

Administrative Licensure Program 2022-23 HANDBOOK

Advanced Degrees and
Administrative Licensure Department



*Do all the good you can, by all the means you can,
In all the ways you can, in all the places you can,
At all the times you can, to all the people you can,
As long as you ever can.
John Wesley (1703-1791)*

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Hello Administrative Licensure Candidates!

As Faculty Director of Hamline University's Administrative Licensure program, I am pleased you have chosen our institution and program to seek a Minnesota K-12 Principal, Director of Special Education, and/or Superintendent license. Please use this handbook as a guide throughout the licensure program.

To meet the needs of today's adult learners, the Low Residency format used by our program allows licensure candidates to earn an administrative license 75% online. We believe this format provides effective learning experiences to serve a wider group of educators seeking a MN administrative license. We are committed to offering quality programming and instruction, so as a student in our program, you can be assured of receiving a valuable yet practical learning experience while preparing for your MN administrative license.

The following attributes of our program assist our licensure candidates be successful in leadership and licensure preparation:

- *Flexibility with focused, thorough and thoughtful program content*
- *Emphasis on Culturally Responsive Instructional Leadership*
- *Support systems to focus on goal attainment and timely program completion*
- *Instruction that applies theory to practice, while acknowledging and providing for differentiation and individualization. This is assured--no matter the delivery format of Low-Residence or all-online delivery.*
- *Committed and highly-experienced faculty*
- *Focus on the School of Education's conceptual framework of learning in community, participating in knowledge construction, practicing inquiry and reflection, and promoting equity and social justice*
- *Involvement of Advisory Team members representing each licensure area*

The specific aspects of both our Low Residency and online program include:

- *Asynchronous weekly assignments and synchronous, virtual class sessions to establish community while increasing communication and learning.*
- *Opportunities to learn in small groups with written, recorded and live discussion, presentations, shared-learning opportunities, and facilitated support groups.*
- *Individualized meetings occur in most classes between instructors and students, as well as for Advising and Program Planning.*
- *Use of the Canvas platform and other online tools to meet learner needs*

Most importantly, this program and its attributes would not be possible without the dedication and commitment of our highly experienced and successful practitioner faculty members. To see the complete list of these individuals, see p. 20 of this Handbook.

*Finally, we offer a sincere **"Thank You!"** for choosing Hamline to advance your leadership options and learning.*

Sincerely,

Jinger A. Gustafson, Ed.D

Minnesota Requirements for Administrative Licenses

The following are requirements for administrative licensure in Minnesota. Hamline offers a pathway to achieve administrative licenses in the areas of K-12 Principal, Special Education Director, and Superintendent. (*Approved July 2020*)

The MN requirements through Hamline University include:

MN Rule 3512 Requirements for K-12 Principal

"Principal" means elementary, secondary, and kindergarten through grade 12 school principals and assistant principals who perform duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.

- B.S. plus 60 semester graduate credits, including a master's degree (*At Hamline, 30 credits must be administrative competency related*)
- 320 Field Experience Hours under supervision of a licensed principal
- Field Experience includes experiences in a high school, middle school and elementary site
- Current and valid Minnesota educator license
- Classroom teaching experience (or alternative pathway of teaching experience to meet the 3 years of classroom teaching experience)

MN Rule 3512 Requirements for District Superintendent

"Superintendent" means superintendents and assistant superintendents who perform duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.

- B.S. plus 60 semester graduate credits, including a master's degree (*At Hamline, 30 credits must be administrative competency related.*)
- 320 Field Experience Hours under supervision of a licensed superintendent
- Field Experience includes experiences in two separate school district settings
- Current and valid Minnesota educator license
- Classroom teaching experience (or alternative pathway of teaching experience to meet the 3 years of classroom teaching experience)

MN Rule 3512 Requirements for Director of Special Education

"Director" means the director and the assistant director of special education, or the director and assistant director of community education who perform duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.

