

Graduate Student Handbook

Additional and Initial Licensure Programs

Teacher Education Department



Hamline University School of Education
Teacher Education Department
1536 Hewitt Avenue | MS-A1720
West Hall – Second Floor
Saint Paul, MN 55104-1284

Main Line: 651-523-2600
email General Inquiries to: teachereducation@hamline.edu



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 their leadership and service, particularly to under-represented populations. While you will often be called a MAT (Master of Arts in Teaching) or AdLi (Additional Licensure) 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 faculty are eager to work with 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 [Minnesota Professional Educator Licensing and Standards Board \(PELSB\)](#) and the [National Council for the Accreditation of Teacher Education \(NCATE\)](#). Our ESL program is also recognized by [Teachers of English to Speakers of Other Languages \(TESOL\)](#) professional association.

This handbook articulates the expectations and responsibilities of all graduate students in our AdLi and MAT programs. Check with your advisor 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 email 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 emails 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,

A handwritten signature in black ink that reads 'Bill Lindquist'.

Bill Lindquist, Ph.D.
Chair and Administrative Head
Hamline University School of Education

**TEACHER EDUCATION DEPARTMENT HANDBOOK
ADDITIONAL LICENSE (ADLI) AND MAT STUDENTS
(GRADUATE PROGRAMS)**

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CORE FACULTY & STAFF

Our regular office hours are Monday-Friday from 8:30 a.m.-5:00 p.m. in Drew Residence Hall/School of Education Suite 66. Adjunct mailboxes are located near the faculty break-room/lounge.

Adjunct Faculty

Use the university's directory to find the contact information of our adjunct faculty:
https://pipeline.hamline.edu/pls/prod/hamdirectory.P_MainDirectoryPage.

Administrators

Contact	Areas of Assistance
Bill Lindquist, Ph.D. Chair & Administrative Head West Hall 215 wlindquist02@hamline.edu 651-523-2584	Discuss concerns about classes or faculty members if issues cannot be resolved 1:1
Linnette Werner, Ph.D. Associate Dean West Hall 201 lwerner01@hamline.edu 651-523-2432	Discuss concerns that cannot be resolved with department chair.
School of Education Information Desk West Hall Room 214 education@hamline.edu 651-523-2600	Contact for assistance Normal hours (8:00 – 4:30)

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

Core Faculty

Letitia Basford, Ph.D. (University of Minnesota)

Associate Professor

West Hall 233

lbasford01@hamline.edu/651-523-2303

- *Areas of Expertise:* Cultural diversity, ESL, inclusion/special education, immigrant/refugee students, and Somali youth.

James Brickwedde, Ph.D. (University of Minnesota)

Assistant Professor

West Hall 320B

jbrickwidde@hamline.edu/651-523-2175

- *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

West Hall 225

<mailto:jcarlson17@hamline.edu>/651-523-2494

- *Areas of Expertise:* Literacy and teaching reading.

Jeff Fink, M.A. (University of St. Thomas)

Senior Lecturer

West Hall 309

jfink01@hamline.edu/651-523-2615

- *Areas of Expertise:* Classroom environment, student behavior, and special education.

Sarah Hick, Ph.D. (University of Minnesota)

Associate Professor

West Hall 219

shick01@hamline.edu/651-523-2761

- *Areas of Expertise:* Science education, teaching diverse learners, and student teaching.

Kim Koeppen, Ph.D. (University of Iowa)

Professor and Faculty Coordinator of Undergraduate Teacher Education

West Hall 221

kkoeppen01@hamline.edu/651-523-2241

- *Areas of Expertise:* Social studies education and teacher socialization.

Joe Lewis, Ed.D. (Teachers College, Columbia University)

Associate Professor

West Hall 213

jlewis06@hamline.edu/651-523-2659

- *Areas of Expertise:* Literacy development, cross-cultural language/literacy practices, qualitative research in education, and secondary teaching.

Bill Lindquist, Ph.D. (University of Minnesota)

Associate Professor; Chair & Administrative Head

West Hall 215

wilindquist02@hamline.edu/651-523-2584

- *Areas of Expertise:* Elementary education, inquiry-based instruction, science education, integration of science/literacy, science notebooks in the classroom, environmental education, and educational psychology.

Rebecca Neal, Ph.D. (Arizona State University)

Assistant Professor

West Hall 229

rneal01@hamline.edu/651-523-2600

- *Areas of Expertise:* Culturally relevant pedagogy; educational equity and social justice; special education; and urban teacher education.

Deb Sheffer, Ed.D. (Hamline University)

Assistant Professor

West Hall 307

dsheffer01@hamline.edu/651-523-2485

- *Areas of Expertise:* Elementary and middle schools; multi-age; multiple perspectives, and social studies.

