Dear Students:

Welcome to Hamline University School of Education. Our Teacher Education Department is the university’s largest department. You are part of an exceptional and talented group of people who will make significant differences in the lives of children and youth. Program completers are recognized for transforming education through leadership and service, particularly to under-represented populations. While you will often be called a Hamline ADLI (Additional Licensure) or MAT (Master of Arts in Teaching) student, you will also hear your professors and university staff members refer to you as a teacher candidate. Take great pride in your multiple roles as a graduate student, life-long learner, and teacher.

The Teacher Education Department strives to prepare outstanding teachers who will exceed standards of effective practice. Our excellent faculty members work with effective and responsible teacher candidates who care deeply about the welfare of all communities, families, and students. The department maintains a strong academic reputation through an extensive internal review process and a rigorous external accreditation process overseen by the Council for the Accreditation of Education Programs (CAEP- formerly NCATE). Our ESL programs are also recognized by the Teachers of English to Speakers of Other Languages (TESOL).

This handbook articulates the expectations and responsibilities of all graduate students in our ADLI and MAT programs. Check with your adviser to determine if there are program-specific guidebooks that you need to be aware of. Please read through this document carefully to ensure that you fully understand your responsibilities and rights as both a Hamline University student and teacher. If you have concerns or questions, be sure to contact us.

Since timely communication is critical to our commitment to ensure quality services to you, be sure to check your Hamline University e-mail several times per week for important announcements and updates. If you use another off-campus account on a more regular basis, follow the directions to forward all university e-mails to your primary account.

The Teacher Education Department faculty looks forward to working with you. Feel free to contact 651-523-2600 for general inquiries and questions

Wishing you the best,

R. Endo, Ph.D.
Chair, Teacher Education Department
Hamline University School of Education
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1. LIST OF CORE FACULTY & STAFF

Our regular office hours are Monday-Friday from 9:00 a.m.-5:00 p.m. The front desk is located in West Hall Room 214.

Adjunct Faculty

Use the university’s directory to locate contact information of our adjunct faculty: https://piperline.hamline.edu/pls/prod/hamdirectory.P_MainDirectoryPage.

Administrators

<table>
<thead>
<tr>
<th>Contact</th>
<th>Areas of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R. Endo, Ph.D.</strong></td>
<td>• Contact with questions about academic policies/procedures</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td>• Contact if you have concerns about a course or instructor*</td>
</tr>
<tr>
<td><a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> (e-mail)</td>
<td>651-523-2600 (phone)</td>
</tr>
<tr>
<td></td>
<td>• General concerns, feedback, or questions</td>
</tr>
<tr>
<td><strong>Bill Lindquist, Ph.D.</strong></td>
<td>• Feedback about courses including recommendations for revisions.</td>
</tr>
<tr>
<td><strong>Curriculum Development Specialist</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:wlinquist02@hamline.edu">wlinquist02@hamline.edu</a> (e-mail)</td>
<td>651-523-2584 (phone)</td>
</tr>
<tr>
<td><strong>Marcia Rockwood</strong></td>
<td>• Point person for all concerns and questions related to advanced practicum/student-teaching and clinical/field placements**</td>
</tr>
<tr>
<td><strong>Director, Office of Clinical Experience</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:mrockwood@hamline.edu">mrockwood@hamline.edu</a> (e-mail)</td>
<td>651-523-2938 (phone)</td>
</tr>
<tr>
<td><strong>Michelle Benegas, Ph.D.</strong></td>
<td>• Contact with questions about edTPA (Teacher Performance Assessment) requirements that are required for all initial-licensure candidates</td>
</tr>
<tr>
<td><strong>edTPA Faculty Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:mbenegas01@hamline.edu">mbenegas01@hamline.edu</a> (e-mail)</td>
<td>651-523-2600 (phone)</td>
</tr>
<tr>
<td><strong>Vivian Johnson, Ph.D.</strong></td>
<td>• Contact when Chair is out of the office</td>
</tr>
<tr>
<td><strong>Associate Dean, School of Education</strong></td>
<td>• Contact if you have concerns that you are not able to address or resolve with the Chair</td>
</tr>
<tr>
<td><a href="mailto:vjohnson@hamline.edu">vjohnson@hamline.edu</a> (e-mail)</td>
<td>651-523-2432 (phone)</td>
</tr>
<tr>
<td><strong>Sandra Immerman</strong></td>
<td>• Contact with questions about getting on a course waitlist</td>
</tr>
<tr>
<td><strong>Enrollment/Student Services Manager</strong></td>
<td>• Contact if you are an international student who has visa-related questions</td>
</tr>
<tr>
<td><a href="mailto:vjohnson@hamline.edu">vjohnson@hamline.edu</a> (e-mail)</td>
<td>651-523-2693 (phone)</td>
</tr>
<tr>
<td><strong>School of Education Information Desk</strong></td>
<td>• Contact or stop by during regular business hours if you need general help or immediate assistance</td>
</tr>
<tr>
<td>West Hall Room 214</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:education@hamline.edu">education@hamline.edu</a> (e-mail)</td>
<td>651/523-2600 (main line)</td>
</tr>
</tbody>
</table>

*Students are encouraged to speak directly with instructors first before approaching Chair or other faculty or staff.

**Contact Ms. Dana Coleman for general questions about placements.
2016-2017 Faculty Program Coordinators

The individuals below are designated faculty program coordinators who are available to answer questions related to the specific program.

<table>
<thead>
<tr>
<th>ADDITIONAL LICENSURE</th>
<th>R. Endo, Ph.D.</th>
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<tr>
<td></td>
<td><a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> (e-mail)</td>
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<thead>
<tr>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>Ann Mabbott, Ph.D.</th>
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<tbody>
<tr>
<td></td>
<td>845 Snelling/SLTL House (e-mail)</td>
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<table>
<thead>
<tr>
<th>MASTER OF ARTS IN TEACHING</th>
<th>R. Endo, Ph.D.</th>
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<td><a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> (e-mail)</td>
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<tr>
<th>SPECIAL EDUCATION/ASD</th>
<th>R. Endo, Ph.D.</th>
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<td><a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> (e-mail)</td>
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<tr>
<th>TEACH FOR AMERICA*</th>
<th>R. Endo, Ph.D.</th>
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<tr>
<td></td>
<td><a href="mailto:rendo01@hamline.edu">rendo01@hamline.edu</a> (e-mail)</td>
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<tr>
<th>UNDERGRADUATE PROGRAM</th>
<th>Kim Koeppen, Ph.D.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:kkoeppen01@hamline.edu">kkoeppen01@hamline.edu</a> (e-mail)</td>
</tr>
</tbody>
</table>

*As of fall 2014, TFA partnered with the University of Minnesota to serve 2014 and subsequent cohorts of Corps Members. However, Hamline has a teach-out option for current TFA Corps Members where they will have until August 31, 2016 to program-complete and apply for licensure; those who do not file by the above deadline will be held to MAT/Initial-License program requirements to license-complete. If you are a TFA Corps Member and have questions about licensure or program requirements, contact a staff adviser.

