Graduate Student Handbook

"Reflective Educators Seeking to Serve"

Freed-Hardeman University
School of Education

Revised Spring 2010

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Graduate Student Handbook

School of Education
Freed-Hardeman University
Graduate Faculty

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Elizabeth Saunders, Director	Amy Balentine
Thomas Hughes	Angela Busbea Hinton
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Sharen Cypress	Jeffry Cozzens
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Monte Tatom	
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Other Key Personnel	
Ms.Sherye Holley	Administrative Assistant, Graduate Office
Ms. Nicole Scott	Director of Personal Counseling
Ms. Rhonda Jones	Licensure Officer
Ms. Molly Risley	Director of Financial Aid
Mr. James Maxwell	Director of Testing
Mr. Larry Oldham	Registrar
Dr. Joe Wiley	President
Ms. Hope Shull	Director of Library Services
Mr. Barry Smith	Comptroller
Ms. Jeana Wiley	Dean of Students
Dr. Sam Jones	Vice President for Academic Affairs

Introduction

Freed-Hardeman University traces its roots to the 1869 charter of the Henderson Male and Female Institute and later, as the National Teacher Normal and Business Institute, was first approved for teacher training in 1925. The mission of Freed-Hardeman University is to assist students in their spiritual, intellectual, social, professional and physical growth. The University is guided by its motto, "teaching how to live and how to make a living." It has a tradition of quality teacher education and is well represented by many alumni throughout the world who are making significant contributions to the profession of education. Freed-Hardeman University is accredited by the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education.

Since June 1989, students have been able to pursue a program leading to the Master of Education with a major in Curriculum and Instruction. Programs have since been expanded to include licensure programs in elementary and secondary education, administration and supervision, special education, school counseling (1999), and the Education Specialist Degree in School Leadership.

1. <u>M. Ed. - Curriculum and Instruction</u> (Non-licensure)
   37 semester hours (19 required + 18 elective)
2. <u>M. Ed. - Curriculum and Instruction/Initial Teaching Licensure</u>
   38 hours of designated course work + 12 hours enhanced student teaching. Leads to Master of Education in Curriculum and Instruction and initial Licensure as a classroom teacher (Added 1991).
3. <u>M. Ed. Administration and Supervision</u>
   39 semester hours of designated course work. Leads to Master of Education in Curriculum and Instruction and licensure in Administration/Supervision for practicing educators. (Added 1994)
4. <u>M.Ed. Curriculum and Instruction/Special Education Emphasis</u>
   37 semester hours of designated course work. Leads to Master of Education in Curriculum and Instruction and an add-on endorsement in Special Education to an existing license.
5. <u>M. Ed. Special Education</u>
   37 semester hours of designated course work. Students may complete either the Modified or Comprehensive Track, or both. Leads to a Master of Education in Special Education and licensure in Special Education. The BASE-TN Teaching Program can be used in this program for students who meet the eligibility criteria.
6. <u>M.Ed. School Counseling</u>
   This program was implemented during the 1999-2000 school year.
   48 semester hours of designated course work and an extended internship.
7. <u>Ed.S. School Leadership: Administration and Supervision</u>
   34-hour program above a masters for those who have a Masters of Education. Leads to a Specialist Degree in School Leadership.

Academics

Conceptual Framework - Reflective Educators Seeking To Serve

The School of Education has quality professional education programs that are derived from a conceptual framework that is knowledge-based, coherent and reflects the purpose and mission of Freed-Hardeman University.

Conceptual Framework

The Objectives of the Conceptual Framework are:

1. *Reflective educators seeking to serve know the academic content of their discipline.*
   a. Students will have appropriate GPAs (i.e. undergraduate 2.5, graduate 3.0)
   b. Students will pass appropriate PRAXIS exams
   c. Students will pass appropriate subject area exams given by their departments
   d. Students will demonstrate content knowledge in their field placements
2. *Reflective educators seeking to serve find opportunities to serve using Jesus Christ*
   a. Students will have documentation in their portfolio evidence of volunteer service.
   b. Students will demonstrate a disposition of service in their classes and field experiences.
3. *Reflective educators seeking to serve continually reflect on and evaluate their*
   a. Students will demonstrate self reflection based on assignments/projects.
   b. Students will reflect on personal beliefs and values concerning education.
4. *Reflective educators seeking to serve create instructional opportunities that are*
   a. Students will demonstrate individual instructional techniques with measurable objectives.
   b. Students will identify those learners with diversities in need of exceptional instruction.
   c. Students will demonstrate dispositions that respect and value differences.
   d. Students will demonstrate proficiencies for working with students with diverse backgrounds and exceptionalities to insure all students have and opportunity to learn.
   e. Students will demonstrate effective use of technology when working with all learners.
5. *Reflective educators seeking to serve understand and use a variety of instructional strategies that recognizes and addresses variation in learning styles.*
   a. Students will be able to demonstrate multiple teaching strategies to effectively address the various learning styles of their students via the incorporation of these teaching strategies into their lesson plans.
   b. Students will demonstrate their knowledge of various teaching strategies by presenting these strategies to their peers for peer evaluation and reflection.
   c. Students will apply their knowledge of various instructional strategies by incorporating these strategies in lessons presented.
6. *Reflective educators seeking to serve create a learning community in which students assume responsibilities for themselves and one another.*
   a. Students will demonstrate shared responsibility by working in groups to make decisions and negotiate to complete a task.

b. Students will demonstrate accountability and responsibility for meeting requirements outlined in syllabus and program requirements.
c. Students will complete independent projects/assignments.