Maggie Struck, Ph.D. (University of Minnesota)

Assistant Professor

West Hall 202C

mstruck01@hamline.edu/651-523-2600

- *Areas of Expertise:* Elementary literacy, culturally sustaining pedagogy

Staff

Bill Binkelman

License Certification Officer

West Hall 212

wbinkelman@hamline.edu /651-523-2466

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Placement Coordinator, Office of Clinical Experience
West Hall 202C
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Mike Noreen
Graduate Student Advising and Success Manager
West Hall 210
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Alyssa Vaj
Graduate Advisor
West Hall 214
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Danielle Zdon
Professional Experience Skills Specialist
West Hall 202D
dzdon01@hamline.edu/651-523-2693

QUICK REFERENCES

	Campus Location		Campus Phone: 651-523-Ext
Teacher Education Department Main Office	West Hall 2nd floor	http://www.hamline.edu/education/licensure/	2600
Academic Calendar	Website	www.hamline.edu/academiccalendar (please cross-check for university breaks and holidays)	
Bookstore	Sorin Hall	https://www.hamline.edu/life-at-hamline/bookstore/	2270
Emergency Closing or Weather Info (Hamline Public Safety Website)	Website	http://www.hamline.edu/HUContent.aspx?pageid=2147490727&terms=weather	5555
<i>Call Hamline Public Safety (651-523-2100) 24/7/365 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 a FAQ section or contact the ITS Helpdesk at 651-523-2220 for assistance.</i>			
Financial Aid	East Hall 113		3000
Food (purchase beverages, meals, and snacks)	See website for dining options	http://www.hamline.edu/HUContent.aspx?pageid=2147488011&terms=klas	
Library Services	Bush Library	www.hamline.edu/bushlibrary	2373
Safety & Security	Sorin Hall	www.hamline.edu/security	2100
Student Administrative Services (SAS)	East Hall 113	www.hamline.edu/sas	3000
Central Service Desk (I.T. and library check out)	Bush Library	http://www.hamline.edu/its.html	2220
Walker Fieldhouse (free access to athletic equipment and workout facilities)	Walker Field House	http://www.hamline.edu/athletics/facilities/walker-fieldhouse.html	2003

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

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 relate to the 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 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 an individual receives. 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.

INFORMATION FOR NEW STUDENTS

Getting Started

Hamline Student ID Cards/Hamline Public Safety Office/651-523-2100

Hamline ID cards may be obtained from the Hamline Public Safety Office (first floor of Sorin Hall). The office is open 24 hours a day/7 days a week. You may stop by any time convenient for you to have 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 may ask for your ID number if you have questions about course registration or require other on-campus services.

Parking & Permits/651-523-2100

Whether or not you purchase a campus parking permit, you still need to register your vehicle with the Hamline Public Safety Office. This is done by visiting the Information Desk of the Anderson Center. Students who intend to park in an on-campus parking lot during weekday evenings will need to purchase a parking permit and display it in their vehicle. Permits are purchased at the Information Desk in the lobby of the Anderson Center.

If you park on the street and desire an escort to your car, contact Hamline Public Safety (651-523-2100). Parking in Hamline lots is free after 8:00 p.m. on weekdays and all-day on weekends, as well as the time period from Spring semester graduation to the beginning of Fall semester. For more information, visit the parking webpage: <https://www.hamline.edu/public-safety/parking/>

Pipeline Account (Set-Up)

Pipeline is the main log-on system for students. You need to set up your Pipeline account before obtaining access to other services including Canvas and email.

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

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

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



HELP

User Login



Please enter your Hamline ID Number and your Personal Identification Number (PIN). Case is sensitive, so be sure to type your PIN exactly as created. Do not include dashes or other punctuation. When finished, click Login.

To ensure successful navigation throughout the system, please use the available links. When you are finished, please Exit and close your browser to protect your privacy.

Never share your PIN with anyone!

Hamline ID Number:
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 email.
- 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 csd@hamline.edu.

Communication Expectations

Check Your Hamline email Account

Be sure to check your university email account on a frequent and regular basis to keep current on important announcements and updates. If you have a off-campus email address and want to have your Hamline email forwarded to it, follow the directions to forward your Hamline email on this Google help page: <https://support.google.com/mail/answer/10957?hl=en>. However, even if you do this, you should check your Hamline Gmail account at least twice a week to ensure you do not miss any important/relevant communications.

Email Etiquette

Some tips for email 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. Be sure to use punctuation and spell-check.
- Sign off with your full name and contact information. *If you are contacting a Hamline University employee, include your student ID.*

REQUIREMENTS BEFORE STARTING COURSEWORK

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.