Roster of Core Faculty

Letitia Basford, Ph.D. (University of Minnesota)
Associate Professor
lbasford01@hamline.edu (e-mail) | 651-523-2303 (phone)
• Areas of Expertise: Cultural diversity, ESL, inclusion/special education, immigrant/refugee students, and Somali youth.

Michelle Benegas, Ph.D. (University of Minnesota)
Assistant Professor/edTPA Faculty Coordinator
mbenegas01@hamline.edu (e-mail) | 651-523-2600 (phone)
• Areas of Expertise: Culturally relevant pedagogy for ELLs and ESL education.

James Brickwedde, Ph.D. (University of Minnesota)
Assistant Professor
jbrickwedde@hamline.edu (e-mail) | 651-523-2175 (phone)
• Areas of Expertise: Elementary mathematics education and Cognitively Guided Instruction. Research emphasis in two areas: Third through fifth graders’ transition from additive to multiplicative thinking, and teacher discourse practices.

Jennifer Carlson, Ph.D. (University of Wisconsin-Madison)
Associate Professor/HSE Chair of Assessment
jcarlson17@hamline.edu (e-mail) | 651-523-2494 (phone)
• Areas of Expertise: Elementary literacy and teaching reading.

R. Endo, Ph.D. (University of Illinois at Urbana-Champaign)
Chair, Teacher Education Department
rendo01@hamline.edu (e-mail) | 651-523-2960 (phone)
• Areas of Expertise: Asian American education; immigrant and refugee education; language and literacy; and multicultural education.

Jeff Fink, M.A. (University of St. Thomas)
Senior Lecturer
Drew Residence Hall 190 (office)
jfink01@hamline.edu (e-mail) | 651-523-2615 (phone)
• Areas of Expertise: Classroom environment, student behavior, and special education.
Sarah Hick, Ph.D. (University of Minnesota)
Assistant Professor
shick01@hamline.edu (e-mail) | 651-523-2761 (phone)
• Areas of Expertise: Science education and teaching diverse learners.

Kim Koeppen, Ph.D. (University of Iowa)
Professor/Faculty Program Coordinator of the UTE Program
kkoeppen01@hamline.edu (e-mail) | 651-523-2241 (phone)
• Areas of Expertise: Social studies education and teacher socialization.

Joe Lewis, Ed.D. (Teachers College, Columbia University)
Assistant Professor
jlewis06@hamline.edu (e-mail) | 651-523-2659 (phone)
• Areas of Expertise: Literacy development, cross-cultural language/literacy practices, qualitative research in education, and secondary teaching.

Bill Lindquist, Ph.D. (University of Minnesota)
Assistant Professor/Curriculum Development Specialist
wlindquist02@hamline.edu (e-mail) | 651-523-2584 (phone)
• Areas of Expertise: Elementary education, inquiry-based instruction, science education, integration of science/literacy, science notebooks in the classroom, environmental education, and school improvement.

Ann Mabbott, Ph.D. (University of Minnesota)
Professor/ESL Faculty Program Coordinator
amabbott@hamline.edu (e-mail) | 651-523-2446 (phone)
• Areas of Expertise: Second language learning, language proficiency assessment, mainstream teacher education in the area of ESL, special education and second language learning.

Rebecca Neal, Ph.D. (Arizona State University)
Assistant Professor
rneal01@hamline.edu (e-mail) | 651-523-2600 (phone)
• Areas of Expertise: Culturally relevant pedagogy; educational equity and social justice; special education; and urban teacher education.

Marcia Rockwood, M.A. (University of Minnesota)
Assistant Professor/Director of the Office of Clinical Experience
mrockwood@hamline.edu (e-mail) | 651-523-2938 (phone)
• Areas of Expertise: New teacher induction, literacy, mentoring, emotional intelligence, learning styles, and active learning.

Deb Sheffer, Ed.D. (Hamline University)
Assistant Professor
dsheffer01@hamline.edu (e-mail) | 651-523-2485 (phone)
• Areas of Expertise: Elementary and middle schools; multi-age; and multiple perspectives.

Maggie Struck, Ph.D. (University of Minnesota)
Assistant Professor
mstruck01@hamline.edu (e-mail) | 651-523-2600 (phone)
• Areas of Expertise: Elementary literacy.

Jean Strait, Ph.D. (University of Minnesota)
Professor
jstrait02@hamline.edu (e-mail) | 651-523-2416 (phone)
• Areas of Expertise: Service learning, civic engagement, brain development (mind-brain education), literacy issues, dropout prevention, and online teaching.
Full-Time Staff

Bill Binkelman
License Certification Officer
wbinkelman@hamline.edu (e-mail) | 651-523-2466 (phone)
  •  *Areas of assistance:* Contact with questions about MN licensure requirements

Dana Coleman
Placement Coordinator, Office of Clinical Experiences
dcoleman02@hamline.edu | 651-523-2568
  •  *Areas of assistance:* Contact with concerns and questions about clinical/field placements; with advance notice, may visit classes to go over placement-related expectations with students

Jesson Hunt
Student Placement Coordinator, Office of Clinical Experiences
jhun03@hamline.edu (e-mail) | 651-523-2683 (phone)
  •  *Areas of assistance:* Contact with questions about SEPBT conference requirements and student placements

Staff Advisers
Staff advisers serve as the primary contacts when students have program-related concerns or questions. All newly admitted students must schedule an initial-advising appointment with a staff adviser.