7. *Reflective educators seeking to serve know and use effective verbal, nonverbal, and media communication techniques.*
   a. Students will demonstrate effective oral communication techniques in classroom presentations.
   b. Students will demonstrate effective written communication skills in assigned papers, logs, lesson plans, and other written documents.
   c. Students will demonstrate effective non-verbal communication techniques in their presentations and will interpret non-verbal.
   d. Students will evaluate Internet resources.
   e. Students will complete a variety of electronic presentations.
8. *Reflective educators seeking to serve use technology as a tool to enhance student learning.*
   a. Students will demonstrate introducing knowledge, skills, and understanding of concepts related to technology.
   b. Students will plan and design effective learning environments and experiences supported by technology.
   c. Students will use technology to enhance their productivity and professional practice.
9. *Reflective educators seeking to serve know their respective codes of professional ethics.*
   a. Students will prepare a code of ethics and philosophy.
   b. Students will include a signed copy of their respective codes of ethics in their portfolio.
   c. Students will adhere to their respective code of ethics.

Conceptual Framework for Advanced Programs

Continuous Improvement

Other School Professionals:

1. engage the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and follows the policies, programs, and timelines of the school district.

2. create and sustain an organizational structure that supports school vision, mission, and goals that emphasize learning for all students by providing academic preparation essential for the world of work, college, and community life.

3. facilitate the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.

4. develop collaborations with parents/guardians, community agencies ad school system leaders in the implementation of continuous improvement.

5. communicate and operate from a strong belief that all students will acquire the attitude, knowledge, and skills to achieve academic success.

Culture for Teaching and Learning

Other School Professionals:

1. develop and sustain a school culture based on ethics, diversity, equity, and collaboration.

2. advocate, nurture, and lead a culture conductive to student learning in order for students to achieve future career success and satisfaction.

3. develop and sustain a safe, secure, and disciplined learning environment by assuring that students understand safety and survival skills.

4. model and communicate to staff, students, and parents self-discipline and engagement in lifelong learning by assuring that students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

5. develop leadership teams, designed to share responsibilities and ownership to meet the school's mission.

6. demonstrate an understanding of research-based change processes and the ability to lead the implementation of productive changes in the school.

7. recognize and celebrate school accomplishments and addresses failures.
8. recruit, hire, and retain diverse staff whose values and instructional frameworks align with the school's mission.

Instructional Leadership Assessment

Other School Professionals:

1. lead a systematic process of student assessment and program evaluation using qualitative and quantitative data.

2. lead the professional learning community in analyzing and improving curriculum and instruction.

3. ensure accessibility monitor and evaluate a rigorous curriculum that supports necessary for all students to meet high expectations.

4. recognize literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.

5. use research-based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.

6. develop and implement a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

Professional Growth

Other School Professionals:

1. systematically supervise and evaluate faculty and staff, and provide leadership opportunities for the professional learning community while mentoring aspiring leaders.

2. promote, facilitate and evaluate professional development and provides faculty and staff with resources necessary for the successful execution of their jobs.

3. model continuous learning, engages in personal professional development, and assures that students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

4. work in collaboration with the school community to align high quality professional development with the school's improvement plan to impact student learning.

Management of the School

Other School Professionals:

1.establish a set of standard operating procedures and routines that are understood and followed by all staff.

2. garner employs and mobilizes community resources to achieve and support the school's mission.

3. prepare and regularly monitor an annual operational budget that aligns with the school's improvement plan.

4. identifies potential problems and is strategic in planning proactive responses.

Ethics

Other School Professionals:

1. model and adhere to a professional code of ethics and values while performing all professional responsibilities with integrity and fairness.

2. make decisions within a legal, moral, and ethical content and respecting the dignity, of all to insure that students will be able to make decisions, set goals, and take necessary action to achieve those goals.

3. advocate to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students that are in their best interest and aligned with the vision of the school.

4. act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Diversity

Other School Professionals:

1. develop and implement an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.

2. interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation and assuring that students understand the relationship between their personal qualities, education, and training and the world of work.

3. recognize and addresses cultural, learning and personal differences as a basis for academic decision making.

4. lead the faculty in engaging families/ parents in the education of their children.

Admission Status

Each graduate student will be granted permission to take classes under one of the following conditions. Each student should be mindful of any areas lacking in order to obtain the desired admissions status.

1. Regular Admission: All criteria are met with no restrictions up to a total of eighteen hours.
2. Conditional Admission: To register under conditional admission, the applicant must have completed an appropriate baccalaureate degree from a regionally accredited institution. Applicants must submit official undergraduate and graduate transcripts of credit earned from all institutions of higher education previously attended. To be considered for conditional admission, the applicant generally must have a minimum cumulative grade point average of 2.5 and a minimum score on appropriate admissions tests.

For the **Master of Education** program, a potential applicant whose cumulative grade point average is below 2.5 must submit a letter to the director specifying a rationale for the cumulative grade point average, goals, and how the program will contribute toward these goals. The letter and other documentation in the student's file will be considered by the Admission/Appeal Committee composed of the director and the coordinators of the Administration and Supervision program and the School Counseling Program.