- Register for your courses as soon as you receive your course planner at the initial-advising meeting as courses often fill quickly.
- Be sure to follow your course planner to prevent delays in program completion. If you anticipate or experience any problems with registration, contact a staff advisor for assistance.
- As needed, follow-up with the transcript evaluation that was initiated during your initial-advising appointment. Contact a staff advisor if you have questions.

Licensure Exams/Test Scores/Teacher Performance Assessment

Students should be knowledgeable of the various testing requirements in order to qualify for a Minnesota teaching license. If, after reading through this section, you have specific questions not covered by this information, please contact Bill Binkelman, Hamline's License Certification Officer at 651-523-2466 or wbinkelman@hamline.edu.

MAT (i.e. initial license) STUDENTS ONLY

Effective July 1, 2018, passing a basic skills exam (reading, writing, math) is no longer required to apply for the Minnesota initial Tier 3 teaching license. The tests required for the Tier 3 are

- The grade-scope appropriate MTLE (Minnesota Teacher License Exams) pedagogy test (this tests your general knowledge of teaching, regardless of content area). It is offered at the elementary (grades K-6) and secondary levels (grades 5-12).
- The MTLE content area test (which tests your knowledge of the subject you will be teaching).

It is strongly suggested you take the pedagogy and content exams the semester prior to student teaching.

While passing a basic skills test is no longer required to qualify for the Minnesota Tier 3 license, it is still suggested that you fulfill this requirement so that you can transition to the Tier 4 license upon completing your first three years of teaching at the Tier 3 level. The basic skills test requirement can be fulfilled one of four ways:

- The MTLE NES Essential Academic Skills test
- The SAT (no earlier than March 12, 2005)
- The ACT Plus Writing (no earlier than February 2005)
- The GRE (no earlier than 2001)

If you wish to investigate whether your ACT/SAT/GRE scores qualify as passing, contact your staff advisor or Bill Binkelman. If you want to take the MTLE NES Essential Academic Skills (EAS) test, go here (<https://www.mtle.nesinc.com/>) and click on **Register**. For general info on the NES EAS test, go here

http://www.mtle.nesinc.com/TestView.aspx?f=HTML_FRAG/MN188_TestPage.html

and for more detailed information, including sample questions (referred to as Sample Items) go here http://www.mtle.nesinc.com/TestView.aspx?f=HTML_FRAG/MN188_SG.html

NOTE: If you are a non-native speaker of English, or have a documented disability, you are entitled to extra-time for any of the MTLE exams. To get more information on this option, please contact Bill Binkelman (see contact info above).

ADDITIONAL LICENSE STUDENTS

If you already hold a (or multiple) valid Tier 3 or Tier 4 Minnesota teaching license, you only need to take the appropriate MTLE content area exam for the license you are adding.

Teacher Performance Assessment (edTPA) for 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 centers around five 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.mnteacher.org/node/260>. You may also contact the departments edTPA faculty lead, Dr. Michelle Benegas, at mbenegas01@hamline.edu for additional information.

Note: Additional license students do not need to complete an edTPA.

Advising

Upon admission, you should have scheduled an initial-advising appointment with a staff advisor. During this initial meeting, you will create a course planner that maps out a timeline to completion based on your pacing preferences and personal and/or work schedule.

During your initial-advising appointment, you will be assigned a staff and faculty advisor. Your staff advisor will be your main point of contact throughout your program for general questions and concerns. Your faculty advisor is available to provide support as needed with “big picture” type questions.

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

- Plan your life and program of study as much as possible. Let your staff advisor know of any major changes that may impact your academic and professional goals.
- Respond to your advisors in a timely manner; this includes both emails and phone calls.
- As soon as possible, let your advisor know if you need advice or help.
- Be direct and honest about your concerns and needs. Let your advisor 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 advisor or want to switch advisors, please send an email to Mike Noreen at mnoreen01@hamline.edu and include the following information:

- Your full name
- Hamline ID Number
- Indicate your Program of Study (Additional License, MAT, or Undergrad)
- Indicate Licensure Area(s)

Background Checks

All students will be required to complete background checks during certain times of the program. Clinical and practicum/student-teaching hours are required per state licensure requirements, and these involve consenting to district-specific background checks. Students are responsible for completing, submitting, and paying for all background checks including all field experience and student teaching placements. Specific school district background checks and directions can be found at <https://www.hamline.edu/education/office-of-clinical-experience/background-checks/>

MAT students: As part of applying for your Minnesota Tier 3 license, you will be required to submit fingerprints with your application (unless you previously submitted a set in order to apply for a Tier 1 or Tier 2 license or held a Minnesota sub or limited license in the past). Fingerprinting is offered free of charge at Hamline. Contact Bill Binkelman to make an appointment (this takes 10-15 minutes). It is advisable to take care of this early in your student teaching placement or just prior to it. Appointments are available most days between 10:30 and 5:00. Walk-ins for fingerprinting are discouraged.