Amy Filo
K-6 Elementary Staff Adviser
afilo01@hamline.edu (e-mail) | 651-523-2631 (phone)
  •  *Areas of assistance:* Advises MAT K-6 initial-license candidates; answers questions about the policies and procedures related to the Additional Licensure Advanced Practicum

Alyssa Vaj
Additional License Staff Adviser (excludes K-12 Reading Licensure students)
mvang17@hamline.edu (e-mail) | 651-523-2697 (phone)
  •  *Areas of assistance:* Advises all Additional Licensure candidates including ASD (excluding K-12 Reading Licensure)
## 2. QUICK REFERENCES

<table>
<thead>
<tr>
<th>Office or Service</th>
<th>Campus Location</th>
<th>Link to Website</th>
<th>Campus Phone: 651-523-Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Department Main Office</td>
<td>West Hall Room 214 (open during regular business hours)</td>
<td><a href="http://www.hamline.edu/education/licensure/">http://www.hamline.edu/education/licensure/</a></td>
<td>2600 (main line) 2486 (fax)</td>
</tr>
<tr>
<td>Office or Service</td>
<td>Campus Location</td>
<td>Link to Website</td>
<td>Campus Phone: 651-523-Ext</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>Website</td>
<td><a href="http://www.hamline.edu/academiccalendar">www.hamline.edu/academiccalendar</a> (please cross-check for university breaks and holidays)</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>Bush Student Center, First Floor</td>
<td><a href="http://www.hamlineuniversitybookstore.com">www.hamlineuniversitybookstore.com</a></td>
<td>2270</td>
</tr>
</tbody>
</table>

Call Safety & Security 24-7 for updates on campus closings. E2Campus is an emergency text service to alert Hamline faculty, staff, and students in the event of a critical incident or weather emergency on campus. To sign up, login to Piperline as usual. Select “Personal Information” and then “HAMLINE ALERT.” Follow the instructions. On the signup form, there is an FAQ section or contact the ITS Helpdesk at 651-523-2220 for assistance.

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<tr>
<th>Office or Service</th>
<th>Campus Location</th>
<th>Link to Website</th>
<th>Campus Phone: 651-523-Ext</th>
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<tbody>
<tr>
<td>Financial Aid</td>
<td>East Hall Room 113</td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td>Library Services</td>
<td>Bush Library</td>
<td><a href="http://www.hamline.edu/bushlibrary">www.hamline.edu/bushlibrary</a></td>
<td>2373</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>Bush Student Center First Floor</td>
<td><a href="http://www.hamline.edu/security">www.hamline.edu/security</a></td>
<td>2100</td>
</tr>
<tr>
<td>Student Administrative Services (SAS)</td>
<td>East Hall Room 113</td>
<td><a href="http://www.hamline.edu/sas">www.hamline.edu/sas</a></td>
<td>3000</td>
</tr>
<tr>
<td>Technology – ITS Help Desk</td>
<td>Bush Library, Lower Level</td>
<td><a href="http://www.hamline.edu/its.html">http://www.hamline.edu/its.html</a></td>
<td>2220</td>
</tr>
</tbody>
</table>
3. HAMLINE 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

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 a 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.

© Hamline University 2010
**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 environments. 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.
4. INFORMATION FOR NEW STUDENTS

Getting Started

A. Hamline Student ID Cards/Safety & Security Office/651-523-2100
Hamline ID cards may be obtained from the Safety and Security Office (Drew Residence Hall). The office is open 24 hours a day/7 days a week; you may stop by at any time convenient to you to get your card created. Please keep your Hamline ID with you when you are on campus; you will need it to make copies and use other campus services. Lost cards may be reproduced for an additional fee.

Please keep your card in your wallet. Faculty and staff will often ask for your ID number if you have questions about course registration or require other on-campus services.

B. Parking & Permits/651-523-2100
You still need to register your vehicle with the Safety and Security Office whether or not you purchase a campus parking permit. Effective fall 2012, all students who intend to park in an on-campus parking lot during weekday evenings will need to purchase a parking permit at the Safety and Security Office (open 24 hours).

Parking is only free after 8:00 p.m. on weekdays and on the weekends, as well as during summer months.

C. Piperline Account (Set-Up)
Piperline is the main log-on system for students. You need to set up your Piperline account before obtaining access to other services including Blackboard and e-mail.

You will receive instructions from the Admissions Office with directions on how to set up Piperline; you should also receive a 7-digit Hamline ID number that starts with 9*****.

To access Piperline once you have your Hamline ID and PIN, follow these steps:

a. Type https://piperline.hamline.edu/pls/prod/twbkwbis.P_WWWLogin in your web browser. Enter your Hamline ID Number and PIN.

b. To set up your account passwords, click on the “Personal Information” tab. You will see a link to “View Hamline Computer Accounts” where you will be able to obtain your passwords for Blackboard and e-mail.

c. When you are done, be sure to click the “Exit” link toward the right-hand corner of the page and then completely close your web browser.
d. If you have problems logging on after you created an account, contact the ITS Help Desk at 651-523-2220 or itshelp@hamline.edu.

D. Communication Expectations

1. Regularly Check Your Hamline e-mail Account
Please check your university e-mail account on a regular basis to keep current on important announcements, program-related deadlines, and updates.

2. e-mail Etiquette
Some tips for e-mail and written communication:
• Always include a brief subject line.
• Write in a formal and friendly tone.
• Keep your message direct and to the point. If you have several questions, a face-to-face meeting or a phone call with the person may be a better option.
• Edit your message for errors and typos.
• Sign off with your full name and contact information. If you are contacting a Hamline University employee, include your student ID.

E. LinkedIn Page
The department has set up a LinkedIn page where we will frequently post job/volunteer opportunities. To sign up to receive notices, follow the directions below. Again, signing up is optional and not required, but strongly recommended.

1. Request to join the Hamline School of Education LinkedIn group:
   http://www.linkedin.com/groups?gid=4546144&trk=my_groups-b-grp-v
2. Once you are accepted, follow these steps in order to manage the number of emails you receive about job postings and discussion that happen among this group.
   a. Go to the group page.
   b. Click the ’i’ at the top right of the page.
   c. Click ’Your settings.’
   d. Choose the email address you want to receive information/updates from this group.
   e. Choose if you would like an update whenever someone posts a job or discussion, or if you would like a weekly email that is a compilation of the most recent posts in this group.
      i. If you do not want to receive notifications from this group, leave both boxes unchecked. (You can change these settings at any time by following steps 1-5).
   f. Choose whether or not to allow the group manager to send you an email.
   g. Choose whether or not to allow other member of the group to send you a message via LinkedIn.

Have job and volunteer announcements to share? Contact Mr. Jesson Hunt at jhunt01@hamline.edu with the following information:
1. Name of Organization:
2. 1-3-Sentence Summary of Opportunity:
3. Contact Person’s Name (include e-mail and phone if available):
4. Deadline to Apply:
5. REQUIREMENTS BEFORE STARTING COURSEWORK

A. Becoming a Hamline Graduate Student
There are several steps to complete as you enter into your first semester in the program to formalize your status as a graduate student at Hamline.

1. Register for your courses as soon as you receive your course planner at the initial-advising meeting. Often, courses fill very quickly, and not all instructors accept waitlisted students. See Section 6.E for waitlist procedures.

2. Be sure to follow your course planner exactly to prevent delays in program completion. If you anticipate or experience any problems with registration, contact a staff adviser for assistance.