- B.S. plus 60 semester graduate credits, including a master's degree (*At Hamline, 30 credits must be administrative competency related.*)
- 320 Field Experience Hours under supervision of a licensed Director of Special Education
- Field Experience includes experiences in two separate special education program settings
- Current and valid Minnesota educator license
- Classroom teaching experience (or alternative pathway of teaching experience to meet the 3 years of classroom teaching experience)

Hamline University Requirements for Administrative Licenses

The following are requirements of Hamline's Administrative Licensure Program for the K-12 Principal, Special Education Director, and Superintendent licenses. Each candidate in the program must meet the following requirements for state administrative licensure through Hamline:

- Initial Competency Assessment
- 26 Core Course Credits
- Elective credits (if needed)
- 320 Hour Field Experience
- Successful completion of Exit Interview and Portfolio Presentation

Initial Competency Assessment

The Initial Competency Assessment (ICA) is completed during the second course of the Administrative License program, GED 8150: Initial Leadership Assessment. A pre-assessment of prior preparation, the ICA helps students to identify and rate prior experience in the Minnesota Administrative Competencies.

- K-12 Principal Initial Competency Assessment
- Superintendent Initial Competency Assessment
- Special Education Director Initial Competency Assessment

During GED 8150: Initial Leadership Assessment, students also work with their advisor to complete a Program Plan, outlining steps for the completion of their remaining credits, including field experience-specific, track-specific, and elective courses.

- K-12 Principal Program Plan
- Superintendent Program Plan
- Special Education Director Program Plan

Core Course Credits

All Hamline School of Education Administrative Licenses require the completion of 24 core course credits. Students should register for both GED 8145: Introduction to Administrative Licensure (2 credits) and GED 8150: Initial Leadership Assessment (2 credits) in their first term.

Core courses include:

- GED 8145: Introduction to Administrative Licensure (2 credits)
- GED 8150: Initial Leadership Assessment (2 credits)
- GED 8100: Leadership and Organization I (4 credits)
- GED 8125: School Finance (2 credits)
- GED 8142: Education Law and Ethics (4 credits)
- GED 8101: Human Relations in Organizations (2 credits)

One of the following for administrative licensure focus courses (4 credits)

- GED 8135: The K-12 Principal

Visit the [Administrative Licensure Program Website](#)

- GED 8120: The District Superintendent
- GED 8115: Director of Special Education

Field Experience: A total of 320 clock hours must be completed within a twelve-month period per state statute.

- Field Experience I: Plan (2 credits)
- Field Experience II: Portfolio (2 credits)
- Field Experience III: Exit (2 credits)

Elective Credits

The state of Minnesota requires administrative licensure students to acquire a minimum of sixty credits past a baccalaureate degree, which must include a master's degree. The number of elective courses needed to complete the license varies by student. Electives are selected to develop leadership competencies and transferred coursework can be included in the total credits.

The minimum number of elective credits required is determined by two factors:

1. If the candidate needs coursework to develop leadership competencies (*At Hamline, candidates need 30 competency-related post-BA credits.*)
2. If the candidate does not meet or exceed the 60 credits past their BA degree including master's degree credits and licensure program credits

Additionally, Hamline Administrative Licensure students seeking an additional administrative license should take a one credit Additional Leadership Assessment, in addition to the related licensure course and a field experience for that license.

Field Experience

The field experience is designed to have the student participate in on-the-job application of course work, as well as to learn from licensed professionals. The courses will allow for this experience and development of administrative competencies. It also allows for facilitated dialogue on problem solving, sharing of experiences with colleagues, and reflection on personal performance.

The field experience includes a minimum of 320 hours of practical experience in two or more settings, depending upon licensure type. Candidates are expected to complete a minimum of twelve core course credits prior to registering for the field experience. This expectation provides a stronger knowledge base for the administrative role and leadership responsibilities.

Candidates generally spend a full year in their field experience by registering for one two-credit course in three consecutive terms. This assures that the student completes the experience in the required one year time period. Students should work in their major site field experience while registered for the first field experience course, [Field Experience Plan](#). A site visit occurs during this class; for those students doing field experiences outside the metro area, the site visit may be conducted virtually. Students should complete their minor site field experience while registered for the second field experience course, [Field Experience Portfolio](#). The Field Experience Approval Form must be completed for all field experience sites.