Please refer to the Minnesota Department of Education’s Statute 123B.03 Background Checks for more information about how background 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.

COURSEWORK

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. Students should regularly check that they are following their course planners in order to stay on schedule for their proposed student teaching semester and with all required courses completed on time. Always keep your staff advisor informed of any issues which may arise causing you to alter your course planner. This is important since advisors use course planner data to develop course schedules.

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 petition process (see below).

Request for Equivalents for Prior Coursework

All requests to use prior coursework (i.e. prior to admission to Hamline) as equivalencies for required courses must be made within your first semester and, preferably, at the initial-advising session. Late requests may not be reviewed.

In addition to seeking equivalencies for courses taken elsewhere, students may also use the department's petition process. This is most often used to request acceptance of a grade lower B- on a non-Hamline course that is being used to meet licensure requirements. If interested in filing a petition, contact your staff advisor for guidance. She/he will be able to best assess the likelihood that your petition will (or will not) be approved.

All petitions are reviewed by a panel of faculty members and may include Hamline College of Liberal Arts faculty members who serve as designated content experts (applies only to secondary and K-12 licenses). Please note that mere submission does not guarantee that a petition will be approved. Note: the petition committee's decision is final (i.e., there are no appeals for petition-related decisions).

Students will have seven years to complete all licensure requirements, including student-teaching and applying for Minnesota licensure. Students who leave the program and wish to reenter after a seven-year period may be required to retake content or pedagogy coursework. Contact a staff advisor with questions.

Required Courses for all Licenses (Core Courses)

The Teacher Education Department usually offers multiple sections of the same course each semester. Please register for your classes as soon as possible each semester to ensure that you receive your top scheduling preferences. If you are interested in taking a daytime course, see the "**Table of Contents**" to learn more about cross-registration procedures to take undergraduate courses for equal credit.

GED 7801	Introduction to Advanced Teacher Thinking	0 credits
GED 7815	Schools and Society	4 credits
GED 7825	Educational Psychology	4 credits
GED 7862	Education and Cultural Diversity	4 credits
GED 7867	Theory to Practice	4 credits

GED 7872	Exceptionality	2 credits
GED 7888	English Learners in the Mainstream	2 credits
GED 78XX	Student-Teaching by grade-level (<i>for MAT students only</i>)	<i>varies by license</i>
GED 0050	Student-Teaching Seminar (<i>for MAT students only</i>)	2 credits
GED 7790	Advanced Practicum (<i>for AdLi students only</i>)	<i>Varies by license</i>

Courses Required for Elementary Licenses (K-6)

GED 7835-38	Teaching Art, Music, Health, and Physical Education in the Elementary School/K-6 (1 credit each)	4 credits
GED 7840	Teaching Social Studies in the Elementary School/K-6	4 credits
GED 7846/7847	Teaching Literacy in the Elementary School/K-6 (must take GED 7846 and GED 7847 concurrently)	4 + 2 credits
GED 7851	Teaching Science in the Elementary School/K-6	4 credits
GED 7852	Teaching Math in the Elementary School/K-6	6 credits

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.

GED 7871; GED 7878 (ESL & World Lang)	Teaching Literacy in the Middle & Secondary School/5-12 (non-ESL); Methods I/Teaching ESL and World Languages in K-12 (required for ESL & World Lang candidates)	4 credits
GED 78XX	Methods I Subject Methods for Specialty Area	4 credits
GED 78XX	Methods II Subject Methods for Specialty Area	4 credits

Degree Completion

If you are an MAT-licensure student and meet eligibility requirements, you can complete your MAT degree after successfully completing student teaching by:

- Taking GED 8400 Research Design
- Taking GED 8490 Capstone Project OR GED 8495 Capstone Thesis

In GED 8400 Research Design you will develop the first three chapters of what will eventually become your Project (GED 8490) or Thesis (GED 8495). Both the Project and Thesis are rigorous, research-based options. Students pursue Project or Thesis for various reasons and each has their own academic merit. Please consult with your faculty advisor when deciding which option is best for you. You may review additional information (see document titles below) regarding degree completion options here: <https://www.hamline.edu/education/mat/degree-completion/>.

Capstone Project and Thesis Comparison
Capstone Thesis Completion Guide
Capstone Project Completion Guide

MAT students pursuing the K-12 ESL license have the option of completing either the MAT (described above) or the MATESOL (see coursework [here](#), and speak with your advisor).