3. As needed, follow-up with the transcript evaluation that was initiated during your initial-advising appointment. Contact a staff adviser if you have questions.

B. Licensure Exams/Test Scores/Teacher Performance Assessment
All students should fully understand the requirements for the Minnesota Teacher Licensure Examinations (MTLEs): http://www.mtle.nesinc.com/. Specific questions may be directed to the Licensure Certification Officer, Mr. Bill Binkelman, at 651-523-2466 or wbinkelman@hamline.edu.

As per the MTLE website, an applicant for a first-time Minnesota classroom teaching license must pass:

- National Evaluation Series Essential Academic Skills (NES-EAS), which replaces the MTLE Basic Skills subtests effective June 08, 2016.
  - If you are in the ADLI program and already hold a Minnesota teaching license, you may not need to take the NES-EAS. Contact a staff license adviser for guidance.
- Test of general pedagogy (K-6 or 5-12) consists of two subtests.
- Test of content knowledge for the specific licensure field - consists of two or three subtests (depending on licensure areas).

What to Do:

1. Complete the NES-EAS (in mathematics, reading, and writing) by the end of your first semester of coursework.
2. Arrange to take your content and pedagogy MTLEs as you near completion of your coursework before you enter advanced practicum or student-teaching.

Teacher Performance Assessment (edTPA) - MAT Students Only
Effective 2011-2012, all initial-licensure candidates in teacher-preparation programs in Minnesota must complete the new Teacher Performance Assessment (edTPA) requirements.

The edTPA, which was created out of Stanford University, is a nationally accessible and tested measure for assessing beginning teachers’ effectiveness that that centers around five (5) elements: (1) planning for instruction, (2) engaging students, (3) assessing learning, (4) academic language development, and (5) reflection. Check the Office of Clinical Experience website for updates on mandatory fees for the edTPA and other updates: http://www.hamline.edu/education/office-of-clinical-experience/.

The Teacher Education Department will host workshop opportunities several times per year where students will learn more about the edTPA requirements. For current information including content-area handbooks and updates, visit the Minnesota Association of Colleges for Teacher Education (MACTE) website: http://www.mnteachered.org/node/260. You may also
contact the departments edTPA faculty lead, Dr. Michelle Benegas at mbenegas01@hamline.edu, for additional information.

Note: if you are an ADLI student, you do not need to complete edTPA requirements at this time.

C. Advising
Upon admission to the program and prior to beginning Semester 1 courses, you should have scheduled an initial-advising appointment with a staff adviser. During this initial meeting, you will create a course planner that maps out a timeline to program-completion based on your pacing preference and personal and/or work schedule.

During your initial-advising appointment, you will also be assigned to a full-time faculty adviser. Your faculty adviser is available to provide you with professional advice and support as needed.

Below are some suggestions for how to build and maintain a solid adviser-student relationship:

• Plan your life and program of study as much as possible. Let your staff adviser know of any major changes that may impact your academic and professional goals.
• Respond to requests for information from Hamline faculty and staff a timely manner; this includes both e-mails and phone calls.
• As soon as possible, let your staff adviser know if you need academic advice or assistance.
• Be direct and honest about your concerns and needs. Let your staff adviser know of any changes that may impact your course of study. See Section 6/Coursework for more information about licensure requirements, time-limits, and other policies and procedures.

If you do not have a faculty and/or staff adviser, or want to switch advisers for any reason, please send an e-mail to Ms. Kate O’Brien at kobrien02@hamline.edu, and include the following information:

1. Your full name
2. Hamline ID Number
3. Indicate your Program of Study (Additional License, MAT, post-bac, TFA, or Undergrad)
4. Indicate Licensure Area(s)

D. Background Checks
All students will be required to complete background checks to complete the program. Clinical and practicum/student-teaching hours are required per state licensure requirements, and involve consenting to district-specific background checks. Hamline licensure courses with required clinical hours will have the appropriate fees attached to it to cover the costs of the background checks.

Please refer to the Minnesota Department of Education’s Statute 123B.03 Background Checks for more information about how these checks may inform a candidate’s employment prospects: https://www.revisor.mn.gov/statutes/?id=123B.03. Refer any specific concerns or questions about background checks to the Minnesota Department of Education.
6. COURSEWORK

Checkpoints
At different points in her/his program of study, each student will have her/his file audited to ensure that she/he is making satisfactory progress toward program-completion. If you anticipate any delays or deviations from your original course planner, please inform your staff adviser.

A. Program-Level Licensure Requirements
The department requires letter grades earned of "B-" or higher for any prior content or pedagogy courses to count toward licensure. Incoming MAT students may bring in up to one-half of pedagogy courses (or up to 7 courses for ESL candidates, 5 courses for K-12 candidates, and 5 courses for K-6 candidates). Some exceptions may be allowed through the petitions process (see below).

a. Request for Equivalents for Prior Coursework and/or Relevant Experiences
All requests for equivalents for prior coursework or relevant experience must be made within Semester 1 through the petitions process, and preferably, at the initial-advising session. Late requests may not be reviewed.

Eligible students may request equivalents or waivers to some current course requirements through the department’s petitions process. Examples include requesting coursework with grades below the standard "B-" benchmark to count toward licensure based on documented extensive, related, and relevant work experience. Speak to your staff adviser for guidance; she/he will be able to best assess the likelihood that your request will be denied or granted.

All petitions are reviewed by a panel of faculty experts, and for K-12 or 5-12 licenses, may include College of Liberal Arts faculty members who serve as designated content experts. Please note that submitting a petition does not guarantee that it will be accepted. Moreover, the petitions committee’s decision is final (i.e., there are no appeals for petition-related decisions).

b. Time Limits
Students will have 7 years to complete all licensure requirements, including coursework, advanced practica/student-teaching, and applying for Minnesota licensure. A student who takes a leave of absence and wishes to reenter after a 7-year period may be required to retake content and pedagogy coursework. Some exceptions may be granted through the petitions process. Contact a staff adviser with questions.
Part I: Courses Required for all Licenses (Core Courses)

The Teacher Education Department usually offers multiple sections of the same course each semester. Each semester, please register for your classes as soon as possible to ensure that you secure a seat in each course that you need to program-complete. The department and university will send out reminders to current students by the student listserv.