If a student does not complete their course requirements for FE I or FE II, they will receive an incomplete at the end of the term; however, all class requirements must

Visit the [Administrative Licensure Program Website](#)

be completed the following term. This cannot be carried over beyond one term, since the field experience must be completed within a calendar year per MN Rule.

NOTE: Contact your advisor before registering for Field Experience Exit, since this registration indicates completion of the program.

During the first and second field experience courses, students organize the process of field experience hours in the educational setting through seminar sessions. These sessions specify the field experience requirements; portfolio development and presentation; and the exit process needed to acquire a MN administrative license. The third course is designed to provide a forum for candidates to demonstrate administrative competence as a K-12 Principal, District Superintendent, or Special Education Director through a portfolio presentation with supporting evidence and documentation.

Students are expected to identify their own placements for their field experiences. It is believed that this will allow students to identify the most appropriate setting for their own leadership and competency development. Students should begin searching for a site supervisor as soon as possible and should have their placement arranged before registering for Field Experience I: Plan. *Qualified site supervisors under MN Rule 3512 must be licensed and practicing administrators for the license sought.*

Exit Interview and Portfolio Presentation

Students completing an Administrative License are not required to take a formal exam at the completion of the program, but candidates are required to complete an exit interview and portfolio presentation during their final class, Principal Field Experience III: Exit. The class requirements must be completed during the term in which the student is registered for it.

The portfolio will be presented to a panel of licensed administrators during the exit process. A completed e-Portfolio will include the following:

- Portfolio introduction
- Current resume
- Philosophy of education
- Philosophy of school leadership
- Field experience logs and letters (scanned)
- Competency information for each of the competency areas including:
 - A description of the individual competency
 - A narrative reflection for each competency
 - 2-4 artifacts to demonstrate evidence of competence

Hamline School of Education and Leadership Requirements for Administrative Licenses

Transfer Credits

A candidate admitted into the Administrative Licensure program will be required to complete core coursework through Hamline University. Any transfer credits into the Administrative Licensure program must meet the following conditions:

- Grade B or higher; Satisfactory or Pass are not eligible
- Semester or Quarter credits must be from an accredited institution
- Official transcript on file in the HSEL Main Office (West Hall)

Credits can be transferred in from other colleges, as long as the courses taken fulfill competencies for administrative licensure. This must also take into consideration the program requirement to include thirty credits for leadership and competency development.

If you have questions about transfer credits, contact the Program Director, Jinger Gustafson, at 651.523.2928 or jgustafson17@hamline.edu or Graduate Advising at (651) 523-2600 or education@hamline.edu. If you are confident that your credits meet the above criteria, send an official transcript here. Electronic transcripts are preferred, when possible.

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A candidate in the Administrative Licensure program who is later accepted into the [Hamline Ed.D. program](#) may transfer up to sixteen, A-F credits of Administrative Licensure courses taken at Hamline to meet Ed.D. elective credit requirements.

Program Grading

All coursework for Administrative Licensure must be taken for a letter grade. Candidates must maintain a 3.0 GPA in order to gain recommendation for licensure, including provisional licensure. All grades must appear on the candidate's official transcript. The Initial Leadership Assessment and the three field experience classes are all PASS/FAIL courses. For further information, please refer to [Academic Standards and Policies - Grade Definitions and Grading Information](#)

Program Attendance Expectations

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

Fifteen percent (15%) of a student's grade is based on attendance at scheduled class sessions for all courses taught in Hamline University Administrative Licensure program. Class meetings include on-campus class sessions and synchronous online sessions found on the Course Listings of the Hamline website. Class meeting dates and times are made available on the website when a student registers. Therefore, attendance at all class sessions is an expectation of the program and required for all program courses.

Students who miss class must:

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

For further information, please refer to [Academic Standards and Policies - Attendance and Course Cancellation](#)

Students with Special Needs

Hamline University and Disability Resources are committed to ensuring equal access to the university and its programs for students with disabilities. We coordinate and provide reasonable accommodations, collaborate to create an accessible and hospitable learning environment, and promote self-determination on the part of the individuals we serve.

Students with documented sensory, physical, learning, attentional, or psychological disabilities may be eligible for support and reasonable accommodations through the [Disability Resources](#) Office at 651.523.2521.