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

- 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).
- Doctor of Education (Ed.D.) program.
- MAED (Master of Arts in Education).
- MATESOL (Master of Arts in Teaching to Speakers of Other Languages), MALED (Master of Arts in Literacy Education) or MANSEE (Master of Arts in Natural Science and Environmental Education).
- *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, Evan Matson (ematson01@hamline.edu) for questions about the different options for completing your advanced degree.

Licensure Areas

Refer to your course planner and the Hamline School of Education 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/>.

Hamline's Teacher Education Department's **initial** teaching licenses:

Elementary Education, grades K-6

Secondary Education

- Science, grades 5-8
- Communication Arts and Literature, grades 5-12
- Mathematics, grades 5-12
- Social Studies, grades 5-12
- Chemistry grades, 9-12
- Life Science grades, 9-12
- Physics grades, 9-12

K-12 Education

- English as a Second Language
- Theatre and Dance
- World Languages and Cultures: German
- World Languages and Cultures: Spanish

Hamline's Teacher Education Department's **additional** teaching licenses:

- All initial licenses, as well as
- Communication Arts and Literature, grades 5-8
- Mathematics, grades 5-8
- Social Studies, grades 5-8
- Reading, grades K-12 (referred to as the Reading Endorsement)

- Autism Spectrum Disorder, Birth-12(to qualify for this license, the applicant must hold a valid Minnesota teaching in one of the special education disciplines)

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 100 hours of 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 through Piperline. If a course is full you will receive an error message in Piperline, at that point you may select waitlist from the drop down menu. If a seat opens you will receive an automated email and have 72 hours to log in to Piperline and add the course. If you do not add the course after 72 hours the system will move to the next waitlisted student.

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

- Make sure that the assigned instructor approves of the cross-registration. A simple email request is often sufficient. You will need the instructor's signature if you are registering after the first day of class.
- Fill out the form completely (make sure you fill in your contact information and Hamline/student ID) and sign it.
- Contact Mike Noreen in Graduate Advising (mnoreen01@hamline.edu) for the approved signature.
- Submit to East Hall 113 or registrar@hamline.edu.
- You should see the CRN added to your course schedule in Piperline within a few business days after you drop off the form.

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.

NOTE: Instructors and students must fill out the appropriate paperwork for an individualized study. Other individual arrangements cannot be made.

ACADEMIC PROGRESS

Requests for Case Conferences/Meetings

Faculty and staff 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 requests to complete a contract that will clearly outline terms of agreement including but not limited to the following outcomes: attending counseling sessions; completing Incompletes or outstanding assignments in a timely manner; making restitution in cases of misconduct; or repeating a course.

Students who are asked to attend a case conference meeting with their advisors, the Department Chair, and other faculty members must respond to such requests in a timely manner. Failure to attend or follow-up with case conferences/meetings may result in dismissal or suspension from the program.

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 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 faculty reserves the right to use their professional judgment to determine each student's progress and status.

Students who are 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.

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:

- Hamline University Code of Conduct for Students: <http://www.hamline.edu/policies/student-code-of-conduct.html>
- Minnesota Code of Ethics for Teachers: http://www.hamline.edu/uploadedFiles/Hamline_WWW/HSE/Teacher_Ed%281%29/Documents/MAT_Code_of_Ethics%20%282%29%282%29.pdf
- Minnesota Standards of Effective Practice for Teachers: <https://www.revisor.mn.gov/rules/?id=8710.2000>
- National Association of State Directors of Teacher Educators and Certification Model Code of Ethics: <http://www.nasdtc.net/>

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 follows Hamline's Code of Conduct 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.

CLINICAL PLACEMENTS

Overview of Requirements

Definitions

The Teacher Education Department prides itself on “Developing reflective practice in an urban, multicultural context.” Consequently, the faculty have adopted the following definition for clinical and field placements:

An “urban, multicultural context” is a public school that meets all of the following criteria:

- Over 25% students of color.
- Over 15% eligible for free/reduced lunch (FRL).
- Over 10% who are English language learners (ELLs).

The following courses require a clinical placement (a.k.a. field experience):

- **GED 7815/Schools and Society:** participation in three days of school tours.
- **GED 7867/Theory to Practice:** a 15-hour field experience in a public middle school.
- **GED 7846&7/Teaching Literacy in the Elementary School** and **GED 7852 Teaching Math in the Elementary School** each have a 30-hour field experience,
- **GED 78xx Teaching XXX in the Middle and Secondary Schools Part I and Part II** each have a 30-hour field experience.
- **GED 7872 Exceptionality:** a 5-hour field experience.
- The objective for each field experience varies by course and instructor; see each course syllabi for more information.

Process & School Assignments

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. **Placements requested after deadlines are not guaranteed.** Students must also complete all required hours during the term that they are registered. Any deviation will require advanced notice (prior to the end of the term), documentation, and permission from the Teacher Education Department faculty member who teaches the course.