If you are interested in taking a daytime licensure course, contact a staff adviser to learn more about cross-registration procedures to take undergraduate courses for graduate-equivalent credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 7801</td>
<td>Introduction to MAT (for MAT students only)</td>
<td>0</td>
</tr>
<tr>
<td>GED 7815</td>
<td>Schools and Society</td>
<td>4</td>
</tr>
<tr>
<td>GED 7825</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>GED 7862</td>
<td>Education and Cultural Diversity</td>
<td>4</td>
</tr>
<tr>
<td>GED 7867</td>
<td>Theory to Practice</td>
<td>4</td>
</tr>
<tr>
<td>GED 7872</td>
<td>Exceptionality</td>
<td>2</td>
</tr>
<tr>
<td>GED 78XX</td>
<td>Student-Teaching by grade-level (for MAT students only)</td>
<td>varies by license</td>
</tr>
<tr>
<td>GED 0050</td>
<td>Student-Teaching Seminar (for MAT students only)</td>
<td>2</td>
</tr>
<tr>
<td>ESL/GED/SPED 7790</td>
<td>Advanced Practicum (for ADLI students only)</td>
<td>Varies by license</td>
</tr>
</tbody>
</table>
Part II: Courses Required for Elementary Licenses (K-6 with Specialty)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 7835-38</td>
<td>Teaching Art, Music, Health, and Physical Education in the Elementary School/K-6 (1 credit each)</td>
<td>4 credits</td>
</tr>
<tr>
<td>GED 7840</td>
<td>Teaching Social Studies in the Elementary School/K-6</td>
<td>4 credits</td>
</tr>
<tr>
<td>GED 7846/7847</td>
<td>Teaching Literacy in the Elementary School/K-6 Part I &amp; Part II (must take GED 7846 and GED 7847 concurrently)</td>
<td>6 credits</td>
</tr>
<tr>
<td>GED 7851</td>
<td>Teaching Science in the Elementary School/K-6</td>
<td>4 credits</td>
</tr>
<tr>
<td>GED 7852</td>
<td>Teaching Math in the Elementary School/K-6</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Part III: Courses Required for Secondary (5-12) or (9-12) and K-12 Licenses

In addition to the following education courses, content area courses are required in Communication Arts/Literature, Mathematics, Social Studies (5-12) or Chemistry, Life Science, Physics (9-12 with optional Science 5-8) or Dance/Theatre, English as a Second Language, and World Languages and Cultures in German or Spanish (K-12). Credits vary for each content area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 7871; GED 7878 (ESL &amp; World Lang)</td>
<td>Teaching Literacy in the Middle &amp; Secondary School/5-12 (non-ESL); Methods I/Teaching ESL and World Languages in K-12 (required for ESL &amp; World Lang candidates)</td>
<td>4 credits; 3 credits (ESL)</td>
</tr>
<tr>
<td>GED 78xx*</td>
<td>Methods I Subject Methods for Specialty Area</td>
<td>4 credits</td>
</tr>
<tr>
<td>GED 78XX</td>
<td>Methods II Subject Methods for Specialty Area</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

*Formerly GED 7875/Teaching in the Secondary School, which was phased out in fall 2015.

B. Options for Advanced-Degree Completion

If you are an MAT-licensure student and meet eligibility requirements, there are two (2) primary routes to earn your MAT degree at Hamline after you successfully complete student-teaching:

1. **Plan A** includes 12 credits of coursework and completion of a capstone project (thesis-equivalent), or
2. **Plan B** requires 12 credits of coursework with the completion of a synthesis paper on reflective teaching and a public presentation where you summarize your findings.

Those who wish to pursue doctoral studies, leadership positions, and work with public policy often choose Plan A (capstone option).

a. Regardless of the path chosen, all MAT students must wait to take degree-completion courses until they finish all licensure requirements.

b. The above requirements must be completed within seven years of finishing your licensure coursework.

If you are an ADLI student, you may be eligible to complete the following program options:

1. Administrative Licensure that leads to credentials for becoming a building Principal, Superintendent, or Director of Special Education (courses may count as elective degrees toward Ed.D. or MAED programs).
3. MAED (Master of Arts in Education).
4. MAESL (Master of Arts in English as a Second Language), MALED (Master of Arts in Literacy Education) or MANSEE (Master of Arts in Natural Science and Environmental Education).
5. Note: ADLI students are not eligible for the MAT degree. Master’s degree options include the MAED or MALED.

You may contact the Program Coordinator in the Advanced Degrees and Administrative Licensure Department, Ms. Mary Speranza-Reeder (msperanzareeder01@hamline.edu) for questions about the different options for completing your advanced degree in the Hamline School of Education.

C. Introduction to MAT (for MAT Students Only)
Attendance at GED 7801/Introduction to MAT is a requirement for program continuation for all incoming MAT students. This session will acquaint students to Minnesota teacher-licensure requirements, and the Teacher Education Department’s program policies and requirements.

There are usually two (2) separate sessions available to accommodate varying schedules. Please register for the section of your choice (will be listed on Piperline).

D. Licensure Areas
Refer to your course planner and the website to find out the requirements to successfully complete your program of study. For more information about current requirements, visit: http://www.hamline.edu/education/mat/.

The Teacher Education Department offers the following licenses:

**Option 1: Elementary**
K-6

**Option 2: Secondary (see below for licensure areas)**
Science 5-8
Communication Arts and Literature 5-12
Mathematics 5-12
Social Studies 5-12
Chemistry 9-12
Life Science 9-12
Physics 9-12

**Option 3: K-12 (see below for licensure areas)**
English as a Second Language
Theatre and Dance
World Languages and Cultures: German
World Languages and Cultures: Spanish

**Option 4: B-21 (only for ADLI students with a license in Special Education)**
Autism Spectrum Disorders

E. Course Availability, Registration, and Waitlists
The graduate-licensure programs are primarily designed for working adults. Courses are offered for each of the four (4) semesters: fall, January term/winter, spring, and summer to allow students the opportunity to take courses throughout the year. Most classes are held during weekday evenings with some online and Saturday offerings. However, to earn licensure, all students are required to complete clinical hours and field experiences in the K-12 public schools during the daytime. Therefore, please plan ahead (e.g., childcare and employment schedules) to ensure that you are able to complete these requirements in a timely manner.

The department sends all students registration reminders through the student listserv each semester. Be sure to register for courses when the registration opens to secure a seat in the
classes that you need, as the department may not be able to accommodate students who register later.

If you are interested in a course that is full, you may be put on a waitlist. Waitlists are handled on a first-come/first-served basis. To get on the list, fill out this form: https://docs.google.com/a/hamline.edu/forms/d/e/1FAIpQLScbRLLUj_GQI_5FAZxSxyfscsUIId6RO_gr05klDTeMC_LP/g/viewform

If you prefer to take a daytime class through the Undergraduate Teacher Education program, work with a staff adviser to fill out a cross-registration form.

