interests.

I anticipate full confidentiality in any written documents.

School Administrator Signature

Date

School Name



**K-12 Reading License
Field Experience Documentation Form**

This form verifies that I completed the field experience requirement for **LANG 7904: Reading Assessment and Evaluation, K-12.**

Student Name:

Hamline ID:

Preferred E-mail Address:

Preferred Phone Number:

The field experience for *LANG 7904: Reading Assessment and Evaluation* requires **fifteen hours** using a variety of reading assessment tools with students at both the elementary and secondary level.

Grade Level of K-6 Student: _____

Date Field Experience Completed (Term and Year): _____

(Signature of Classroom Teacher, School Administrator or Parent)

Grade Level of 7-12 Student: _____

Date Field Experience Completed (Term and Year): _____

(Signature of Classroom Teacher, School Administrator or Parent)

As you matriculate through the Reading License program, you will be required to **complete at least one experience at each of the following three levels of instruction: elementary, middle school, and high school.** You can complete a portion of the field experience hours with students in your own educational setting.



**K-12 Reading License - Field Experience Informed Consent
LANG 7904: Reading Assessment and Evaluation**

Dear Parent,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend time with your child administering a variety of reading assessments. This experience will help me learn to select, administer, and analyze a variety of reading assessment tools.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow your child to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to
Hamline Graduate Student

administer a series of reading assessments with my child

K-12 Student Name

I anticipate full confidentiality in any written documents.

Parent Signature

Date



**K-12 Reading License - Field Experience Informed Consent
LANG 7904: Reading Assessment and Evaluation**

Dear School Administrator,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend time with a student in your school administering a variety of reading assessments. This experience will help me learn to select, administer, and analyze a variety of reading assessment tools.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow a student to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to
Hamline Graduate Student

administer a series of reading assessments with

K-12 Student Name

I anticipate full confidentiality in any written documents.

School Administrator Signature Date

School Name

**K-12 Reading License
Field Experience Documentation Form**

This form verifies that I completed the field experience requirement for **LANG 7905: Advanced Practicum in Reading Interventions**.

Student Name:

Hamline ID:

Preferred E-mail Address:

Preferred Phone Number:

The field experience for *LANG 7905: Advanced Practicum in Reading Interventions* requires **fifteen hours** developing and implementing an assessment-based intervention plan designed to meet the instructional needs of a student or small group of students experiencing reading difficulties.

Grade Level of K-12 Student(s): _____

Date Field Experience Completed (Term and Year): _____

Signature

(Signature of Classroom Teacher, School Administrator or Parent)

As you matriculate through the Reading License program, you will be required to **complete at least one experience at each of the following three levels of instruction: elementary, middle school, and high school**. You can complete a portion of the field experience hours with students in your own educational setting.

K-12 Reading License - Field Experience Informed Consent
LANG 7905: Advanced Practicum in Reading Interventions

Dear Parent,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask permission to spend time with your child implementing an assessment-based reading intervention plan designed to meet his/her instructional needs.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow your child to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to
Hamline Graduate Student

implement an assessment-based intervention plan with my
child _____.
K-12 Student Name

I anticipate full confidentiality in any written documents.

Parent Signature

Date



**K-12 Reading License - Field Experience Informed Consent
LANG 7905: Advanced Practicum in Reading Interventions**

Dear School Administrator,

I am a licensed teacher and graduate student working on acquiring my Reading License at Hamline University. An important part of my coursework is the opportunity to refine my understanding of reading instruction, assessment, and intervention through direct experiences with K-12 students.

The purpose of this letter is to ask your permission to spend time with a student or small group of students in your school developing and implementing an assessment-based intervention plan designed to meet instructional needs.

Any information gathered will remain entirely confidential. This includes the use of a pseudonym on any written documents submitted to my graduate instructor.

Thank you for considering this request to allow a student or small group of students to work with me in fulfilling this course requirement.

Sincerely,

* * * * *

I give permission for _____ to
Hamline Graduate Student

implement an assessment-based intervention plan with the following students(s):

K-12 Student Name(s)

I anticipate full confidentiality in any written documents.

School Administrator Signature Date

School Name