

Graduate Student Handbook

Additional and Initial Licensure Programs



Hamline University
School of Education and Leadership
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**SCHOOL OF EDUCATION AND LEADERSHIP HANDBOOK
ADDITIONAL LICENSE (ADLI) AND MAT STUDENTS
(GRADUATE PROGRAMS)**

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CORE FACULTY & STAFF

Hamline School of Education Faculty and Staff offices can be found on the second floor in West Hall.

Administrators

Contact	Areas of Assistance
Joe Lewis, Ed.D. Chair & Administrative Head West Hall 215 jlewis01@hamline.edu 651-523-2659	Discuss concerns about classes or faculty members if issues cannot be resolved 1:1
Linnette Werner, Ph.D. Associate Dean East Hall 230E 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.

Michelle Benegas, Ph.D. (University of Minnesota)

Associate Professor

West Hall 229

mbenegas01@hamline.edu / 651-523-2301

- *Areas of Expertise:* Her research interests include teacher leadership, systemic approaches to improving services for multilingual learners of English, and sociolinguistics.

Jennifer Carlson, Ph.D. (University of Wisconsin-Madison)

Associate Professor

West Hall 225

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

Suzanne Gikas, Ph.D.

Professor of Practice

West Hall 221

sgikas01@hamline.edu

- *Areas of Expertise:* Special education; social, communication and behavior interventions for individuals with disabilities.

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.

Anne Ittner, Ph.D. (University of Minnesota)

Assistant Professor

West Hall 209

aittner01@hamline.edu

- *Areas of Expertise:* Literacy education for emergent bilinguals, word study, professional learning, and teacher education

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.

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.

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

Assistant Professor

West Hall 202C

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

Staff

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Danielle Zdon
Professional Experience Skills Specialist
West Hall 202D
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QUICK REFERENCES

	Campus Location		Campus Phone: 651-523-Ext
School of Education and Leadership Main	West Hall 2nd floor	https://www.hamline.edu/academics/college-schools/education-leadership	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	https://www.hamline.edu/about/offices-services/public-safety/emergency	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.</i>			
Financial Aid	East Hall 113		3000
Food (purchase beverages, meals, and snacks)	See website for dining options	https://hamline.sodexomyway.com/en-us/	
Library Services	Bush Library	www.hamline.edu/bushlibrary	2373
Safety & Security	Sorin Hall	https://www.hamline.edu/about/offices-services/public-safety	2100
Registrar's Office	East Hall 113	https://www.hamline.edu/about/offices-services/registration-records	3000
Student Accounts	East Hall 113	https://www.hamline.edu/about/offices-services/student-accounts	3000
Financial Aid	East Hall 113	https://www.hamline.edu/admission-aid/financial-aid	3000
Central Service Desk (I.T. and library check out)	Bush Library	https://www.hamline.edu/about/offices-services/its/central-service-desk	2220
Walker Fieldhouse (free access to athletic equipment and workout facilities)	Walker Field House	https://sites.google.com/hamline.edu/hu-campus-rec/facilities	2003

HAMLIN SCHOOL OF EDUCATION AND LEADERSHIP: 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/>

Workday Account (Set-Up)

Workday is Hamline's student information system. You need to set up your Workday account before obtaining access to other services including Canvas and Hamline email.

You will receive instructions from Graduate Advising and Success with directions on how to set up Workday; you should also receive a 9-digit Hamline ID number that starts with 9*****.

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 an 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 academic plan in Workday 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 Jessica Mueller, Hamline's License Certification Officer at 651-523-2466 or jmueller01@hamline.edu.

Exams (Initial and Additional license Students)

Effective August 1, 2023 MTLE exams are no longer required for initial or additional licenses.

Teacher Performance Assessment (edTPA) for MAT (Initial License) 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:

<https://sites.google.com/hamline.edu/office-of-clinical-experience/>

The School of Education and Leadership will host workshop opportunities several times per year where students will learn more about the edTPA requirements. For current information including content-area handbooks and updates, visit the Minnesota Association of Colleges for Teacher Education (MACTE) website: <http://www.mnteachered.org/node/260>. You may also contact the departments edTPA faculty lead, Dr. Sarah Hick, at shick01@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 an academic plan in Workday 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. You should connect with your staff advisor at least once a semester. Your faculty advisor is available to provide support with “big picture” type questions. You will meet with your staff and faculty advisor at various times throughout the program, including initial advising, GED 7801 Intro to Advanced Teacher Thinking, GED 7802 Preparing to Student Teach: Advising and Reflection, and SEP conferences.

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://sites.google.com/hamline.edu/office-of-clinical-experience/>

MAT (Initial License) 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). You can find a complete list of Minnesota fingerprinting locations using this link:

<http://www.myfbireport.com/locations/lawEnforcement/MN.php>

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 their program of study, each student will have their file audited to ensure that they are making satisfactory progress toward program completion. Students should regularly check that they are following their academic plan 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. Some exceptions may be allowed through the petition process (see below).