1. Make sure that the assigned instructor approves of the cross-registration. A simple e-mail request is often sufficient. You will need the instructor’s signature if you are registering after the first day of class.
2. Fill out the form completely (make sure you fill in your contact information and Hamline/student ID) and sign it.
3. Visit West Hall Room 214 to ask for the Chair’s signature. If she/he is not there, ask a staff member to have her sign the form, and leave your contact information. A staff member will contact you when the form is ready to pick up.
4. After the Chair signs the form, deliver it to the Student Administrative Services Office (in the East Hall Building Room 113) as soon as possible.
5. You should see the CRN added to your course schedule in Piperline within a few business days after you drop off the form. If you do not see the course within one (1) week of delivering the form, contact the Student Administrative Services Office at 651-523-3000 or visit East Hall Room 113 during regular business hours.

F. Individualized Studies

Individualized studies are possible in the following circumstances:

1. Low enrollment leads to a regularly scheduled course being canceled, but students still need to take the class to meet program requirements in a certain timeframe. In addition, the instructor is available and willing to meet with students during regularly scheduled sessions to provide a similar quality of instruction that students would otherwise receive in the whole-group format.
2. An instructor is teaching a regular class that has not been canceled. However, a student is unable to attend during the scheduled class times due to a legitimate scheduling conflict. In addition, the instructor is available and willing to meet the student outside of class during regularly scheduled times to provide a similar quality of instruction that students would otherwise receive in the whole-group format.
3. To start the process, contact your staff adviser. All paperwork must be filed before the individualized study will appear on your course schedule and transcript.
7. ACADEMIC PROGRESS

A. Requests for Case Conferences/Meetings
Faculty and staff in the department will closely monitor each student’s progress throughout the program. Any faculty or staff member may request a case conference or meeting if there are concerns about a student’s academic progress and/or professional readiness that may impede the candidate’s ability to function as a professional K-12 teacher and representative of Hamline University. The outcome of such meetings may include a request for an intervention contract that will clearly outline terms of agreement including but not limited to the following outcomes: attending counseling sessions to address personal concerns; coming up with a time-line to complete unfinished requirements; making restitution in cases of misconduct; or repeating a course.

A student who is asked to attend a case must respond to such requests in a timely manner. Failure to attend or respond to the request may result in a range of outcomes including blocks to course registration until a meeting occurs to dismissal from the program.

B. Academic Probation and Dismissal
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 teacher candidate, will evaluate each student’s professional readiness, which is defined as having the dispositions, knowledge, and skills needed to become highly effective teachers. The faculty and staff at Hamline University reserve the right to use their professional judgment to determine each student’s progress and status.

A student who is removed from a clinical, practicum, or student-teaching placement may be dismissed from the program. Other cases of misconduct that are in violation of the Hamline Code of Conduct are also grounds for dismissal from the program. The appropriate legal authorities will be contacted for incidents of legal misconduct.

C. Statement on Academic Honesty and Conduct
All licensure-seeking students are expected to model the highest standards of professional conduct. The department references several sources when making determinations about each candidate’s professional readiness including:


Please familiarize yourself with the above sources to learn more about the expectations of all teacher candidates who are enrolled in Hamline University teacher-licensure programs.

The Teacher Education Department also follows Hamline University’s Code of Conduct for Students for academic integrity. Engaging in academically dishonest behaviors including intentional or unintentional forms of cheating, falsification of records, “ghost writing,” and plagiarism are all serious offenses that are grounds for dismissal from the university. The department and university reserve the right to not recommend for licensure any student who engages in academically dishonest behaviors.
D. CLINICAL PLACEMENTS

A. Overview
1. Definitions
The Teacher Education Department prides itself on “Developing reflective practice in an urban, multicultural context.” Consequently, the faculty-as-a-whole adopted the following definition for clinical and field placements (12/15/04):

An “urban, multicultural context” is a public school that meets all of the following criteria:
1. Over 25% students of color.
2. Over 15% eligible for free/reduced lunch (FRL).
3. Over 10% who are English language learners (ELLs).

The following courses require a clinical experience:
1. **GED 7815/Schools and Society**: participation in three (3) days of school tours.
2. **GED 7867/Theory to Practice**: a 15-hour field experience in a public middle school.
3. **GED 7872/Exceptionality**: a 5-hour field experience working with learners with special needs.
4. Many methods courses also require field experiences that range from 4 to 30 hours.
5. The objectives for each field experience varies by course and by instructor; see course syllabi for more information.

2. Procedures
Once a student receives official notification that she/he has been matched to a school for a clinical or from the Office of Clinical Experience staff, the student has an obligation to complete all required hours at that site. Therefore, if you have any extraordinary circumstances such as a disability or not owning a personal vehicle that will impact the nature of your placement, please inform your instructor and an Office of Clinical Experience staff as soon as possible.

For courses with clinical hours, students must complete all of these hours during the semester/term that they are registered. Exceptions are allowed when there are documented and extraordinary circumstances such as a delayed/late placement that is out of the student's control or a personal emergency that may require additional time to complete the hours. Please contact your course instructor with any concerns or questions.

3. FAQs
Any questions regarding placements and/or exceptional situations should be directed to the Office of Clinical Experience.

**Question 1: I am already teaching full time. May I complete my clinical hours in my own classroom?**
It is possible that you may complete some (but not all) of your field experiences in your classroom. Contact your staff adviser for guidance on next steps.

**Question 2: I know a teacher who works at X School. She said I could complete my hours in her classroom. Can I call and make arrangements to get started?**
Students may not contact schools independently to arrange a field experience/field placement. All placements must be made through the Office of Clinical Experience. Please directly contact your course instructor for any requests or suggestions.
E. GETTING READY FOR ADVANCED PRACTICUM/STUDENT-TEACHING

A. Before Advanced Practicum and Student-Teaching

1. Each ADLI student completes an advanced practicum for a minimum of 4 weeks under the supervision of a licensed teacher and university supervisor.
2. Each MAT student completes student-teaching for a minimum of 12 weeks under the supervision of a licensed teacher and university supervisor.

At the advanced practicum or student-teaching phase, the teacher candidate should be ready to fully commit to the demands and rewards of full-time teaching. Therefore, you are strongly discouraged from engaging in concurrent employment or taking on other obligations that may interfere with successful program completion. Please regularly check the Office of Clinical Experience webpage for upcoming deadlines, forms, and procedures for placements: http://www.hamline.edu/education/ocene/

B. Orientation

Qualified teacher candidates will be invited to (and must attend) the appropriate Orientation Meeting to learn about the expectations and requirements for the practicum or student-teaching. Attendance is mandatory in order to register for practicum or student-teaching. The Office of Clinical Experience will communicate dates, times, and other details by e-mail.