A student granted conditional admission may register for a maximum of twelve graduate semester hours; a student may not register for additional courses after completing the maximum of twelve graduate semester hours without first obtaining regular admission status. A student admitted conditionally may be granted regular admission status only after completing the twelve graduate semester hours with all grades of A or B.

3. Transient Status: A special status which allows a student to take a maximum of six hours without being admitted to the graduate program. This is normally granted to a non-degree seeking person desiring to take hours for transfer or relicensure purposes.

Class Registration

Once online registration begins, classes are filled according to number of hours acquired and then on a first come/first served basis. Changes and/or drop/adds can be done after online registration closes by calling the graduate office. A drop/add charge is made each time.

Refund Policy for Course Withdrawal

If a student withdraws from an individual course (and remains enrolled in another course or courses) before the university drop/add date, they will receive a full tuition refund. If a student withdraws from a graduate course after the university drop/add date, but within 5 business days after the first class meeting they will receive a 50% tuition refund and a grade of W for the course. If a student withdraws after the 5 business days there will be no tuition refund. The university drop/add date is ten days after classes begin for the semester.

Refund Policy for Summer Courses and Short Courses

If a graduate student officially withdraws from a summer course or from a short course by the end of the business day following the first class meeting, he/she will be fully refunded for both tuition and technology fee.

If a graduate student withdraws from a summer course or from a short course after the first business day, but before the next class meeting, he/she will receive a 50% refund of tuition, but no technology fee.

After the second class meeting, no refunds will be made.

Refund Policy for Online Graduate Courses

The graduate student who withdraws two days after the beginning date of the course is eligible to be refunded all tuition and technology fee.

The graduate student who withdraws five days after the beginning date of the course is eligible to be refunded 50% of tuition and technology fee, and refunding is prorated up to the tenth day.

No graduate student is eligible for a refund if he/she withdraws from a course 10 days after the beginning date of the course.

Student Loads

Part-Time Load- A student taking less than 9 graduate hours is considered a part-time student. However, taking six hours usually qualifies a student for loans available through the Financial Aid Office.

Full-Time Load- For academic purposes, a student enrolled in 9-12 graduate hours is classified as a full-time student.

Maximum Load- No student may register for more than 12 graduate hours during a semester or summer term. Students employed full-time should not register for more than six hours without permission of the Director of Graduate Studies in Education.

Assignments and Research

Independent research is an essential element of advanced academic studies and should be expected in graduate classes. The following guidelines/suggestions are provided.

1. Become familiar with the resources found in the library and Instructional Resources Center.
2. Be careful to document and adequately reference all data presented in research papers, presentations, etc. Plagiarism is failing to adequately reference all such information or pulling phrases, wording or direct quotes from resources without so indicating. Plagiarism is a serious form of academic dishonesty and can result in the student failing the course or being dropped from the program.
3. Use materials found in the Loden-Daniel Library and the Instructional Resources Center to the fullest extent. However, it is a serious offense to take materials without permission, thus depriving other students of the use of such materials.
4. In group projects, be sure to do an equal share of research, preparation and presentation.
5. Graduate level quality is expected in all work. Special care should be taken to submit work that is neat, free of errors, thorough and adequately referenced.
6. When preparing materials to distribute to other students in classes, be sure to have them free of all errors. Copyright laws should also be followed which prohibit the duplication and distribution of entire articles, etc.

The APA (American Psychological Association) style should be followed when preparing research papers. APA Style Manuals can be obtained in the bookstore. Each student should purchase and become familiar with this publication.

Course Syllabi

Read the syllabus for each course carefully and use it as a reference throughout the semester regarding assignments, policies, deadlines, etc. Check with the instructor regarding questions, concerns, and problems.

Absences

Graduate students are expected to attend classes. Every effort should be made to be on time. Any problems related to absences, etc., should be personally discussed with the instructor in advance when possible. It is the student's responsibility to obtain all information and assignments covered during the absences. Grading policies regarding absences vary from class to class as determined by the instructor and absences are often reflected in the final grade.

Children

Due to the obvious distractions commonly caused by young children, graduate students are asked not to bring their children with them to class. Proper supervision should be provided if children are brought to other campus locations. Due to liability and other considerations, children should not be allowed to roam the campus or buildings.

Grades

Each teacher will outline the grading plan for the course in the course syllabus. The following facts may be of interest.

1. Any questions about the grade in a class should be first discussed with the instructor. Appeals can be made by contacting the program director. (See *page 15* for appeals process)
2. After final grades have been submitted, they cannot be changed except when it is clear that an error has been made. Students will not be given additional time to raise a grade.
3. Students must maintain a cumulative GPA of 3.0 to remain in good academic standing.
4. Grades of "A" or "B" in graduate classes represent an appropriate level of quality in work and competencies met. A grade of "C" reflects inadequacies which the student should remediate. No more than two grades of "C" will count towards program requirements.
5. No grade below "C" will be counted toward program requirements and may result in academic suspension or termination at the discretion of the Graduate Council.
6. If an FHU course is to be repeated, it must be repeated at FHU. When a course is repeated, the last grade will count.
7. Only grades of "B" or above may be accepted for transfer credit.

8. Grades of "I" (Incomplete) are given by instructors in extreme circumstances which involve illness and other matters that are beyond the control of the student. In such cases, students have until mid-term of the following semester to complete all assignments, etc. After that time, if assignments have not been completed, the "I" becomes a "F".