Academic Integrity and the Hamline University Academic Honor Code

Academic dishonesty includes any act that has the effect, or intention, of giving one student an unfair advantage over others in the completion or evaluation of academic work and/or inaccurately representing one's academic work. The examples below refer to all academic work submitted for evaluation, whether completed online, in a classroom, or in a hybrid course that combines face-to-face instruction with online interactions and submissions. Prohibited conduct under the Code includes, but is not limited to, the following: plagiarism, ghost writing, falsifying official information concerning academic background and status.

Sanctions for students found to have engaged in academic dishonesty may include:

- Failing or receiving a lower grade on an exam, paper, or assignment
- Failing or receiving a lower grade for a course
- Academic suspension or expulsion.

When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from the University. Please see the Student Handbook for Rights of Appeal. For further information, please refer to [Academic Standards and Policies - Academic Integrity and HU Honor Code](#)

Minnesota Administrative Licensure Competencies

ALL MN Administrative Licensure Competencies

The following MN Licensure Competencies are included in MN Rule 3512.0510: Program Requirements for All Administrative Licenses as of June 2020. Subpart 1 identifies competencies that are Core for all MN administrative licenses; Subpart 2 addresses Superintendent competencies, Subpart 3 includes those for Principal; and Subpart 4 lists the competencies for Directors of Special Education.

CORE Competencies For all Licensure Areas

A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
2. Demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;
3. Demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
4. Understand how education is impacted by historical, local, state, national, and international events and issues;
5. Through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
6. Demonstrate setting priorities in the context of stakeholder needs;
7. Demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations; and
8. Understand the dynamics of change and demonstrate the ability to implement change and educational reform.

B. Organizational Management

1. Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
2. Define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
3. Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. Demonstrate the ability to analyze need and allocate personnel and material resources;

5. Develop and manage budgets and maintain accurate fiscal records;
6. Demonstrate an understanding of facilities development, planning, and management; and
7. Understand and use technology as a management tool.

C. Equity and Culturally Responsive Leadership

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
4. Ensure policies and practices are in place that proactively encourage positive behavior, and respond to student behavior not needs in a positive, fair, and unbiased manner;
5. Recognize, identify, and address individual and institutional biases;
6. Promote the preparation of students to live productively in and contribute to a diverse and global society;
7. Address matters of equity and cultural responsiveness in all aspects of leadership; and
8. Ensure policies and practices are in place that address student and staff mental and physical health and trauma.

D. Policy and Law

1. Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
2. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
3. Demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

E. Political Influence and Governance

1. Exhibit an understanding of school districts as political systems, including governance models;
2. Demonstrate an understanding of involving stakeholders in the development of educational policy;
3. Understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. Demonstrate an understanding of processes to align constituencies in support of school and district priorities.

F. Communication

1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. Demonstrate individual and team facilitation skills;
3. Recognize and apply an understanding of individual and group behavior in all situations;
4. Demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
5. Make presentations that are clear and easy to understand;
6. Respond to, review, and summarize information for groups;
7. Communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
8. Understand and utilize appropriate communication technology.

G. Community Relations

1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
2. Demonstrate the ability to engage the extended community;
3. Effectively generate and respond to various forms of communication through media;
4. Promote a positive image of schools and the school district;
5. Monitor and address perceptions about school-community issues; and
6. Demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education.

H. Curriculum, Instruction, and Assessment

1. Implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning;
2. Develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
3. Apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
4. Understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
5. Demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;

6. Lead, support with meaningful and effective feedback, and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
7. Promote and support instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

I. Human Resource Management

1. Demonstrate knowledge of diversifying, effectively recruiting, selecting, and retaining personnel;
2. Demonstrate an understanding of staff development to improve the performance of all staff members;
3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. Demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
6. Demonstrate an understanding of labor relations and collective bargaining; and
7. Demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

J. Values and Ethics of Leadership

1. Demonstrate an understanding of the role of education in a democratic society;
2. Demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;
3. Demonstrate the ability to balance complex community demands in the best interest of learners;
4. Help learners grow and develop as caring, informed citizens; and
5. Demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.