THIS SECTION (pp. 23-25) IS FOR MAT STUDENTS ONLY. ADLI STUDENTS MAY SKIP TO p. 25.

For more detailed information about student-teaching requirements, visit the Office of Clinical Experience webpage.

1. Overview of Student-Teaching (MAT Only)

The Teacher Education Department does not place student-teachers during the summer term. Only fall and spring student-teaching placements are available. Student-teaching grades are submitted once all placement and program requirements are completed. Student-teaching is usually graded as: (a) Pass and recommended for licensure, (b) Pass and not recommended for licensure, or (c) No credit.

This section provides an overview of all steps needed to student-teach. Deadlines and other information will be communicated by e-mail.

1. Make sure that you are financially, mentally, and physically prepared to take on the challenges, rewards, and stresses of student-teaching.
2. Make sure that you have successfully completed all content area (K-12 and secondary)/specialty area (elementary) coursework and all education coursework.
3. All course equivalencies must be approved/finalized. Official transcripts must be submitted for all coursework completed at other institutions.
4. Verify that you have earned a GPA of at least 3.0 in your content/specialty area and a GPA of at least 3.0 in your education coursework (if GPAs are less than 3.0, you may reapply when your grades have improved, or you may petition for a waiver if your case has merit). You must also earn a grade of a "B-" or higher for a course to count toward licensure.
5. Make sure to resolve all Incomplete grades. Students may be pulled from student-teaching if there are still Incompletes on the transcripts.
6. Submit an Intent to Student-Teach form and profile.
7. Work with the Office of Clinical Experience staff to schedule an SEPBT conference with a faculty member. You must receive approval to student-teach before registering for seminar or visiting your school.
8. Attend the **Student-Teaching Orientation and Registration Meeting** to find out more details about your placement.
9. The department highly recommends that you complete all licensure-related exams prior to student-teaching. As a reminder, you must pass all licensure-related exams to be eligible for Minnesota Licensure.

**2. SEPBT Assessment Conference (MAT Only)**

The **SEPBT Assessment Conference** is one of the major milestones of the MAT program. The term before you student-teach, you will receive an announcement by e-mail indicating dates to schedule your SEPBT conference. The purpose of the conference is to:

- Document your progress toward becoming a professional teacher in your license area(s) by drawing on your coursework, as well as personal and professional experiences.
- Encourage reflection on your current understanding of the standards. Set goals related to standards that you wish to learn more about during student-teaching and during your career.
- Gain additional feedback from faculty regarding your professional growth.
- Practice thoughtful articulation of authentic work in preparation for future interviews.


Faculty advisers reserve the right to put SEPBT conferences on hold if they find that a student is not ready to student-teach due to (but not limited to) the following reasons:

1. Concerns about academic performance, dispositions, and general readiness to enter the classroom.
2. Not meeting GPA or minimum requirements.
3. Having one (1) or more outstanding Incomplete grade.

**3. Global Student-Teaching (MAT Only)**

The Teacher Education Department has a unique partnership with EducatorsAbroad to allow highly motivated students to travel overseas to *approved sites* to complete part of the student-teaching requirements needed for licensure.

Global student-teaching requires both an overseas and stateside placement. All approved candidates are required to meet all other requirements expected of student-teachers. Note that there are no summer stateside student-teaching placements available.

MAT students who would like to apply for this opportunity prepare a letter of intent. The letter, which must include the applicant’s contact information and follow the formatting guidelines of a professional cover letter, should address the following:

1. Give a brief overview of your background including area/s of licensure.
2. Provide a clear rationale for requesting a study abroad experience.
3. Explain your readiness to teach and travel in a new country.
4. Provide a rank-ordered list of desired locations for the overseas placement.
5. Assess your financial capacity to support the study abroad experience (be sure to consider housing/living accommodations in addition to travel costs). Explain how you will cover the costs.
6. e-mail the letter in either .doc or .rtf to oce@hamline.edu.
Submit the letter of intent by the due dates listed below. Letters submitted after the designated deadlines may not be reviewed.

1. **Fall Student-Teaching**: submit the letter by January 01 to meet EducatorsAbroad's March 01 deadline.
2. **Spring or Summer Student-Teaching**: submit the letter by August 01 to meet EducatorAbroad's October 01 deadline.

A staff member in the Office of Clinical Experience will contact the applicant to set up an interview for the purpose of assessing the following:
   1. Clarity of the student's goals related to the study abroad experience.
   2. The student's adaptability, flexibility, and professionalism, in addition to her/his readiness to teach overseas.

Approximately one (1) week after the interview takes place, the student will be sent a decision letter (request accepted or rejected). If a student's request is approved, the letter will outline additional instructions and steps to complete the application.

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4. **GPA/Grade Requirements & Outstanding Incompletes**

All coursework from your course planner must be completed prior to being cleared for advanced practicum or student-teaching. Some exceptions may be allowed; contact a staff adviser for more information.

Remember: you must earn cumulative GPAs of 3.0 or above in content/specialty and education/pedagogy courses to be cleared for advanced practicum or student-teaching. In addition, each individual grade for a content/specialty area course and education/pedagogy course must be a B- or above. You must submit a transcript and provide equivalency documentation for each education or content/specialty area course completed at another institution.

Furthermore, all outstanding Incompletes must be converted into acceptable grades as a condition to proceed to advanced practicum or student-teaching. A student who has one (1) or more Incompletes the semester before advanced practicum or student-teaching may have her/his placement pulled until all grades are reconciled.

5. **Petitions**

In rare cases with clear and compelling justification, a student may petition to receive an exception to established program guidelines. **Effective October 01, 2012, reductions to advanced practicum or student-teaching requirements due to prior experience are no longer granted.**

*All petitions must be submitted at least one (1) semesters prior to the planned term that the student intends to enroll in the advanced practicum or student-teaching.* Late petitions may be denied or result in limited opportunities for desired placements.

If you believe that you have grounds for a petition, visit with a staff adviser as far in advance as possible to go over your plans.

Completed petitions should be submitted by the appropriate deadlines as published on the Office of Clinical Experience website.

6. **Applying for Licensure**

In the state of Minnesota, teacher-education programs recommend candidates for licensure to the Minnesota Department of Education. When you are recommended for licensure, Hamline
University attests that you have met all licensure requirements, and are professionally prepared to enter the classroom as the teacher of record. Documentation must be provided that you have met Standards of Effective Practice for Beginning Teachers (SEPBTs), as well as the content and/or specialty standards that are required of your license. Depending on the time of year, it will take from three (3) to five (5) weeks to receive your license from the state.