Academic Probation and Suspension

A student whose cumulative grade point average on graduate work falls below 3.0 will be placed on academic probation and limited to nine hours the following semester. The student on probation is required to achieve a 3.0 cumulative GPA the following semester to remain in the program. Failure to do so will result in a suspension. A student on suspension must reapply for admission and meet certain conditions if readmitted.

Candidacy/Admission to Teacher Education

Upon the completion of 12-18 graduate hours, an application for candidacy status must be submitted to the Director of Graduate Studies in Education. Included is an indication of intent to graduate, a plan to complete the program and recommendations of two graduate faculty. This process is also considered a formal application to be admitted to the Teacher Education Program for those seeking initial licensure to teach. The Teacher Education Committee must formally admit licensure students to the Teacher Education Program based on this application, the students academic record, an interview and the recommendation from the Director of Graduate Studies in Education. Candidacy status is required to exceed 18 graduate hours. Application forms are available in the graduate office.
NOTE: This is not the application for graduation which must be submitted to the Registrar at the beginning of your last semester.

Transfer Credit

A maximum of six graduate hours can be transferred to apply towards a degree. These hours must be from a regionally accredited institution, in classes in which a grade of "A" or "B" was earned, and in classes which are appropriate in content. All courses for a program, including transfer work, must be completed within a six year period. Official transcripts are required before courses can be evaluated, approved and accepted. Those with a masters degree in curriculum and instruction, who are seeking administrative licensure, are handled on an individual basis.

Comprehensive Exams

Comprehensive exams, administered toward the end of the student's last semester, is a culminating experience in which students demonstrate their ability to apply that which they have learned in the program. Successful completion of exams is necessary for the completion of degree requirements. Exam answers are read by members of the graduate faculty. If a student does not pass exams, he/she will be given the opportunity to write exams again the next semester. Additional information will be sent at the appropriate time. Taking good notes in each class, organizing class materials into a

notebook, and occasionally reviewing this information will greatly benefit students as they approach comprehensive exams.

Graduation

Freed-Hardeman University conducts a commencement exercise in May and August. Students are expected to participate unless an exception is made by the Vice-President of Academic Affairs.

It is each student's responsibility to do the following in order to graduate:

1. Have completed an application for candidacy status as indicated earlier.
2. Complete an application for graduation at the office of the Registrar within two weeks of the beginning of the last semester. Failure to meet this deadline may result in the postponement of graduation until the next semester.
3. Go to the Office of Academic Affairs to be measured for a cap and gown.
4. Complete arrangements with the Business Office concerning final payments.
5. Clear all records at the Loden-Daniel Library and the Instructional Resources Center.

Advising

Each student has an academic advisor who is assigned in Introduction to Graduate Studies (EDU 500) who will assist in planning the program and provide timely information. It is important that students initiate regular contact with their advisor as classes are selected and questions arise.

It is the responsibility of each graduate student to do the following:

1. Be familiar with the *Graduate Catalog* and the *General Graduate Student Handbook* regarding program policies, requirements, deadlines, etc.
2. Read newsletters and other efforts to distribute important information to graduate students.
3. Be knowledgeable of course requirements through syllabi distributed by teachers, and keep teachers and advisor informed of matters concerning absences or difficulties with academic efforts.
4. Initiate contact with the academic advisor and university licensure officer regarding the selection of classes and any concerns or questions regarding individual programs.
5. Meet deadlines regarding registration, drop/adds, candidacy, student teaching, graduation, etc.
6. Meet content competencies required for licensure (undergraduate transcript), see that steps are taken to meet those competencies prior to finishing the program.
7. Take the PRAIXS Exams as your program indicates.

   Provided in this handbook are forms and checklists to help you monitor your own program (see appendix A). It is important that you work with your advisor to plan your program and use the following aids to see that all is done in a timely manner.

Portfolio

The development of a professional/program portfolio is a process that each student should begin with the first course and continue throughout the entire program and into his/her professional life. The portfolio will contain personal and professional information and samples of the student's best work from each class. Instructors will provide some guidance in the selection of items to be included. The contents will vary as students select samples of work, papers, pictures, lesson plans, etc. which best reflect them individually. Great care should be taken to include only those items which are free from error, look professional, etc. Students seeking licensure will submit their portfolio for review at the time they apply for candidacy/admission to the Teacher Education Program. The portfolios of others will be reviewed at the time a request is made for candidacy status. The portfolios will be submitted for a final review for the comprehensive exams. The portfolio score will be averaged in with the three multiple choice tests.

The portfolio will be used as one prepares to apply for admission to various aspects of the licensure program.

General Guidelines for the Portfolio

1. The portfolio should be free from errors.
2. Include samples of work you have done in class, work your students have done, photographs, lesson plans, certificates, etc., which are special.
3. Special care should be taken to make portfolios attractive and to have a professional look. Portions of the “collection portfolio” will be pulled to be included in a “presentation portfolio” which is often used in job interviews. Notes, handouts, etc. from graduate classes are normally not included in portfolios.

Bible Course: Introduction To Christianity (BIB 540) 3 hours.