K. Judgment and Problem Analysis

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. Demonstrate adaptability and conceptual flexibility;
3. Reach logical conclusions by making quality, timely decisions based on available information;
4. Identify and give priority to significant issues;

5. Demonstrate an understanding of, and utilize appropriate technology in. problem analysis; and
6. Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

L. Safety and Security

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
2. Demonstrate the means to address emergency and crisis situations.

LICENSURE SPECIFIC Competency Areas **Superintendent Competencies**

Superintendent A. Policy and Law

1. Demonstrate an understanding of the role policy plays in school district governance and administration;
2. Know and apply statutory regulations affecting school board meetings, communications, procedures, and practices; and
3. Demonstrate an understanding of the distinct roles and responsibilities of the school board and superintendent.

Superintendent B. Political Influence and Governance

1. Demonstrate an understanding of the role the political process plays in public education and the connection between them;
2. Demonstrate an understanding of how to interact with local, state, and federal governments; and
3. Demonstrate an understanding of the roles played by other community leaders in the school district.

Superintendent C. Communication

1. Demonstrate knowledge of cultivating positive relationships between and with school board members; and
2. Demonstrate effective skills in communication leadership between the school district and the community, including internal and external constituencies.

Superintendent D. Fiscal Management

1. Demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.

Superintendent E. Judgment and Problem Analysis

1. Effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.
- 2.

K-12 Principal Competencies

Principal A. Instructional Leadership

1. Support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning; and
2. Demonstrate the ability to understand and apply district-wide literacy and lead schoolwide literacy efforts in all content areas including numeracy.

Principal B. Monitoring Student Learning

1. Demonstrate the ability to create a culture that fosters a community of learners;
2. Demonstrate an understanding of student support systems and services;
3. Demonstrate the ability to implement and monitor student management data systems;
4. Implement school-wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;
5. Demonstrate the ability to develop a master instructional schedule;
6. Demonstrate the ability to meet the diverse learning needs of all students; and
7. Demonstrate the ability to understand and support a comprehensive program of student activities.

Principal C. Prekindergarten through Grade 12 Leadership

1. Demonstrate an understanding of the articulation and alignment of curriculum from prekindergarten through grade 12;
2. Demonstrate an understanding of different organizational systems and structures at prekindergarten, elementary, middle or junior high, and high school levels;
3. Demonstrate the ability to work with children of all ages;
4. Demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
5. Demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next; and
6. Demonstrate an understanding of the developmental needs of children of all ages.

Director of Special Education Competencies

Director of Special Education A. Policy and Law

1. Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting; and
2. Demonstrate an understanding of state and federal regulations governing the monitoring of special education services.

Director of Special Education B. Organizational Management

1. Demonstrate knowledge of statutory regulations relative to school districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance; and
2. Demonstrate an understanding of special education administrative models used in Minnesota.

Director of Special Education C. Resource and Fiscal Management

1. Demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting to school district funding structures;
2. Demonstrate an understanding of special education program development including needs assessment, design, implementation, and evaluation; and
3. Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families.

Administrative Licensure Core Course Descriptions

GED 8145: Introduction to Administrative Licensure (2 credits)

This introductory course addresses school and district roles and responsibilities specific to effective Instructional Leadership. The specific focus is on the alignment of instructional goals from the district level, to the building, and then the classroom levels. All administrative licensure candidates explore their educational philosophies that inform and influence ones leadership philosophies, beliefs, and practices. Licensure candidates will begin to explore licensure competencies and identify educators and mentors who practice successful Instructional Leadership.

GED 8150: Initial Leadership Assessment (2 credits)

This course is designed to align the state requirements for administrative competencies with student knowledge and skills as cited in MN Statute 3512.0100. Students will begin the process of understanding, reflecting upon, and developing skills and experiences related to the licensure areas. Competency awareness and development commences with this course, through exploration of the roles and responsibilities of school and district leadership roles. The course content provides clear expectations for effective Culturally Responsive Instructional Leadership in today's educational settings.