Request for Equivalents for Prior Coursework

All requests to use prior coursework (e.g. 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. They 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 (e.g., 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 must also complete the MAT degree within the seven year timeframe. 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 License Areas

The School of Education and Leadership 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.

You may view your license requirements under your Academic Progress in Workday.

Degree Completion

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

- Taking GED 8400 Capstone Design
- Taking GED 8490 Capstone Project OR GED 8495/96 Capstone Thesis I & II

In GED 8400 Capstone Design you will develop the first three chapters of what will eventually become your Project (GED 8490) or Thesis (GED 8495/96). 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 (Initial License) 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.*

Please contact your staff advisor for additional information regarding degree completion.

Licensure Areas

Refer to your course planner and the Hamline School of Education and Leadership 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 School of Education and Leadership'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
- Special Education: Academic Behavioral Strategist
- Special Education: Autism Spectrum Disorder

Adult Basic Education

Hamline's School of Education and Leadership'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)

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 Workday. If a course is full you will receive an error message in Workday, at that point you may select the waitlist option. If a seat opens you will receive an automated email and have 48 hours to log in to Workday and add the course. If you do not add the course after 48 hours the system will move to the next waitlisted student.

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, School of Education and Leadership 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 School of Education and Leadership 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 School of Education and Leadership 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 core courses require a clinical placement (a.k.a. field experience), additional clinical placements may be required depending on license area:

- **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 they have 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 and require a petition.*** 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 School of Education and Leadership faculty member who teaches the course.

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 (Initial License) students: A student teaching placement at least twelve weeks in duration under the supervision of a licensed teacher and university supervisor.
- Additional license students must complete an advanced practicum of a minimum of two weeks under the supervision of a licensed teacher and university supervisor.

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:

<https://sites.google.com/hamline.edu/office-of-clinical-experience/>

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/Initial License Only)

The School of Education and Leadership 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.

One year prior to student teaching be sure to enroll in GED 7802 Preparing to Student Teach: Advising and Reflection

- 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.
- Register for and attend GED 7802 Preparing to Student Teach. Then submit your student teaching application along with your profile.
- Work with the Office of Clinical Experience staff to schedule an SEP conference with a MAT faculty member. You must receive approval to student-teach before registering for seminar or visiting your school.
- OCE staff will contact you once your placement has been confirmed. Then plan to attend the ***Student-Teaching Orientation and Kickoff Meeting*** to meet your cooperating teacher.

SEP Assessment Conference (MAT/Initial License Only)

The ***SEP Assessment Conference*** is one of the major milestones of the MAT (Initial License) program. The term before student-teaching, you will receive an announcement from a staff member indicating dates to schedule your SEP conference with an 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 eight Standards of Effective Practice for Beginning Teachers/SEPs, you will create a digital portfolio highlighting your growth toward meeting each of these standards. The rationale will contain the following for each SEP:

- At least 2 artifacts that serve as evidence of your understanding of the Standard (write one reflection paragraph about each artifact).
- One paragraph connecting experiences you've had in classes, clinicals, or work to this standard.
- One paragraph about your goals you have around this standard when you begin student teaching.

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 SEPs and sub-standards.**
- **Review your prior coursework in preparation for completing your portfolio.**
- **Create your portfolio.** Follow the guidelines listed above to create a written rationale regarding your growth within each of the 8 standards.
- **Attend your Pre-Student-Teaching SEP Conference.** Share your portfolio link with your faculty advisor, and review the reflection of your progress toward meeting each of the standards. Together, complete the "**Pre-Student-Teaching SEP 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 SEP 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 SEP 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 (MAT/Initial License Only)

Qualified students will be invited to (and must attend) a **Student-Teaching Orientation and Kickoff Meeting**. 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.

Registration (MAT/Initial License and Additional License)

All registration for student teaching and advanced practicum will be completed by the Office of Clinical Experience staff. Please verify your enrollment for student teaching or advanced practicum in Workday. Should you need to drop or withdraw from student teaching you must do so through Workday.

Global Student-Teaching (MAT/Initial License Only)

The School of Education and Leadership 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.

All approved candidates are required to meet all other requirements expected of student-teachers. Please contact the School of Education and Leadership department chair, Prof. Joe Lewis for more information.

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/Initial License: 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 (SEPs), 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 Jessica Mueller. 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. Contact Jessica Mueller (651-523-2108 or jmueller01@hamline.edu) and she will email you the application forms and complete instructions. In addition, 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 Jessica Mueller informing her that you are nearing completion of your placement. She will email you the application forms and complete instructions. Jessica Mueller will submit your application to PELSB once you have passed your practicum 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, you may request to do so through Workday. 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 Resources at 651-523-2204 or disabilityresources@hamline.edu 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 staff or faculty advisor for guidance. However, contact the Department 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 Workday. 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: HSEL 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, 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.

Inclement Weather

Watch Hamline's homepage and your Hamline email for communication regarding inclement weather. 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).