Freed-Hardeman University is a Christian university and has as a part of its mission to increase the understanding of God’s plan for man within each student. As a reflection of this, the conceptual framework guiding the Teacher Education Programs includes a spiritual dimension. Therefore, each student seeking licensure and/or masters degree is required to take the Bible course Introduction to Christianity (BIB 540) 3 hours. This should prove to be a rewarding experience for all those involved.

Introduction to Graduate Studies (EDU 500) 1 hour.

The student is introduced to the graduate program in education by providing an orientation to the university, graduate studies, licensure requirements, the teacher education program, use of library resources, preparation of a portfolio, and advising. A required course for those seeking a degree or license. **Students cannot go beyond six semester hours in their program without completing this course.**

Academic Grievance Procedure (Appeals Process)

Any grievance concerning grades, competencies, course syllabi, absence from class, admission to a program, or other academic matter should be discussed with the teacher or director of program as appropriate. If the grievance is not resolved satisfactorily with the teacher or director, the next step is to register the complaint within seven days of student's notification of the decision in question in writing to the department chair or dean where no department exists. If after completion of the procedure described above, the grievance has not been equitably resolved, then within 48 hours an appeal in writing must be submitted to the Vice President for Academics. A hearing will be scheduled with the Graduate Council which will serve as the appeals committee. The recommendation of the Graduate Council will be made to the Executive Vice President and this will be the final step in the grievance procedure.

Teaching Licensure Program

The post-baccalaureate program allows those with a non-teaching undergraduate degree to meet initial Tennessee licensure requirements primarily through graduate courses. An evaluation of the undergraduate transcript by the university licensure officer is essential to identify any content-related competencies which may be lacking and must be included in the student's overall program. Some deficiencies may require undergraduate courses (see appendix B). All questions regarding licensure should be directed to the university licensure officer, Ms. Rhonda Jones, at 989-6074 or 1-800-348-6116.

Requirements for Initial Teaching Licensure

1. Graduate courses and other requirements (including student teaching) for the Master of Education degree.
2. Undergraduate courses and/or competency requirements as determined by an evaluation of the undergraduate transcript. The State of Tennessee requires certain competencies for licensure which are usually met in the undergraduate courses. Ms. Rhonda Jones, the Licensure Officer, will evaluate the undergraduate transcript to check for areas needing attention prior to licensure. These competencies can be met through undergraduate college courses or through approved experiences. Please do remember that it is each student's responsibility to take the initiative in making plans to meet all such requirements and in seeing that they are completed. We will be happy to assist you in making such plans upon your request.
3. Praxis Exam
   Students seeking initial licensure, or adding areas to their existing license, must take and make state-established scores on designated portions of the National Teachers Exam (Praxis). The Praxis is given on designated national testing dates each semester. Information, applications and test dates can be obtained in the office of the School of Education on the ground floor of the Gardner Center. It is each students responsibility to obtain this information and arrange to take exams in a timely manner.

Students seeking licensure in states other than Tennessee can obtain the necessary information in the office of the School of Education.

Required Graduate Courses

The licensure program includes specific graduate courses that also meet state competencies. Care should be taken to plan for these classes and avoid those not required. Classes are:

EDU 500	Introduction of Graduate Studies
EDU 501	Research Methods
MIN 540	Introduction to Christianity
EDU 503	Developmental Psychology
EDU 508	Foundations of Curriculum
EDU 505	Instructional Theory and Design
EDU 506	Computer Applications in Education

K-6 License:

EDU 507A	Practicum in Instructional Strategies
EDU 510	Diag. and Remediation of Math Difficulties
EDU 511	Diag. and Remediation of Reading Difficulties
EDU 512	Procedures in Classroom Management
EDU 520	Instructional Strategies K-4
EDU 526	Inclusive Teaching
EDU 530	Professional Reflective Seminar

7-12 License and K-12 Art, Music & P.E.

EDU507B	Practicum in Instructional Strategies
EDU 512	Procedures in Classroom Management
EDU 521	Reading in the Content Area
EDU 526	Inclusive Teaching
EDU 530	Professional Reflective Seminar
EDU 580	Legal and Ethical Issues in Education **or**
EDU 513	Education Law
EDU 525	Learning Theory and Principles

Student Teaching

EDU 534	Enhanced Student Teaching

Student Teaching

Student teaching is the culminating experience in a teacher education program during which the student will work under the close supervision to at least two experienced mentors in a classroom setting. It is likely the most valuable component of the entire program.

The student teaching experience should be planned the last fall or spring semester of the licensure program. A formal application, along with a two page autobiography, must be submitted to the Director of Field Experiences in September for spring student teaching and in February for fall student teaching. Seeing that these applications will introduce the student to educators in the school setting, they must be typed, free of errors and professional in appearance.

Requirements for Student Teaching

1. Application submitted in good form by the announced deadline.
2. Candidacy status and admitted to the Teacher Education Program.
3. Cumulative graduate G.P.A. of 3.0 or above (academic good standing)
4. Completion of a minimum of twenty-four graduate hours including the following essential prerequisite courses:
   a. EDU 507 - Practicum in Instructional Strategies
   b. EDU 510 - Diagnosis and Remediation of Math Difficulties (Elementary)
   c. EDU 511 - Diagnosis and Remediation of Reading Difficulties (Elementary) or EDU 521 Reading in the Content Area (Secondary)
   d. EDU 512 - Procedures in Classroom Management
   e. EDU 520 - Instructional Strategies, K-4 (Elementary)

   Also strongly recommended is EDU 503 - Developmental Psychology

Graduate students will have the opportunity, in the application, to request schools and general grade levels. Requests will not be accepted for particular cooperating teachers. The Director of Field Experiences will contact school systems and make appropriate arrangements. It is not appropriate for graduate students to make such contacts prior to being sent to the school site by the university. Students' requests are considered by a committee whose responsibility it is to see that each student's practicum experiences meet licensure requirements.