GED 8125: School Finance (2 credits)

This course focuses on financial planning, budgeting, reporting, and auditing from both the district and building perspective. Participants will explore the influence of the federal and state government on school finance and budgeting and apply this information in budgeting processes.

GED 8100: Leadership and Organization (4 credits)

This course begins with exploration of leadership and organizations. It focuses on the leader's values, beliefs, and assumptions around the organization. The course offers a balanced approach between leading from the head and leading from the heart. It will demonstrate a variety of models to illuminate: critical changes in the workplace, the need for organizational alignment of goals, and a clear focus on the leader serving the followers as value is delivered.

GED 8142: Education Law and Ethics (4 credits)

The emphasis of this course is on enabling candidates to identify, analyze and formulate strategies for managing legal issues in an educational context. The goal of the course is to provide school administrators with practical tools to deal with the legal issues that arise on a regular basis in school districts. The majority of legal topics discussed during the course will be those which have practical value to leading in a school organization.

GED 8101: Human Relations for Organizations (2 credits)

This course examines human resources, organizational development, structural analysis, and how to promote learning in the school system. Students will utilize decision-making and problem solving methods to focus on roles, responsibilities, and governance of a mission, vision, and values to lead initiatives and communication efforts. The course content will focus on the knowledge, skills and dispositions needed to perform these leadership responsibilities to promote equity and inclusivity for educational organizations.

Students choose one of the following based on their pursued licensure:

GED 8115: Director of Special Education (4 credits)

This course is designed to develop knowledge and skills for future directors of special education. The course design will include administrative licensure competencies required by the state of Minnesota. The course explores leadership skills for special services, the legal and contextual relationships of individualizing learning environments, the history of disability, funding issues and additional extant issues related to the administration of K-12 special education programs.

GED 8120: The District Superintendent (4 credits)

This course provides an overview of the content, processes, and actions required of a superintendent of schools, who functions as a manager and leader of the school district and the school community. Theory and practice are examined through readings, online resources, case studies, and dialogue, with special attention to issues that are part of the regular duties of the superintendent.

GED 8135: The K-12 Principal (4 credits)

This educational leadership course is for candidates striving to obtain a K-12 principal's license in the state of Minnesota. The emphasis is on the competencies needed to function as an effective principal in a professional learning community with focus on student and adult learning. The course will use written supplements, case studies, leadership projects, thoughtful reflection, and dialogue to examine theory and practice.

Field Experience Courses:

GED 81__ : Field Experience I: Plan (2 credits each)

[GED 8175- Principal; 8185-Superintendent; 8195-Director of Special Education]

This course is the first of three courses designed to guide participants through the field experience and prepare them to exit the administrative licensure program. The first course will help organize the process of field experience hours in the educational setting. A plan will be created and implemented, visits to the main (200 hour) field experience site will take place, meetings will take place with site supervisors, and logs and reflections will be developed. The expectations for the field experience align with statute requirements to acquire a MN administrative license as a K-12 Principal, District Superintendent, or Special Education Director.

GED 81__ : Field Experience II: Portfolio (2 credits each)

[GED 8176- Principal; 8186-Superintendent; 8196-Director of Special Education]

This is the second of three courses designed to guide participants through the field experience and prepare them to exit the administrative licensure program. This course will provide continued support and guidance for the major field experience, focus on placement in minor (40 hour) settings, and guide the development and collection of content for the electronic portfolio (eFolio).

GED 81__ : Field Experience III: Exit (2 credits each)

[GED 8177- Principal; 8187-Superintendent; 8197-Director of Special Education]

This is the third of three courses designed to guide participants through the field experience and prepare them to exit the administrative licensure program. The third course provides a forum for candidates to demonstrate administrative competence through logs, site supervisor correspondences, and the portfolio. K-12 Principal, District Superintendent, or Special Education Director candidates will be evaluated for licensure through a portfolio presentation and exit interview.

Additional Administrative Licensure Course Descriptions

Students seeking additional administrative licenses take one of the following courses. These classes can only be registered for with approval of the Program Advisor. These courses are only offered Spring term:

GED 8126: Additional Leadership Assessment: District Superintendent (1 credit)

GED 8136: Additional Leadership Assessment: K-12 Principal (1 credit)

GED 8146: Additional Leadership Assessment: Special Education Director (1 credit)

Candidates who have already acquired an administrative license at Hamline can take these courses to seek an additional administrative license. Students self-assess their knowledge, experience, and skills for the state established competencies in the licensure area. They will also explore, examine, and create plans for their own growth and development for this license.