FAQ

NOTE: Any questions regarding placements and/or exceptional situations should be directed to the Student Placement Coordinator. Some exceptions may be allowed through the petition process, but require students to contact a staff advisor for guidance.

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. You need to discuss your plans with the Office of Clinical Experience staff; contact Ms. Dana Coleman at dcoleman02@hamline.edu.

I already work with children. May I count those hours toward my practicum requirement?

Students may not use after-school tutoring programs or substitute teaching to complete their field experience/field placement hours. Contact the Office of Clinical Experience with questions.

I know a teacher who works at X School. She said I could do 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 Hamline University's Office of Clinical Experience.

GETTING READY FOR STUDENT TEACHING/ADVANCED PRACTICUM

Before Student Teaching or Advanced Practicum

The Minnesota Professional Educator Licensing and Standards Board requires the following for teaching licenses:

- For MAT students: A student teaching placement at least twelve weeks in duration under the supervision of a licensed teacher and university supervisor.
 - For K-12 license seeking students, two placements will be required, one each at the elementary and middle school/secondary grade level (one of the latter two)
- Additional license students must complete an advanced practicum of a minimum of four weeks under the supervision of a licensed teacher and university supervisor.
 - For K-12 license seeking students, a practicum must be completed at both the elementary and middle/secondary grade level (one of the latter two)

Whether student teaching or completing the advanced practicum, a student should be ready to fully commit to the demands and rewards of full-time teaching. Therefore, students are strongly discouraged from engaging in concurrent employment or taking on other obligations that may interfere with successful program completion. It is recommended that students begin planning early to accommodate the demands of student teaching (financial, child care, etc.) Please regularly check the Office of Clinical Experience web page for upcoming deadlines, forms, and procedures for placements: <http://www.hamline.edu/education/oce/>

MAT students should strive to take/pass their MTLE pedagogy and content exams prior to the start of student teaching, as history shows that taking the exams during student teaching increases the stress level for the test. Likewise, additional license students should take the MTLE content area exam for the license to be added some time prior to the start of advanced practicum. Both MAT and additional license students should ensure that they indicate their test scores are reported to Hamline. Also, be sure to download your test score sheets (pdf files) and retain them should Hamline not receive your scores. Students receive an email from Pearson (the MTLE administering organization) informing them of their score report availability for download. NOTE: You will be informed the day you take the test whether you have passed or not (the only exceptions to this are the NES Essential Academic Skills test for writing, as well as the MTLE content test for Spanish and German).

**THIS SECTION (pp. 23-25) IS FOR MAT STUDENTS ONLY.
ADDITIONAL LICENSE STUDENTS MAY SKIP TO PAGE 25**

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

Overview of Student-Teaching (MAT Only)

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

This section gives an overview of all steps needed to student-teach. Deadlines and other information will be communicated by email, phone, or postal mail.

- Make sure that you are financially, mentally, and physically prepared to take on the challenges, rewards, and stress of student-teaching.
- Plan ahead to make sure that you are fully committed and ready to student-teach.
- Make sure that you have successfully completed all content area (K-12 and secondary)/specialty area (elementary) coursework *and* all education coursework.
- All equivalencies must be approved. Official transcripts must be submitted for coursework completed at other institutions.
- 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 "B-" or higher for a course to count toward licensure.
- Make sure to complete all outstanding requirements for Incomplete grades. Students may be pulled from student-teaching for outstanding Incompletes.
- Submit an ***Intent to Student-Teach*** form and profile, and attend any meetings that review student-teaching requirements.
- Work with the Office of Clinical Experience staff to schedule an SEPBT conference with a MAT faculty member. You must receive approval to student-teach before registering for seminar or visiting your school.
- Attend the ***Student-Teaching Orientation and Registration Meeting*** to find out who your cooperating teacher will be.
- It is highly recommended that you take/pass your MTLE content and pedagogy tests prior to the start of student teaching. If you have not already fulfilled the basic skills requirement, you can also choose to do that at this time as well, but as previously stated, the basic skills test is not a requirement for the Tier 3 (initial) license. You can opt for getting your Tier 3 license and attempting the basic skills during your three years on the tier 3 license. It is, however, more convenient for **you** to have passed all three tests prior to license application submission.

SEPBT Assessment Conference (MAT Only)

The ***SEPBT Assessment Conference*** is one of the major milestones of the MAT program. The term before student-teaching, you will receive an announcement from a staff member indicating dates to schedule your SEPBT conference with a MAT faculty member. The purpose of the conference is to:

- Document your progress toward becoming a professional teacher.
- Encourage reflection on your current understanding of the standards.
- Gain additional feedback from faculty regarding your professional growth.
- Practice thoughtful articulation of authentic work in preparation for future interviews.