Student teachers will be placed within sixty miles of Henderson. However, those living in the Memphis area can be placed in Shelby County.

Each student teacher is required to have professional liability insurance. Although not the only source, membership in the **Student Tennessee Education Association** (STEA) provides this and other benefits (publications, etc.). Applications and other information can be obtained in the office of the School of Education.

The enhanced student teaching experience is an extremely important component in the post-baccalaureate program. It requires the student to direct his/her full-time efforts for the entire fifteen weeks. For this reason, student teachers cannot enroll in course work or be employed during this semester without approval of the Director of Field Experiences.

Teaching Experience as Substitute for Student Teaching

Under certain circumstances, teaching experience can be used to meet the student teaching requirement for licensure. Students planning to use this option must

contact the licensure officer at the beginning of their program. Such experience must meet the following criteria in order to be considered as a substitute for student teaching.

1. Have two years of teaching experience in the grade level of initial licensure sought.
2. Have been a regular, full-time classroom teacher under the full-time employment of the school district for each of the years in the proposal.
3. Have done this in a state-approved, public, K-12 school.
4. Have taught the above years in a regular classroom within the area of *initial licensure* being sought (K-6, 7-12, etc.).
   Note: Work in special classes (such as special education, vocational, talent search, etc.) will not substitute for regular classroom experience.
5. Received satisfactory evaluations from supervisors during the years in proposal (copies of evaluations to be included).
6. Enroll in and complete EDU 530 Professional Reflective Seminar. Confirmation of this experience from the school's central office will be required at the conclusion of the two years along with teacher evaluations.

Admission to the Teacher Education Program

In order to exceed a total of eighteen graduate hours, a student seeking initial licensure to teach must do the following:

1. Submit an application for admission to the Teacher Education Program. (This will also be considered application for candidacy status.)
2. Submit a program plan which indicates when the student will take what courses and how undergraduate competencies are to be met.
3. Have a GPA on graduate hours of 3.0 or above.
4. Be a member of a professional organization (or have submitted an application to STEA).
5. Have completed assigned sections of the portfolio and submit for review. See in portfolio materials a list of those sections required to be completed at this point. Recommendation for admission to the Teacher Education Program will not be made if these sections are not developed.
6. Participate in a special interview/conference (This will also be considered the interview for candidacy status.) with a graduate advisor at which time the advisor will:
   a. Review the application, program plan, portfolio, and other materials.
   b. Conduct an interview with each applicant.
   c. Make a recommendation to the Teacher Education Committee for formal action.

Obtaining Licensure

At the conclusion of the licensure program, application must be made for a teaching license upon the recommendations of the licensure officer. A recommendation for licensure follows the successful completion of the following:

1. All graduate course with a cumulative of 3.0 and no more than two grades of "C".
2. Student teaching or two years of teaching experience in the area of licensure (verification required).
3. Competencies, based on undergraduate work, found lacking upon entering the program.
4. State scores on appropriate Praxis tests
5. Application for a license (see licensure officer).

Memphis Program

Freed-Hardeman University has a graduate office in Memphis staffed with a full time director, Dr. Ileene Huffard, a full time secretary, and a graduate assistant. Graduate courses are also offered in Memphis on the campus of Harding Graduate School of Religion. Most of those classes required for the teaching licensure program, administration and supervision program and the school counseling program are offered over the three semesters of an academic year on a schedule similar to that offered on-campus in Henderson. During the fall and spring semesters, classes meet 5:00-8:00 on Monday, Tuesday and Thursday evenings and 8:00 am - 5:00 pm on selected Saturdays. The summer schedule varies with classes offered during the day and evening. Program requirements and benefits are basically the same. Several online courses are offered.

Harding Graduate School of Religion is associated with churches of Christ, as is Freed-Hardeman University. This is the site of graduate classes.

Those living in the Memphis area who are going through the teaching licensure program will be allowed to also student teach in Memphis/Shelby County.

Students may take as many classes at the Memphis site as their schedule allows. However, it is important to coordinate the Memphis and on-campus programs with their advisor to assure that a workable plan is developed. Advising services are available on-campus or in Memphis by calling 1-800-639-3480 and scheduling an appointment.

The Harding Graduate School campus is approximately 90 miles from the Freed-Hardeman University campus. It is suggested that students travel Hwy. 64 & 100 through Somerville and Whiteville when coming to Henderson. At least 90 minutes should be allowed for the trip. Please drive carefully!

Student Services and Expectations

General Conduct

As indicated earlier, Freed-Hardeman University makes no apologies for being a conservative Christian institution with high behavioral expectations for anyone who chooses to become associated as a student or employee. The University has policy prohibiting the use of tobacco, illegal drugs, or alcohol; dishonesty in any form (including plagiarism); sexual immorality; gambling or any behavior bringing reproach upon the institution. Graduate students participating in such are subject to dismissal from the program at the discretion of the program director or dean of students. Questions regarding these matters should be directed to the program director.