Elective Administrative License Courses

Students requiring elective credits can take classes offered by the university through Continuing Education or those offered by our School of Education and School of Business masters' programs. Some may require special approval. Contact the Administrative Licensure Faculty Director for additional information.

Educational Specialist Degree Courses

Interested in taking the leap and obtaining your Educational Specialist (EdS) Degree this school year? We will offer the two courses for that degree again Fall term 2022 and Spring term 2023. These courses, along with your 26 administrative licensure classes, will earn you an EdS degree.

Why consider this degree? These courses are very helpful to aspiring, new, and current school and district leaders as they gather the resources, tools, and the skills to implement a change initiative. Overall, the goal is to acquire change-leadership skills with focus on equity and innovation. In addition to an advanced degree beyond a Master's, it can also result in a move on your pay scale, as well as to elevate your professional status as a Learning Leader in your school and district.

The two course for this degree, are in addition to the 26 licensure courses required for a MN administrative license, are as follows:

- GED 8600: Equitable Innovation and Transformation- a 4 credit class offered this fall for deeper exploration of equitable, transformational leadership and strategic planning for change.
- GED 8690: EdS Action Research Project- is the 2 credit course to development of an Action Research Project Plan to address the problem of practice in your school or district.

If you are interested in this degree option, please note that there are different procedures depending upon your student status. Current students in the Administrative Licensure program can contact our Advising Department if they want to continue in the licensure program to earn the EdS degree. Graduates of the program will simply need to connect with the Graduate Admissions office to update their status as an EdS degree-seeking student.

Administrative Licensure Program Faculty and Staff 2022-23

FULL-TIME FACULTY MEMBER

[Jinger Gustafson, Ed.D](#)
Director

TEACHING ASSIGNMENTS

Intro to Administrative Licensure
Initial Leadership Assessment
Field Experience (FE) Plans
FE Portfolio and Exits

The philosophy of Hamline's Administrative Licensure program is to provide the expertise and experience of practicing administrators and leaders. As a result, we are proud of the following skilled and committed part-time faculty members:

PART-TIME FACULTY MEMBERS

[Jennifer Carlson](#)
Principal and Superintendent Licensure
Hamline MALit Ed and EdD Faculty

TEACHING ASSIGNMENTS

Intro to Administrative Licensure
Initial Leadership Assessment

[Tom Coughlin](#)
Former Superintendent/District HR Director

Education Law and Ethics

[Dan Hoverman](#)
Former Superintendent
T&L Director

Human Relations in Organizations
District Superintendent
Superintendent Exits

[Susan Manikowski](#)
Principal on Special Assignment
Former Secondary Principal

Intro to Administrative Licensure
FE Plan
FE Portfolio
Principal Exits

[Mary Pat Mesler](#)
Former Director of Special Education

Director of Special Education
Director Exits

[Robin Percival](#)
HS Principal/K-12 Charter School Director

School Finance

[Jeff Ridlehoover](#)
Secondary Principal

K-12 Principal

[Kelly Dietrich](#)
Elementary Principal/Former T&L

Human Relations in Organizations

[Jim Roth](#)
Educational Law Editor

Education Law and Ethics

[Tracy Quarnstrom](#)
Charter School Director

Leadership and Organization
Principal Exits

ADVISING TEAM[Mike Noreen](#)

Director, Graduate Advising

651.523.2450

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Graduate Advisor

651.523.2067

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License Certification Officer

651.523.2466

jmueller01@hamline.edu**HSEL FRONT DESK**

651.523.2600

education@hamline.edu**Continuing Education and Professional Development**

The Hamline University offers a blend of additional field-based, online, and on-campus graduate level courses for elective credit, if they align with administrative licensure competencies.

For additional information about specific offering, check out the Hamline's Continuing Education and Professional Development webpages at <https://www.hamline.edu/academics/continuing-education.html>