

The Graduate Educator

FREED-HARDEMAN UNIVERSITY

Henderson, Tennessee 38340

www.fhu.edu/gradeducation



“Reflective Educators Seeking to Serve”

October & November 2012

NCATE

The Standard of Excellence in Teacher Preparation

Freed-Hardeman University's School of Education will have an on-site review by a NCATE Board of Examiners team **November 11-13, 2012** for continuing accreditation by NCATE.

The on-site review team, Board of Examiners, will be touring the campus, visiting classes and interviewing different groups on campus. If you see the members of the visiting group on campus, please greet and welcome them. Please read the following information about NCATE and please be familiar with the School of Education's Conceptual Framework.

What is NCATE?

The National Council for Accreditation of Teacher Education is a non-profit, non-governmental organization founded in 1954. More than 33 national associations representing the education profession at large make up the council.

NCATE currently accredits 632 colleges of education with over 78 more seeking NCATE accreditation. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national standards for the preparation of teachers and other educators.

Accreditation

The NCATE accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional education unit (the school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel).

The review is based on the NCATE Unit Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit.

Using NCATE unit standards, a group of examiners, known as the Board of Examiners (BOE), conducts an on-site visit and evaluates the unit's capacity to effectively deliver its programs.

NCATE revises its unit accreditation standards every 7 years to ensure that the standards reflect current research and state-of-the-art practice in the teaching profession.

Teacher candidates who graduate from NCATE-accredited schools will be better prepared for initial licensing and advanced board certification.

Some states have reciprocity agreements based on graduation from NCATE-accredited schools,

But grow in grace, and in the knowledge of our Lord and Savior Jesus Christ, to him be glory both now and for ever.

II Peter 3:18

NCATE, cont.

so graduates of NCATE-accredited schools will generally find it easier to apply for licensure when they move out of state.

Graduates from an NCATE-accredited teacher preparation program are in high demand because they are well prepared for initial licensing and advanced board certification.

Individuals applying to and graduating from an NCATE-accredited school will have the assurance that the school's educator program has met national standards and received the profession's 'seal of approval.'

The public expects that colleges of education should be professionally accredited. A public opinion poll conducted by Penn and Schoen found that 82 percent of the public favors requiring teachers to graduate from nationally accredited professional schools.

A study by the Educational Testing Service (ETS) shows that graduates of NCATE-accredited colleges of education pass ETS content examinations for teaching licensing at a higher rate than do graduates of unaccredited colleges. In fact, teacher candidates who attend NCATE colleges boost their chances of passing the examination by nearly 10 percent.

The School of Education's Conceptual Framework

What is a conceptual framework?

- It is the *shared vision* of the School of Education.
- It *guides the activities, and assessments* of the faculty, candidates, programs, and the unit as a whole.
- It is *the vehicle* through which the School's goals are articulated to the broader community.
- It *promotes cohesion* within the School and becomes *a base or foundation* from which continuous improvement, renewal, and change can occur.

Reflective Educators Seeking To Serve

1. Reflective educators seeking to serve demonstrate proficiency that enables the application of general education, discipline related, and pedagogical subject matter in planning and implementing instruction.
2. Reflective educators seeking to serve participate in service activities that improve the welfare of others as taught and modeled by Jesus Christ.
3. Reflective educators seeking to serve apply content and pedagogical knowledge to the teaching and learning process.
4. Reflective educators seeking to serve create instructional opportunities especially adapted to

Reflective Educators Seeking To Serve Cont.

the learning styles of others.

5. Reflective educators seeking to serve continually reflect on and evaluate choices and actions to improve instruction through critical self-reflection and inquiry.

6. Reflective educators seeking to serve create a supportive learning community in which students assume responsibility for themselves and one another.

7. Reflective educators seeking to serve use effective verbal and nonverbal communication in working with students and media communication that will enhance instruction.

8. Reflective educators seeking to serve use technology effectively to enhance student learning and for managing the teaching and learning process.

9. Reflective educators seeking to serve know and demonstrate codes of professional ethics and legal responsibilities of P-12 classroom teachers and other school professionals.



Comprehensive Exams Test Dates for 2013 May & August Gradates

Information Session: (BOTH CAMPUSES)

Wednesday, Nov. 28, 2012– 4-5pm

Testing Session:(Essay and Objective)-

HENDERSON CAMPUS ONLY!!

Saturday, January 26, 2013– 9am-4pm

Portfolios due:

Friday, January 5, 2013 (by task stream or hard copy to your advisor) **before 5 pm**

Information Session: (BOTH CAMPUSES)

Wednesday, January 30, 2013– 4-5pm

Testing Session: (Objective tests)- **BOTH CAMPUSES**

Friday, March 8, 2013– 5pm-8pm

Testing Session: (Essay Exam)- **BOTH CAMPUSES**

Friday, March 15, 2013– 5pm-9pm

Portfolios due:

Friday, February 15, 2013 (by task stream or hard copy to your advisor) **before 5pm**

Information Session: (**BOTH CAMPUSES**)

Wednesday, May 1, 2013– 4-5pm

Testing Session: (Essay and Objective)-

HENDERSON CAMPUS ONLY!!

Saturday June 15, 2013-9am-4pm

Portfolios due:

Friday, March 24, 2013 (by task stream or hard copy to your advisor) **before 5pm**

Registration Information for Spring 2013

May Graduates Oct. 22

Post-Masters/Candidacy Oct. 23-24

Other Returning Students Oct. 25

New Students Oct. 26

New Students

1. Remember to print your schedule when you complete the process to have as verification of your registration.
2. Do not attend a graduate class in which you are not enrolled.
3. Remember there is a 6 hours limit without completing EDU 500 (Introduction to Graduate Studies).

Instruction for online registration:

~Go to my.fhu.edu

~Your login ID will be your preferred name, period, last name. (John. Smith) If your first name is William, but you go by Bill, use Bill. Smith as your login ID.

~A student must create a password before h/she can access any of his/her accounts for the first time by going to <http://only1.fhu.edu>. You will be asked your login ID, your SSN, and your date of birth.

~If you cannot access any account for any reason, the first thing you should try creating a new password at <http://only1.fhu.edu>. If you are still having problems, call the Help Desk at 989-6222.

~Click "Sign in."

~Choose "Online Registration" under courses.

~Choose "Go" beside semester (ex. 2013/Spring)

~Click "Course Search." If you know the course number, enter it into the course box (ex. EDU 500) and then click search. Click "Add to Cart" to add to your shopping cart of courses. Click "Close this Window." Note: This uses the shopping cart functionality of Amazon.com, etc.

~If you do not know the course number, under department, chose "Masters of Education" and click "Search." This will list all courses for the Master of Education for the next semester. Locate the courses you need and click "Add to Cart."

~When you have added all the courses you need , click "Back to Registration."

~Under shopping cart contents, click the check box beside each course that you want to register. Click "Finalize."

~Click "View Printer Friendly Current Statement" or View Printer Friendly Current Schedule."

~Registration should be complete.



"Tell me and I forget. Teach me and I remember.



Involve me and I learn."



- Benjamin Franklin