Dress

Modesty and appropriateness guide policies dealing with dress. Graduate students are expected to have an appearance becoming a professional. They must also follow the same guidelines as undergraduates. The following guidelines are found in the student handbook.

1. Clothing should have nothing written on it that is not in keeping with Christian standards.
2. Shorts are not permitted in the Loyd Auditorium, student center, library, or classroom buildings.
3. Clothing should not be ragged or immodest, i.e., too tight, skirts with slits too revealing, etc.
4. Women's skirts must reach the knee.
5. Tank tops may be worn by men during athletic activities.
6. Grooming should also be consistent with general institutional policies.

Parking

Graduate students must have a parking sticker in the left rear window or on the left rear bumper. Students may park in any university lot that is designated “student parking”, Monday through Friday, 8:00 a.m. until 5:00 p.m., or in any lot after 5:00 p.m. If the Gardner Center parking lot is full, you may park in the large lot across the highway.

To avoid getting parking tickets, do not park in visitor, faculty, or other reserved spaces on weekdays before 5:00 p.m. Handicapped or other areas specially marked (i.e. fire zones, the areas colored bright yellow) are not designated for parking anytime. See the Office of Student Services regarding questions related to tickets.

Technology

Students are encouraged to take advantage of technology in communicating through email with advisors, teachers and administrators. See page 22 for e-mail addresses of university personnel. Internet access is also available for research purposes. Email and Internet accounts are assigned to students each semester.

Computer labs are available for student use in the library (IBMs and Macs), the Instructional Resources Center and in the Computer Lab. Workers should be available

to assist you in any of these locations. Each student registering for graduate credit will be assessed a technology fee of $10 per graduate credit hour.

Loden-Daniel Library

The Freed-Hardeman University Library is composed of the Loden Daniel Library, and the Lawhorn Library, housing periodicals and audiovisual materials. The library is the support structure of the university's academic programs. Library holdings include in excess of 150,000 volumes, including 14,000 ebooks, 207,000 microforms, and 1,460 periodicals, plus an extensive collection of audiovisual materials. In addition, special collections include the Restoration and Rare Collections that contain letters, notes, and materials pertaining to church and restoration history. The library belongs to the Online Catalog Library Center (OCLC) through the Southeastern Library Network (SOLINET). This affiliation enables the library to obtain interlibrary loans for faculty, staff and students. Membership in the West Tennessee Academic Library Consortium (WeTALC) provides access to materials outside the library's immediate holdings as well as vital input into the area's academic arena. FHU students may use any of the member libraries by showing their valid student ID, many libraries will limit of items that can be checked out. All consortium libraries allow in-house usage of their periodicals and databases.

Access to the library's holdings, which include books, ebooks, periodicals and audiovisual materials, can be found on LIONET, the online catalog, which is available from any Internet connection to the library's home page http://www.fhu.edu/library. The library's home page also offers information on and access to electronic databases, Internetresources, and other resources deemed of educational merit. It also includes the library's hours and policies, online forms to order materials through Interlibrary Loan and general reference resources.

Many of the online databases offer indexing and full text scholarly periodicals; of special interest are the ERIC Database (Educational Resources Information Center), ERIC Online (full text ERIC Documents, 1993 -present), the Professional Development Collection (Ebsco Host), Expanded Academic ASAP, JSTOR, and several secondary including netLibrary (Fulltext ebooks). Several of the databases will require a user to authentic themselves as current FHU students. Reference assistance is also available via the Internet by emailing the library's reference desk, library@fhu.edu.

Graduate students may check out materials for a period of 4 weeks except at the end of each school term when all books and materials will be due. Audiovisual materials can be used in the library but most cannot be checked out without the approval of a faculty member. Overdue materials are charged .10 per day and lost items are $50 + $7 for processing. For more information on the library's policies see the library web site.

Instructional Resource Center

The Instructional Resource Center, located on the ground floor of the Gardner Center, is open daily from 8:00 a.m. until 5:00 p.m. Limited evening and weekend hours are posted on the door. The materials and services available in the Center can be of great benefit to those preparing for class projects, lesson plans, and instructional

materials to be used during student teaching. Examples of materials/ services available are die cuts, posters, instructional kits, bulletin board paper and trim (free if used on bulletin boards in the Center), opaque projector, laminating machines, paper cutters, magazines, stencil and transparency machine, Krotype, and wallpaper books. A complete list of the kits and posters is available in the Center. A limited library of education books is also available.

Guidelines for posters and kits are as follows:

1. Ask a lab worker for assistance in viewing and/or checking out the kits and posters. Be sure to sign the appropriate check-out sheet.
2. Area teachers may check out items for one week only with a $5.00 deposit which is returned when the kit is returned. If items are missing or supplies used, the teacher is responsible for replacing the items or supplies.
3. Check the list of contents on the kit before checkout and upon return of the kit to make sure all items are present.
4. The usual checkout time is for a week or less, depending on your special needs.
5. Return the item(s) to a lab worker. If no lab workers are available, leave the item on the director's desk in the Center so that your name may be marked off the checkout sheet and the item may be made available for others.

The University Bookstore

The FHU Bookstore on campus is open 8:00 a.m. until 5:00 p.m. Monday through Friday with occasional Saturday hours. The bookstore offers a wide range of items for students such as textbooks, clothing, school supplies, art supplies, snacks, and odds and ends. Books and other items can be charged to the student’s account.