After you have successfully completed advanced practicum or student-teaching, you may apply for a Minnesota teaching license. Applications cannot be processed until your final grades have been posted. Any questions about this process may be directed to the Certification Officer, Mr. Bill Binkelman, at 651/523-2466 or wbinkelman@hamline.edu.

If you are not already licensed in Minnesota (e.g. if you already hold a short-call sub license), you will apply for your license online through the Minnesota Department of Education’s website.

If you do hold a short-call sub license (or already have a file folder number with the Department of Education), you will need to complete your application using paper forms.

Before you apply for your license, be sure all the following conditions are met:
1. You have passed all required NES-EAS (replaces MTLE Basic Skills) subtests, and the MTLE content and pedagogy tests for your license, and that Hamline University is in possession of a copy of your scores.
2. The Teacher Education Department is in possession of all required official transcripts (your bachelor’s degree and any transcripts for license-related coursework from institutions other than Hamline).
3. You have been fingerprinted on an MDE pre-print fingerprint card (this service is provided free of charge at Hamline). Contact Mr. Bill Binkelman to set up an appointment.
   a. Note: If you already have a file folder number with the Department of Education, your fingerprints are most likely already on file.
4. You have successfully completed all Hamline required coursework and have had your exit interview with your university supervisor.

F. 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.

A. Attendance Expectations & Leaves of Absence
Students in licensure courses must attend class regularly to meet accreditation and contact-hour requirements. Students who must miss class for personal emergencies are responsible for notifying faculty before the absence or within a reasonable time-period (usually within 48 hours) after a class session has ended. Individual instructors may grant exceptions. Excessive absences may adversely impact a student’s final grade.

If you plan to miss more than 10% of a class, consider dropping the course and re-register at a later time when you are able to regularly attend. All students are responsible for following the university’s deadlines and procedures for adding/dropping courses. Students who stay registered for courses but do not attend may be responsible for paying full tuition and may have irreversible “F” letter grades recorded on their final transcripts.

The university automatically considers a student as “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 adviser upon your return to ensure that you are able to successfully transition back into the program. Again, please note that there is a 7-year time-limit to complete all licensure requirements.

B. Hamline Student Attendance Policies & Religious Holiday Observances
The university makes every reasonable effort to allow students to observe religious holidays without academic penalty. However, 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.

C. 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 planning accommodations in a course; students with special needs will benefit most if requests are received far in advance before the semester begins. Please note that all requests will be handled confidentially.

The ultimate responsibility rests with the student to communicate her/his needs to Disability Services and each instructor.

D. Reporting Concerns about a Course or Instructor
A student who has concerns about a course or instructor should first meet with the faculty member to seek clarification and/or share concerns and feedback. In a direct and respectful way, communicate any concerns and feedback, and try to arrive to a mutual point of agreement or reasonable solution. You may also find it helpful to visit with a faculty or staff adviser for guidance on how to approach your instructor before facilitating a request for a meeting.

You are also welcome to contact the department Chair to share concerns about a course or an instructor that you believe requires immediate attention, or if you are in need of guidance on how to approach your instructor.

Please also use the end-of-semester course evaluation system to share concerns and feedback about instructors. Responses to these surveys are anonymous, and are not tied back to any student. Detailed feedback with concrete examples helps the instructor determine ways to make improvements in future courses, and also, offers valuable information for annual faculty performance reviews.

G. OTHER POLICIES & PROCEDURES

A. Grading Information
Students must earn a “B-” or better in both content and education courses from both Hamline and other institutions from which the student is transferring credit for licensure. Furthermore,
all licensure-seeking students must maintain 3.0 or higher cumulative GPAs in both content and pedagogy courses. Requests for exceptions should be discussed with a staff adviser, who will guide students through the petitions process.

Final grades are posted according to university deadlines, and are viewable through your Piperline account approximately one (1) week after the final due date for instructors to enter grades. However, if you do not see a grade posted on Piperline, contact your instructor for assistance. If you do not hear from your instructor or are not satisfied with the communication, contact a staff adviser.

**B. Incomplete Grades**

An Incomplete grade will only be given in unusual circumstances where a student who is passing a course legitimately needs extra time to complete all or some requirements due to a personal emergency. An Incomplete will only be granted when a substantial portion of the work for the course should already been completed with passing grades.

An instructor must update an Incomplete to a final grade within **four (4) months** after the end of the registration term; otherwise, it will automatically convert to a grade of “F.” If an Incomplete has been converted to an “F,” the student may complete the necessary course work, **at the instructor’s discretion**, within **one (1) year** in accordance with the grade change policy. The student may not complete coursework after that time-frame.

**C. Appeal Procedures**

The university has a responsibility for ensuring that assessment practices are consistent and equitable to all students. That is, final grades are based on performance, not need or want.

Students are advised to communicate any grade-related concerns or issues with their instructors before submitting a formal grade appeal. If ever dissatisfied with an instructor’s communication or decision, contact the Chair for additional guidance on the grade-appeal process. Please note: the department follows the university’s grade-appeal policy, although it is in a student’s best interest to submit appeals in a timely manner to avoid unnecessary delays to program completion.

If you are seeking to appeal another decision related to your academic progress or status, below are the steps for communicating your concerns. Please use Hamline e-mail to communicate to the appropriate parties, and save copies for your records.

Level 1: Instructor (if appropriate)  
Level 2: Department Chair  
Level 3: HSE Student Appeals (the Chair will inform you of the process for appeals)  
Level 4: Office of the Dean (if applicable)

**H. OTHER INFORMATION AND RESOURCES**

**A. Course/Teaching Evaluation**

The completion of end-of-semester course evaluations is essential for quality programming. Student evaluations will remain completely anonymous; that is, instructors cannot trace specific responses back to an individual student.

The department invites you to complete final course evaluations online for all courses you take in the program; we especially welcome your detailed and specific feedback on areas for improvement. Students will receive an e-mail prompt to complete a course evaluation through their university accounts. Course evaluations may also be accessed through your Piperline account.
B. Inclement Weather
Call 651-523-5555 for official school-closing information. In the event that schools and businesses in the vicinity where a commuting student lives have closed due to inclement weather and Hamline University has chosen not to close, the individual commuting student should determine whether it is safe to drive to classes. Should the commuting student elect not to attend, the student should notify the instructor as soon as possible. The student will not be penalized for missing a class due to inclement weather, but the student will be required to complete any missed assignments.

Snow emergencies may be declared by the City of Saint Paul. Call 651-266-PLOW (7569) if you are unsure where to park. If you are parked on a city street during the snow emergency, your vehicle may be subject to ticketing and towing. All vehicles tagged and towed in a snow emergency are taken to the police department's impound lot located on Como Avenue (a couple of blocks west of Snelling Avenue and across the street from the State Fairgrounds).