Early in the semester prior to student-teaching, you will complete the following requirements, which will prepare you for this conference. Using the ten Standards of Effective Practice for Beginning Teachers/SEPBTs, you will write a rationale describing your growth toward meeting each of these standards (maximum of one page per standard). The rationale will contain the following for each SEPBT:

- A one paragraph description of your understanding of the standard, in your own words.
- A two-three paragraph assessment of your progress toward meeting that standard. Reference three pieces of evidence from past coursework that demonstrate your growth in this area.
- In a one paragraph concluding statement, outline areas you would like to target for improvement during your student-teaching.
- This narrative is not a graded paper; rather, it serves as preparation to structure your conference.

Summary of Process

- **Sign-up for a conference.** After you have attended an intake session, an email will be sent to you with more directions. The email will be sent the semester prior to student-teaching.
- **Carefully read all the SEPBTs and sub-standards.**
- **Review your prior coursework in preparation for writing your rationale.**
- **Create your rationale.** Follow the guidelines listed above to create a written rationale regarding your growth within each of the 10 standards.
- **Attend your Pre-Student-Teaching SEPBT Conference.** Bring a printed copy of your rationale. With your faculty advisor, review the reflection of your progress toward meeting each of the standards. Together, complete the "**Pre-Student-Teaching SEPBT Evaluation Form.**" Indicate targeted areas for growth during your student-teaching. Successful completion of this conference and completed coursework indicate readiness to student-teach.
- **Complete a final self-assessment using the SEPBT evaluation scale and a final self-reflection** at the end of your student-teaching experience. During your exit conference with your student-teaching supervisor, you will be given the opportunity to engage in professional dialogue about your growth in each of the areas targeted on your pre-student-teaching assessment form. The results of this conference serve as a summative assessment of your achievement of the program outcomes.

Faculty advisors 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:

- Concerns about academic performance, dispositions, and general readiness.
- Not meeting GPA or minimum requirements.
- Having one or more outstanding Incomplete grades.

Placement/Registration Meeting (MAT Only)

Qualified students will be invited to (and must attend) a **Student-Teaching Orientation and Registration Meeting** to receive placement information and register for student-teaching. At this meeting, all student-teachers will receive information about the expectations for successful student-teaching. Dates, times, and other details will be communicated by email from the Office of Clinical Experience.

Global Student-Teaching (MAT Only)

The Teacher Education Department has a unique partnership with EducatorsAbroad to allow highly motivated students to travel overseas to sites which have been approved 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 there are no summer stateside student-teaching placements available.

MAT students who would like to apply for this opportunity should 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:

- Give a brief overview of your background including area(s) of licensure.
- Provide a clear rationale for requesting a study abroad experience.
- Explain your readiness to teach and travel in a new country.
- Provide a rank-ordered list of desired locations for the overseas placement.
- 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.
- Email the letter to the department chair.

Submit the letter of intent by the due dates listed below. Letters submitted after the designated deadlines may not be reviewed.

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

- Clarity of the student's goals related to the study abroad experience.
- The student's adaptability, flexibility, and professionalism, in addition to her/his readiness to teach overseas.

Approximately one 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.

GPA/Grade Requirements & Outstanding Incompletes

All coursework from your course planner must be completed prior to being cleared for advanced practicum or student-teaching.

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.

Petitions

In rare cases with clear and compelling justification, a student may petition to receive an exception to established program guidelines. **All petitions must be submitted at least two (2) 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 advisor as far in advance as possible to discuss your situation.

Applying for Your Teaching License

MAT: In the state of Minnesota, teacher-education programs recommend initial license candidates to the Minnesota Professional Educator Licensing and Standards Board (PELSB, pronounced "PELS-bee"). Hamline University verifies to PELSB that you have met all the requirements for your specific license. Complete and accurate documentation must be provided that you have met both the Standards of Effective Practice for Beginning Teachers (SEPBTs), as well as the content and/or specialty standards that are required for your license. Note that PELSB no longer issues "paper" licenses. Instead, you will receive an email informing you that your license has been approved and issued. The time period from application submission to PELSB and the date of license issue is dependent on several factors,

chief among them is if you have already established a “file folder number” at PELSB (via holding a Tier 1, Tier 2, or sub license). Because fingerprints were previously submitted for any of these instances, you would not need to submit a second set when applying for your Tier 3 license.

If you do need to submit fingerprints, you can expect that your license may take between six to eight weeks (and, in some cases, even longer) to be issued. This is because, by law, PELSB is not permitted to issue a teaching license until the FBI completes its national background check on an applicant. If you are not submitting fingerprints, then PELSB has made a commitment to the legislature to approve and issue licenses within 30 days of application submission.