Health Services

The university has an on-staff doctor and nurse to help with physical problems or sickness. The office is located in the FHU Health Clinic on Hamlett Street. For information call 989-6680. Hours are posted.

Meals

Students have the option of taking their meals on campus in Gano Cafeteria, located on the second floor of the Student Services Building, or in the Lion's Pride, the university snack bar on the ground floor. Cafeteria hours and prices are listed at the entrance.

Counseling Services

Personal counseling services are provided to students at no cost during school hours, 8:00 a.m.- 5:00 p.m. Monday through Friday. For more information or an appointment, contact the Director of Graduate Studies in Education (989-6087) or Nicole Scott, Director of Counseling Services (989-6768).

Campus Activities

There are numerous quality activities that take place each year on the Freed-Hardeman University campus. Graduate students and their families are invited to

attend ball games, plays, musical programs, lectures, etc. Most activities are marked on the school calendar and will also be mentioned in the Graduate Educator, a newsletter distributed to graduate students every month.

Mailboxes

Campus mailboxes are available to graduate students upon request. Check with the graduate office if you are interested. The mailboxes are located in the ground floor of the Student Center.

Student Housing

Graduate students may apply to live in the university residence halls. Provision has been made for students who will be commuting and will need housing on an overnight basis. Additional information may be obtained through the Office of Student Services, (901) 989-6052.

Financial Matters

Graduate Assistantships

Graduate assistantships are awarded each semester in the Graduate Studies in Education Program. Graduate assistants are required to work 12 ½ hours each week. They are credited with the equivalent of six graduate hours for their services.
To apply, complete and submit a graduate assistantship application. Assistantships are awarded based on scholarship, experience, special skills and purpose.
Graduate assistants are required to plan a regular, dependable work schedule around their graduate classes. Graduate assistants are assigned specific roles in either the graduate or undergraduate area.

Financial Aid

Information concerning loans and student work is available through the Financial Aid Office, (901) 989-6662. Many graduate students take advantage of the Stafford Loan to help with their educational expenses. Status as a half-time student is normally required to obtain loan deferments. For more information concerning the various loans, refer to the Graduate Catalog.

Business Office Hours

The Business Office is located on the ground floor of Loyd Auditorium and is open every week day from 9:00 a.m. until 4:00 p.m. Those involved in classes on Saturday or in the evening may secure services from the Business Office by requesting assistance through their instructors.

Paying Your Accounts

Please refer to the Graduate Catalog under “Paying your Account” for the dates in which your account is to be paid and for additional financial information. Students receiving loan checks must sign their check at the Business Office before it can be applied to the student's account.

Other Fees

See the Graduate Catalog for special fees such as student teaching,technology and graduation. Extra fees are charged for student teaching and
certain other practica.

Helpful Numbers

Business Office	989-6015
Academic Affairs	989-6004
Placement Office	989-6950
Financial Aid	1-800-630-3481
Bookstore	989-6672
Bible Bookstore	989-6678
Campus Security	989-6736
Center for Academic Services	989-6060
Instructional Resource Center	989-6078
FHU operator	989-6000
Library: Audiovisual Department	989-6068
Library: Front desk	989-6067
Registrar's Office	989-6648
Jim Maxwell, Director of Testing	989-6061
Student Services	989-6052
Health Clinic	989-6680
Counseling Services, Nicole Scott, Director	989-6768
President's Office	989-6001

Graduate Faculty/Staff

Sherye Holley	(sholley@fhu.edu)	989-6082*
Karen Cypress	(kcypress@fhu.edu)	989-6985*
Sharen Cypress	(scypress@fhu.edu)	989-6986*
Ileene Huffard	(ihuffard@fhu.edu)	901-683-5714
Tom Hughes	(thughes@fhu.edu)	989-6929*
Marie Johnson	(mcjohnson@fhu.edu)	989-6781*
Rhonda Jones	(rjones@fhu.edu)	989-6074*
William “Bo” Miller	(bmiller@fhu.edu)	989-6928*
Gene Reeves	(greeves@fhu.edu)	989-6077*
Elizabeth Saunders	(esaunders@fhu.edu)	989-6087*
Gloria Sneed	(gsneed@fhu.edu)	989-6074*
John Sweeney	(jsweeney@fhu.edu)	989-6639*
Monte Tatom	(mtatom@fhu.edu)	989-6088*
Linda Wright	(lwright@fhu.edu)	983-3090*

* Can also be reached with 1-800-639-3480

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Dave Phillips	
Randy Shannon	rshannon@fhu.edu
Carol Waymire	cwaymire@fhu.edu (731)-989-6062

Appendix A – Program Completion Checklists

Teaching Licensure Program – Elementary
Teaching Licensure Program – Secondary
Non-Licensure Program
Special Education Add-on Endorsement
Masters in Special Education (BASE-TN program)
School Counseling Program
- Master of Education with Licensure
- Licensure Only

Administration & Supervision Program
Ed. S. Program

Appendix B – Forms

Degree Plan Form by Semesters Worksheet
Undergraduate Competencies (Initial Licensure Grades K-6)
Application to Candidacy Status/Teacher Education Program
Application for Enhanced Student Teaching
Application for Graduation (Instructions and Form)