One last factor that can affect the time needed for license issuance is that of the applicant’s personal background. As part of the application, you will have to answer twelve questions covering topics such as “Have you ever been convicted of a crime?” or “Have you ever been accused of sexual harassment?” etc. It is paramount to answer these questions truthfully. Should you answer “YES” to one of these questions, your application may be delayed while the incident(s) is investigated by the Teacher Ethics Specialist at PELSB. This person may contact you for more information. If you have concerns about your background and how it may affect your license, contact Bill Binkelman. All information is held in strictest confidence.

Currently, the application is via paper forms (this is expected to eventually change to an online process). Complete the paper application during the last two weeks of student teaching, provided you have passed (a) your edTPA and (b) your MTLE content and pedagogy tests (passing one of the four basic skills exams is not required, but it is advisable). Contact Bill Binkelman (651-523-2466 or wbinkelman@hamline.edu) and he will email you the application forms and complete instructions. In addition to passing your MTLE tests, the following requirements must be met before your application can be sent to PELSB.

- Hamline is in possession of all required transcripts (Bachelor’s degree and any transcripts for license-related coursework from institutions other than Hamline).
- You have successfully completed all Hamline required coursework and have had your exit interview with your supervisor.
- Your grades for both student teaching and the student teaching seminar are listed on your Hamline transcript.

ADDITIONAL LICENSE: During the final week of your advanced practicum, email Bill Binkelman informing him that you are nearing completion of your placement. He will email you the application forms and complete instructions, provided you have taken and passed the MTLE content exam for the license you are adding. You should make a point of taking your content exam no later than the start of your practicum so that the scores will be “official” in time to submit your application at the end of your placement. Bill Binkelman will submit your application to PELSB once you have passed your practicum, passed your MTLE content exam, and furnished Hamline with any non-Hamline transcripts containing equivalent courses required for your additional license. Your license should be issued within 30 days of the application’s arrival at PELSB unless there is an issue arriving from your answering “YES” to any of the questions on the Conduct Review Statement section of the application.

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.

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; exceptions may be granted by each instructor. Excessive absences may adversely impact final grades.

If you plan to miss more than 20% of a class, we recommend that you drop 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 inactive after more than three semesters of no course enrollment. If you need to take a leave of absence, contact Mike Noreen in HSE Graduate Advising. Please contact a staff advisor 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.

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.

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

OTHER POLICIES & PROCEDURES

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 a minimum 3.0 cumulative GPA in both content and education courses.

Students who earn a grade lower than a "B-" will need to retake the course and earn the minimum grade as a condition to be considered for program completion (including receiving clearance to student-teach).

Final grades are posted according to university deadlines and are viewable through your Pipeline account. However, if you do not see a grade posted, please contact your instructor. If you do not hear from your instructor, contact your advisor for assistance.

Incomplete Grades

An Incomplete grade will only be given in extenuating 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 have already been completed with passing grades.

An instructor must update an Incomplete to a final grade within **four 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 year** in accordance with the grade change policy. The student may not complete course work after that time.

Appeal Procedures

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

Students are advised to communicate any grade-related concerns or issues with their instructors in a timely manner. Any grade appeals must be submitted to the Chair within one month after the final grade has been awarded (**see Appendices** for the **"Grade Appeal"** form). Students who appeal grades must fill out the form completely and provide all documentation.

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 email 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

The university is in compliance with [Minnesota Statutes, section 122A.09](#) recognizing the student may contact the MN Professional Education and Licensing Standards Board for help in settling a dispute that "involves an institution's recommendation for licensure affecting the person or the person's credentials"

OTHER INFORMATION AND RESOURCES

Canvas Learning-Management System

Visit <https://sites.google.com/hamline.edu/canvas/home> for more information on how to use Canvas, Hamline's online Learning Management System (which replaced Blackboard on

6/1/19), visit the Canvas Tips and Guides for Students web page at <https://sites.google.com/hamline.edu/canvas/for-students/guides-and-other-tutorials?authuser=0>. If you encounter problems logging in, contact the Central Services Desk at 651-523-2220 or csd@hamline.edu.

Course/Teacher Evaluations

The completion of end-of-semester course evaluations is essential for quality programming at Hamline University. Student evaluations will remain anonymous. The instructor cannot trace specific responses back to an individual student. The department requests that you complete final course evaluations online for all the courses you take in your program. Hamline especially welcomes your detailed and specific feedback on areas for improvement. Students will receive an email prompt to complete a course evaluation through their university accounts. Course evaluations may also be accessed through students' Pipeline accounts.

Inclement Weather

Call 651-523-5555 for 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 a 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).